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## PART-I

### INSTITUTIONAL DATA

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#### I (A) PROFILE OF THE INSTITUTION

##### Name and address of the College

1. Name : Aryan College of Education
- 2.
3. Address : Vill- Mundate, Pergna-Manglore,  
Teh – Roorkee  
Distt. -Haridawar  
State- Uttrakhand  
Pin- 247656

Website/ URL : [www.aryanedu.com](http://www.aryanedu.com)

3. For Communication Vill- Mundate, Pergna-Manglore,  
Teh – Roorkee  
Distt.- Haridawar  
State- Uttrakhand  
Pin- 247656



## Office

Name	Telephone Number with STD Code	Mobile Number	e-mail address
Dr. M.K. Yadav Principal	0133 2312240	9660002997	<a href="mailto:drmkyadav75@gmail.com">drmkyadav75@gmail.com</a>
Dr. V.C. Yadav Vice-Principal	0133 2312240	9462411160	<a href="mailto:aryancollege2013@gmail.com">aryancollege2013@gmail.com</a>
Sher Singh Yadav Self-appraisal Co-ordinator	0133 2312240	8859608251	<a href="mailto:sonuyadav.behroj@gmail.com">sonuyadav.behroj@gmail.com</a>

## Residence

	Name	Telephone Number with STD Code	Mobile Number
Principal	Dr. M.K. Yadav	0133 2312240	9660002997
Vice-Principal	Dr. V.C. Yadav	0133 2312240	9462411160
Self-appraisal Co-ordinator	Sher Singh Yadav	0133 2312240	8859608251



4. Location of the Institution :

Urban

Semi-urban

Rural

☒

Tribal

Others

5. Campus area in acres :

.75 Acres
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6. Is it recognized minority institution?

Yes

☐

No

☒

7. Date of establishment of the institution :

Month & Year

MM	YYYY
08	2012

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

Sri dev Suman Uttarakhand University Badshahithaul, Tehri Garhwal - 249199
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## 9. Details of UGC recognition under sections 2(F) and 12(B) of the UGC Act.

2F

MM	YYYY
NA	NA

12B

MM	YYYY
NA	NA

## 10.Type of Institution ..... Self Finance College

a. By funding

I. Government

☐

II. Grant-in-aid

☐

III. Constituent

☐

**IV. Self- financed**

☒

V. any other (specify and indicate)

☐

b. By Gender

I. Only for Men

☐

II. Only for Women

☐

**III. Co-education**

☒

c. By Nature

I. University Dept

☐

II. IASE

☐

III. Autonomous College

☐

**IV. Affiliated College**

☒

V. Constituent College

☐

VI. Dept. of education of Composite College

☐

VII. CTE

☐

VIII. Any other (specify and indicate)

☐




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

Yes ☒ No ☐

If yes, has the institution applied for autonomy?

Yes ☐ No ☒

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

Sl. No.	Level	Program/ Course	Entry Qualification	Nature of Award	Duration	Medium of institution
1.	Secondary / Sr. Secondary	B.Ed.	Any Degree	Degree ✓	2 Year	English / Hindi



13. Give details of NCTE recognition (for each programme mentioned in

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Secondary / Sr. Secondary	Secondary B.Ed.	NRC/ NCTE/NRC APP-1076/200 <sup>th</sup> meeting/2012/25409 09/07/2012	Affiliation to be extended every year	100
	Secondary B.Ed. Additional Section	NRC/ NCTE/NRC APP-1076/2015/93297 13/04/2015		Additional 100
	Copy of the orders enclosed			



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## I (B) CRITERION-WISE INPUTS

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### CRITERION I : CURRICULAR ASPECTS

#### 1. Does the institution have a stated

Vision	Yes	√	No	--
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Mission	Yes	√	No	--
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Values	Yes	√	No	--
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	Yes	√	No	--
--	-----	---	----	----

Objectives

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

The Institution itself is a self-financed  
yes,

Yes	√	No	--
-----	---	----	----

institution If

a) How many programmes?

One

b) Fee per programme

**B.Ed.**

Tuition fee Rs.44,400/-per Annum

Other fee Rs.4,000/-Per Annum



3. Are there programmes with semester system? 

Yes
-----

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

Yes	--	No	√
-----	----	----	---

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

**B.Ed.**

Methods:

2
---

Elective Option:

2
---

6. Are there programmes offered in modular form?

Yes	--	No	√
-----	----	----	---

Number	No
--------	----

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

Yes	√	No	--
-----	---	----	----

Number	5
--------	---



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

Yes	--	No	√
-----	----	----	---

Number	No
--------	----

9. Is there any mechanism to obtain feedback on the curricular aspects from the heads of practice teaching schools?

- Heads of the practice Teaching School

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?

Two year
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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	--
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Number	One
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13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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## 1. 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)

√

(Weight age is only for Merit at the qualifying examinations )

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

a) Date of start of the academic year

08/12/2015

b) Date of last admission

28/04/2016

c) Date of closing of the academic year

28/04/2016

d) Total teaching days

200 Days

e) Total working day

260 Days



### 3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.									
2012-13	49	51	100	15	23	38	34	28	62
2013-14	39	61	100	15	21	36	24	40	64
2014-15	32	68	100	6	19	25	26	49	75
2015-17	17	31	48	5	11	16	12	20	32

### 4. Are there any overseas

Yes	--	No	√
-----	----	----	---

students

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

#### For B.Ed. Programme 2015-2017

a) Unit cost excluding salary component

Rs. 21042/-

b) Unit cost including salary component

Rs. 48400/-





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

Programme	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	79%	57%	75.75%	53.25%

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

Yes

√

No

--

8. Does the institution develop its calendar?

Yes

√

No

--

9. Time allotted (in percentage)

Programme	Theory	Practice Teaching	Practicum
B.Ed.	51.4%	22.2%	26.4%

10. Per-practice teaching at the institution

a) Number of pre-practice teaching days

0 10

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

0 10



## 11.Practice Teaching at School during the year 2015-2017

a) Number of school identified for practice teaching

1	0
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b) Total number of practice teaching days

4	0
---	---

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

4	0
---	---

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

No. of Lessons in simulation: 04

No. of Lessons Pre-practice teaching:10

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

Yes

√
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No

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## 14.Does the institution provide for continuous evaluation?

Yes

√
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No

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

Programmes	Internal	External
B.Ed.	32%	68%

### 16.Examinations

a) Number of session tests held for each paper

0	1
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b) Number of assignments for each paper

0	1
---	---

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

Particulars	Yes	No
Computers	√	--
Intarnet	√	--
Internet	√	--
Software / courseware (CDs)	√	--
Audio resources	√	--
Video resources	√	--
Teaching aids and other related materials	√	--
Any other (specify and indicate)	--	--



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

Yes	√	No	--
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Number	Two
--------	-----

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

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

Compulsory

√
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Optional

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### CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

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

Number	0	2
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2. Does the Institution have ongoing research projects ?

Yes	--	No	√
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3. Number of completed research project during last three years.

Nil
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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.

- Incentives in cash.



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

Yes ☒ No ☐

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

a. Ph. D

b. M. Phil.

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

Yes ☒ No ☐

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

Particulars	Yes	No	Number
International journals	-	√	-
National journals – referred papers Non referred Paper	√	-	-
Academic articles in reputed Magazines / News papers	√	-	-
Books	√	-	-

**Table I.6**



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

Yes	-	No	√
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10. Number of papers presented by the faculty and students (during last five years )

	Faculty	Students
National seminars.	<div>03</div>	<div>00</div>
International seminars.	<div>01</div>	<div>-</div>

11. What types of instructional materials have been developed by the institution ?  
( Mark '√' for yes and 'x' for No.)

○ Self-instructional materials	<div>√</div>
○ Print materials	<div>x</div>
○ Non- print materials (e.g. Teaching, Aids Audio-visual, multimedia, etc)	<div>√</div>
○ Digitalized (Computer aided instructional materials)	<div>√</div>
○ Question bank	<div>√</div>
○ Any other (specify and indicate) –Lab Manuals	<div>√</div>



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

Yes ☐√☐ No ☐--☐

If yes, indicate the nature of the post.

Full-time ☐--☐ Part-time ☐--☐ additional charge ☐√☐

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

Yes ☐--☐ No ☐√☐

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

Yes ☐√☐ No ☐--☐

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on campus (Last 3 years)





16. Does the institution provide consultancy services ?

Yes ☐ No ☐

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

Free of cost

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

Local level	√
State level	--
National level	--
International level	--



## CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

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

2194.72 square meters

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

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

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

20

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

Rs. 5,80,000/-



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

Rs. 22.370/-

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

Rs. 2,57,000/-

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

Rs. 5,70,000/-

8. Has institution developed computer-aided learning packages ?

Yes ☐

No ☒

Effort are underway to prepare computer-aided learning packages.

9. Total number of posts sanctioned

Open

Reserved

	M	F	M	F
Teaching	14	2	--	--
Non-teaching	4	0	4	1



## 10. Total number of posts vacant

		Open		Reserved	
		M	F	M	F
NIL	Teaching	-	-	-	-
	Non-teaching	-	-	-	-

## 11. A. Number of regular and permanent teachers (Gender-Wise)

		Open		Reserved	
		M	F	M	F
Lecturers (14)		12	2	--	--
Readers (02)		M	F	M	F
Professors (0)		02	--	-	-
		M	F	M	F
		--	--	-	-

## B. Number of temporary/ad-hoc/part-time teachers (Gender-Wise)

		Open		Reserved	
		M	F	M	F
Lecturers		02	01	-	-
Readers		M	F	M	F
		-	-	-	-
Professors		M	F	M	F
		-	-	-	-



### C. Number of teachers from

Same state	6
Other state	10

### 12. Teacher student ratio (program-Wise)

Program	Teacher student ratio
B.Ed.	1:14

### 13. a. Non-Teaching staff

Open          Reserved

Permanent (9)

M	F	M	F
4	--	4	1

Temporary (0)

M	F	M	F
-	-	-	-

### b. Technical Assistant

Open          Reserved

Permanent (4)

M	F	M	F
4	--	-	-

Temporary (0)

M	F	M	F
-	-	-	-

### 14. Ratio of teaching-Non-teaching staff

2:1



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

40%
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16. Is there an advisory committee for the library ?

Yes 

√
---

No 

--
----

17. Working hours of the library

On working days

9.00 AM- 5.30 PM
------------------

On holidays

--
----

During examinations

9.00 AM – 5.30 PM
-------------------

18. Does the library have an Open access facility

Yes	√	No	-
-----	---	----	---

19. Total collection of the following in the library

a. Books – Total Books

3865
------

-Textbooks

665
-----

-Reference books

3200
------

b. Magazines

10
----



c. Journals subscribed

- Indian journals

16

-Foreign journals

--

d. Peer reviewed journals

--

e. Back volumes of journals

--

f. E-information resources

- Online journals/e-journals

--

- CDs/DVDs

18

- Databases

2

- Video cassettes

5

- Audio cassettes

15

20. Mention the

98.4Sq. mtrs

Total carpet area of the library (in sq. mtrs.)

Seating capacity of the reading room.

60

21. Status of automation of Library

Yet to intimate

--

Partially automated

√

Fully automated

--



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

Circulation	<input checked="" type="checkbox"/>
Clipping	<input checked="" type="checkbox"/>
Bibliographic compilation	<input type="checkbox"/>
Reference	<input checked="" type="checkbox"/>
Information display and notification	<input checked="" type="checkbox"/>
Book Bank	<input checked="" type="checkbox"/>
Photo coping	<input checked="" type="checkbox"/>
Computer and Printer	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>
Online access facility	<input checked="" type="checkbox"/>
Inter – library borrowing	<input type="checkbox"/>
Power back up	<input checked="" type="checkbox"/>
User orientation /information literacy	<input checked="" type="checkbox"/>
Any other (please specify and indicate)	<input type="checkbox"/>

23. Are students allowed to retain books for examinations?

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

Average number of books issued / returned per day

15 to 25

Maximum Number of day books are permitted to be retained

By students

14

By faculty

30

Maximum number of books permitted for issue

For students

3

For faculty

5

Average number of users who visited / consulted per month

750

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

25:1

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

1.5%



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

	2012-13		2013-14		2014-15	
	Number	Total cost(Rs.)	Number	Total cost (Rs.)	Number	Total cost (Rs.)
Text books	150	5500	100	4800	135	28000
Other books	50	7680	100	13750	65	1800
Journals/specify and indicate	10	9875	15	7821	5	160
Any others specify and indicate DVD,VCD	05	17100	04	6571	-	-



## CRITERION V: STUDENT SUPPORT AND PROGRESSION

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

The dropout rate for the last three batches

Programmes	Year 1	Year 2	Year 3
B.Ed	07	05	07

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

Yes	✓	No	--
-----	---	----	----

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

15
----

### 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)

	B.Ed.		
Years	2012-13	2013-14	2014-15
Pass percentage	36%	36%	36%
Second division	3	5	3
Number of first classes	80	78	85
Number of distinctions	--	--	--

Note :- For a pass candidates required to obtain at list 30% marks in each paper ( External & Internal separately) and 36% marks in the total aggregate in theory ( 40% marks in internal Examination & internal assessment of practice separately teaching separately.

## 6. Number of students who have passed competitive examination during the last three years ( provide year Wise data)

	I	II	III
	2012-13	2013-14	2014-15
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	<b>3</b>
Merit Scholarship	-
Merit –cum means scholarship	-
Fee concession	<b>5</b>
Any other ( Specify and indicate ) State Govt, Scholarship for BC,MBC, SC students	-

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 for its students ?

Yes	--	No	✓
-----	----	----	---

If yes , number of students residing in hostels (2015-16)

Men

x

Woman

x

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

Sports fields

Yes	✓	No	--
Indoor sports facilities	✓	No	--
Gymnasium	--	No	✓

12. Availability of rest rooms for Woman

Yes	✓	No	--
-----	---	----	----

13. Availability of rest rooms for men

Yes	✓	No	-
-----	---	----	---



14. Is there transport facility available?

Yes	✓	No	--
-----	---	----	----

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

Yes	✓	No	--
-----	---	----	----

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

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



(Excluding collage day celebration)

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

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

18. Does the institution have an active Alumni Association?

Yes	--	No	√
-----	----	----	---

If yes give the year of establishment

NA

19. Does the institution have a Student Council?

Yes

√

No

--





20. Does the institution regularly publish a collage 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	10	8	7
Employment (Total)	25	21	17
Teaching	48	52	63
Non teaching	03	02	02

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
-	-	--

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

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



## CRITERION VI: GOVERNANCE 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)

Name of the Body / Council / Committee / Number of Meetings	
Governing Body/management	2
Staff Selection Committee	2
College council	2
IQAC/or other similar body/committee	2

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

Loan facility

Yes	√	No	--
-----	---	----	----

Medical assistance

Yes	√	No	--
-----	---	----	----

Insurance

Yes	√	No	--
-----	---	----	----

Festival and emergency advances

Yes	√	No	--
-----	---	----	----



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

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

5. Furnish the following details for the past three years

- a) Number of the teachers who have availed the faculty Improvement program of the UGC/NCTE or any other recognized organization

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

National	--	--	--
----------	----	----	----

International	--	--	--
---------------	----	----	----

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

0	0	2
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d) Number of seminars/ workshops/symposia on Curricular development, Teaching-learning, Assessment, etc. organized by the institution

e) Research programmes attended 

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

 development by the faculty

--	--	4
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f) Invited / endowment lectures at the institution in the last three years

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

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. Parent Feedback

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

4 hours per week

8. Provide the income received under various heads of the account by the institution for previous academic session (14-15)

Grant-in-aid

Nil

Fees

Rs.48400/-per B.Ed St.

Donation

Nil

Self-funded course

Nil

Any other (specify and indicate)

Nil

(Uniform, Book, Transport)

9. Expenditure statement (for last two years)

Particulars	2014-15	2015-16
Total sanctioned Budget	4960532	4977129
% spent on the salary of faculty	53.54	54.96
% spent on the salary of non-teaching employees	6.11	7.13
% spent on books and	---	.82



journals		
% spent on developmental activities (expansion of building)	1.5	2.7
% spent on telephone, electricity and water	.90	1.00
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	2.78	1.76
% spent on maintenance of equipment, teaching aids, contingency etc.	.18	1.28
% spent on research and scholarship ( seminars, conferences, faculty development programs, faculty exchange, etc.)	--	--
% spent on travel	.36	.48
Any other (specify and indicate ) Student Transport and Maintenance	.58	3.78
Total expenditure incurred	727273	645228
Reserve fund	800000	1200000

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

Surplus in Rs.	Deficit in Rs.
--	645228
--	727273



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 / unit 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 Counseling 

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

Aptitude Testing 

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

Examination / Evaluation 

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

Assessment 

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 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 have 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?

**For the year 2015-16**

	Category	Men		%		Women		%	
		M.Ed.	B.Ed.	M.Ed.	B.Ed.	M.Ed.	B.Ed.	M.Ed.	B.Ed.
a	SC		1		1		11		5.5
b	ST		--		--		--		--
c	OBC		4		2		--		--
d	Physically challenged		--		--		---		--
e	General Category		12		6		20		10
f	Rural		17		8.5		31		15.5
g	Urban		4		2		10		5
h	Any other (specify)		--		--		--		--



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

**For the current year**

	Category	Teaching	%	Non-teaching staff	%
a	SC	2	12	6	70
b	ST	--	--	--	--
c	OBC	8	50	2	30
d	Women	4	38	--	--
e	Physically challenged	--	--	---	--
f	General Category	---	--	---	--
g	Any other (specify)	--	--	--	--

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

**B.Ed.**

Category	At Admission		On completion of the course	
	2012-13	2013-14	2014-15	2015-16
SC	Out of 23 I class 03 II class 20 III class x	Out of 40 I class 10 II class 30 III class x	16 Secured I Class	39 Secured I Class
ST	Out of 14 I class 03 II class 11 III class x	Out of 47 I class 14 II class 33 III class x	09	45
OBC	Out of 46 I class 37 II class 09 III class x	Out of 70 I class 52 II class 18 III class x	40 Secured I Class	72 Secured I Class
Physically challenged	--	--	--	--



General Category	Out of 17 I class 14 II class 03 III class x	Out of 42 I class 40 II class 02 III class x	16 Secured I Class	25 Secured I Class
Rural	Out of 85 I class 80 II class 05 III class x	Out of 70 I class 63 II class 07 III class x	80 Secured I Class	32 Secured I Class
Urban	Out of 9 I class 08 II class 01 III class x	Out of 19 I class 17 II class 10 III class x	8 Secured I Class	27 Secured I Class
Any other (specify)	-	-	-	-



# ***PART-II***

## ***THE EVALUATIVE REPORT***



## EXECUTIVE SUMMARY

**Aryan College of Education** was established in the year 2009 under the aegis of Aryan Education Society. The Society constructed a specious building as per statutory norms laid by the NCTE and affiliation University. The College is located at Mundate village at 13 k.m. form Roorkee tehsil, distance of about 35 k.m. from the Haridwar District of Utrakhand State. The college is situated in a very ideal and lush green atmosphere away from noise and pollution of city life.

The main objective of the Sansthan was to set up the College at the present rural location was to take teacher education nearer to the prospective teachers belonging to rural areas and at the same time enable those belonging to urban areas to easily familiarize themselves with rural background and hence understand conveniently the role of community in the development of the schools.

It has been globally realized that universalization of Teacher Education could perhaps be possible only with active community cooperation. It is, therefore, quite important for teacher education to motivate teacher trainees that they have a great role to play in developing a wholesome relationship between the school and the community through their initiative and commitment.



The Society established the College with missionary spirit for the achievement of the following goals & objectives.

1. Recognition of Education as one of the pious obligations of the human society towards the next generation.
2. Promotion of capabilities for inculcating national values and goals as enshrined in the Indian Constitution.
3. Activation of prospective teachers to bring about social & cultural awakening.
4. Uplifting of children belonging to socially disadvantageous class, backward areas and economically weaker sections of the society.
5. Eradication of illiteracy among girls leading to women empowerment.

The College is affiliated to the Sir Dev Suman University Uttarakhand for imparting instructions leading to B.Ed. degree. It enjoys a very cordial relationship with the University and faces no problem vis-à-vis University administration.

For purpose of practice of teaching the college has identified schools in the nearby areas. The heads of such schools willfully co-operate with the College to supervise the internship part of the practice teaching programme. Every teacher trainee has to function as a regular teacher in the cooperating school concerned. Apart from teaching practice he is

Expected to prepare time table, attend morning assembly, organize co-curricular activities, maintain school records etc and this entire exercise is done under the supervision of the head of the school who is also responsible to award marks on this account in consultation with group in charge who is invariably a teacher educator of the College. During the practice teaching, the





student teachers are generally not allowed to deviate from school time table. They are required to select topics for preparation and delivery of lessons strictly according to the syllabus concerned.

The B.Ed. course extends over the two academic year and four semesters at least 100 working days in each semester to be devoted to the completion of the course-theory as well as practice teaching as per statutes. Out of this duration about 35 days are spent to develop teaching skills at micro as well as macro level. Micro teaching is conducted in simulated conditions and regular macro lessons in real class room situation. However it has been observed that this period of 200 days is not adequate to transform a teacher trainee into a competent and committed professional educator so that he acts as a trail blazer in the lives of the learners.

The College envisages that teacher education plays a crucial role in the process of education for development so that it is held as a core condition to ensure highly proficient and qualitative school education and also seeks to reshape the attitude, remodel the habits and in a way reconstitute the total personality of the teacher. But due to the paucity of time it is not possible to achieve this pious goal of teacher education institutions.

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<p style="text-align: center;"><b>CRITERION-WISE ANALYSIS</b>  <b>Criterion I: Curricular Aspects</b></p>	
1.1	Curricular Design and Development
1.	<p><i>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.)</i></p>
	<p>The institution has been established with the main aim of providing quality teacher education to the students of rural areas of Rajasthan. The institution is striving hard for preparing effective and efficient teachers through various academic, co-academic and social activities. For preparing such future teachers, the institution with the committed visionaries in the Management and dedicated faculty members tries to achieve the following objectives:</p> <ul style="list-style-type: none"> <li>• To develop reflective, critical and creative thinking among prospective teachers.</li> <li>• To develop inter-personal and social skills along with right attitude and self motivation for continuous learning among prospective teachers.</li> <li>• To bring about physical, emotional, intellectual and ethical integration of student-teachers with a view of evolving a ‘Complete Teacher’ possessing the basic values of secularism, national integration and truthfulness.</li> </ul> <p>The vision and mission of the college is as given ahead:</p>



	<p><b>Vision of the College:</b></p> <ul style="list-style-type: none"> <li>• To prepare and develop competent. Innovative and farsighted teachers who can meet the requirements of global competitive world and contribute to academic excellence.</li> <li>• To provide value-based curriculum and dynamic academic environment for strengthening faith in humanistic, social and moral values as well as in Indian cultural heritage and democracy.</li> <li>• To create facilities for imparting quality education and grow into a centre of excellence in the field of teacher education.</li> </ul> <p><b>Mission the College :</b></p> <p>To imbibe in our prospective teachers with Dedication, Diligence, sense of Discrimination and Dignity of teaching profession.</p> <ul style="list-style-type: none"> <li>• For achieving the mission and objectives of the institution, a number of academic as well as co-academic activities are being organized by the college through mutual cooperation and efforts of students and faculty members</li> </ul>
2	<p><i>Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback form faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies)</i></p>
	<p>The college is affiliated to the University of Sri Dev Suman Uttarakhand for the B.Ed. Programme.</p>



Although, there is no direct role of the college in curriculum development process, however, the college put forward the suggestions for marking improvements in curriculum as the when it is desired by the University.

The curriculum is prepared and proposed by concerning faculty members and the 'Board of Studies' approves the Syllabus.

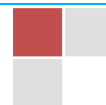
### **The existing B.Ed. Syllabus:**

#### **Introduction:**

The programme is comprised of three broad inter-related curricular areas – I) Perspectives in Education, II) Curriculum and Pedagogic Studies, and III) Engagement with the Field. Transaction of the courses will be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio cultural environments. The twelve courses are to be transacted in the two year period.

#### **I: Perspectives in Education**

1. Course -1: Childhood and Growing Up.
2. Course -2: Contemporary India and Education.
3. Course -3: Learning and Teaching.
4. Course -6: Gender, School and Society
5. Course -8: Knowledge and Curriculum
6. Course -10: Creating an Inclusive School



## **II Curriculum and Pedagogic Studies**

7. Course -4: Language across the curriculum.
8. Course -5: Understanding disciplines & subjects
9. Course -7 (a & b) : Pedagogy of School Subject
10. Course - 9: Assessment for Learning
11. Course -11: Education for sustainable development
12. Optional Course

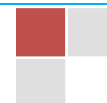
### **Student will have to select any one of the following**

- i. Guidance & Counselling
- ii. Health & Physical Education
- iii. Education for peace
- iv. Education for Vocation/work experience
- v. One Advance Additional pedagogy course (Eng., Hindi, Sanskrit, Phy Sci., Bio. Sci., Hist., Civics, Geo. and Maths)
- vi. Extension education

## **III Engagement with the Field:** The Self, the Child, Community and School

- i. School Internship
- ii. Course on Enhancing Professional Capacities (EPC)
  - a. Course EPC1: Reading & Reflecting on Texts.
  - b. Course EPC2: Drama & Art in Education
  - c. Course EPC3: Understanding the self.
  - d. Course EPC4: Critical Understanding of ICT.

**Credit:** credit is a unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week. Cumulative Grade Point Average (CGPA): It is a measure of overall



cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.

**Grade Point:** It is a numerical weight allotted to each letter grade on a 10-point scale. Letter Grade: It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F.

Semester Grade Point Average (SGPA): It is a measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.

Semester: Each semester will consist of 15-18 weeks of academic work equivalent to 100 actual academic/working days. The odd semester may be scheduled from July to December and even semester from January to June.

Transcript or Grade Card or Certificate: Based on the grades earned, a grade certificate shall be issued to all the registered students after every semester. The grade certificate will display the course details (code, title, number of credits, grade secured) along with SGPA of that semester and CGPA earned till that semester.

The 10-point grading system will be followed as under:

Grades and Grade Points

### **Letter Grade Grade**

<b>Letter Grade Grade</b>	<b>Point</b>
O (Outstanding)	<b>10</b>
A+(Excellent)	<b>9</b>



A(Very Good)	<b>8</b>
B+(Good)	<b>7</b>
B(Above Average)	<b>6</b>
C(Average)	<b>5</b>
P (Pass)	<b>4</b>
F(Fail)	<b>0</b>
Ab (Absent)	<b>0</b>

A student obtaining Grade F shall be considered failed and will be required to reappear in the examination. The grade P or minimum percentage of marks required to pass the course will be 4 for CGPA required to qualify for the degree.

### Semester Wise Distribution of the Courses

Courses	Hours per week	Hours per semester	Total marks	Internal (Formative)	External (Summative)	Credit
<b>Semester – I (July to December including exam)</b>						
Course 1 : Childhood and Growing Up	6	90	100	30	70	6
Course 2 : Contemporary India and Education	6	90	100	30	70	6
Course 4 : Language across the Curriculum	3	45	50	15	35	3
Course 5 : Understanding Disciplines and Subjects	3	45	50	15	35	3
Course <i>EPC 1</i> : Reading and Reflecting on Texts	3	45	50	50	00	3
<b>Total</b>	21		350	140	210	21
<i>Engagement with the Field: Tasks and Assignments for Courses 1, 2, 4 &amp; 5 (Two Weeks)</i>						
Tutorials, Seminars, Workshops, Activities and Community works- 9 hrs per week including Sports.						
<b>Semester – II (January to May including exam)</b>						
Course 3: Learning and	6	90	100	30	70	6



Teaching						
Course 7a : Pedagogy of a School Subject – Part I Science- Biological/Physical/Maths/ Social Sciences(SS)/ Language-Hindi/English/ Sanskrit	3	45	50	15	35	3
Course 8a Knowledge and Curriculum –Part I	3	45	50	15	35	3
Course 9 : Assessment for Learning	6	90	100	30	70	6
Course <i>EPC</i> 2: Drama and Art in Education	3	45	50	50	00	3
<b>Total</b>	21		350	140	210	21
Engagement with the Field: Tasks and Assignments for Courses 3, 7a, 8a & 9 (Two weeks including one week of school engagement)						
Tutorials, Seminars, Workshops, Activities and Community works - 9 hrs per week including Scout Guide training.						
<b>Semester – III (July to December including exam)</b>						
Course 7b Pedagogy of a School Subject –Part II Science- Biological/Physical/Maths /Social Sciences (SS)/ Language-Hindi/English/ Sanskrit.	45	45	50	15	35	3
School Internship	15 Weeks		250	150	100	15
<b>Total</b>			300	165	135	18
<b>Semester – IV(January to May including exam)</b>						
Course 6: Gender, School and Society	3	45	50	15	35	3
Course 8b : Knowledge and Curriculum –Part II	3	45	50	15	35	3
Course 10 : Creating an Inclusive School	3	45	50	15	35	3
Course 11 : Education for sustainable development	3	45	50	30	20	3





Course 12 : Optional Course a) Education for Vocation/work experience b) Health and Physical Education c) Education for peace d) Guidance and Counselling e) Extension education f) Advance Additional pedagogy course (Eng., Hindi, Sansk., Phy Sci., Bio. Sci., Hist., Civics, Geo. and Maths)	3	45	50 Each	50	00	3
Course EPC 3 Critical Understanding of ICT	3	45	50	50	00	3
Course EPC 4 Understanding the Self	3	45	50	15	35	3
<b>Total</b>	21	315	350	190	160	21
Engagement with the Field: Tasks and Assignments for Courses 6, 8b, 10 & 11 (one week)						
Tutorials, Seminar, Activities and community work: 9 hrs per week including Educational Tour and workshop/ Seminar for ESD.						
Grand total (credits)						81

### School Internship:

The B.Ed. curriculum shall provide for sustained engagement with the Self, the Child, Community and School, at different levels, and through establishing close connections between different curricular areas. School Internship is an integral component of B. Ed. Course. In the first year, there shall be work on the field amounting to a minimum of 4 weeks, spread over several days throughout the year. This will include one week of school engagement and three weeks of other engagements as explained ahead. In the second year, there shall be a minimum of



16 weeks of engagement with the field of which 15 weeks are for school internship and one week is for other field engagements. Thus a minimum of 20 weeks (4+16) shall be allocated over the two years for tasks, assignments and school internship in the field, under the broad curricular area Engagement with the Field. The weightage of internal assessment for Engagement with the Field shall be 100 %.

### **Examination pattern:**

Assessment will include both internal and external. Internal assessment will be conducted on the basis of assignments, reflective patterns, project reports, dairies, journals and students portfolios. The summative assessment will be conducted in the following manner.

- ☐ There shall be a university examination at the end of each semester as per details of the scheme of examination.
- ☐ The minimum pass marks in each year or semester examination shall be 40% for each theory paper and practicum and 50% for internship in teaching separately. Candidate will have to pass each theory paper and practicum separately.
- ☐ A candidate who fails in maximum two courses in first year or semester of the course will be eligible to take the examination in that part of the subject (theory paper/practicum) as the case may be, in which he/she fails along with the next semester.
- ☐ A candidate who fails in maximum two courses in second year of the course will be allowed to appear as an ex-student in that part of the subject in which he/she fails at the subsequent examination.
- ☐ In case a candidate fails internship in teaching, he/she will have to undergo the



full year of the course of study as a regular student in the subsequent year.

☐ A candidate will be given a maximum of two chances to pass the examination in any year/semester of the course. If he/she does not pass the examination even after two chances he/she will not be eligible for B.Ed. degree.

☐ Candidates can apply for re-evaluation in any of the theory papers as per rules stipulated by the University.

☐ Teaching Subjects means a subject offered by a candidate at his Bachelor's or Master's Degree examination either as a compulsory subject or as an optional subject. The evaluation of the internship programme of the B.Ed. students will be performed by a board of examiners comprising of the following persons:-

☐ External Examiners (02)

1. One of the other universities.

2. One of the other institutions of the same university.

☐ Internal Examiner (01) - Head/Representative of the same institution.

Instead of declaring results of theory and practical separately, there will be only one result combining the two.

### Distribution of Marks

Internal (Summative)							
Course	Total Marks	Internal marks	Distribution				
Course 1, 2, 3 and 9	100	30	Assignment	Practicum	Report	Internal Exam & Viva	
			5	10	5	5+5	
Course 4,5,6,7a	50	15	5	5	--	5	



&b, 8a&b,10,11,12							
EPC, 1,2,3 &4	50	50	5	--	40	5	
<b>External (Summative)</b>							
<b>Courses</b>				<b>Type of Question</b>		<b>To attempt</b>	<b>Marks each</b>
Course 1 : Childhood and Growing Up Course 2 : Contemporary India and Education Course 3: Learning and Teaching Course 9 : Assessment for Learning				<input type="checkbox"/> Long Questions <input type="checkbox"/> Short Questions <input type="checkbox"/> Objectivetype		Two out of four Five out of eight Ten	15 06 01
Course 4 : Language across the Curriculum Course 5 : Understanding Disciplines and Subjects Course 6: Gender, School and Society Course 7a: Pedagogy of a School Subject, Part I Course 7b Pedagogy of a School Subject, Part II Course 8a Knowledge and Curriculum –Part I Course 8b : Knowledge and Curriculum –Part II Course 10 : Creating an Inclusive School Course 11 : Optional Courses				<input type="checkbox"/> Long Questions <input type="checkbox"/> Short Questions <input type="checkbox"/> Objective type		One out of three Three out of five Five	12 06 01

## OBJECTIVES OF THE B. Ed PROGRAMME

The objectives of this programme are

1. Prepare teachers from upper primary to middle level (Classes VI-VIII), Secondary Level (Classes IX-X) & Senior Secondary Level (Classes XI-XII).
2. Understand various educational issues in the context of diverse socio- cultural & Multilingual Indian Society.
3. Internalize the nature of education and pedagogic process through enriched experiences.
4. Contribute to reduce the gap between theory and practice by dovetailing both appropriately.
5. Use varied modes of learning engagement in accordance with the requirements.
6. Understand the nature, purpose, influencing factors and problems of secondary education in contemporary issues.



	<p>7. Describe teaching learning process in the classroom and various factors that influence it.</p> <p>8. Plan and organize classroom through learners' centered techniques of instruction and inclusive education.</p> <p>9. Organize effective whole classroom instruction and justify it.</p> <p>10. Conduct Pedagogical content analysis in subject areas and use it for facilitating learning in the classroom.</p> <p>11. Use Information Communication Technology resources, for effective classroom teaching.</p> <p>12. Develop and select tests, evaluate and keep records of student's progress.</p> <p>13. Resolve classroom and school problems through action research.</p> <p>14. Foster skills and attitude for involving the Community as an educational partner and use Community resources in education.</p> <p>15. Become self-regulated learners; develop professional commitment and work as responsible professionals.</p>
3	<p><i>How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs ?</i></p>
	<p>The curriculum of the programme is being developed by the concerned affiliating bodies (as mentioned in above paragraph) and modern aspects of teacher education like ICT, Computer education, SSA, inclusive education other latest developmental programmes in education sector etc. have been included in the curriculum. The concerned affiliation bodies make necessary modifications in the course curriculum from time to time as per UGC/NCTE guidelines as well as changing</p>



	social and technological scenario.
4	<i>How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?</i>
	<p>Although, the curriculum in B.Ed. course is developed by the respective affiliating bodies, at the time of curriculum transaction in the college, the teacher trainees are provided educational experiences with the help of OHP, LCD projector as well as they are also trained in the use of these modern technologies in classroom teaching-learning process.</p> <p>For bringing awareness among the teacher trainees regarding major national issues like environment and value education, ‘Education for Values, Environment and Human Rights’ has been included as a compulsory subject in B.Ed. programmes. Apart from this, various activities like visit to old age home, visits to nearby special school, cleanliness campaign, activities related to hazards of drug addiction and women empowerment, environment awareness rally, AIDS awareness related activities etc. are being organized by the college so as to develop among students various social and moral values This helps in moving towards the achievement of objectives of the institution.</p>
5	<i>Does the institution make use of ICT for curricular planning? If yes give details.</i>
	<p>Information and Communication Technology (ICT) plays very important role for the curricular planning in the institution in:</p> <ul style="list-style-type: none"> <li>• Preparing Academic Calendar with the help of computer</li> </ul>



	<ul style="list-style-type: none"> <li>• Presentations to all the stakeholders with respect to the curriculum with the use of computer, OHP and audio devices.</li> <li>• The faculty members use CD's prepared by themselves for use as teaching aids, while planning the curriculum for the year.</li> </ul>
<b>1.2 Academic Flexibility</b>	
1.	<i>How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?</i>
	<p>The teacher educators give-</p> <ul style="list-style-type: none"> <li>• Orientation lectures, B.Ed. pupil teachers</li> <li>• Remedial Programme</li> <li>• Teacher educators organize group teaching to promote interactive teaching learning for the task of Micro Teaching, Practice Teaching and Block Teaching</li> </ul> <p>Faculty members explain various skills and give demonstration for various skills and prepare lesson plans in all methods and teach the skills by using various components of the skill and by using audio-visual aids.</p> <ul style="list-style-type: none"> <li>• Organization of co-curricular and extra-curricular activities in the block teaching in schools.</li> <li>• Community awareness programmes like celebration of several Days, rallies, community work, etc. We also insist on resourceful planning to be implemented during their teaching in the classroom</li> </ul>



2	<i>How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experience to the students both in the campus and in the field?</i>
	College always enclosed the students to take participation in seminars, workshops debates using multimedia presentations besides this college organized various co-curricular activities and educational excursion tours local visit of educational & Historical places providing varied learning experiences to the students both in the campus as well as in the field.
3	<i>What value added courses have been introduced by the institution during the last three years which would for example : develop communication skills (verbal &amp; written), ICT skills, Life skills, Community orientation, Social responsibility etc.</i>
	During last three years College has introduced several personality development aspect contents in the academic calendar. Program for communication skill, ICT skills, scout guide camp & NSS for social responsibility, life skills, Blood donation camp, Book and cloths distribution to the poor for community orientation.
4	<i>How does the institution ensure the inclusion of the following aspects in the curriculum ?</i> <ol style="list-style-type: none"> <li><i>1. Interdisciplinary/Multidisciplinary</i></li> <li><i>2. Multi-skill development</i></li> <li><i>3. Inclusive education</i></li> <li><i>4. Practice teaching</i></li> <li><i>5. School experience/internship</i></li> <li><i>6. Work experience/SUPW</i></li> <li><i>7. Any other (specify and give details)</i></li> </ol> <i>(Also list out the programmes/courses where the above aspects have been</i>





	<i>incorporated).</i>
	<p>All the above mentioned activities/programs are the core part of the B.Ed. curriculum all these are covered during the tenure of all academic activities</p> <p><b>Multi-Skill Development:</b></p> <p>The faculty members make use of various strategies like group discussions, seminar presentations, class quizzes, use of modern technological gadgets (OHP, LCD Projector) during classroom teaching so as to develop communication skills and self-confidence among students. Various co-curricular activities and extension activities are organized by the student-teachers with overall guidance of faculty members. This helps in developing civic and social values among the students.</p> <p><b>Inclusive Education :</b></p> <p>The student-teachers are given knowledge and understanding about</p>
	<p>Inclusion of exceptional children in normal classroom by faculty members through regular classroom teaching-learning process.</p> <p><b>Practice Teaching:</b></p> <p>Practice Teaching is an integral and compulsory part in B.Ed. programme. The student-teachers are to undergo practice teaching in nearby situated secondary schools for a minimum period of 15 weeks. During practice teaching, the student teachers take classes in their concerned teaching subjects, prepare lesson plans, develop teaching aids, observe peers, prepare daily reports and maintain students' attendance registers and organize different co-curricular activities.</p> <p>In programme, the students are not directly involved in classroom teaching in schools but these students are involved in observing B.Ed. students, supervising</p>



	<p>lessons of B.Ed. trainees and preparation of reports.</p> <p><b>School Experience/Internship:</b></p> <p>Only students are to undergo practice teaching as explained in above paragraph.</p> <p><b>Work Experience/SUPW:</b></p> <p>Work Experience/SUPW is integral part of the programme.</p>
<b>1.3 Feedback an Curriculum</b>	
1	<i>How does the institution encourage feedback and communication from the Students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum?</i>
	<ul style="list-style-type: none"> <li>• Feed back obtained from the students both during their study in the college as well as at the time of living the college on completion of their study.</li> <li>• Feed back from alumni is obtained through alumni association of the college.</li> <li>• Feed back from community is obtained through parents association meetings as the parents represent the community all round the college.</li> </ul>
2	<i>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.</i>
	<p>Feed back relative to curricula from the all the sources are collected and transmitted to the management which involved and implement to supplementing</p>



	the curricula for the college.
3.	<i>What are the contributions of the institution to curriculum development? (Member of BoS/ sending timely suggestions, feedback, etc.)</i>
	<p>There is no provision as such for the participation of self financed teacher</p> <p>educator colleges in curriculum development at university level. It is regulated by the Governing University.</p>
<b>.4 Curriculum Update</b>	
1	<i>Which courses have undergone a major curriculum revision during the last five years? How did these change contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).</i>
	<p>There is no major curriculum revision taken during the last five years. However, the Unit test and teaching Practice with time to time observation have been modified to the requirements.</p>
2	<i>What are the strategies adopted by the institution for curriculum revision and update? (Need assessment, student input, feedback from practicing schools etc.)</i>
	<p>As mentioned earlier, curriculum revision and updating is being undertaken by the concerned affiliating bodies, But, the college obtains feedback from its teaching staff, students and heads/teachers of practicing schools and use this feedback for</p>



	bringing the improvements in various transactional aspects of academic and co-curricular activities organized by the college. The college also forwards the feedback and suggestions regarding curriculum and its transactional aspects to the concerned affiliating bodies as and when the same is desired by them.
<b>1.5 Best Practices in curricular Aspects</b>	
<i>1</i>	<i>What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?</i>
	<p>For providing quality training to the prospective teachers, a number of additional academic and co-academic activities other than those prescribed in the curriculum are being organized. These academic and co-academic activities mainly include support to nearby schools by donating teaching-learning materials, academic help to school teachers, academic and vocational guidance to students of practicing schools, feedback from teachers and students regarding curriculum and its transactional aspects, feedback from school teacher/heads of practicing schools for improvement of practice teaching etc.</p>
<i>2</i>	<i>What innovations/best practices in 'Curricular Aspects' have been planned/implemented by the institution?</i>
	<p>The Institution is planning to establish an 'Academic Wing' from academic session 2015-16 which will be comprised of senior faculty members and experienced local school teachers. The main function of this academic wing is to collect feedback from teachers regarding the curriculum and its</p>



	Transaction in classroom situations and make necessary recommendations for improving the curriculum and its transaction the academic wing will then submit these recommendations to the concerned affiliating body for consideration and taking necessary action.
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## Criterion II: Teaching-Learning and evaluation

### 2.1 Admission process and Student profile

1. *Give details of the admission process and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?*

Our college is affiliated to University of Sri Dev Suman Tehri Gadhawal Uttarakhand .The students are required to face the entrance test for admission to the B.Ed. Courses organized by the Corrdinator of P.T.E.T. appointed by the State Government of Uttarakhand and Association of self financing colleges.

The students again have to pass out the counseling. The successful candidates get the allotment of the college and thus these students report to the respective college and then the student's profile is prepared by the college. The admission fee prescribed by the State Government is collected by the Centralized Test Agency. Thus the process of admission to B.Ed. programmes is very transparent since the no individual institution handles the process but the Government itself takes care of the same.



2.	<i>How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?</i>
	Advertisements are made in leading Newspapers. The advertisements contain the details of course content, fee structure and facilities available. The same information is available in the college website also. In addition a prospectus is issued along with the application form.
3.	<i>How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?</i>
	There is a provision of admission committee which monitors and supervises the process of admission. It ensures that the process is equal to all application.
4	<i>Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)</i>
	The sole authority is the Pre. Teacher's Edu. Test [P.T.E.T.] and Association of self financing college test for Admission who develop various strategies to deal with students with diverse needs. The cell suggests and allots the candidates according to their specific requirement. The admission procedure is followed according to the rule and regulations of N.C.T.E.



	<p>Government of Uttarakhand. The admissions are given purely on the entrance test on merit basis prepared on the base of P.T.E.T. by the State Government and test of Association of self financing colleges. Ours is a co-education college where 20% girls and 80% boys pursue B.Ed. Education. A majority of the students are from rural and some from tribal areas. They follow different religion and come from different socio economic status. To retain the diverse student population following are the different strategies adopted by the institution.</p> <ol style="list-style-type: none"> <li>1. Economically backward pupil teachers are given the benefit of various scholarships by government.</li> <li>2. There is no gender bias; all the 200 pupil teachers are encouraged to take part in the all the activities.</li> <li>3. Pupil teachers who have linguistic problems are encouraged to learn language for classroom interaction.</li> <li>4. The physically challenged pupil teachers are treated affectionately. To cope up with their weakness, faculty members treat them sympathetically and are encouraged to take part in all activities like other normal pupil teachers.</li> </ol>
5	<i>Is there a provision for assessing student's knowledge/ needs and skill before the commencement of teaching programmes? If yes give details on the same</i>
	<p>Several diagnostic tests are used to assess the needs and skill of the students before the commencement of the teaching practice programme through micro teaching and simulation teaching teacher entirely assess the students in different skill domain and strengthen them through remedial class.</p>





## 2.2 Catering to Diverse Needs

1	<i>Describe how the institution works towards creating an overall environment conducive to learning and development of the students?</i>
	<p>The Institute has the practice to organize seminars, workshops, symposia, training programmes in which the faculty and the students actively participate. Eminent persons are called from profession to deliver the conceptual &amp; factual knowledge in different aspects from time to time.</p>
2	<i>How does the institution cater to the diverse learning needs of the students?</i>
	<p>For meeting and satisfying the diverse learning needs of students the faculty members make use of teaching aids, audio-visual learning materials, power point presentations, group discussions, class quizzes etc. during teaching-learning process. The institution also organizes orientation programme for students at the beginning of academic session to acquaint the students with the history of the institution theory subjects, evaluation criteria, general rules and code of conduct and activities to be undertaken during the session. Seminar presentations by students, guest lectures by school teachers, remedial teaching for weak students, special coaching for advanced learners practical activities in laboratories and organization of workshops for preparing instructional objectives, lesson plans, teaching aids and improvised TLM are also undertaken by the institution to provide varied learning experiences to the students.</p>



	<p>The evaluation of students is done at regular intervals by faculty members through general observations, level of participation in class activities, morning assembly, co-curricular activities and performance in house examination. This helps in identifying the problems and needs of students and providing appropriate educational experiences.</p>
3	<p><i>What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?</i></p>
	<p>Innovative practice in practice teaching is the part of the curriculum for student teachers and the institution ensures these activities in various schools of different educational boards and within the institution with co- students to cater to diverse learning needs and ensure equity in teaching and learning process. The curricular structure also provides ample scope for the Theory, Teaching Practice Internal Assessment, Field Trip, Camp Activities, Art and Work Experience, Educational Technology, Information and Communication Technology Education, Action Research and Case Study in the programme.</p>
4	<p><i>How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?</i></p>
	<p>The college has a tradition of employing various strategies and methods for catering to the diverse learning needs of the students. The Teacher educators use different teaching-learning strategies like group discussions in classes, seminars, class quizzes, workshops for preparation of</p>



	<p>Instructional objectives, lesson plans, teaching aids, use of self-made learning materials, providing training through modern electronic gadgets and other active learning methods. The institution arranges for provision of training through activities in the different method laboratories. The teachers who face any difficulty in effective teaching of certain topics are provided with requisite assistance for making their teaching more interesting and effective. For this, the teacher educators also employ 'team teaching' strategy in certain topics for providing instruction to the students. The feedback collected from students through informal discussions and observing teacher's activities during classroom situations by the head of the institution makes it evident that the teacher educators are sensitive to diverse learning needs of the students.</p>
5	<p><i>What are the various practice that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?</i></p>
	<p>Content presentation through lecture method cum Demonstration with the help of several technological instruments as LCD, OHP &amp; guide, and film projector through several lab demonstrations, question – answer method, extempore quiz and other democratic teaching methods.</p>



## 2.3 Teaching-Learning Process

1	<i>How does the institution engage students in “active learning”? (Use of learning resources such as library, web site, focus group, individual projects simulation peer teaching, role-playing internships, practicum, etc.)</i>
	<p>The college prepares the academic activities calendar as per the regulatory bodies Norm and standards. Apart from these, the institutie has its own academic calendar as well for better completion of academic activities.</p> <p>fFrequently lecture method is used however supplement to these teachers used Models, Charts, O.H.P., LCD, Slide projector, to make content learning. More effective. Question &amp; answer method and group discussion are also used to encourage students active participation assignment are also given to the students for active learning participations. Apart from this all students are also motivated to use of internet, group teaching, and role playing teaching as internship.</p>
2	<i>How ‘learning’ is made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?</i>
	<p>Students are encouraged for question-answer in teaching through democratic strategies of teaching in class rooms. Group discussion are arranged, assignments are given quiz and seminars are organized ensure participation in other college programmes to make self learning knowledge</p>



	Development and skill information. Psychological method are used to identify the needs of students, special classes, tutorials are arranged to meet out the student needs.
3	<i>What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.</i>
	<ul style="list-style-type: none"> <li>• Teaching-learning through OHP and power-point presentations.</li> <li>• Use of team teaching in teaching-learning process as per requirements.</li> <li>• Use of method laboratories for providing training in practical aspects of teacher training.</li> <li>• Organizing workshops for students in preparing instructional objectives, lesson plans, teaching aids, cards on important social issues etc.</li> </ul>
4	<i>Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.</i>
	Yes: - Models of teaching/ teaching aids are prepared by the students for teaching reference to the number of lessons.



5	<i>Does the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.</i>
	The student teachers use micro- teaching technique for developing the different skills as: Set induction, questioning, explanation, reinforcement, stimulus variation, Black-Board, writing, illustration etc. Each student teacher selects six skills out of fourteen as per the requirement of teaching subject. Each student has to deliver two lessons on one skill for every teaching subject.
6	<i>Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)</i>
	A student gives one lesson per day. A teacher educator observes Three students per day. Total twenty lessons are observed by each peer. They provide some guidelines and comments for every lesson plan. Observation feedback mechanism is used by the teachers in the form of suggestions, instructions for every lesson plan.
7	<i>Describe the process of Block Teaching / Internship of students in vogue.</i>
	4 Weeks Internship in School Level and 10 days Micro Teaching One week criticism Lesson and five days programme for Block Teaching.



8	<i>Are the practical teaching session/plans developed in partnership, cooperatively involving the school staff and mentor teacher? If yes give details on the same.</i>
	<p>Practical teaching session / plans developed and prepared by student teacher under the proper supervision of staff helps them in selections of topics to be planned in their teaching in few cases school teachers are also help the students in selecting and preparing lesson / teaching planes.</p>
9	<i>How do you prepare the student teaching for managing the diverse teaming needs of student in schools?</i>
	<p>The student teachers are provided training in development and use of various teaching – learning materials during micro-teaching and simulation sessions which help them in getting knowledge and understanding of inclusive teaching in classroom situations. The student teachers are also provided training in arts and crafts work (pot painting, doll making, wall hangings) so that they can transmit such skills to school students. The workshops are being organized for developing various types of teaching aids in different teaching subjects.</p> <p>For identifying students with diverse characteristics, the student teachers are acquainted in use of different psychological tests. During micro- teaching, simulation and practice teaching sessions, student teachers are provided knowledge, understanding and skills of various teaching methods</p>



	and strategies for dealing with the students of diverse characteristics. The student teachers are also imparted training in preparation and use of different strategies and techniques for evaluating student's different characteristics. Apart from this, the student teachers are provided with knowledge and understanding through regular class teaching activities about various types of children (on the basis of individual characteristics), their special characteristics and teaching strategies that can be adopted for teaching of such children.
10	<i>What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?</i>
	Two teaching aids are mandatory to prepare in Sessional work and one teaching aid is mandatory to use during the practice teaching in each lesson. They are encouraged to use O.H.P. & Power Point presentation through L.C.D. Projector during their teaching along with charts, modals and other teaching aids.
<b>2.4 Teacher Quality</b>	
1	<i>Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.</i>
	Practice teaching sessions/plans are always developed in partnership,
	Cooperatively involving the school staff and mentor teachers. The various steps involved for the preparation of a lesson plan are: <ul style="list-style-type: none"> <li>Primarily mentor teachers assist the student teachers to choose a particular topic as per their academic interest and personal competency.</li> </ul>



	<ul style="list-style-type: none"> <li>• Material aids are also been chosen as per the topic by the students with the help and guidance of the teachers.</li> <li>• Students then prepare lesson plans roughly and get it checked by the respective teachers.</li> <li>• Teachers gave suggestions and improvement to be done with the lesson plan as per the topic.</li> <li>• Students again prepare a fair lesson plan and it is been evaluated and examined by the respective mentor teacher for the perfection.</li> <li>• Demonstration of the lesson plan is been done by the students in front of the respective mentor teachers to practice for the practice teaching classes in the schools.</li> </ul>
2	<p><i>What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?</i></p>
	<p>Decision has been taken as per rules, regulation and norms of N.C.T.E. &amp; other regulating bodies.</p>
3	<p><i>Describe the mechanism of given feedback to the students and how it is used for performance improvement.</i></p>
	<p>Theory- Unit test, Term Test, Sessional examination and pre university examination process is adopted to find out weakness remedial teaching to improve the performance.</p> <p>Practice- Skill development, Micro – Teaching, simulated teaching followed by the supervision is the process to improve the students practical performance</p>



4	<i>How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?</i>
	<p>For making the student teachers aware about the decisions taken by the administration and management, the information is displayed at appropriate time on the college notice board as well as the same is also announced to all during the morning assembly sessions.</p> <p>In addition to this, the information regarding policies and educational needs of schools is conveyed in the morning assembly by the head of the institution/senior teacher educator and sometimes, certain subject specific information is provided by the concerned teacher in the class. The students are encouraged to consult journals, magazines and newspapers for acquainting themselves with various educational needs and problems of students. The display boards in library and various laboratories are also</p>
	there for updating students on educational needs of schools. Apart from this, some major policy decisions are also displayed on website.
5	<i>How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?</i>
	<ul style="list-style-type: none"> <li>• Making use of library, specially the recent books and encyclopedies, periodicals/journals.</li> <li>• Making use of Internet surfing and downloading recent information</li> <li>• Participating in workshops, seminars and presenting papers.</li> <li>• Organizing seminars/workshops, conferences.</li> <li>• Undergoing training in leading institutions.</li> </ul>



	<ul style="list-style-type: none"> <li>• Undertaking visit to schools &amp; colleges.</li> <li>• Through exhibitions, fairs, Newspapers, magazines and other materials.</li> </ul>
6	<i>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.)</i>
	<p>The Institute encourages the teachers for doing research leading M.Phil &amp; PhD. Degree. The staff members are motivated to attend the seminars, conferences, workshops with financial assistance to meet out the expenditures. The staff is also ensured to organize seminar, workshops in college premises all the research, refresher, orientation programs lead to the incentive for the whole staff provided by the management.</p>
7	<i>Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, given details.</i>
	<p>For ensuring professional growth of teachers, the college encourages teachers to attend professional development programmes organized by UGC or other institutions.</p> <p>College has the incremental policies, identification for rewards on the basis of academic and non academic performances.</p>



## 2.5 Evaluation Process and Reforms

1	<i>How are the barriers to student learning identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)</i>
	<ul style="list-style-type: none"> <li>• Day to day class room teacher student interaction.</li> <li>• Periodically feedback from the students for teachers.</li> <li>• Feedback from the students regarding course content and other activities.</li> <li>• Feedback from guest faculties for distinguish field.</li> <li>• Consideration and conjunction of conceptual back grounds regarding course design.</li> </ul>

2	<i>Provide details of various assessment /evaluation processes (internal assessment, midterm assessment, term end evaluations, external evaluation used for assessing student learning?)</i>						
	<b>Distribution of Marks</b>						
	<b>Internal (Summative)</b>						
	<b>Course</b>	<b>Total Marks</b>	<b>Internal marks</b>	<b>Distribution</b>			
	Course 1, 2, 3 and 9	100	30	<b>Assignment</b>	<b>Practicum</b>	<b>Report</b>	<b>Internal Exam &amp; Viva</b>
				5	10	5	5+5



Course 4,5,6,7a &b, 8a&b,10,11,12	50	15	5	5	--	5	
EPC, 1,2,3 &4	50	50	5	--	40	5	
External (Summative)							
Courses				Type of Question		To attempt	Mark each
Course 1 : Childhood and Growing Up Course 2 : Contemporary India and Education Course 3: Learning and Teaching Course 9 : Assessment for Learning				<input type="checkbox"/> Long Questions <input type="checkbox"/> ShortQuestions <input type="checkbox"/> Objective type		Two out of four Five out of eight Ten	15 06 01
Course 4 : Language across the Curriculum Course 5 : Understanding Disciplines and Subjects Course 6: Gender, School and Society Course 7a: Pedagogy of a School Subject, Part I Course 7b Pedagogy of a School Subject, Part II Course 8a Knowledge and Curriculum –Part I Course 8b : Knowledge and Curriculum –Part II Course 10 : Creating an Inclusive School Course 11 : Optional Courses				<input type="checkbox"/> Long Questions <input type="checkbox"/> Short Questions <input type="checkbox"/> Objectivetype		One out of three Three out of five Five	12 06 01

Semester Wise Distribution of the Courses							
Courses	Hours per week	Hours per semester	Total marks	Internal (Formative)	External (Summative)	Credit	
Semester – I (July to December including exam)							
Course 1 : Childhood and Growing Up	6	90	100	30	70	6	
Course 2 : Contemporary India and Education	6	90	100	30	70	6	
Course 4 : Language across the Curriculum	3	45	50	15	35	3	
Course 5 : Understanding Disciplines and Subjects	3	45	50	15	35	3	
Course EPC 1: Reading and Reflecting on Texts	3	45	50	50	00	3	
Total	21		350	140	210	21	
Engagement with the Field: Tasks and Assignments for Courses 1, 2, 4 & 5 (Two Weeks)							
Tutorials, Seminars, Workshops, Activities and Community works- 9 hrs per week							



	including Sports.						
	<b>Semester – II (January to May including exam)</b>						
	Course 3: Learning and Teaching	6	90	100	30	70	6
	Course 7a : Pedagogy of a School Subject – Part I Science- Biological/Physical/Maths / Social Sciences(SS)/ Language-Hindi/English/ Sanskrit	3	45	50	15	35	3
	Course 8a Knowledge and Curriculum –Part I	3	45	50	15	35	3
	Course 9 : Assessment for Learning	6	90	100	30	70	6
	Course <i>EPC</i> 2: Drama and Art in Education	3	45	50	50	00	3
	<b>Total</b>	21		350	140	210	21
	Engagement with the Field: Tasks and Assignments for Courses 3, 7a, 8a & 9 (Two weeks including one week of school engagement)						
	Tutorials, Seminars, Workshops, Activities and Community works - 9 hrs per week including Scout Guide training.						
	<b>Semester – III (July to December including exam)</b>						
	Course 7b Pedagogy of a School Subject –Part II Science- Biological/Physical/Maths / Social Sciences (SS)/ Language-Hindi/English/ Sanskrit.	45	45	50	15	35	3
	School Internship	15 Weeks		250	150	100	15
	<b>Total</b>			300	165	135	18
	<b>Semester – IV(January to May including exam)</b>						
	Course 6: Gender, School and Society	3	45	50	15	35	3
	Course 8b : Knowledge and Curriculum –Part II	3	45	50	15	35	3
	Course 10 : Creating an Inclusive School	3	45	50	15	35	3
	Course 11 : Education for	3	45	50	30	20	3



	sustainable development							
	Course 12 : Optional Course a) Education for Vocation/work experience b) Health and Physical Education c) Education for peace d) Guidance and Counselling e) Extension education f) Advance Additional pedagogy course (Eng., Hindi, Sansk., Phy Sci., Bio. Sci., Hist., Civics, Geo. and Maths)	3	45	50 Each	50	00	3	
	Course EPC 3 Critical Understanding of ICT	3	45	50	50	00	3	
	Course EPC 4 Understanding the Self	3	45	50	15	35	3	
	<b>Total</b>	21	315	350	190	160	21	
	Engagement with the Field: Tasks and Assignments for Courses 6, 8b, 10 & 11 (one week)							
	Tutorials, Seminar, Activities and community work: 9 hrs per week including Educational Tour and workshop/ Seminar for ESD.							
	Grand total (credits)						81	
	<p>The Education institution are expected to organize as many activities suggested by NCTE are listed below:</p> <ul style="list-style-type: none"> <li>a) Wall magazine (group work)</li> <li>b) Celebration of important days.</li> <li>c) Commnuity work</li> <li>d) Participation in social, literary and sport activities(group work)</li> <li>e) Practice in the use of audio-visual equipments to all the stakeholders.</li> <li>f) Work experience related with some theory course.</li> <li>g) Other co-curricular group and individual activities.</li> </ul>							



	Throughout the year various academic, co-curricular and extra-curricular activities are organized to include the abovementioned features of education.
3	<i>How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?</i>
	After the assessment marks are showed to the students as well as the copies of the subjects. Tutorial and remedial classes are arranged to clear the doubts of the students. Entire process of evaluation and improvement is supervised by the subject teacher through communication of outcome. All the remedial and tutorials are arranged as pre the requirements.
4	<i>How is ICT used in assessment and evaluation processes?</i>
	Use of ICT is in practice in evaluation process through gathering, collecting and analyzing of data about teaching and learning which make us capable to diagnose the student programme more accurately.
<b>2.6 Best Practices in Teaching –Learning and Evaluation Process</b>	
1	<i>Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?</i>
	<ul style="list-style-type: none"> <li>• Use of modern teaching-learning techniques like group discussions, seminars, class quizzes, assignments and team teaching in imparting instruction in all three programmes.</li> <li>• Use of modern electronic gadgets like OHP, LCD projector in regular theory classes by the concerned teachers.</li> <li>• Continuous evaluation of students in various aspects through formal and informal means.</li> </ul> <p>Internal assessment is on the basis of students' involvement in in-class activities and in out-of-class activities.</p>
2	<i>How does the institution reflect on the best practice in the delivery of instruction, including use of technology?</i>





	<ul style="list-style-type: none"> <li>• Encouraging students to make maximum use of library resources.</li> <li>• Ensuring students' participation in active learning through various academic, co-curricular and extension activities.</li> <li>• Encouraging teachers and student teachers to optimally use teaching aids, OHP, and LCD projector in teaching-learning process.</li> </ul>
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### *Criterion III: Research, Consultancy and Extension*

#### *3.1 Promotion of Research*

<i>1</i>	<i>How does the institution motivate its teachers to take up research in education?</i>
	<p>Institute always instigate the teacher to research as under-</p> <ul style="list-style-type: none"><li>• Study leaves are providing to the teachers.</li><li>• Adjustments in teaching schedule are done for attending any research program.</li><li>• Financial helps are provided to the teacher.</li><li>• Typing, photo copying, internet facilities are available to their cabins.</li><li>• Special increments provision to the staff members to attend any national / international seminar/ workshop etc.</li><li>• Transportation facility to the staff to attending the program.</li></ul>
<i>2</i>	<i>What are the thrust areas of research prioritized by the institution?</i>
	<p>The collage gives main priority to qualitative research studies especially which are of contemporary significance, like SSA, in-service training programmes, mid day meals, pre-service teacher training etc.</p>

#### *3.2 Research and Publication Output*

<i>1</i>	<i>Give details of instructional and other materials developed including teaching aids/or used by the institution for enhancing the quality of teaching during the last three years.</i>
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	The institution has a tradition of acquainting the student teachers with the development of various types of teaching aids and teaching-learning materials. The institution has developed various charts, models, improvised materials for enhancing quality of teaching-learning process. The teachers and students have also prepared OHP transparencies and power point
2	<i>Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.</i>
	Yes, institution has the action research practice to sort out day to day education concern problems. Action research has been done on the problems less attendance, less discipline, lack of subject interest as a result all the aspects under gone the result has been improved satisfactorily.
3	<i>Give details of the Conference / seminar / workshop attended and/organized by the faculty members in the last five years.</i>
	Initiatives are being taken to organize Workshop by the faculty members.
	presentations on various topics which are used by them in regular classes and micro teaching/simulation session respectively for enhancing their teaching effectiveness and skills.
4	<i>Give details on facilities available with the institution for developing instructional materials?</i>
	All the laboratories / facilities are well-equipped with every sort of materials and equipments for developing various types of instructional materials and conducting experiments. The students are provided certain necessary materials and articles from themselves for developing various types of instructional materials. The students prepare/develop the instructional materials either the laboratory or in the classrooms. Sometimes, they get



	these prepared in their residences for which the required material is issued to students.
5	<i>Did the institution develop any ICT/technology related instructional materials during the five years? Give details.</i>
	Yes, but the collage developed OHP transparencies, number of charts, models on various topics of school subjects and power point presentations for making their use in teaching-learning and training process. In addition to this, question banks have also been developed.
6	<i>Give details on various training programs and/or workshop on material development (both instructional and other materials)</i> <i>a. Organized by the institution</i> <i>b. Attended by the staff</i> <i>c. Training provided to the staff</i>
	The collage organizes different workshops for the students on formulation of instructional objectives, lesson plans and teaching aids/TLM. These workshops are organized by the collage as per the requirements.
7	<i>List the journals in which the faculty members have published papers in the last five years.</i>
	Two lectures have constantly made efforts to send the papers for publication in journals and also in the News dailies pertaining to Education.



8	<i>Give details of the awards, honors and patents received by the faculty members in last five years.</i>
	No such awards or patents have been obtained.
9	<i>Give details of the Minor / Major research projects completed by staff members of the institution in last five years.</i>
	Major research projects have not been undertaken.
<b>3.3 Consultancy</b>	
1	<i>Did the institution provided consultancy services in last five years? If yes, give details.</i>
	Yes-few staff members provide consultancy services to the different organization / institute / school as per the requirements at free of cost.
2	<i>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.</i>
	<p>Yes-Areas of competency</p> <ul style="list-style-type: none"> <li>• Teacher training &amp; interactive.</li> <li>• Learning disabilities.</li> <li>• Guidance &amp; counseling.</li> <li>• School administrative &amp; discipline.</li> </ul> <p>Consultancy is provided through personal interaction and collage school level relationship.</p>



3	<i>How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?</i>
	Free consultancy is provided for the welfare being of the organization & society as a whole.
4	<i>How does the institution use the revenue generated through consultancy?</i>
	Nil.
<b>3.4 Extension Activities</b>	
1	<i>How has the local community benefited from the institution? (Contribution of the institution through various activities, outreach programmes, partnering with NGO's and GO's)</i>
	<ul style="list-style-type: none"> <li>• Through the various types of awareness camp, rallies associated with social in personal seminars.</li> <li>• Health care camp, blood donation camp with government organization.</li> <li>• Yoga, sports and meditation programmes for surrounding communities.</li> <li>• Social education service programme as adult education child education, women education etc.</li> </ul>
2	<i>How has the institution benefited from the community? (community participation in institutional development, institution-community networking, institution-school networking, etc.)</i>
	Due to the whole hearted efforts of the institution and organization of various extension activities, the college has received recognition and acceptance in the local community. The students are given beeter private residential



	<p>also donates teaching-aids and teaching-learning materials to the nearby schools and provides academic and vocational guidance to the senior secondary school students. The college also provides academic help and guidance to school teachers who approach the college. This academic help and guidance is in the form of issue of library books, help in carrying out research works and guidance in preparing and use of TLM. It has resulted in acceptance of college among the local school community.</p> <p>The college also organizes special lectures by the experienced school teachers for providing better educational experiences to the student teachers. Due to involvement of school teachers in developing lesson plans and providing feedback to the student teachers at the time of practice teaching, the college has succeeded in providing better training to the prospective teachers</p>
3	<p><i>What are the future plans and major activities the institution would like to take up for providing community orientation to students?</i></p>
	<ul style="list-style-type: none"> <li>• One week teaching to the weaker section of the society.</li> <li>• Community reform works.</li> <li>• General awareness camps (Aids, polio etc.)</li> </ul>
	<p>accommodation by the local people in the form of PGs which is a great contribution for the college from the local people. The institution</p>
4	<p><i>Is there any project completed by the institution rating to the community development in the last five years? If yes, give details.</i></p>



	Yes – Education medical awareness, Blood Donation camp awareness rallies for environment protection etc.
5	<i>How does the institution develop social and citizenship values and skills among its students?</i>
	Thought the cultural activities, games and sports, community works, participation in other college activities interactive session with guest faculties morning assembly social speech, scout guide camp.
<b>3.5 Collaborations</b>	
1	<i>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.</i>
	No such linkages have been established. Initiatives are being taken to establish linkage with NCERT and NUPA for professional guidance.
2	<i>Name the international organizations, with which the institution has established any linkage in the last five years. Detail three benefits resulted out of such linkages.</i>
	Nil.
3	<i>How did the linkages if any contribute the following?</i> <ul style="list-style-type: none"> <li><i>Curriculum development</i></li> </ul>



	<ul style="list-style-type: none"> <li>• <i>Teaching</i></li> <li>• <i>Training</i></li> <li>• <i>Practice Teaching</i></li> <li>• <i>Research</i></li> <li>• <i>Consultancy</i></li> <li>• <i>Extension</i></li> <li>• <i>Publication</i></li> <li>• <i>Student placement</i></li> </ul>
	The college has benefited through debate discussions, participation, consultancy guidance, etc. in all above aspects.
4	<i>What are the linkages of the institution with the school sector? (institute-school-community networking)</i>
	College has a good linkage with a number of schools in the surrounding to accomplish the different activities as teaching practice, functions, games & sports etc and also has good networking with community personal for community developments.
5	<i>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.</i>
	Yes: All the faculty members actively participate in teaching practice supervision to find out and correct the mistakes and design a perfect system of practice teaching for the student.
6	<i>How does the faculty collaborate with school and other college or university faculty?</i>



	Institution collaborates with the school on behalf of interaction approach and to the other college of the university to full fill the need of curricular examinations and expertise.
<b>3.6 Best practices in Research, Consultancy and Extension</b>	
<i>1</i>	<i>What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?</i>
	Library with digital sections, internet facility, E- learning facility, a number of good journals available at college. Special provisions for the research work academic leave provision for the extension of research work, special increment policy for financial incumbent and recognition.
<i>2</i>	<i>What are significant innovations / good practices in Research, Consultancy and extension activities of the institution?</i>
	<ol style="list-style-type: none"> <li>1. Workshops on development of research tools and data analysis through computers.</li> <li>2. ADDS awareness related activities through red ribbon club.</li> <li>3. Organized environmental awareness programme in nearby local areas to bring awareness among rural women regarding environmental issues and plantation was carried out.</li> </ol>



## Criterion IV: Infrastructure and Learning Resources

### 4.1 Physical Facilitie

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

Yes, the college has all sort of physical infrastructures as per NCTE norms. The total amount that has been invested for developing the infrastructure is Rs. 1.5 crores. The details of infrastructural facilities are given ahead:

- Land area – 32291.73 sq. ft
- Buildup area – 23623.79 sq.ft
- Class rooms – 20x25 sq. ft
- Labs – 20x15 sq.ft
- Seminar / conference hall – 40x53.6” sq.ft
- Staff rooms – 17x10 sq.ft
- Common rooms – 20x15 sq.ft
- Library – 40x26.7” sq.ft
- Girls & boys facilities – 20x12 sq.ft.



2	<i>How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?</i>
	College has proper maintenance and enhancement policy as per the academic growth as whole.
3	<i>List the infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports.</i>
	The college has well equipped infrastructure facilities for co- curricular and extracurricular activities. Sports ground, indoor sports activities hall, multipurpose hall, work shop and seminar hall and space for yoga. Transport facility for outside Excursion Activities.
4	<i>Give details on the physical infrastructure shared with other programmes of the institution or other institution of the parent society or university.</i>
	The physical infrastructure of the institution is not shared and is exclusively for B.Ed students only.
5	<i>Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center, etc.)</i>
	Following facilities are available with the institution to ensure health and hygiene members and students:

	<ul style="list-style-type: none"> <li>• Common Room for girls.</li> <li>• Separate toilet facilities for boys and girls on ground floor as well as top floor of collage building.</li> <li>• Water Cooler for safe Drinking Water.</li> <li>• Canteen for Students and Staff.</li> <li>• Medical and First Aid Facilities for Students and Staff.</li> <li>• Separate Washroom for Female Staff.</li> <li>• Separate Washroom for Principal.</li> <li>• Separate Toilet for Male Staff.</li> <li>• Transport facility is provided by the institution if any student suddenly falls ill in the institution.</li> </ul>
6	<i>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.</i>
	Hostel facilities are not provided as most of the students are from the local area and no demand for Hostel facility
<b>4.2 Maintenance of Infrastructure</b>	
1	<i>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.</i> <ul style="list-style-type: none"> <li>• <i>Building</i></li> <li>• <i>Laboratories</i></li> <li>• <i>Furniture</i></li> <li>• <i>Equipments</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Computers</i></li> <li>• <i>Transport/Vehicle</i></li> </ul>
	<p>Infrastructure: Allocation, utilization, balance.</p> <ul style="list-style-type: none"> <li>• Land</li> <li>• Building</li> <li>• Furniture</li> <li>• Equipments</li> <li>• Transport</li> </ul> <p>Budget is allocated in the beginning of the year optimally for all above items. Supplementary budget provisions are made during the year if necessary/required.</p>
2	<i>How does the institution plan and ensure that the available infrastructure is optimally utilized?</i>
	<p>The infrastructure is created as per the norms &amp; requirement of regulatory</p> <p>body which optimally used for all the curricular, co- curricular and extra – curricular purposes for which it is meant. Facility is extended to cultural programmes and other community related events.</p>
3	<i>How does the institution consider the environmental issues associated with the infrastructure?</i>
	<p>The collage is situated in very peaceful and calm area environment which is entirely and un- hinderance to the teaching learning process.</p>



### 4.3 Library as a Learning Resource

1	<i>Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?</i>
	Yes:- the collage has well qualified and efficient librarian along with the assistant librarian and one assistant to help out both of them. Computer, printer, photo-copier machine has been provided to the library for technical support.
2	<i>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.).</i>
	More than 60 journals, periodicals, more than five encyclopedia, Six educational surveys, 665 reference books, five daily news papers, educational C.D. , Internet, photocopier, Audio- visual cassettes, digital media, C.D. Rom, Micro films are available to benefit and facilities the student & staff.
3	<i>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.</i>
	Yes: The collage has 3 members library committee which meets four times during every session for discussion purchase of books, journals, periodicals, Newspapers, automation of the library, maintenance of library and effectively running o the book bank of students.



4	<i>Is your library computerized? If yes, give details.</i>
	The library is partially computerized. All the book and material are properly been coated and numbered for effective use and easy accessibility.
5	<i>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 for maintaining the records of library books with Internet facility. Reprographic facility is available in the library. Access to library is very easy and simple. The students along with their library- cum-identity cards put signatures on visitors' register and enter. The books are catalogued author-wise in the library and everyone can locate any book easily. Further, library books are placed course/subject-wise for easy accessibility and use.
	The reprographic/Xerox facility is used by students and staff members as per their own requirements. The teachers can get their study material Xeroxed free of cost from the office. The internet facility is used by staff members and students for searching respective study material.
6	<i>Does the institution make use of Inplibnet / delnet / IUC facilities? If yes, give details.</i>
	-----No-----.





7	<i>Give details on the working days of the library? (Days the library is open in academic year, hours the library remains open per day etc.)</i>
	The collage library opens from 9 am to 5.30 pm at every working day from Monday to Saturday except the Sunday and other declared holiday. However the provision to open the library on Sunday & holiday is made for special circumstances such as examination preparations, seminar, work shop organization etc.
8	<i>How do the staff and students come to know of the new arrivals?</i>
	The new arrivals (books, journals, magazines) are displayed /clipped on a display board in the library so as to make the students and staff members aware about them. The daily newspapers are placed on newspaper stand for staff members and students.
9	<i>Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?</i>
	Yes the collage library has a book bank facility which was started from the session 2013-14. The books from book bank are issued to the needy students on their basis of their economic status. A total of four books from book bank are issued to the needy students for whole academic session. Such students can also issue 4 books from the main library at the same time for a period of 14 days. Certain students are allowed by the principal to issue more books from the library on the basis of their performance in class activities and recommendations of concerned faculty member.



10	<i>What are the special facilities offered by the library to the visually and physically challenged persons?</i>
	Proper help is provided to retrieve the books from Almira and racks. Preference is give to such category persons / students in issue & return the books / materials.
<b>4.4 ICT as Learning Resource</b>	
1	<i>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.</i>
	The collage has well-established and functional computer laboratory with 20 number of computer systems. The configuration of these systems is P-IV and some old systems have P-III configuration. A total of 13 systems have CD/DVD facility and 10 systems have FDD facility. The major software programmes that are available in the computer laboratory are MS-Office, Intel-Teach to the Future Programme, Adobe Acrobat Reader. The computer systems have power back up supply with UPS facility. The computers systems are connected in LAN and have internet connectivity. The staff members make us of computer facilities as per their own requirements for preparing their MS-Power point presentations. Some teachers who are undertaking researches for higher academic degree use computers for typing their research works. Some teachers of collage have learned computer operating skills through regular use of computers in the laboratory.



	<p>He students are given practical knowledge of computer operations in this laboratory. The students in small groups are given practical training in computer laboratory during micro teaching session. The students who</p>
	<p>already possess computer skills are involved during this practical training to provide skills to other students for promoting peer group learning. The computer laboratory remains open for the whole day and can accessed by the students at any time.</p>
2	<p><i>Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included</i></p>
	<p>In the subject of work experience and work experience (theory) in B.Ed. programme, computer applications is a compulsory part comprising of 50 marks for each and every student. The following major skills are included in the curriculum of this part of computer applications:</p> <ul style="list-style-type: none"> <li>(i) Meaning of computers, hardware, software.</li> <li>(ii) Operating systems, windows and their utility.</li> <li>(iii) Computer aided learning and ways of using computers in education.</li> <li>(iv) MS-Word, MS-Excel, MS- PowerPoint.</li> <li>(v) Safe use of Internet and E-Mail.</li> <li>(vi) Virus management.</li> <li>(vii) Using computers in educational planning and management.</li> <li>(viii) Meaning of computers, hardware, software.</li> <li>(ix) Computer aided learning and ways of using computers in education.</li> <li>(x) MS-Word, MS-Excel, MS- PowerPoint.</li> </ul>



3	<i>How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?</i>
	<ul style="list-style-type: none"> <li>• Teachers are trained and encouraged to power point presentation.</li> <li>• Teachers prepare lesson presentation through the projector.</li> <li>• Library material assess by the teachers.</li> <li>• Internet surfing for academic up gradation by the teachers.</li> <li>• Lesson plan materials / content prepare in the form of CDs.</li> </ul>
4	<i>What are major areas and initiatives for which student teachers use /adopt technology in practice teaching? (Developing lessons plans, classrooms transactions, evaluation, preparation of teaching aids).</i>
	<ul style="list-style-type: none"> <li>• Developing lesson plan and other related academic material.</li> <li>• Classroom transaction of teaching learning process.</li> <li>• Preparation of results of unit and term tests.</li> <li>• Making the attendance.</li> <li>• Preparation of teaching aids.</li> </ul>



4.5 Other Facilities											
1.	<i>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.</i>										
	The instructional and infrastructure facilities are used regularly and maximum duration per week throughout whole academic session for the purpose of curriculum transaction. Student teachers are provided practical training in different methods laboratories and supervision of teacher in-charge. The students are encouraged to visit library and consult books for preparing their assignments, notes, lesson plans etc.										
2	<i>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>										
	<p>Following audio-visual facilities are available with the college to provide varied learning experiences and practical training to the students:</p> <table border="0"> <tr> <td>(i) OHP</td><td>(ii) Projector</td></tr> <tr> <td>(iii) LCD Projector</td><td>(iv) Radio</td></tr> <tr> <td>(v) Tape recorder</td><td>(vi) Colour TV</td></tr> <tr> <td>(vii) CD Player</td><td>(viii) Video Camera</td></tr> <tr> <td>(ix) Digital Camera</td><td>(x) Speakers</td></tr> </table>	(i) OHP	(ii) Projector	(iii) LCD Projector	(iv) Radio	(v) Tape recorder	(vi) Colour TV	(vii) CD Player	(viii) Video Camera	(ix) Digital Camera	(x) Speakers
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	<table border="0"> <tr> <td>(xi) Computer System</td><td>(xii) Audio CDs – 8 Nos.</td></tr> <tr> <td>(xiii) A-V CDs – 65 Nos.</td><td>(xiv) Slides – 58 Nos.</td></tr> <tr> <td>(xv) Audio Cassettes – 5 Nos.</td><td>(xvi) OHP Transparencies – 137 Nos.</td></tr> </table> <p>The students are motivated by faculty members to make use of these A-V aids during micro teaching/ demolition sessions. The students are explained about advantages of using audio-visual materials during teaching-learning</p>	(xi) Computer System	(xii) Audio CDs – 8 Nos.	(xiii) A-V CDs – 65 Nos.	(xiv) Slides – 58 Nos.	(xv) Audio Cassettes – 5 Nos.	(xvi) OHP Transparencies – 137 Nos.				
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	<p>process. The skill of using audio-visual aids has been integrated with other teaching skills during micro teaching. The students are given feedback on the use of audio-visual materials in teaching-learning process. The faculty members themselves use these aids during curriculum transaction process. The student teachers make use of OHP, Power Point presentations during micro teaching sessions. However, during practice teaching, it is not possible for the student teachers to use modern electronic gadgets due to lack of basic infrastructure facilities in the schools.</p>
3	<p><i>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?</i></p>
	<p>All the required labs equipped with all items are available at institute as per the norms as work ex Lab , ET Lab , Psychology Lab, Science Lab. Computer Lab, Language Lab , Music, Art &amp; Craft room / teaching aids preparation room consisting of raw material.</p> <p>Apart from all these institute has multipurpose hall, sports room for games and sports activities Maintenance of all facilities is done by the maintenance committee and in charge of different labs.</p>
4	<p><i>Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.</i></p>
	<p>Following facilities are available in the institution:</p> <ul style="list-style-type: none"> <li>i. Multipurpose Hall.</li> <li>ii. Sports Room-cum-Store.</li> </ul>



	<p>iii. Various Musical Instruments.</p> <p>iv. Work experience Room.</p>
5	<p><i>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.</i></p>
	<p>All the classrooms are well ventilated, airy, well lighted and fitted with electric tubes/CFL, ceiling fans and electric extension connections. The classrooms are equipped with modern technologies like LCD / OHP projector and computer system is used in multipurpose/seminar hall.</p>
<b>4.6 Best Practices in Infrastructure and Learning Resources</b>	
1	<p><i>How does the faculty seek to model and reflect on the best practice in the diversity on instruction, including the use of technology?</i></p>
	<p>The faculty members make effort to provide interesting and different type of learning experience to the students by applying different methods and techniques of training. Seminars. Group discussions, class quizzes, team teaching are conducted by the faculty members to develop reflective and critical thinking among students. Faculty members collaborate and coordinate with each other in planning and organizing various academic and co-academic activities. The decisions related to various aspects of teacher training are taken by mutual consensus among faculty members and planning is done in advance through cooperative manner. The duties and responsibilities to faculty members and students are distributed on the basis</p>



	<p>of willingness. These plans are then implemented through team efforts.</p> <p>In addition to this, the faculty members use modern communication technologies and strategies during curriculum transaction process. Remedial instruction is provided to weaker students and high achievers are provided additional academic guidance and help by the faculty members. Different co-curricular activities and extension activities are organized to give diverse learning experiences to the students.</p>
2	<p><i>List innovative practices related to the use of ICT, which contributed to quality enhancement,</i></p>
	<ul style="list-style-type: none"> <li>• Use of projectors</li> <li>• Use of models prepared by the subject teachers through power point.</li> <li>• Use of internet in preparation of teaching lectures.</li> </ul>
3	<p><i>What innovations/best practices in 'Infrastructure and Learning Resources' are in vague or adopted/adopted by the institution?</i></p>
	<ul style="list-style-type: none"> <li>• Book bank facility for poor and needy students.</li> <li>• Academic help and guidance for weak as well as advanced learners.</li> <li>• Provision of teaching aids and TLM available in the institution for their use during pre-practice teaching sessions and practice teaching sessions.</li> </ul> <p>Institution has different method laboratories where students are provided practical training in various aspects of teaching-learning process and overall guidance and supervision of concerned teacher in-charge.</p>





## 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 advise through the commencement of their professional education programme (students pre-requisite knowledge and skill to advance) to completion?*

The student's preparedness for the programme is assessed from the very first day in the form of self introduction, inspiring story on every morning and also on some memorable incident and other activities during our prayer assembly in the morning every day before the academic sessions start. Moreover we organize a week long orientation and remedial programme about the course.

Thus, the pupil teachers of B.Ed. programme are helped to gain thorough information about the whole programme. They are made aware of different sectionals, submissions, lessons and some other tasks to be submitted by them during the whole year.



2	<i>How does the institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement of the students?</i>
	<p>For making the environment of the campus to motivate, healthy and student-friendly, the college ensures student- centred approach for providing varied learning experiences to the students through organization of various academic, co-curricular and extension activities. The college promotes active learning among students. Different committees have been framed in which the students have been given due representation to ensure student-centre approach. These committees are responsible for organizing various tyupes of activities in the college. The students are encouraged and involved in planning and organizing various activities. The role of students in enhancing the quality of teacher training in the college is given importance.</p> <p>For this, the students have been given due representation in various committees for smooth and adequate management of college affairs. For ensuring the quality of various aspects of teacher training in the college, the faculty members monitor various activities in the college in joint manner and provide necessary help and guidance to the students.</p>



3	<i>Give gender-wise drop-out rater after admission in the last three years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?</i>															
	<table><tr><td></td><td>Male</td><td>Female</td></tr><tr><td>2012-13</td><td>3</td><td>4</td></tr><tr><td>2013-14</td><td>2</td><td>3</td></tr><tr><td>20014-15</td><td>2</td><td>5</td></tr><tr><td></td><td></td><td></td></tr></table>		Male	Female	2012-13	3	4	2013-14	2	3	20014-15	2	5			
	Male	Female														
2012-13	3	4														
2013-14	2	3														
20014-15	2	5														
4	<i>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 cometitive examination in the last two years?</i>															
	There is the provision of extra –classes and coaching on Sunday and sother holiday by the teachers and other outside expert. Which help the students in prerparation for all competitive exams.															
5	<i>What percentage of students on an average go for further studies/choose teaching as a career? Give details for the last three years?</i>															
	As per the assessment of the institution, in an average of twenty five percent to forty percent pass out students involved themselves for furhter/higher studies.															



6	<i>Does the instution 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>
	Yes, the old students of the college are provided with every type of help that is needed by them after passisng out from the college. The old students, who approach the college for any academic or personal help, are provided with the same. However, no formal training is provided to the students by the college after completing their degree.
7	<i>Does lthe 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.</i>
	Some of the students who has scored well were referred to some of the nearby institutions to consider their candidature on requirement. The placement cell collect the information of job opporltunities and in form to the student through displaying on notice Board or personally.
8	<i>What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?</i>
	<ul style="list-style-type: none"> <li>• Language problem.</li> <li>• Lack of I.T. knowledge.</li> <li>• Poor personality aspects.</li> </ul>

	<ul style="list-style-type: none"> <li>• Suitable jobs for suitable students.</li> </ul>
9	<i>Does the institution have arrangements with practice teaching schools for placement of the student teachers?</i>
	Yes, the Institution has tie up with all practice teaching schools. As per their requirement they select students are placed there
10	<i>What are the resources (financial, human and ICT) provided by the institution to the placement cell?</i>
	<ul style="list-style-type: none"> <li>• Placement cell is fully financed by the institute</li> <li>• All they required human facilities are provided</li> <li>• All the facilities of IT Labn, language Lab, office print material for updation.</li> </ul>
<b>5.2 Student Support</b>	
1	<i>How are the curricular (teaching- learning processes), co-curricular and extracurricular programmes planned, (developing academic calendar, communication across the institution feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?</i>
	For effective transaction of curriculum, the teachers of B.Ed. programme prepare course outlines in the teacher diaries for the concerned subjects to

	<p>be taught by them. These course outlines are prepared well in advance by the teachers before commencement of classes and planning is done month-wise as well as week-wise. In these teacher diaries, the outlines for micro teaching and simulation activities are also prepared.</p> <p>The planning is done by keeping in view the resources and time available. The planning is done in such a way that there remains a scope for carrying out revision of certain important topics and conducting practical activities. Further, for checking and monitoring the implementation of curricular plans, the teacher diaries are verified monthly by the head of the college. The college prepares academic calendar for B.Ed. course before the commencement of academic session. Regarding co-curricular activities, a list of activities is prepared after discussion in staff meetings and in the meeting of co-curricular activities management committee, red ribbon club, extension activities cell. The academic calendar is planned strategically on the basis of previous year's experiences and decisions regarding various activities are taken through mutual consensus in the meetings of staff council.</p>
2	<i>How is the curricular planning done differently for physically challenged student?</i>
	Planning is done as per the requirement of physically handicapped students.
3	<i>Does the institution have mentoring arrangements? If yes, how is it organised?</i>
	Every lecturer in the institution is being involved in the Mentor system, and is allotted a group of students to find out their strong and weak points which



	they do through informal contacts and with the wards and provide necessary academic and personal counseling individually. The counseling varies from the individual requirements to high achievers, slow learner, students with personal problems. While the high achievers are given counseling for enhancing their talents by using the library and other resources, the students talented in sports are given special coaching for achievements.
4	<i>What are the various provisions in the institution. Which support and enhance the effectiveness of the faculty in teaching and mentoring of student?</i>
	The college follows tutorial, extra class, remedial class system to support and enhance the effectiveness of the teaching through mentoring process
5	<i>Does the institution have its website? If yes, what is the information posted on the site and how often is it updated?</i>
	Yes, all the information regarding institute on college programs, admission process, fee structures, course details etc. have been posted and its up gradation is done every month regarding information.
6	<i>Does the institution have a remedial program for academically low achievers? If yes, give details.</i>
	Yes, the college offers remedial instruction to academically low achievers. The student's performance in class and house examinations is considered as a base for providing additional help and guidance. This remedial program (remedial classes) is organized during preparatory vacations before the commencement of final examination. The teachers identify the needs of students in concerned subjects where they are facing difficulties and individualized support (depending on the nature and extent) in the form of



	<p>remedial help in the form of individual guidance is also provided to the students by the faculty members during the period when the classes are in function, especially during lunch break hours.</p> <p>In addition to this, the collage also offers special help and coaching for advanced learners who are identified on the basis of their class performance and achievement in house examinations. This special coaching is also imparted during preparatory vacation on the basis needs of such students.</p>
7.	<i>What specific teaching strategies are adopted for teaching (a) Advanced learners and (b) slow learners.</i>
	<ul style="list-style-type: none"> <li>• Easily comprehensible study material for difficult topics is given and</li> <li>• books are recommended.</li> </ul>
	<ul style="list-style-type: none"> <li>• Various topics are discussed in detail in the classrooms.</li> <li>• Difficulties and misconceptions are cleared.</li> <li>• Assignments are given to the students by the faculty members in their concerned subject.</li> <li>• Tips are given to the students about how to answer a question in a better way.</li> <li>• Advise to improve writing speed is provided.</li> <li>• Old question papers are discussed and important topics are identified which can be asked in the examinations.</li> </ul>
8	<i>What are the various guidance and counseling services available to the students? Give details.</i>
	<p>‘Guidance Cell’ has been formed in the collage for which one teacher has been given additional charge. The main functions of guidance cell are as under:</p>





	<ul style="list-style-type: none"> <li>• To provide academic and career guidance to the college students.</li> <li>• To provide students with study material required for various competitive examinations.</li> <li>• To provide the students with information related to various competitive examinations.</li> <li>• To organize educational and vocational guidance activities for senior secondary school students.</li> </ul> <p>The guidance cell collects study materials from faculty members, students and other and makes it available to the needy students as per their</p>
	<p>requirements. The students get it photocopied and return the original to the in charge of guidance cell. This guidance cell operates on cooperative and contributory approach.</p>
9	<p><i>What is the grievance redresses mechanism adopted by the institution for students? What are the major grievances redressed in last two years?</i></p>
	<p>For redressing the major grievances of students 'Grievance Redressal cell' has been formed in the college with one male and female teacher incharge. Any of the major grievances of students are heard by this cell and after mutual discussions and consent, the final solution is forwarded to the head of the collage administration level, then those are forwarded to the management of the institution to take necessary action in that regard. The minor grievances/problems are solved by faculty members of committee incharge at their level through mutual cooperation and consent.</p>
10	<p><i>How is the progress of the candidates at different stages of programs monitored and advised?</i></p>
	<p>The progress of the candidate is monitored at different stages.</p>



	<ol style="list-style-type: none"> <li>1) After the first assignment, the mentor as well as the subject teacher reviews the situation in the meetings.</li> <li>2) After micro-teaching all supervisors provide feedback to the principal.</li> <li>3) After the first internal test in B.ED. the progress is monitored and the pupil teachers are advised accordingly.</li> </ol>
11	<i>How does the institution ensure the student's competency to begin practice teaching (pre-practice preparation details) provided to the students during practice teaching in schools?</i>
	The institute ensure the students competency at the beginning of the teaching practice through skill development, micro teaching and simulation, Each student practiced at least six teaching skills in each subject before going to practice teaching. A teacher educator remains in school full time to support teaching practice activities.
<b>5.3 Student Activities</b>	
1	<i>Does the institution have an alumni association? If yes,</i> <ol style="list-style-type: none"> <li>1. List the current office bearers</li> <li>2. Give the year of the last election</li> <li>3. List alumni association activities of last two year.</li> <li>4. Give details of the top ten alumni occupying prominent position.</li> <li>5. Give details on the contribution of alumni to the growth and development of the institution.</li> </ol>
	<p>Yes, the institution has an alumni association. Few of alumni are working as a lecturer in different colleges where as a large number of the students are working in primary &amp; secondary schools.</p> <p>Alumni conduct the following activities.</p> <ul style="list-style-type: none"> <li>• Formation of core committees.</li> </ul>



	<ul style="list-style-type: none"> <li>• Arranging donation books from alumni.</li> <li>• Arrangement of alumni meets.</li> <li>• Maintaining the profile and records of the alumni, counseling for student.</li> </ul>
2	<i>How does the institution encourage students to participate in extracurricular activities including sports and games? Give details on the achievement of students during the last two years.</i>
	Along with the B.ED. course. The institute provides leisure time for recreational activities like rangoli competition, mehndi competition, folk song, pot painting, art & craft, folk dance and other culture activities. For the physical fitness and extra activities institute has a proper arrangement of indoor, outdoor facilities. Top position in all activities are rewarded which motivate the students for activity participation.
3	<i>How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazines, and other material. List the major publications/materials brought out by the students during the previous academic session.</i>
	The institution provides financial aid; raw material and other technological assistance to the students to encourage for publish materials.
4	<i>Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding.</i>
	<p>Yes, every year ‘college students association’ is formed with five members i.e. president, vice president, secretary, and two executive members.</p> <p>The main function of this association is to assist in planning and smooth organization of various academic, co-academic and extension activities. This association works for the betterment of students and college and is</p>



	<p>constituted for putting up the student's problems and suggestions to the college administration. The members to this association are elected through mutual consensus and not through formal voting.</p> <p>First of all, class monitors are elected by the students in their respective class sections through mutual willingness. After this process, elected monitors through mutual understanding and willingness nominate one monitors for president, one for vice-president, one monitor for the post of secretary and two for executive members in college students association. This association assists in organizing various academic and co-academic activities and the funds and other required materials for organizing these activities are provided by the collage as par requirements.</p>
5	<p><i>Give details of the various bodies and their activities (academic and administrative) which have student representation on it.</i></p>
	<ul style="list-style-type: none"> <li>• Discipline committee</li> <li>• Cultural committee</li> <li>• Academic committee</li> <li>• Library committee</li> <li>• Sports committee</li> <li>• Time-table committee</li> <li>• Teaching practice committee</li> <li>• Examination committee</li> </ul> <p>All the committees are responsible to ensure for their field work.</p>
6	<p><i>Does the institution have a mechanism to seek and use date and feedback from its graduates and from employers to improve the preparation of the program and the growth and development of the institution?</i></p>
	<p>Yes: the institution has developed a comprehensive system for different type</p>



	of feedback for quality enhancement. It consists a collective student feedback on teacher performance and institution's work as whole feedback also obtained from the teachers voluntary or collectively for necessary change and improvements.
<b>5.4 Best practices in students supports and progression</b>	
<b>1</b>	<i>Give details of institutional best practices in students support and progression?</i>
	<ul style="list-style-type: none"> <li>• Participation in morning assembly and various co-curricular/extension activities is mandatory for all students.</li> <li>• Student's representation in various committees.</li> <li>• Use for students-cantered teaching-learning approaches like group discussions, class quizzes, seminars, team teaching etc.</li> <li>• Grievance redressed cell for students</li> <li>• Suggestions and complaints box for students</li> <li>• Bank loan facility (Recommendation of students for availing bank loan)</li> <li>• Bus pass facility (Recommendation of students for availing scholarship given by various government departments)</li> <li>• Recommendation of students for scholarships.</li> <li>• Medical and first aid facility</li> <li>• Mentoring arrangements for B.ED. students to promote peer group learning</li> <li>• Feedback on class tests/house examinations/theory assignments</li> <li>• Remedial program for slow learners/low achievers</li> <li>• Book bank facility for poor and needy students</li> <li>• Issue of library books for examination period</li> </ul>



Criterion VI: governance and leadership	
6.1 Institution vision and leadership	
1	<p><i>What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?</i></p>
	<p>Institute has very clear-cut Aim, Vision and Mission for its academic mobility.</p> <p><b>AIMS</b> – institute aims to endeavor, encourage and fulfillment of students needs with latest educational facilities by providing qualitative environment education – industrial partnership to inculcation of the moral and ethical values, promotion of creative spirit and innovation of excellence</p> <p><b>VISION</b> - Institute vision is to put best effort to provide professional &amp; quantitative education and quality through the leadership to fulfill society needs &amp; aspirations.</p> <p><b>MISSION</b> – Institute Mission is to develop skill, dedication commitment orientation humanity, morality, ethics and qualitative education for individuals, institute make known all aims, vision &amp; mission to the people through website, prospectus, annual publication and displays.</p>
	<p><b>OBJECTIVES</b> – To develop relative, critical and creative thinking among Prospect teachers, inter-personal and social skills along with right attitude and self-motivation for continuous learning among prospective teachers and to bring about physical, emotional, intellectual and ethical integration of</p>



	<p>student teachers with a view of evolving a ‘complete teacher’ possessing the basic values of secularism, national integration and truthfulness.</p> <p>The vision, mission and objectives of the collage are made known to its various stakeholders through display board in the college and through meeting of various committees. The same is also done through various academic activities, co-curricular activities and annual functions. The faculty members are made aware about the same at the time of their appointment in the college.</p>
2	<p><i>Does the mission include the institution’s goal and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution’s traditions and value orientation?</i></p>
	<p>Yes: the institute is committed to provide the excellence in education covering its all aims and objective through teaching learning and extension activities based on the society needs. Institute endeavors to impart liberal, modern and sound education in teacher education program inculcating the sense of humanity, spirit of values national integration, democratic out look to develop multi-dimensional personality.</p>
3	<p><i>Enumerate the top management’s commitment, leadership role and involvement for effective transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)</i></p>
	<p>The chairman of the institute has a whole time affairs with the institution function and provide requisite leadership, guidance for the functions/system of the institution with deep interest and high commitment, institute management works with a good synergy to uplift and betterment of all institute affairs. It provides a good platform for academic mobility through various strategies, guidance leadership and control.</p>



4	<i>How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?</i>
	<p>The Institute management and head of the institution works together to frame and execute the policies and responsibility charts, meeting circulars etc.</p> <p>The new plans are implemented by faculty members and students through team effort. The faculty members are assigned duties and responsibilities on the basis of their willingness and interests. The different decisions, tasks and responsibilities are well-defined and distributed to the teaching and non-teaching staff members through staff meetings, office orders and circulars. Sometimes, the responsibilities are given informally in a verbal Manner. The communication is done well in advance to the staff members so that various tasks and activities can be carried out smoothly. The workload of teaching staff is kept almost similar and equal for every member so that no grievance could arise. For all such types of tasks and responsibilities assigned, the person concerned is held accountable.</p>
5	<i>How does the management/head of the institution ensure that valid information (from and personal contacts etc.) is available for the management to review the activities of the institution?</i>
	<p>The information gathered by the college through feedback from teachers, students, school head/teachers is provided to the employers/management through formal meetings informal discussions between the head of the college, staff and employers. Further, at the end of academic session, an annual report regarding various activities undertaken and other aspects of the college is prepared and discussed with the management to review them and take necessary decisions for future improvement.</p>





	Head of institution collects information by feedback and personal contacts and provide to the management as suggestive as measures and to review the activities of the institution.
6	<i>How does the institution identify and address the barriers (if any) in achieving the vision/mission and goal?</i>
	The barriers and problems arrived in realizing the vision, mission and Objectives are identified through feedback obtained from faculty members, students, school teachers/heads and local people. For removing the problems and improving the situation in forthcoming academic sessions, necessary decisions and steps are undertaken by the college by keeping into view the resources available and the additional resources that can be made available to the college by the employers.
7	<i>How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?</i>
	<ul style="list-style-type: none"> <li>• Through formal discussions in meetings.</li> <li>• Sponsoring staff for professional development programs, seminars, workshops etc.</li> <li>• Seeking suggestions from staff members at various junctures.</li> <li>• Conducting sudden inspections to keep quality control over institutional affairs.</li> <li>• Providing various facilities to the faculty members like interest free loan facility, accidental insurance, transport facility as per requirements.</li> <li>• Providing facility of various types of leave like casual, earned, medical</li> </ul>



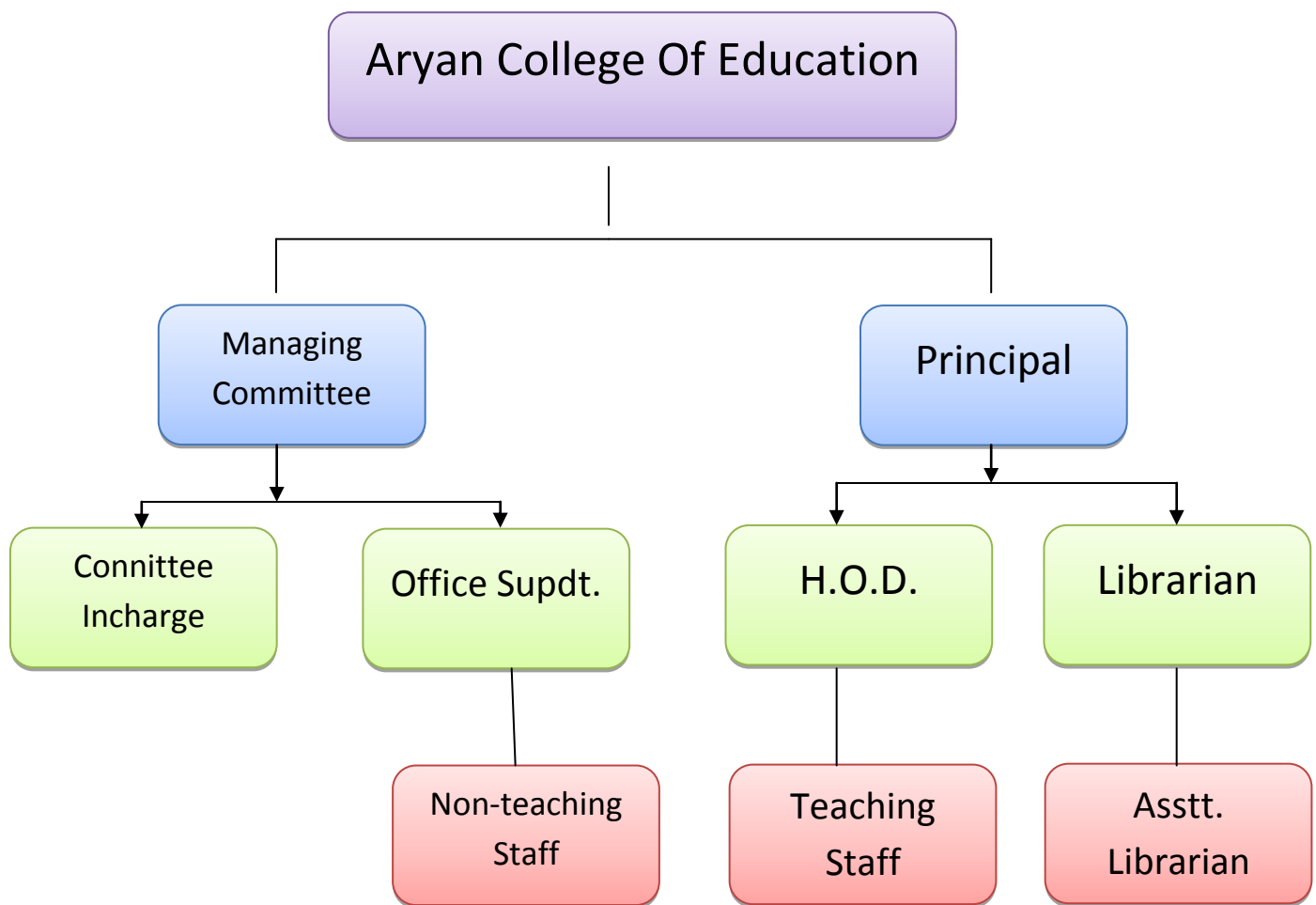
	<p>and study leave.</p> <ul style="list-style-type: none"> <li>• Computer and Xerox facility to faculty members for undertaking research.</li> </ul>
8	<p><i>Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resource for the preparation of students.</i></p>
	<p>The designation of the head of the institution is ‘principal’ and following duties and powers have been defined for this post by the management of the college:</p> <ol style="list-style-type: none"> <li>The principal shall be the main executive and academic officer of the college and shall exercise general supervision and control over institutional affairs (academic, co-academic and other).</li> <li>The principal shall be the member secretary of the managing committee of the college.</li> <li>The principal shall be responsible and accountable for proper and efficient functioning of the college. He shall also exercise all powers necessary for maintaining discipline in the college.</li> <li>The principal shall responsible for convening meetings of faculty members of the college for taking discipline in the college.</li> <li>The principal shall prepare an annual report of the college describing academic and co-academic activities undertaken during the previous session and make it available to the management of the college. He shall also make it available the annual examination results report to the management.</li> <li>The principal shall function as leader in coordination with the faculty members for smooth planning and organization of institutional activities.</li> </ol>



## 6.2 Organizational Arrangements

1	<i>List the different committees constituted by the institution for management of different institution 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.</i>
	<ul style="list-style-type: none"><li>• Discipline committee:- Overall discipline maintenance of the college</li><li>• Cultural committee:- To arrange the resources, facilities and decide the time place etc. for extracurricular activities, program and functions.</li><li>• Sports committee:- To organize sports activity for the college over all</li><li>• Library committee:- To advice for introduction of book, journals and overall responsibility of library affairs.</li><li>• Grievance redresses committee:- To review the grievance of students and redress them.</li><li>• IQAC:- Enhancing and sustainability of quality</li><li>• Examination committee:- To look after all examination related affairs</li><li>• Staff council.</li><li>• Co-curricular activities management committee.</li><li>• College students association.</li><li>• Guidance cell.</li><li>• Library advisory committee.</li></ul>
2	<i>Give the organizational structure and the details of the academic and administrative bodies of the institution.</i>





3	<i>To what extent is the administration decentralized? Give the structure and details of its functioning.</i>
	The overall administration is done by the head (principal) of the college. In his absence (due to leave or other response) the other senior and efficient teachers are given the charge and responsibility to look into various college affairs. Although, this teacher has not been given designation of 'vice-principal' and also have no special powers like that of principal, but, he acts

	as college incharge in case of absence of principal. Various committees constituted in the college have been given necessary powers and authority.
	<p>By the principal to organize and manage different academic and co-academic activities. The students has been given due representation in these committees so as to make the process of teacher training student-oriented in nature.</p> <p>The decisions regarding academic calendar and co-curricular activities are taken in a cooperative and joint manner in the meetings of concerned committee and finally in the college to assist in adequate and smooth organization of various activities and to put forward the problems of students as well as make the suggestions for improvements and modifications.</p>
4	<i>How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?</i>
	<p>The faculty members of the meet with the school teachers/heads in formal as well as informal manner and discuss different issue related to school education. This helps in bringing improvement in teacher training process in the college. The lesson plans for practice teaching are discussed with school teachers so that best educational experiences can be provided to the students. School teachers also observe the lessons of student-teachers during practice teaching and provide feedback to the students for further improvement in their teaching.</p> <p>The college also collect feedback from school heads/teachers on various</p>
	<p>Aspects of practice teaching through a preforma developed by the college. The suggestions or feedback provided by them is used for bringing requisite changes in practice teaching in future. Also, school teachers are invited to college for guest lecturers as well as examiners for evaluating the works of students in different activities.</p>



5	<i>Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.</i>
	<p>Yes, college collects feedback (data) from the following and use it in further making and improvement of college functioning:</p> <ol style="list-style-type: none"> <li>Feedback from students regarding teachers and campus experiences at the end of session.</li> <li>Feedback from school teachers/heads at the time of practice teaching through self-developed Performa.</li> <li>Self-appraisal reports of teaching and non-teaching staff members.</li> <li>Feedback from employers, local people, some old students and school teachers through informal discussions and personal contacts.</li> </ol> <p>The feedback or information thus collected is analyzed and discussed in staff meetings. On the basis of the discussions, decisions are taken for further improvements in functioning of the college. Such decisions which do not require any additional human or financial resources are implemented during the next session and the new action plans or decisions that need extra human or financial resources are further discussed with the employers. On</p>
	Getting the additional resources from the employers, such decisions of these plans is monitored for their systematic organization.
6	<i>What are the institution's initiatives in promotion co-operation, sharing of knowledge, innovations and empowerment of the faculty? (skill sharing across department's creating/providing conducive environment).</i>
	The staff members collaborate with one another so as to provide best quality training to prospective teachers. Sometimes, teachers of one program are also engaged in talking classes of other programs on the basis of their special



	<p>competencies. The faculty members also employ team teaching strategy in certain topics as per the requirements. The decisions are taken in meetings of staff council and approved by the management are then implemented by faculty members and students.</p> <p>The teachers who have not enough knowledge of handling and using modern electronic gadgets, equipment and computers have learned and acquired such skills from other teachers who are well-versed in such modern technologies. Various committees that are constituted in the college for smooth organization and functioning of staff members and students which has helped in creating a healthy and congenial environment for learning in the college.</p>
<b>6.3 Strategy Development And Deployment</b>	
<i>1</i>	<i>Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?</i>
	<p>Yes:- The institution has a procedure of MIS for academic and administrative mobility and up-gradation. Staff members participation in various programs, seminar, workshops is a good source of collection of the data information which able the institute to execute the latest up gradation.</p>
<i>2</i>	<i>How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?</i>
	<p>Yes:- The institution has a procedure of MIS for academic and administrative mobility and up-gradation. Staff members participation in various programs, seminar, workshops is a good source of collection of the data information which able the institute to execute the latest up gradation.</p>



3	<i>How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?</i>
	At the beginning of academic year institute implement all the human and financial resources to full fill the needs. If more needs are arise during the tenure then extra staffs are recruited and extra money is allotted by over budgeting.
4	<i>Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?</i>
	Every year institute review its objective's regarding academic mobility to overcome the previous weaknesses in academic. In preparation of academic objective for the next implementation suggestion are derived from school staff of practice teaching & experts take place and staff, administrators also contributes as per their specialization.
5	<i>How are the objectives communicated and developed at the all levels to assure individual employee's contribution for institutional development?</i>
	Institute's objective are communication to the employees on the behalf of classification as per the proficiency, capacity of the employee. Generally communication of objective is done through the duty responsibility chart.
6	<i>How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?</i>





	Institute has constituted various committees for fulfill meant and implementation of aim, vision & mission. Heads of different committees monitored the progress of work and ensure its successful monitoring by the provision weekly meetings.
7	<i>How does the institution plan and deploy the new technology?</i>
	The new decisions and action plans are taken on the basis of past experiences and feedback obtained from various stakeholders. The planning is done jointly through team efforts and coordination among faculty members. The new action plans and decisions are implemented after getting consent from the employers. For this, if extra/financial resources are required, they are provided by management of the institution after checking the justification and necessity of new action plans. The new plans after implementation are monitored to enhance the quality of teacher training imparted in the college.
<b>6.4 Human Resource Management</b>	
1	<i>How do you identify the faculty development needs and career progression of the staff?</i>
	<ul style="list-style-type: none"> <li>• Through self-appraisal method by teaching and non-teaching staff members.</li> <li>• Through feedback obtained from students at the end of session.</li> <li>• Through formal meetings and informal discussions among staff members.</li> <li>• Through general observation of class work/laboratory works of faculty members by the head of the college.</li> </ul>



2.	<p><i>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 , research and service of the faculty and other staff?</i></p>
	<p>(a) Self –appraisal method by teachers and non –teaching staff members.  (b) Students Evaluation of teachers through a Performa  (c) Feedback from students regarding campus experience .</p> <p>Yes the information / feedback obtained from above methods is analyzed and discussed in staff meeting and feedback is provided to staff members to improve their performance in the future.</p>
3.	<p><i>What are welfare measures for the staff and faculty ?( mention only those which affect and improve staff well –being, satisfaction and motivation)</i></p>
	<p>Institute has several welfare measures as</p> <ul style="list-style-type: none"> <li>• Group insurance.</li> <li>• Free education for two kids .</li> <li>• Interest free loan facility.</li> <li>• Medical assistance ( free check –ups, medical test etc.)</li> <li>• Transport facility in emergency and from almost every outdoor corner of the city to the institute free of cost</li> </ul>



4.	<i>Has the institution conducted any staff development programmer for skill up- gradation and training of the teaching and non –teaching staff ? If yes give details.</i>
	<p>Every year a programmer is organized for the staffs by the institute in which various distinguish experts</p> <p>In the profession are called to deliver the lecturers and does skill development in all teaching aspects.</p>
5.	<i>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 requirement of the statutory and regulatory bodies (NCTE, UGC, University etc)?</i>
	<p>For the recruitment of staff ( Teaching, Non –teaching ) institute established a personal office with all facilities . The institute has advertised the vacant posts &amp; scrutinized the qualifications as prescribed by the regulatory bodies .</p> <p>Short –listed persons were called to appear before the selection Committee. The Committee selects the candidates on their performance &amp; qualifications and approved their candidature . All the selected staffs are given salaries as per prescribed brims of regulatory bodies .</p> <p>Service condition of the institutions is as per the direction of the regularity bodies.</p>

6.	<i>What are the criteria for employing part-time /Adcock faculty? How are the part- time /Adcock faculty Different from the regular faculty? ( E.g. salary structure, workload, specializations).</i>
	There is no provision to appoint part time faculty, only guest faculty arrangements are done by the institute
7.	<i>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).</i>
	<p>Institute has the provisions of professional development of the faculty . It follows the procedure on strict basis and implement provisions as under:-</p> <ul style="list-style-type: none"> <li>• An annual increment is bounded to a national and international seminar presentation.</li> <li>• Workshop attendance mandatory for all faculty members at least once in a year.</li> <li>• Financial supports are provided in all terms to meets out the professional development needs of the faculties</li> </ul>



8	<i>What are the physical facilities provided to faculty ? (Well –maintained and Functional office, instructional and other space to carry out their work effectively).</i>
	<p>Institute provides facilities to the faculty as under:-</p> <ul style="list-style-type: none"> <li>• Well maintained airy , spacious individual / sharing basis cabins.</li> <li>• Well equipped computer facility with internet.</li> <li>• All items are available to full fill teaching needs of the teacher.</li> <li>• Tea &amp; other requirements are managed by the institutes at free of cost.</li> </ul>
9	<i>What are the major mechanisms in place for faculty and other stakeholders to seek information and /or make complaints?</i>
	<p>For providing information regarding different aspects on the collage to the faculty members , staff meetings are held from time to time . Sometimes , the notices, circulars and office orders are issued to the staff members to acquaint them with necessary information . Any serious/ major complaints or grievances of the faculty members ((teaching and non – teaching both ) are forwarded by the head of the collage to the Management so that they can be solved . the minor complaints or grievances are redressed in mutual cooperative manner in staff meetings or through personal discussions.</p> <p>The students are provided information through notice boards, announcement in morning assembly /classes/ groups. The students can make complaints directly to the principal of the collage or through the class monitors (member of Collage students Association).</p>



	<p>For solving major problems and grievances of the students, the collage has constituted ‘Grievance Redressal Cell ‘ which is having separate male and female incharge and students representatives in it.</p> <p>In addition to this ‘ Collage Students Association’ is framed in the collage whose main function is to assist</p> <p>In organization of various activities of the collage and put forward the complaints and suggestions of students.</p>
10	<p><i>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.</i></p>
	<p>Institution has a good policy regarding the work load of the faculty . It is to be decided as per the rules and</p> <p>Regulations of the regularity bodies and it has to be implemented in such a way so that a teacher can spare the time for all other above maintained activities . Generally sixteen and eighteen periods are assigned to one faculty.</p>
11	<p><i>Does the institution have any mechanism to reward and motivate staff members? If yes, give details.</i></p>
	<p>Yes:- The institution has very excellence mechanism regarding rewarding and motivating of its staff mainly as:-</p> <ul style="list-style-type: none"> <li>• Highly result oriented faculty members are identified and certificate of high Excellency are given apart from consolidates prizes for their inner</li> </ul>



	<p>Motivation</p> <ul style="list-style-type: none"> <li>• Special increment/ promotion policy.</li> <li>• Distinguished post appointments.</li> </ul>
	<b>Financial Management and Resource Mobilization</b>
1	<i>Does the institution get financial support from government ? If yes, mention the grants received in the last three years under different heads . if no , give details of the source of revenue and income generated.</i>
	No financial support from Government Main source of income is fee collection from student.
2	<i>What is the quantum of resources mobilized through donations? Give information for the last three years.</i>
	No donations have been received by the institution during last three years nor collected any Sort of donations.
3	<i>Is the operational budget of the institution adequate to cover the day- to day expense? If no, how is the deficit met?</i>
	Yes:- The operational budget is best made use for day –to day expenses. The deficit arise are fulfilled through the the contribution of the members of the Sansthan and Sansthan Fund.
4	<i>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, allocated during the current</i>



	<i>year ,and excess/ deficit)</i>
	To overcome the expenditure of quality programs (seminar, conference, workshop) institute made suitable arrangements in its budget of income & expenditure.
5	<i>Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of income &amp; expenditure.</i>
	Yes. The audit has been conducted by the Chartered Accountant every year. The audit reports are available and enclosed with this reports.
6	<i>Has the institution computerized its finance management systems? If yes, give details.</i>
	Yes , the Management which looks after all financial management of the collage has computerized the financial management aystem.
6.6	<b>Best practices in Governance and Leadership</b>
1	<i>What are the significant best practices in Govenance and Leadership carried out by the institution?</i>



	<ul style="list-style-type: none"> <li>• Grievance Redressal Cell for students and staff members.</li> <li>• Similar Workload for teachers of respective faculty.</li> <li>• Decentralization of administration.</li> <li>• Students' representation in various committees.</li> <li>• Feedback from students, faculty member , school teachers/ heads and employers to improve collage functioning in future.</li> <li>• Engaging school teachers/heads in developing lesson plans and carrying out various activities during practice teaching under overall guidance of concerned school head and teachers.</li> <li>• Formulation of new action plans on the basis of previous experiences and feedback obtained from various stakeholders.</li> <li>• Internal quality check by employers through sudden visits.</li> <li>• Monitoring of various activities.</li> </ul>
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<b>7.1 Internal Quality Assurance System</b>	
<i>1</i>	<i>Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.</i>
	<p>Yes , the institute has established Internal Quality Assurance Cell in the year 2013.</p> <p>Major activities:- Monitoring, administration, examination etc.</p>
<i>2</i>	<i>Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.</i>
	<p>The institute has adopted a mechanism regarding the achievement of goals, objective and quality assurance.</p> <p>Institute has a proper procedure of execution of policies , term evaluation and I.Q.A.C for internal</p> <p>Academic audit and evaluation , self- evaluation of the teacher as well as students, continuous monitoring and evaluation of the process (academic non-academic ) for check –up and feedback of different existence in terms of college aims and objectives.</p>
<i>3.</i>	<i>How does the institution ensure the quality of its academic programmers?</i>

The collage adheres to the norms and conditions laid down by concerned regulatory bodies. The faculty members prepare their teacher diaries in which the planning is done month –wise and week for carrying out academic works. The teacher diaries are verified by the head of the collage at the end of each month to ensure the coverage of syllabus. The list of co-curricular activities/ extension activities is prepared at the onset of session and regular supervision is done by the head of the collage. The staff meetings are conducted at appropriate times to evaluate the progress of various academic and co- academic activities .the students are provided diverse types of learning experience so as to prepare best quality prospective teachers and teacher educators.

The modern technologies are employed in T-L process and maximum emphasis is given on all round development of students including development of students including development of communication skills, social skills, reflective , rational and critical thinking among students. The institution follows student- centered approach and all types of academic and co- curricular activities are organized by students under the guidance and help of mentors and overall supervision of teaching faculty . it is important to mention that the collage not strictly follows the curriculum prescribed by the concerned regulatory bodies but make maximum efforts to provide additional/ extra experiences other than those mentioned in prescribed curriculum.



4	How does the institution ensure the quality of its administration and financial management processes?
	<ul style="list-style-type: none"> <li>The institute has a strong mechanism for internal audit evaluation system under the supervision of college management.</li> </ul>



	<ul style="list-style-type: none"> <li>• The I.Q.A.C. is also involved in ensuring the internal academic quality.</li> <li>• Programme exists questionnaire seeks information for students on the quality of college administration, their suggestion and criticisms are taken into serious consideration.</li> </ul>
5	How does the institution identify and share good practices with various constituents of the institution.
	<p>The institute identifies various types of needs through feedback from students, teacher educators, non-teaching staff, alumni etc. Through direct Observation of the heads, principal, director and management. Needs of the institution are fulfilled on the advice and suggestions of different committees I.Q.A.C.'s recommendation and suggestions provided to the management of the institution. After this, these good practices are shared with various constituents of the institute.</p>
<b>7.2 Inclusive Practices</b>	
1	How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.
	<p>The institute motivate and encourage the teachers to participate in the seminars, workshop held time to time on current trends, inclusive practices, policy matters, like reservation policy, women education, gender empowerment, opportunity to education, primary education, Education to all etc. Which constitute a great concern towards national policies and their implementation which somewhere effects school curriculum.</p>
2	What is the provision in the academic plan for students to learn about



	<i>inclusion and exceptionalities as well as gender differences and their impact on learning.</i>
	<p>In B.Ed. curriculum following some of the major topics have been incorporated that provide opportunities for students teachers to learn about exceptional children, inclusive education and special teaching-learning strategies that can be adopted for various kinds exceptional children:</p> <ul style="list-style-type: none"> <li>a) Concept of Exceptional children, types and characteristics.</li> <li>b) Individual differences: Nature of accommodating individual differences in classroom.</li> <li>c) Learner-centered techniques for teaching exceptional children.</li> <li>d) Means and measures taken for equality of educational opportunities in terms of caste, tribes, disabled, gender and minorities.</li> </ul> <p>The students of the programmes are acquainted with various educational strategies to be followed for teaching exceptional children through regular teaching-learning process. The students are given practical training in preparation and use of different types of teaching aids and TLM during micro teaching, simulations, demonstrations and practice teaching sessions. Seminars, workshops and other activities are organized to make students aware about various exceptionalities and gender differences in classroom.</p>
3	<i>Details on the various envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.</i>



	<p>Following activities have been included in the curriculum for creating healthy learning environment and promote active learning and self-motivation:</p> <ol style="list-style-type: none"> <li>Micro teaching</li> <li>Simulation teaching</li> <li>Demonstration lessons</li> <li>Observation lessons</li> <li>Project work for students</li> <li>Assignments</li> <li>Practical works</li> <li>Morning assembly</li> <li>Different co-curricular activities</li> </ol> <p>Apart from the activities mentioned in the curriculum, the college has a provision of mentoring, training in modern electronic gadgets, team teaching Group discussions, class quizzes, workshops, seminars, various extension activities, inter-house competitions student's representation in various committees and organization of various activities and functions by the students on their own. This all helps the college in building a healthy and conducive environment for motivating the students and involving them actively in learning.</p>
4	<p><i>How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?</i></p>
	<p>The institute organized different activities envisaged in curriculum and outside as case-study, action-research, different types of psychological tests, association with games and sports, participation in various type of projects like primary education, child labor abolition etc.</p>



5	<i>How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?</i>
	The institute has the different methods meet out the different needs of physically challenged persons as class arrangement, sitting arrangements and helping instruments in teaching learning process.
6	<i>How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?</i>
	The institute has arrangements of grievance redressal cell to meet out the needs related to different gender.
<b>7.3 Stakeholder Relationships</b>	
1	<i>How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?</i>
	The information regarding academic and administrative aspects of the college is maintained well which is made available to various stakeholders as and when needed by them. The information about results of house examinations and annual examinations as well as internal assessment of students is displayed on the notice boards. The college prepares annual report and is submitted to the employers for verification and analysis. The annual report contains information regarding activities conducted during the academic session, successes achieved and failures encountered during the session and future plans to improve the college functioning. The information regarding annual results of different programmes is submitted to the employers after the declaration of annual results.





2	<i>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?</i>
	<p>The feedback collected from faculty members, students, employers and school teachers/heads on various aspects of college and teacher training is discussed and analyzed in staff meeting and necessary decisions are taken for future improvements. Certain major plans and decisions are discussed with employers for seeking their suggesting as well as approval and later on, the college and faculty members implement the same during the next academic session.</p>
3	<i>What are the feedback mechanisms in vogue to collate and data from students, professional community, alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?</i>
	<p>Following mechanisms are employed to collect data/feedback from various stakeholders for quality improvement:</p> <ul style="list-style-type: none"> <li>• Feedback from students regarding campus experiences at the end of academic session on proforma developed by the college.</li> <li>• Teacher's evaluation by students on a proforma developed by the college.</li> <li>• Feedback/information obtained through staff meeting and informal discussions among staff members.</li> <li>• Self-appraisal reports of teaching and non-teaching staff members.</li> </ul>



	<ul style="list-style-type: none"> <li>• Feedback from school teachers/heads on different aspects of practice teaching through self-developed proforma and through personal contacts.</li> <li>• Feedback from old students through informal discussions.</li> </ul> <p>The collected feedback is analyzed and discussed in staff meetings and informal discussions with the employers to identify the weaknesses and strengths of various aspects of teacher training programmes. On the basis of this, decisions are taken and new plans are formulated for enhancing the quality of various aspects of college.</p>
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## DECLARATION BY THE HEAD OF THE INSTITUTION

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

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

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

Place: distt.- Haridwara (Uttarakhand)

Date:

Signature by the Head of the Institution

With seal



# ANNEURES



# OUR CAMPUS



# MAIN BUILDING



## CLASS ROOM



## LIBRARY



## COMPUTER LAB





## SCIENCE LAB



## PSYCHOLOGY LAB



## LANGUAGE LAB





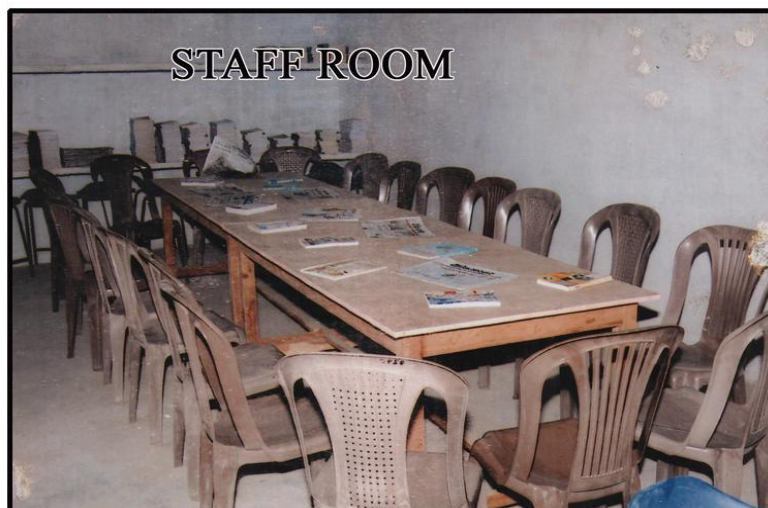
**BOYS COMMON ROOM**



**GIRLS COMMON ROOM**



**STAFF ROOM**



F. No. NRC/NCTE/NRCAPP-1076/193<sup>rd</sup> Meeting/2011/16798

Dr. 5 MAR 2012

To,

The Secretary/Correspondent  
Aryan Shiksha Samiti,  
Plot No. 1410-1415, Street/Road- Devband Road,  
Village/Town/ city- Mundate, Post office- Manglore,  
Tehsil/Taluka/Town/city- Roorkee,  
District- Haridwar-247656,  
State- Uttarakhand

Subject: Letter of intent prior to grant of recognition/Permission for B.Ed. course under Clause 7(9) of the NCTE (Recognition Norms and Production) Regulation, 2009/reg.

Sir Madam,

In terms of section 14(15) of the NCTE Act, 1993 your Institution had submitted an application to the Northern Regional Committee of NCTE for grant of recognition for starting B.Ed. Course in the proposed institution i.e. Aryan College of Education, Plot No. 1410-1415, Street No.-Devband Road, Village- Mundate, Post office- Manglore, Tehsil/Taluka/Town/city- Roorkee, District- Haridwar-247656, State- Uttarakhand.

2. The NRC, NCTE, on the basis of the scrutiny of the documents submitted by the institution, input received from the Visiting Team Report and videography in its 193<sup>rd</sup> meeting held on 8<sup>th</sup> February to 10<sup>th</sup> February, 2012 decided that the above institution has adequate financial resources, accommodation, library and laboratory as prescribed in the norms and standards and that it fulfils all such other conditions relating to infrastructural and instructional facilities required for proper functioning of the institution for a teacher education course. Therefore, the NRC, decided to issue letter of intent prior to grant of recognition for B.Ed. course under clause 7(9) of the NCTE Regulation to the institution.

3. Before grant of formal recognition under Regulation 7(11) of NCTE Regulation 2009 is considered, the institution shall make appointment of qualified faculty/staff as per provisions of the NCTE Regulations, 2009 as per the norms & standards envisaged therein and submit the following documents:

- The institution shall submit particulars of the staff duly approved by the University/affiliating body as per the prescribed format available in the NRC, NCTE website.
- Advertisement in leading newspapers.
- Letter of University/Affiliating Body, nominating experts/representative for the Selection Committee.
- Recommendations of the Selection Committee for appointment of teaching & non-teaching staff as per the norms of the affiliating body.
- An affidavit on Rs. 100/-stamp paper to the effect that the institution has selected staff as per NCTE/State/University norms.(format Enclosed)

20/198, Kaveri Path, Near Mansarovar Stadium, Mansarovar, Jaipur -302 020 (Rajasthan)  
Phone : (0141)-2390064, 2390210. Fax : 0141-2390087



V. Information for having fulfilled the norms & standard and other required conditions

7. In case if the land is in the name of the Society/trust, you must transfer the land within six month in the name of the institution failing to which action shall be initiated to withdraw the recognition. It shall be essential on the part of the institution concerned to get the needful done in this regard and intimate about the same to the respective Regional Committee along with the new land documents within the stipulated time.
8. 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 under the provisions of Section 17(1) of the NCTE Act.
9. Further, if the institution is not satisfied by this order, they can prefer an appeal to National Council for Teacher Education, Hans Bhawan, Wing-II, 1 Bahadur Shah Zafar Marg, Near ITO, New Delhi-110002 under Section 18 of the NCTE Act, 1993 within 60 days of the issue of this order. The guidelines of appeal are enclosed herewith.

By orders,

(Dr. Ram Kisbor)  
Regional Director

Encl:- As above

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

Copy to:-

1. The Secretary/Chairman, Aryan Shiksha Samiti, Plot No. 1410-1415, Street/Road-Devband Road, Village/Town/city-Mundate, Post office-Manglore, Tehsil/Taluka/ Town/city-Roorkee, District- Haridwar-247656, State-Uttarakhand.
2. The Principal Aryan College of Education, Plot No. 1410-1415/61, Street No.-Devband Road, Village-Mundate, Post office-Manglore, Tehsil/Taluka/Town/city-Roorkee, District- Haridwar-247656, State-Uttarakhand.
3. The Secretary Education, (Higher Education), Govt. of Uttarakhand, Secretariat, Dehradun, Uttarakhand.
4. The Registrar, Uttarakhand Technical University Dehradun, Post office-Chandanwari, Sudhowala, Dehradun-248007, Uttarakhand.
5. The Secretary, Deptt. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi- 110001.
6. The US (Computer), National Council for Teacher Education, Hans Bhawan Wing-II, 1, Bahadur Shah Zafar Marg, New Delhi- 110 002.
7. Office order file/ Institution file.

Regional Director

F. No./NRC/NCTE/NRCAPP-1076/2015

93297

Date: 13 APR 2015

**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 **Aryan College of Education, P.N.-1410-1415, Street No.-Devband Road, Village-Mundate, P.O.-Manglore, Tehsil/Taluka- Roorkee, Dist.- Haridwar-247656, Uttarakhand** 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 and in terms of Section 14(3) (a) of NCTE Act and in accordance with the Regulations, 2014, the Northern Regional Committee, NCTE hereby grants recognition to **Aryan College of Education, P.N.-1410-1415, Street No.-Devband Road, Village-Mundate, P.O.-Manglore, Tehsil/Taluka- Roorkee, Dist.- Haridwar-247656, Uttarakhand** 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.

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

कार्यालय : चौथी मंजिल, जीवन निधि-II, एल.आई.सी. बिल्डिंग, अम्बेडकर सर्किल  
भवानी सिंह मार्ग, जयपुर-302 005 (राजस्थान)  
कार्यालय : उत्तर प्रदेश, उत्तरांचल, दिल्ली, हरियाणा, पंजाब, चण्डीगढ़, हिमाचल प्रदेश, राजस्थान  
Phone No 0141-2744288, 2744635, Fax : 0141-2744173

Office : 4th Floor, Jeevan Nidhi-II, LIC Building, Ambedkar 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




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. I.K. Mansoori)  
Regional Director

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

Copy to:-

1. ✓ The Principal, Aryan College of Education, P.N.-1410-1415, Street No.-Devband Road, Village-Mundate, P.O.-Manglore, Tehsil/Taluka- Roorkee, Dist.- Haridwar-247656, Uttarakhand
2. The Secretary / Correspondent, Aryan Shiksha Samiti, P.N.-1410-1415, Street/Road- Devband Road, Village-Mundate, P.O.-Manglore, Tehsil/Taluka-Roorkee, Dist.- Haridwar-247656, Uttarakhand
3. The Secretary, Department of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi- 110001
4. The Principal Secretary, (Higher Education) Govt. of Uttarakhand (Deptt. Of Higher Education), Secretariat, Dehradun, UA
5. The Registrar, Uttarakhand Technical University, Dehradun P.O.-Chandanwadi, Sudhowala, Dist. Dehradun-248007, Uttarakhand
6. The US (Computer), National Council for Teacher Education, Hans Bhawan Wing-II, I, Bahadur Shah Zafar Marg, New Delhi- 110 002.
7. Office order file/ Institution file

  
Regional Director



संख्या- / जी०एस०/शिक्षा/J-21/2014

प्रेषक,

राज्यपाल/कुलाधिपति के सचिव,  
उत्तराखण्ड देहरादून।

सेवा में,

कुलसचिव,  
श्री देव सुमन उत्तराखण्ड विश्वविद्यालय,  
बादशाहीथील, टिहरी गढ़वाल।

राज्यपाल/कुलाधिपति सचिवालय उत्तराखण्ड

देहरादून दिनांक 23 मई, 2014

महोदय,

आपके पत्र संख्या SDSUV/B.Ed/2014/memo दिनांक 10-05-2014 व पत्र संख्या B.Ed/Affi/Court Order/109 दिनांक 15.05/2014 एवं उच्च शिक्षा विभाग, उत्तराखण्ड शासन की पत्रावली संख्या-TC. 2(1)xxiv(6)/2014 की संस्तुति तथा कतिपय संस्थानों द्वारा मा० उच्च न्यायालय में योजित रिट याचिकाओं में मा० उच्च न्यायालय द्वारा पारित आदेशों के अनुक्रम में मुझे आपसे यह कहने का निदेश हुआ है कि महाविद्यालय/कुलाधिपति द्वारा श्री देव सुमन उत्तराखण्ड विश्वविद्यालय अधिनियम 2011 (यथा संशोधित) के अध्याय-06 की धारा-33 (1) के अधीन निम्नांकित संस्थानों/महाविद्यालयों को समस्त मानकों की पूर्ति होने के दशा में स्तम्भ-3 में वर्णित पाठ्यक्रम में उनके सम्मुख वर्णित सीटों की प्रवेश क्षमता के साथ स्तम्भ-5 में वर्णित अवधि के लिए अस्थाई सम्बद्धता की स्वीकृति निम्न शर्तों के अधीन सहस्र प्रदान कर दी गई है :-

क्र. सं.	संस्था का नाम	पाठ्यक्रम का नाम	प्रवेश क्षमता	अस्थाई सम्बद्धता की अवधि
1	2	3	4	5
1.	आन बायो साइंस एण्ड फार्मा कालेज फोर्कली ऑफ बी०एड० कालेज, पंचायनपुर रुडकी जिला हरिद्वार।	बी०एड०	100 सीट	शैक्षिक सत्र 2013-14 हेतु।
2.	आशा एकेडमी फार बी०एड० रुडकी जिला हरिद्वार।	बी०एड०	100 सीट	शैक्षिक सत्र 2013-14 हेतु।
3.	माया देवी एजुकेशनल फाउन्डेशन बी०एड० कालेज, सेलाकुई, देहरादून।	बी०एड०	100 सीट	शैक्षिक सत्र 2013-14 हेतु।
4.	नार्दन इण्डिया कालेज आफ एजुकेशन, रुडकी।	बी०एड०	100 सीट	शैक्षिक सत्र 2013-14 हेतु।
5.	निम्बस स्कूल आफ एजुकेशन झाझरा, देहरादून।	बी०एड०	100 सीट	शैक्षिक सत्र 2013-14 हेतु।
6.	रिम्स कालेज, दहियाकी, गुरुकुल, नारसन, रुडकी जिला हरिद्वार।	बी०एड०	100 सीट	शैक्षिक सत्र 2013-14 हेतु।
7.	शिवालिक इन्स्टीट्यूट आफ प्रोफेशनल स्टडीज देहरादून।	बी०एड०	100 सीट	शैक्षिक सत्र 2013-14 हेतु।
8.	बी०एस०एम० वूमैन बी०एड० कालेज, रुडकी।	बी०एड०	100 सीट	शैक्षिक सत्र 2013-14 हेतु।
9.	अरोमा गर्ल्स कालेज रुडकी जिला हरिद्वार।	बी०एड०	100 सीट	शैक्षिक सत्र 2013-14 हेतु।
10.	हर्ष विद्या मन्दिर कालेज आफ एजुकेशन, रायसी हरिद्वार।	बी०एड०	100 सीट	शैक्षिक सत्र 2013-14 हेतु।
11.	हरीश चन्द्र रामकली बी०एड० कालेज लक्सर, हरिद्वार।	बी०एड०	100 सीट	शैक्षिक सत्र 2013-14 हेतु।
12.	एस०जी०बी०जी० मैमोरियल कालेज आफ एजुकेशन, देवाल, चमोली।	बी०एड०	100 सीट	शैक्षिक सत्र 2013-14 हेतु।
13.	बीहाईव कालेज आफ मैनेजमेन्ट एण्ड टेक्नोलॉजी, सेलाकुई देहरादून।	बी०एड०	100 सीट	शैक्षिक सत्र 2013-14 हेतु।
14.	मदरहुड इन्स्टीट्यूट आफ प्रोफेशनल स्टडीज, हरिद्वार।	बी०एड०	100 सीट	शैक्षिक सत्र 2013-14 हेतु।

15.	सनराइज एकेडमी मैनेजमेन्ट-सोसाइटी, रुड़की हरिद्वार।	बी0एड0	100 सीट	शैक्षिक सत्र 2013-14 हेतु।
16.	व्यू माउन्टेन कालेज आफ टीचर एजुकेशन, देहरादून।	बी0एड0	100 सीट	शैक्षिक सत्र 2013-14 हेतु।
17.	जगन्नाथ विश्वकर्मा कालेज आफ एजुकेशन, माजरी ग्रान्ट देहरादून।	बी0एड0	100 सीट	शैक्षिक सत्र 2013-14 हेतु।
18.	अर्चन कालेज आफ टीचर एजुकेशन, रुड़की हरिद्वार।	बी0एड0	100 सीट	शैक्षिक सत्र 2013-14 हेतु।
19.	अश्वथामा कालेज आफ टीचर एजुकेशन, झाड़वा देहरादून।	बी0एड0	100 सीट	शैक्षिक सत्र 2013-14 हेतु।
20.	पी0आई0टी0एस0 बी0एड0 कालेज, उत्तरकाशी।	बी0एड0	100 सीट	शैक्षिक सत्र 2013-14 हेतु।
21.	एस0बी0 कालेज आफ एजुकेशन, विकासनगर देहरादून।	बी0एड0	100 सीट	शैक्षिक सत्र 2013-14 हेतु।
22.	हिमालयन इन्स्टीट्यूट आफ एजुकेशन एण्ड टेक्नोलॉजी, पोखरी, चमोली।	बी0एड0	100 सीट	शैक्षिक सत्र 2013-14 हेतु।
23.	नार्दन इन्स्टीट्यूट आफ मैनेजमेन्ट स्टडीज, प्रेमनगर देहरादून।	बी0एड0	100 सीट	शैक्षिक सत्र 2013-14 हेतु।

- यह अस्थायी सम्बद्धता संस्थान द्वारा सभी मानकों की पूर्ति की शर्त के अधीन प्रदान की जा रही है। इसी मध्य सभी प्रकरणों का पृथक् से परीक्षण किया जायेगा तथा भावी अस्थाई सम्बद्धता के सम्बन्ध में निर्णय या कार्यवाही उसी आधार पर सुनिश्चित की जायेगी।
- सत्र प्रारम्भ होने से पूर्व संस्थानों/कालेजों को अपने सभी मानक पूर्ण होने तथा निर्विवाद गतिविधियों की पुष्टि का एक प्रमाण-पत्र विश्वविद्यालय को प्रस्तुत करना होगा, तथा विश्वविद्यालय इसकी पुष्टि सुनिश्चित करेगा।
- संस्थानों द्वारा अपनी वेबसाइट तैयार की जायेगी, जिसमें संचालित पाठ्यक्रम, अवस्थापना सुविधाये शैक्षिक-शिक्षणोत्तर फैकल्टी की शैक्षिक अर्हता, उत्तीर्ण परीक्षाफल एवं प्राप्तोंक प्रतिशत, फैकल्टी अकषत्रों की प्रतियां, फैकल्टी की अद्यतन फोटो सहित फैकल्टी को मासिक वेतन भुगतान क विवरण अपलोड किया जायेगा।
- विश्वविद्यालय द्वारा छात्रों के प्रवेश से पूर्व यह सुनिश्चित कर लिया जायेगा कि संस्थान द्वारा यू0जी0सी0/विश्वविद्यालय/शासन द्वारा निर्धारित मानकानुसार अर्ह फैकल्टी की तैनाती कर ल गई है। उक्त के सम्बन्ध में विश्वविद्यालय एवं निदेशक, उच्च शिक्षा द्वारा संस्थान का निरीक्षण किया जायेगा। यदि संस्थान में मानकानुसार अर्ह फैकल्टी तैनात नहीं पाई जाती है अथवा अन समस्त मानकों को पूर्ण नहीं किया जाना पाया जाता है, तो विश्वविद्यालय एवं निदेशक उच्च शिक्षा द्वारा ऐसे संस्थानों की मान्यता समाप्त किये जाने के लिए संस्तुति /प्रस्ताव उपलब्ध करार जायेगा। यदि ऐसे मामलों में विश्वविद्यालय एवं उच्च शिक्षा निदेशालय द्वारा शिथिलता बरती जाए है तो सम्बन्धित कार्मिक/सक्षम अधिकारी का व्यक्तिगत उत्तरदायित्व निर्धारित करते हुए उस विरुद्ध नियमानुसार कार्यवाही अमल में लायी जायेगी।
- संस्थानों द्वारा विश्वविद्यालय, शासन, एवं महामहिम कुलाधिपति के आदेशों/निर्देशों का पूर्णतर पालन किया जायेगा।
- छात्रों से विश्वविद्यालय/शासन द्वारा निर्धारित शुल्क ही लिया जायेगा यदि निर्धारित शुल्क अधिक शुल्क लेने की पुष्टि होती है तो संस्थान के विरुद्ध विश्वविद्यालय अधिनियम में उल्लिखि प्राविधानों के अन्तर्गत कार्यवाही की जायेगी।
- यदि संस्थानों द्वारा कुलाधिपति/शासन के आदेशों का उल्लंघन किया जाता है तो ऐसी स्थिति शासन द्वारा उपरोक्त पाठ्यक्रमों प्रारम्भ करने के लिए दी गई अनापत्ति को वापस लिये जाने सम्बन्ध में आवश्यक कार्यवाही प्रारम्भ की जायेगी।

क्रमशः—



(3)

8. संस्थानों के कार्यरत फैकल्टी के सदस्यों का वेतन का भुगतान बैंक में फैकल्टी के सदस्यों के नाम खोले गये खाते के माध्यम से किया जायेगा, जिसकी पुष्टि समय-समय पर विश्वविद्यालय / निदेशक, उच्च शिक्षा द्वारा की जायेगी। यदि निरीक्षण के दौरान किसी भी संस्था द्वारा पूर्ण फैकल्टी नहीं पाई जाती है अथवा अभिलेखों में इसकी संतुष्टि नहीं होती है तो जारी अनापत्ति के सापेक्ष उक्त संस्था के सम्बन्धित पाठ्यक्रम को रोके जाने हेतु तत्काल कार्यवाही प्रारम्भ की जायेगी।
9. संस्थानों द्वारा उत्तराखण्ड राज्य के एस0सी0/एस0टी0/ओ0बी0सी0 को अधिनियम के अनुसार आरक्षण दिया जाना होगा।
10. संस्थानों द्वारा उक्त शर्तों का अनुपालन किया जा चुका है अथवा नहीं? इस सम्बन्ध में विश्वविद्यालय एवं उच्च शिक्षा विभाग द्वारा इसकी पुष्टि की जानी होगी। अन्यथा आगामी अस्थाई सम्बद्धता स्वीकृत नहीं की जायेगी।

भवदीय,




( अरुण कुमार ढौंडियाल )  
कुलाधिपति के सचिव।

संख्या 625 (1)/जी0एस0/ J-21/2014 तददिनांकित।

प्रतिलिपि-निम्नलिखित को सूचनार्थ एवं आवश्यक कार्यवाही हेतु प्रेषित :-

1. सचिव, उच्च शिक्षा विभाग, उत्तराखण्ड शासन, देहरादून।
2. निदेशक, उच्च शिक्षा, हल्द्वानी।
3. निदेशक, राष्ट्रीय अध्यापक शिक्षा परिषद्, उत्तर क्षेत्रीय समिति, शान्तिपथ, जयपुर (राजस्थान)
4. प्रबन्धक/प्राचार्य उपरोक्त समस्त संस्थान/महाविद्यालय।
5. उच्च शिक्षा विभाग की पत्रावली हेतु।
6. कम्प्यूटर प्रकोष्ठ/गार्ड फाइल हेतु।

आज्ञा से,

  
( घनश्याम शर्मा )  
कुलाधिपति के अनुसचिव।



# ARYAN COLLEGE OF EDUCATION

(Affiliated to NCTE and Recognized By SDSU Vishwavidhyalay Badshahithaul Tehri  
Gadhwali)

Village:-Mundate, Tehsil Rookee, Distt-Haridwar(Uttarakhand)

Mob: - 9458175298, 09466894301, 09467933767, 09466073341

Web site:-www.aryanedu.com

Email: - aryancollege2013@gmail.com

Ref No-.....

Date-.....

## **Institutional academic calendar B.Ed. session 2015-16**

1. Starting date of Academic year 24 January 2016
2. Teaching the theory unit 03 till May First week
4. Summer Vacation 25 May to 30 June
3. First Internal Test July Second week
4. First Aid Class Practicum July Last week
5. Teaching of pedagogy of school subject August Month
6. Micro teaching Sept. First & Second Week
7. Work & practice on Lesson Plan Sept. Third & forth Week
8. Teaching Practice November & December Month
9. S.U.P.W. camp January First Week
10. Sessional Work of all teaching subject January Second & Third Week.
11. Submission of all practical /activities record before January last Week.
10. Preparation Leave
11. Exam. According Uni date sheet

Principal

Aryan College of Education

SAR-Aryan College Of Education



# ARYAN COLLEGE OF EDUCATION

(Affiliated to NCTE and Recognized By SDSU Vishwavidhyalay Badshahithaul Tehri Gadhwai)

Village:-Mundate, Tehsil Rookee, Distt-Haridwar(Uttarakhand)

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Web site:-www.aryanedu.com Email: - aryancollege2013@gmail.com

Ref No-.....

Date-.....

## Time -Table

### B.Ed. First semester (Session 2015-17)

Time	9.30-9.50h	9.50-10.40	10.40-11.30	11.30-12.20	12.20 - 12.50	12.50-1.40	1.40-2.30
Period		1	2	3		4	5
Monday	A	Paper-101(S.P.)	Paper-102(S.S.Y.)	Paper-103(R.C.K.)	L U N C H	Paper-104(S.K.)	Paper-105
Tuesday	S	Paper-101(S.P.)	Paper-102(S.S.Y.)	Paper-103(R.C.K.)		Paper-104(S.K.)	Paper-105
Wednesday	S	Paper-101(S.P.)	Paper-102(S.S.Y.)	Paper-103(R.C.K.)		Paper-104(S.K.)	Paper-105
Thursday	E	Paper-101(S.P.)	Paper-102(S.S.Y.)	Paper-103(R.C.K.)		Paper-104(S.K.)	Paper-105
Friday	M	Paper-101(S.P.)	Paper-102(S.S.Y.)	Paper-103(R.C.K.)		Practicum	Practicum
Saturday	B	Paper-101(S.P.)	Paper-102(S.S.Y.)	Paper-103(R.C.K.)		Co-Curri,Activ	Co-Curri,Activ
	L	Paper-101(S.P.)	Paper-102(S.S.Y.)	Paper-103(R.C.K.)			
	E	Paper-101(S.P.)	Paper-102(S.S.Y.)	Paper-103(R.C.K.)			
Principal Aryan college of Education							



Tel. : 01376 – 254065 (O)  
Fax : 01376 – 254065  
Website: [www.sdsuv.ac.in](http://www.sdsuv.ac.in)

Ref: 403/SDSUV/Faculty/2015-16

Date: 11 / 05 / 2016.

सेवा में,

✓ प्रबन्धक/निदेशक,  
आर्यन कॉलेज ऑफ एजुकेशन, मण्डेत,  
मंगलौर, हरिद्वार।

विषय:- सत्र 2015-16 हेतु फैकल्टी चयन के सम्बन्ध में।

महोदय,

उपरोक्त विषयक अपने पत्र संख्या- ACE/86/2016, दिनांक- 23.04.2016, का सन्दर्भ ग्रहण करने का कष्ट करें, जिसके माध्यम से बी0एड0 द्विवर्षीय पाठ्यक्रम (दो ईकाई) पाठ्यक्रम को सत्र 2015-16 में संचालित करने के लिए में फ़ैकल्टी पूर्ण न होने के कारण विश्वविद्यालय द्वारा पूर्व गठित चयन समिति द्वारा नियमानुसार निरीक्षण कर पुनः सूची विश्वविद्यालय में अनुमोदन हेतु प्रस्तुत की गयी थी, जो कि निम्नवत है:-

**बी०एड:-**

क्र०सं०	अभ्यर्थियों का नाम	पदनाम	योग्यता
1.	कु० रीना नेहरा	प्रवक्ता	बी०एससी०(56.96%), एम०एससी०(56.1%), बी०एड०(76.2%), एम०एड०(77.42%), नेट

विश्वविद्यालय द्वारा गठित समिति द्वारा चयनित उपरोक्त फैकल्टी का चयन प्रकरण मा० कुलपति महोदय के अनुमोदनार्थ प्रस्तुत किया गया। कृपया तदनुसार अवगत होने का कष्ट करें।

भवदीय,  
डॉ० (एस०एस० रावत),  
कलसचिव।

प्रतिलिपि:-

1. निजी सचिव, कुलपति सचिवालय, मा० कुलपति महोदय के सादर अवलोकनार्थ।
2. वैयक्तिक सहायक, कुलसचिव।
3. कार्यालय प्रति।

डॉ० (एस०एस० रावत),  
कूलसचिव।

97  
18/01/2016

## श्री देव सुमन उत्तराखण्ड विश्वविद्यालय

बादशाहीथौल, टिहरी गढ़वाल, उत्तराखण्ड-249 199

Sri Dev Suman Uttarakhand Vishwavidhyalay  
Badshahithaul, Tehri Garhwal-249 199

Tel. : 01376 - 254065 (O)

Fax : 01376 - 254065

Website: www.sdsuv.ac.in

Ref: 204 /SDSUV Faculty/2015-16

Date: 02/01/2016

सेवा में,

प्रबन्धक/निदेशक,

आर्यन कालेज ऑफ एजुकेशन,

मुण्डेत, मगलौर, हरिद्वार।

विषय:- सत्र 2015-16 हेतु फैकल्टी चयन के सम्बन्ध में।

महोदय,

उपरोक्त विषयक अपने पत्र संख्या-ACE/78/2015, दिनांक- 21.12.2015, का सन्दर्भ ग्रहण करने का कष्ट करें, जिसके माध्यम से बी०एड०(द्विवर्षीय पाठ्यक्रम) में दो इकाई को सत्र 2015-16 में संचालित करने के लिए नियमानुसार चयन समिति द्वारा निरीक्षण कर सूची विश्वविद्यालय में अनुमोदन हेतु प्रस्तुत की गयी थी, जिसमें निम्नलिखित दो अभ्यर्थियों का अनुमोदन छूट गया था उनका अनुमोदन मा० कुलपति महोदय द्वारा किया जाता है:-

क्र०सं०	अभ्यर्थियों का नाम	पदनाम	योग्यता
1.	श्रीमती भारती शर्मा	प्रवक्ता	बी०एड०, एम०ए०(संगीत)।
2	श्री गहिपाल सिंह	प्रवक्ता	एम०पी०एड०।

श्री प्रदीप कुमार का नाम किसी अन्य संस्थान में होने के कारण उनका चयन नहीं हो पाया था, इस कारण संस्थान पूर्व में गठित समिति द्वारा दोबारा चयन प्रक्रिया पूर्ण कर अभ्यर्थी की सूची विश्वविद्यालय में उपलब्ध कराने का कष्ट करें। कृपया तदनुसार अवगत होने का कष्ट करें।

भवदीय

डॉ०(एस०एस० रावत)

कुलसचिव।

प्रतिलिपि:-

1. प्रो० सुनीता गोदियाल, शिक्षाशास्त्र विभाग, एस०आर०टी० कैम्पस, बादशाहीथौल, टिहरी।
2. डॉ० सीमा धवन, शिक्षाशास्त्र विभाग, एच०एन०बी०जी०यू०, श्रीनगर।
3. निजी सचिव, कुलपति सचिवालय, मा० कुलपति महोदय के सादर अवलोकनार्थ।
4. वैयक्तिक सहायक, कुलसचिव।
5. कार्यालय प्रति।

डॉ०(एस०एस० रावत)

कुलसचिव।





**श्री देव सुमन उत्तराखण्ड विश्वविद्यालय**  
बादशाहीथौल, टिहरी गढ़वाल, उत्तराखण्ड-249 199  
**Sri Dev Suman Uttarakhand Vishwavidhyalay**  
Badshahithaul, Tehri Garhwal-249 199

Tel.: 01376 - 254065 (O)  
Fax: 01376 - 254065  
Website: www.sdsuv.ac.in

Ref: 12/18 /SDSUV/Faculty/2015-16

Date: 19/11/2015.

सेवा में,

✓ प्रबन्धक/निदेशक,  
आर्यन कालेज ऑफ एजुकेशन,  
मुण्डेत, तहसील-रुड़की, हरिद्वार।

विषय:- सत्र 2015-16 हेतु फैकल्टी चयन के सम्बन्ध में।

महोदय,

उपरोक्त विषयक अपने पत्र संख्या- ACE/66/2015-16, दिनांक- 12 सितम्बर, 2015, का सन्दर्भ ग्रहण करने का कष्ट करें, जिसके माध्यम से बी०एड०(द्विवर्षीय पाठ्यक्रम) में दो इकाई को सत्र 2015-16 में संचालित करने के लिए नियमानुसार चयन समिति द्वारा निरीक्षण कर सूची विश्वविद्यालय में अनुमोदन हेतु प्रस्तुत की गयी थी, जो कि निम्नवत् है:-

क्र०सं०	अभ्यर्थियों का नाम	पदनाम	योग्यता
1.	डॉ० मुकेश कुमार यादव	प्राचार्य	एम०ए०, एम०एड०, पी०एच०डी०, एम०फिल०।
2.	ओम प्रकाश पाण्डे	प्रवक्ता	एम०ए०, एम०एड०।
3.	कृष्ण कुमार यादव	प्रवक्ता	एम०ए०(हिन्दी), एम०एड०, एम०फिल०।
4.	लाखी चन्द शर्मा	प्रवक्ता	एम०ए०, एम०एड०।
5.	श्री शेर सिंह यादव	प्रवक्ता	एम०ए०(इतिहास), एम०एड०।
6.	श्री जितेन्द्र सिंह	प्रवक्ता	एम०कॉम०, एम०एड०।
7.	श्रीमती संगीता पंत	प्रवक्ता	एम०ए०, एम०एड०।
8.	श्री अश्वनी कुमार	प्रवक्ता	एम०एससी०, एम०एड०।
9.	श्री संजय कुमार	प्रवक्ता	एम०ए०, एम०एड०।
10.	श्री रमेश चन्द कुमावत	प्रवक्ता	एम०ए०, एम०एड०, नैट।
11.	श्री पूरन चन्द आर्य	प्रवक्ता	एम०ए०, एम०एड०।
12.	श्री सन्दीप कुमार सिंह	प्रवक्ता	एम०एससी०, एम०एड०।
13.	श्री प्रवीन कुमार	प्रवक्ता	बी०एड०, एम०ए०(ड्राइंग एण्ड पेन्टिंग), इन्टरमीडिएट ड्राइंग ग्रेड।

विश्वविद्यालय द्वारा गठित समिति द्वारा चयनित फैकल्टी का चयन प्रकरण मा० कुलपति महोदय के अनुमोदनार्थ प्रस्तुत किया गया। संस्थान द्वारा प्रस्तुत सूची में से मा० कुलपति महोदय द्वारा उपरोक्त अभ्यर्थियों का अनुमोदन कर दिया गया है। कृपया तदनुसार अवगत होने का कष्ट करें।

भवदीय,

प्रभारी कुलसचिव।

प्रतिलिपि:-

1. निजी सचिव, कुलपति सचिवालय, मा० कुलपति महोदय के सादर अवलोकनार्थ।
2. वैयक्तिक सहायक, कुलसचिव।
3. कार्यालय प्रति।

प्रभारी कुलसचिव।



पञ्चावली सं०-GHD0460

दिनांक 16/9/2014



## सोसाइटी के नवीनीकरण का प्रमाण-पत्र

नवीनीकरण संख्या 154/2014-2015

फाइल संख्या GHD0460

एकद्वारा प्रमाणित किया जाता है कि आर्जन निवास समिति :- ग्राम बृषदेव का खास मंगलौर कस्बा को दिये गये नवीनीकरण प्रमाण-पत्र संख्या 86/2009-2010 दिनांक 27/07/2009 को दिनांक 27/07/2014 से पांच वर्ष की अवधि को लिये नवीकृत किया गया है।

500.00 रुपये की नवीकरण फीस सम्बन्ध रूप से प्राप्त हो गयी है।

दिनांक 25/08/2014

सोसाइटी निवास  
फाइल संख्या GHD0460  
25/8/14

Mohinder Singh  
President  
Vill. Munglaur, Dist. Haridwar



उत्तराखण्ड UTTARAKHAND



यह प्रमाण पत्र संख्या 05AA-410298  
 कोषाधिकारी द्वारा जारी किया गया है।  
 जिसकी दशावली संख्या 05AA-0460  
 के अनुसार प्रमाणित प्रतिनिधि के  
 साथ संलग्न है।

अधीक्षक न

उप निदेशक  
 कर्म सोसाइटीज एवं बिद्वत्  
 हरिद्वार

6/8/2009





उत्तराखण्ड UTTARAKHAND



सह जनरल स्टाम्प फोर संख्या 05AA-410297  
 दिनांक 24 जुलाई 2009  
 के वि.सं. 4850 प्रमाणित प्रतिलिपि के  
 साथ संलग्न है।

व्यक्तिगत  
 कर्मचारी सोसाइटी एवं बिद्व  
 हरिद्वार  
 4/8/2009 4/8/09



## स्मृति-पत्र

संस्था का नाम :-

अधिन शिक्षा समिति

संस्था का पता :-

आ. मुन्डे ट. कड़ी (हरिद्वार)

संस्था का कार्यक्षेत्र :- क्षेत्रीय/ समस्त उत्तराखण्ड/ भारत।

संस्था का उद्देश्य

(I) पूर्व (Charitable) प्रयोजन के लिए कार्य करेगी-

हर स्तर पर शिक्षण संस्थाएं बनाना

(क) तकनीकी व गैरतकनीकी शिक्षण संस्थाएं चलाकर शिक्षा देना

(ख) सरकार से राजस्व लेकर प्रौद्योगिकी शिक्षा देना

(ग) महिलाओं व वृद्धों को राहत देने के लिए शिक्षा का उद्देश्य बनाना

(घ) महिलाओं व वृद्धों को राहत देने के लिए शिक्षा का उद्देश्य बनाना

(II) विज्ञान, साहित्य या ललित कलाओं की प्रोन्नति के लिए शिक्षण के लिए कार्य करेगी।

(क) अच्छे को गरीब व विज्ञान करने का प्रोत्साहन देना

(ख) अच्छे को दस्तावेजी की शिक्षा देकर रोजगार को तब इन्तजाम करना

(ग)

(III) उपयोगी जानकारी के प्रसार, राजनीतिक शिक्षा के प्रसार के लिए कार्य करेगी।

(क) जलवायु परिवर्तन व जल संकट को निवारण करना

(ख) हर प्रकार के प्रदूषण के प्रति जागरूकता व प्रदूषण रोपण करना

(ग) जनजाती एवं पिछड़े वर्गों को शिक्षा के प्रति जागरूक करना

(घ) शिक्षा के माध्यम से समाज के प्रति जागरूक करना

(च) समाज के लिए शिक्षा के माध्यम से जागरूक करना

(IV) सदस्यों के साधारण प्रयोग के लिए या जनता के लिए खले पुस्तकालयों या वाचनालयों के प्रतिष्ठान या अपुरक्षण के लिए कार्य करेगी।

(क) समाज व समाज/समाजों के लिए वाचनालय पुस्तकालय बनाना

(ख)

(ग)

**सत्यप्रतिनिधि**

(V) रंगचित्रों और कला कृतियों के लोक संग्रहालयों और गैलरियों के लिए कार्य करेगी।

(क)

(ख)

(ग)

(VI) नैसर्गिक (Natural) इतिहास के संकलन के लिए कार्य करेगी।

(क) अच्छे को प्राचीन भारत व विज्ञान के इतिहास से अवगत करना

(ख)

(ग)

*Ryadhar*



*Handwritten signature and text, possibly a name like 'Guldeep Singh'.*

*Handwritten signature and text, possibly a name like 'Mehendee Singh'.*

(सभी पदाधिकारियों / सदस्यों के हस्ताक्षर)

4/8/2019

4/8/2019

4/8/2019

4/8/2019

4/8/2019

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4/8/2019

(VII) यांत्रिक (Mechanical) तथा दार्शनिक (Philosophical) आविष्कारों, दस्तावेजों या अभिकल्पनाओं के लिए कार्य करेगी।

(क) निम्न-2 खोज करने हेतु दृष्टिकोण में प्रयोग साबित होना

[illegible]

(ग) .....

(VIII) संस्था खादी एवं ग्रामोद्योग, पंचायत उद्योग एवं ग्राम्य विकास के लिए कार्य करेगी।

(क) शन के प्रवेशनगर लुपको के लपु उद्योग लगाने के प्रोत्साहित करे व निभावेन  
गर्ब के कुटी उद्योगो की स्थापना करे

(७) .....

(ग) ॥

संस्था के उपरोक्त सभी उद्देश्य सोसाइटी रजिस्ट्रेशन एक्ट 1860 की धारा 1 व 20 के अनुसार पूर्ण रूप से चैरिटेबल एवं अव्यवसायिक होंगे।

5. संस्था के प्रबन्धकारिणी स्मृति के पदाधिकारियों एवं सदस्यों के नाम, पते, पद तथा व्यवसाय जिनको संस्था के इस स्मृति-पत्र तथा नियमावली के अनुसार संस्था का कार्यभार सौंपा गया है।

क्र. सं.	नाम तथा पिता/पति का नाम	पता	पद	व्यवसाय	हस्ताक्षर
1.	रम कौरा नं० २० अ. हरिप्रसाद	ज. ब. दासी न. दासी २. फावरवा (अ. १०००)	अध्यक्ष	कानून	Ryadh
2.	येवना नं० १. अ. अ. अ. अ.	२१० कानून (अ. १०००)	उपाध्यक्ष	गृहणी	Ching
3.	कुलदीप नं० १. अ. अ. अ.	२०५ राणादास नं० १. अ. अ. अ.	सचिव	कानून	Prakash
4.	नंद किंद नं० १. अ. अ. अ.	५९१ कानून (अ. १०००)	उपाध्यक्ष	कानून	Prakash
5.	लाली नं० १. अ. अ. अ.	४१२ नं० १. अ. अ. अ.	सदस्य	गृहणी	Prakash
6.	जोति-डू नं० १. अ. अ. अ.	"	"	कानून	Prakash
7.	पूजा नं० १. अ. अ. अ.	५९१ कानून (अ. १०००)	"	गृहणी	Prakash
8.	नीलम देवी नं० १. अ. अ. अ.	२०५ राणादास नं० १. अ. अ. अ.	"	"	Prakash
9.	सोनाकांत नं० १. अ. अ. अ.	३१० कानून (अ. १०००)	"	कानून	Prakash
10.	अनूप कुमार नं० १. अ. अ. अ.	अ. अ. अ. (अ. १०००)	सत्यप्रतिनिधि	"	Prakash
11.	विजय कुमार नं० १. अ. अ. अ.	१७५ नं० १. अ. अ. अ.	"	"	Prakash

6. हम निम्न हस्ताक्षरकर्ता घोषित करते हैं कि हमने इस स्मृति-पत्र <sup>तथा सौमन्य निर्णयों</sup> के अनुसार सोसाइटीज रजिस्ट्रेशन एक्ट 1860 के अन्तर्गत एक समिति का गठन किया है।

दिनांक: ..... (सभी पदाधिकारियों/ सदस्यों के हस्ताक्षर, नाम सहित)

नोट :- प्रबन्धकारिणी में कम से कम 70 पदाधिकारियों/ सदस्यों का होना आवश्यक है।

5

### नियमावली

1. संस्था का नाम :- अग्नि शिक्षा समिति
2. संस्था का पूरा पता :- 51 मुन्डे ट. हजमी (हरिद्वार)
3. संस्था का कार्यक्षेत्र :- क्षेत्रीय/समस्त-उत्तराखण्ड/भारत
4. संस्था की सदस्यता तथा सदस्यों के वर्ग :-
  - (क) आजीवन सदस्य - जो भी भारत का नागरिक क्षेत्रीय क्षेत्रों में अग्नि शिक्षा के क्षेत्र में कार्य कर रहा हो वह इस वर्ग का सदस्य बन सकता है।  
इस वर्ग में 51000/- रु. शुल्क देना होगा। आजीवन सदस्य कहलायेगा।
  - (ख) विशिष्ट सदस्य - विशिष्ट सदस्य कहलायेगा।
  - (ग) सामान्य सदस्य - जो भी भारत का नागरिक क्षेत्रीय क्षेत्रों में अग्नि शिक्षा के क्षेत्र में कार्य कर रहा हो वह इस वर्ग का सदस्य बन सकता है।  
इस वर्ग में 1000/- रु. शुल्क देना होगा। सामान्य सदस्य कहलायेगा।
5. सदस्यता की समाप्ति - निम्नलिखित दशाओं में सदस्यता समाप्त की जा सकती है।
  - (क) मृत्यु हो जाने पर।
  - (ख) पागलपन हो जाने पर।
  - (ग) न्यायालय द्वारा खण्डित होने पर।
  - (घ) सदस्यता शुल्क न देने पर।
  - (ङ) संस्था विरोधी कार्य करने पर।
6. संस्था के अंग :- (क) साधारण सभा (ख) प्रबन्धकारिणी समिति
  - (क) साधारण सभा
  - (अ) गठन :- सभी प्रकार के सदस्यों को मिलाकर साधारण सभा का गठन होगा।
  - (ब) बैठक :- सामान्य बैठक वर्ष में एक बार तथा विशेष बैठक आवश्यकता पड़ने पर एक बार/कभी भी बुलाई जा सकती है।
  - (स) सूचना अवधि :- सामान्य बैठक हेतु पान्च दिन पूर्व सूचना देना आवश्यक होगा तथा विशेष बैठक हेतु एक दिन पूर्व सूचना देना आवश्यक होगा।
  - (द) गणपूर्ति - बैठक हेतु अध्यास सदस्यों की गणपूर्ति आवश्यक होगी।
  - (य) विशेष/वार्षिक अधिवेशन की तिथि :- विशेष/वार्षिक अधिवेशन की तिथि साधारण सभा की बैठक में य बहुमत से तय की जायेगी।

*अध्यक्ष*

*Chetna*

(सचिव तथा कम से कम तीन अन्य पदाधिकारियों के हस्ताक्षर)

*Reader*

*Mahendra Kumar*



(र) साधारण सभा के कर्तव्य एवं अधिकार :- साधारण सभा द्वारा प्रबन्धकारिणी समिति का चुनाव किया जायेगा। संस्था की नीतियों का निर्धारण करना तथा वार्षिक आय-व्यय का अनुमोदन किया।

(ख) प्रबन्धकारिणी समिति :-

(अ) गठन-साधारण सभा द्वारा प्रबन्धकारिणी समिति का चुनाव किया जायेगा। इसमें अध्यक्ष, उपाध्यक्ष, सचिव, कोषाध्यक्ष तथा माल सदस्य होंगे।

(ब) बैठक :- सामान्य बैठक वर्ष में तीन बार तथा विशेष बैठक आवश्यकता पड़ने पर कभी भी बुलाई जा सकती है।

(स) सूचना अवधि :- सामान्य बैठक हेतु पान्च दिन पूर्व सूचना देना आवश्यक होगा तथा विशेष बैठक हेतु एक दिन पूर्व सूचना देना आवश्यक होगा।

(द) गणपूर्ति :- बैठक की गणपूर्ति हेतु कुल प्रत्येक पदाधिकारियों की उपस्थिति आवश्यक होगी।

(घ) रिक्त स्थानों की पूर्ति :- सामान्य कारिणी के पदाधिकारियों के बहुमत से शेष अवधि के लिए साधारण सभा के सदस्यों में से रिक्त हुए स्थानों की पूर्ति कर सकेगी।

(र) प्रबन्धकारिणी समिति के कर्तव्य एवं अधिकार :- संस्था के सभी कार्यक्रमों का क्रियान्वयन करना तथा वित्तीय व्यवस्था को देखना। संस्था के उद्देश्यों की पूर्ति हेतु वार्षिक बजट बनाना तथा साधारण सभा में बजट पास करवाना, योजनायें तैयार करना, कार्यकर्ताओं की नियुक्ति व मुक्ति, दान-अनुदान स्वीकार करना।

सत्यप्रतिनिधि

(ल) कार्यकाल :- प्रबन्धकारिणी समिति का कार्यकाल एक वर्ष होगा।

7. प्रबन्धकारिणी समिति के पदाधिकारियों के अधिकार एवं कर्तव्य :-

(क) अध्यक्ष :- प्रबन्धकारिणी समिति की बैठकों की अध्यक्षता करना, संस्था की चल/अचल सम्पत्ति की देखभाल करना, संस्था के हितार्थ कार्य जो आम सभा से स्वीकृत हो करवाना आदि।

(ख) उपाध्यक्ष :- अध्यक्ष की अनुपस्थिति में उसके सभी कार्य देखना।

*Signature*

*Chitra*

*Rajesh*

*Mahender Singh*

(सचिव तथा कम से कम तीन अन्य पदाधिकारियों के हस्ताक्षर)

- (ग) सचिव :- कार्यकारिणी समिति की बैठकों की कार्यवाही लिखना, आगामी बैठक में पिछली कार्यवाही की पुष्टि करवाना, वार्षिक बजट बनाना, संस्था के आय-व्यय सम्बन्धी समस्त प्रपत्र तैयार करवाना, चार्टर्ड एकाउन्टेन्ट से आडिट करवाना, आडिट करवाना, आडिट रिपोर्ट प्रबन्धकारिणी के समक्ष पेश करना, संस्था की ओर से पत्राचार करना, कार्यकारिणी द्वारा स्वीकृत नियमों के अधीन कार्यकर्ताओं की नियुक्ति करना तथा संस्था के हितार्थ ऐसे समस्त कार्य करना जो संस्था के उद्देश्यों के विरुद्ध न हो।
- (घ) कोषाध्यक्ष/संस्था के कोष का रख-रखाव तथा खाते का संचालन करना।
- (ङ) सदस्य : प्रबन्धकारिणी में सदस्य होंगे जो कोरम की पूर्ति करेंगे व पदाधिकारियों को संस्था के कार्यों में सहयोग करेंगे।
8. संस्था के नियम/ विनियमों में संशोधन की प्रक्रिया :- संस्था के विधान में परिवर्तन, करने हेतु प्रबन्धकारिणी समिति में विधान परिवर्तन का प्रस्ताव पारित करके तथा उसे साधारण सभा द्वारा अनुमोदित करवाकर सोसाइटी पंजीकरण अधिनियम की धारा 4 ए तथा नियम 5 के अनुसार संस्था के नियमों में परिवर्तित की कार्यवाही के प्रस्ताव की प्रति के साथ 30 दिन के अन्दर ही उन्हें पंजीकरण करने के अनुरोध के साथ निबंधक कार्यालय में प्रस्तुत कर दिया जायेगा। नियमों में परिवर्तन की स्थिति में संस्था की संशोधित नियमावली प्रस्तुत की जायेगी। कार्यालय द्वारा उक्त परिवर्तनों के पंजीकरण किये जाने की सूचना जारी किये जाने पर ही परिवर्तन मान्य होंगे।
9. संस्था का कोष (लेखा व्यवस्था) :- संस्था को कोष किसी बैंक अथवा डाकघर में रखा जायेगा। खाते से धन का आहरण अध्यक्ष/ उपाध्यक्ष/ कोषाध्यक्ष/ सचिव अथवा प्रबन्धकारिणी द्वारा नामित व्यक्तियों के संयुक्त हस्ताक्षरों से किया जा सकेगा।
10. प्रबन्धकारिणी समिति की वार्षिक सूची तथा संतुलन पत्र :- प्रत्येक वर्ष प्रबन्धकारिणी समिति की सूची तथा आय-व्यय लेखे व संतुलन पत्र नियमानुसार उप निबंधक कार्यालय में जमा किया जायेगा। **सत्यप्रतिलिपि**
11. संस्था के आय-व्यय का लेखा परीक्षण/आडिट : आय-व्यय का लेखा परीक्षण नियमानुसार किसी मान्यता प्राप्त चार्टर्ड एकाउन्टेन्ट से करवाया जायेगा।
12. संस्था द्वारा अथवा संस्था के विरुद्ध सोसाइटी पंजीकरण अधिनियम की धारा-6 के अन्तर्गत अर्जित की गई कार्यवाही के संचालन का उत्तरदायित्व संस्था के अध्यक्ष/सचिव का होगा

*[Signature]*

*[Signature]*

*[Signature]*

*[Signature]*

(सचिव तथा कम से कम तीन अन्य पदाधिकारियों के हस्ताक्षर)

13. संस्था के अभिलेख :-

- (क) सदस्यता रजिस्टर।
- (ख) कार्यवाही रजिस्टर।
- (ग) स्टॉकरजिस्टर।
- (घ) कैश बुक।
- (ङ) रसीद बुक।
- (च) ऐजेन्डा रजिस्टर आदि।

14. संस्था के विघटन और विघटित सम्पत्ति के निस्तारण की कार्यवाही सोसाइटी पंजीकरण अधिनियम की धारा 14 व धारा में दिये गये प्रावधानों के अन्तर्गत की जायेगी।

दिनांक: 25.7.09 .....

(सचिव तथा कम से कम तीन अन्य पदाधिकारियों के हस्ताक्षर)

*[Signature]*

*[Signature]*

*[Signature]*

*Malender Singh*

सत्यप्रतिनिधि

सचिव निबन्धक  
फार्म सोसाइटीज एंड विद्व  
प्रिडार

4-8-2009

4/8/9





(4)

**आर्यन शिक्षा समिति ग्राम मुण्डेट, तहसील रुडकी, जिला हरिद्वार  
उत्तराखण्ड**

आर्यन शिक्षा समिति ग्राम मुण्डेट, तहसील रुडकी, जिला हरिद्वार उत्तराखण्ड के समिति स्मृति के पदाधिकारियों एवं सदस्यों के नाम पते पद तथा व्यवसाय जिनको इस स्मृति पत्र तथा नियावली के अनुसार वर्ष 2015-16 का संस्था का कार्यभार सौंपा है। सूची निम्नप्रकार है।

सत्य गुब.रु. हरिद्वार जिला 2015-2016

क्रम सं०	नाम	पिता/पति का नाम	पता	पद	व्यवसाय	हस्ताक्षर
1	महेन्द्र सिंह मलिक	कैहरी सिंह	गांव डाबोदा खुर्द जिला झज्जर हरि०	अध्यक्ष	कृषि	Mahendra Singh
2	श्रीमति सीता	श्रीराम किशन	गांव बाबडा बाकिपूर डा० जमालपुर तह० फरुखनगर जिला गुंडगांवा हरि०	उपाध्यक्ष	गृहणि	सीता
3	श्री विक्रम कुमार	श्री राम किशन	गांव बाबडा बाकिपूर डा० जमालपुर तह० फरुखनगर जिला गुंडगांवा हरि०	सचिव	कृषि	Vikram Kumar
4	श्री प्रवीन यादव	श्री लाल सिंह	गांव ताजनगर, तह० फरुखनगर जिला गुंडगांवा हरि०	कोषाध्यक्ष	स्वास्थ्य शिक्षक	Praveen Yadav
5	श्रीमति पूजा मलिक	डा० जयसिंह मलिक	म का न० 349, सैक्टर 15, पार्क न० 1, गुंडगांवा हरि०	सदस्या	शिक्षिका	Pooja Malik
6	श्रीमति लाली देवी	श्री लाल सिंह	गांव ताजनगर, तह० फरुखनगर जिला गुंडगांवा हरि०	सदस्या	गृहणि	
7	श्री अमन सिंह मलिक	श्री महेन्द्र सिंह	गांव डाबोदा खुर्द जिला झज्जर हरि०	सदस्य	व्यापार	
8	श्रीमति सीमा	श्री विक्रम कुमार	गांव बाबडा बाकिपूर डा० जमालपुर तह० फरुखनगर जिला गुंडगांवा हरि०	सदस्या	गृहणि	Seema
	श्री पोहप सिंह	श्री लाल सिंह	गांव ताजनगर, तह० फरुखनगर जिला गुंडगांवा हरि०	सदस्य	कृषि	Pohap Singh
	श्री जितेन्द्र	श्री तेजपाल	ग्राम मुण्डेट, तहसील रुडकी, जिला हरिद्वार उत्तराखण्ड	सदस्य	कृषि	Jitendra

पंजीकृत

**सत्य प्रतिलिपि**

उपनिवेशक  
फर्म, सोसाइटी एवं चिट्ठा  
हरिद्वार  
09/01/2015

Mahendra Singh  
President  
Aryan Shiksha Samiti  
Mundata, Rudkee (Haridwar)

Praveen Yadav Vikram Kumar

# आर्यन शिक्षा समिति

ग्राम मुण्डेट, तहसील रुड़की, जिला हरिद्वार (उत्तराखण्ड)

आर्यन शिक्षा समिति ग्राम मुण्डेट, तहसील रुड़की, जिला हरिद्वार (उत्तराखण्ड) के प्रबन्धकारिणी स्मृति के पदाधिकारियों एवं सदस्यों के नाम, पते, पद तथा व्यवसाय जिनको संस्था के इस स्मृति पत्र तथा नियमावली के अनुसार वर्ष 2014 का संस्था का कार्यभार सौंपा गया है। सूची निम्न प्रकार है :-

क्र. सं.	नाम	पिता/पति का नाम	पता	पद	व्यवसाय	हस्ताक्षर
1	श्री महेन्द्र सिंह मलिक	केहरी सिंह	गांव डाबोदा खुर्द, जिला झज्जर (हरि०)	अध्यक्ष	कृषक	<i>Mahender Singh</i>
2	श्री नीरज	अजीत सिंह	म.नं. 34, पश्चिम इन्क्लेव, तिराघड़ी, नई दिल्ली	उपाध्यक्ष	व्यापारी	<i>Niraj</i>
3	श्रीमति पूजा मलिक	डॉ० जय सिंह मलिक	म.नं. 349, सौ. -15, पार्ट-1, गुड़गांव (हरि०)	सचिव	शिक्षण	<i>Pooja</i>
4	श्री महेन्द्र सिंह	पन्नालाल	गांव घनकोट, जिला गुड़गांव (हरि०)	कोषाध्यक्ष	सामाजिक सेवी	<i>Manu</i>
5	श्रीमति लाली देवी	श्री लाल सिंह	गांव ताजनगर, जिला गुड़गांव (हरि०)	सदस्या	गृहिणी	
6	श्री अमन सिंह	महेन्द्र सिंह	गांव डाबोदा खुर्द, जिला झज्जर (हरि०)	सदस्य	कृषक	<i>Aman Singh</i>
7	श्री अजय	श्रवण कुमार	गांव चन्दू, जिला गुड़गांव (हरि०)	सदस्य	व्यापारी	<i>Ajay</i>
8	श्रीमति किरण बाला	अमन सिंह	गांव डाबोदा खुर्द, जिला झज्जर (हरि०)	सदस्या	गृहिणी	<i>Kiran</i>
9	श्री राजेश	श्री अजीत सिंह	म.नं. 34, पश्चिम इन्क्लेव, तिराघड़ी, नई दिल्ली	सदस्य	डॉक्टर	<i>Rajesh</i>

Contd.....2

प्रतिष्ठित

सत्य प्रतिनिधि

प्रतिनिधि

पुस्तक, खेताई एवं विद्या

हरिद्वार

*Ajay*

*Manu*

*Manu*

*Mahender Singh*

*Aman Singh*

*Rajesh*





क्र. सं.	नाम	पिता/पति का नाम	पता	पद	व्यवसाय	हस्ताक्षर
10	श्री जोगिन्द्र सिंह	महेन्द्र सिंह	गाँव धनकोट, जिला गुड़गांव (हरिद्वार)	सदस्य	व्यापारी	
11	श्री जितेन्द्र	तेजपाल	गाँव मुण्डेट, तहसील रुड़की, हरिद्वार (उत्तराखण्ड)	सदस्य	कृषक	

भूतपूर्व सदस्य एवं पदाधिकारियों की सूची :-

हस्ताक्षर

1. श्री राममेहर पुत्र श्री धर्मपाल
2. श्रीमति चेतना पत्नी श्री कृष्ण कुमार
3. श्री कुलदीप पुत्र श्री गुगन
4. श्री जोगिन्द्र सिंह पुत्र श्री सुबे सिंह
5. श्रीमति नीलम देवी पत्नी श्री कुलदीप
6. श्रीभगवान पुत्र श्री बल्लीराम

सत्य प्रतिलिपि

# Curriculum

**Bachelor of Education  
Two Years Programme  
Semester System  
(Session – 2015-17)**

**Sri Dev Suman Uttarakhand University,  
Badshahithaul,  
Tehri Garhwal.**

## **Duration of the Programme:**

The B. Ed. Programme will be of four semesters spread over two years duration i.e. minimum 200 working days in a year exclusive of the period of admission and examination which can be completed in a maximum of three years from the date of the admission to the programme. Institution shall work for a minimum of thirty six hours a week and 17 weeks /100 days (minimum) per semester during which physical presence of all the teachers and student teachers in the institution is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed. Each period will be of an hour and the classroom engagement will be of six hours with a break of 10 minutes each, in the morning and afternoon sessions and 40 minutes for lunch.

## **Eligibility for Admission:**

Candidates with at least 50% Marks either in Bachelor Degree and /or in Master Degree in Science/ Social Sciences/Humanities/Commerce, Bachelor in Engineering of Technology with specialization in Science and Mathematics with 55% Marks or any other Qualification equivalent thereto are eligible for admission to the programme.

Reservation of seats – as per the Uttarakhand state rules.



## **Admission Procedure**

Admission shall be made on merit on the basis of marks obtained in the entrance examination or any other selection process as per policy of the State Government/ and the University.

## **Medium of Instruction:**

The medium of instruction and examination will be English and Hindi for all courses.

## **Attendance:**

A student shall be considered to have satisfactory attendance to appear the examination if he/she attends not less than 80% of the total working days for theory classes and attends 90 % school internship. 10% attendance in theory classes can be relaxed by the head for illness or medical condition after submitting the medical certificate in original countersigned by CMO.

## **A. Course Design:**

### **Introduction:**

The programme is comprised of three broad inter-related curricular areas – I) Perspectives in Education, II) Curriculum and Pedagogic Studies, and III) Engagement with the Field. Transaction of the courses will be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio cultural environments. The twelve courses are to be transacted in the two year period.





## **I: Perspectives in Education**

1. Course -1: Childhood and Growing Up.
2. Course -2: Contemporary India and Education.
3. Course -3: Learning and Teaching.
4. Course -6: Gender, School and Society
5. Course -8: Knowledge and Curriculum
6. Course -10: Creating an Inclusive School

## **II Curriculum and Pedagogic Studies**

7. Course -4: Language across the curriculum.
8. Course -5: Understanding disciplines & subjects
9. Course -7 (a & b) : Pedagogy of School Subject
10. Course - 9: Assessment for Learning
11. Course -11: Education for sustainable development
12. Optional Course

### **Student will have to select any one of the following**

- i. Guidance & Counselling
- ii. Health & Physical Education
- iii. Education for peace
- iv. Education for Vocation/work experience



- v. One Advance Additional pedagogy course (Eng., Hindi, Sanskrit, Phy Sci., Bio. Sci., Hist., Civics, Geo. and Maths)
- vi. Extension education

### III Engagement with the Field – the Self, the Child, Community and School

- i. School Internship
- ii. Course on Enhancing Professional Capacities (EPC)
  - a. Course EPC1: Reading & Reflecting on Texts.
  - b. Course EPC2: Drama & Art in Education
  - c. Course EPC3: Understanding the self.
  - d. Course EPC4: Critical Understanding of ICT.

**Credit:** credit is a unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.

**Cumulative Grade Point Average (CGPA):** It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.



**Grade Point:** It is a numerical weight allotted to each letter grade on a 10-point scale.

**Letter Grade:** It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F.

**Semester Grade Point Average (SGPA):** It is a measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.

**Semester:** Each semester will consist of 15-18 weeks of academic work equivalent to 100 actual academic/working days. The odd semester may be scheduled from July to December and even semester from January to June.

**Transcript or Grade Card or Certificate:** Based on the grades earned, a grade certificate shall be issued to all the registered students after every semester. The grade certificate will display the course details (code, title, number of credits, grade secured) along with SGPA of that semester and CGPA earned till that semester.

The 10-point grading system will be followed as under: Grades and Grade Points

Letter Grade	Grade Point
O (Outstanding)	10



A+(Excellent)	9
A(Very Good)	8
B+(Good)	7
B(Above Average)	6
C(Average)	5
P (Pass)	4
F(Fail)	0
Ab (Absent)	0

A student obtaining Grade F shall be considered failed and will be required to reappear in the examination. The grade P or minimum percentage of marks required to pass the course will be 4 for CGPA required to qualify for the degree.

### Semester Wise Distribution of the Courses

Courses	Hours per week	Hours per semester	Total Marks	Internal (Formative)	External (Summative)	Credit
<b>Semester – I (July to December including exam)</b>						
Course 1 : Childhood and Growing Up	6	90	100	30	70	6
Course 2 : Contemporary India and Education	6	90	100	30	70	6
Course 4 : Language across the Curriculum	3	45	50	15	35	3
Course 5 : Understanding Disciplines and	3	45	50	15	35	3
Subjects						
Course <i>EPC 1</i> : Reading and Reflecting on	3	45	50	50	00	3



Texts						
<b>Total</b>	<b>21</b>		<b>350</b>	<b>140</b>	<b>210</b>	<b>21</b>
<i>Engagement with the Field: Tasks and Assignments for Courses 1, 2, 4 &amp; 5 (Two Weeks)</i>						
Tutorials, Seminars, Workshops, Activities and Community works- 9 hrs per week including Sports.						
<b>Semester – II (January to May including exam)</b>						
Course 3: Learning and Teaching	6	90	100	30	70	6
Course 7a : Pedagogy of a School Subject – Part I Science-Biological/Physical/Maths/ Social Sciences(SS)/ Language-Hindi/English/ Sanskrit	3	45	50	15	35	3
Course 8a Knowledge and Curriculum –Part I	3	45	50	15	35	3
Course 9 : Assessment for Learning	6	90	100	30	70	6
Course <i>EPC</i> 2: Drama and Art in Education	3	45	50	50	00	3
<b>Total</b>	<b>21</b>		<b>350</b>	<b>140</b>	<b>210</b>	<b>21</b>
<i>Engagement with the Field: Tasks and Assignments for Courses 3, 7a, 8a &amp; 9 (Two weeks including one week of school engagement)</i>						
Tutorials, Seminars, Workshops, Activities and Community works - 9 hrs per week including Scout Guide training.						
<b>Semester – III (July to December including exam)</b>						
Course 7b Pedagogy of a School Subject –Part II Science-Biological/Physical/Maths /Social Sciences (SS)/ Language-Hindi/English/ Sanskrit.	45	45	50	15	35	3
School Internship	15 weeks		250	150	100	15



<b>Total</b>			<b>300</b>	<b>165</b>	<b>135</b>	<b>18</b>
<b>Semester – IV(January to May including exam)</b>						
Course 6: Gender, School and Society	3	45	50	15	35	3
Course 8b : Knowledge and Curriculum –Part II	3	45	50	15	35	3
Course 10 : Creating an Inclusive School	3	45	50	15	35	3
Course 11 : Education for sustainable development	3	45	50	30	20	3
Course 12 : Optional Course a) Education for Vocation/work experience b) Health and Physical Education c) Education for peace d) Guidance and Counselling e) Extension education f) Advance Additional pedagogy course (Eng., Hindi, Sansk., Phy Sci., Bio. Sci., Hist., Civics, Geo. and Maths)	3	45	50 each	50	00	3
Course EPC 3 Critical Understanding of ICT	3	45	50	50	00	3
Course EPC 4 Understanding the Self	3	45	50	15	35	3
<b>Total</b>	<b>21</b>	<b>315</b>	<b>350</b>	<b>190</b>	<b>160</b>	<b>21</b>
Engagement with the Field: Tasks and Assignments for Courses 6, 8b, 10 & 11 (one week)						
Tutorials, Seminar, Activities and community work: 9 hrs per week including Educational Tour and workshop/ Seminar for ESD.						
<b>Grand total (credits)</b>						<b>81</b>

### **School Internship:**

The B.Ed. curriculum shall provide for sustained engagement with the Self, the Child, Community and School, at different levels, and through establishing close connections between different curricular areas. School Internship is an integral component of B. Ed. Course. In the first year, there shall be work on the field amounting to a minimum of 4 weeks, spread over several days throughout the year. This will include one week of school engagement and three weeks of other engagements as explained ahead. In the second year, there shall be a minimum of 16 weeks of engagement with the field of which 15 weeks are for school internship and one week is for other field engagements. Thus a minimum of 20 weeks (4+16) shall be allocated over the two years for tasks, assignments and school internship in the field, under the broad curricular area Engagement with the Field. The weightage of internal assessment for Engagement with the Field shall be 100 %.

### **Examination pattern:**

Assessment will include both internal and external. Internal assessment will be conducted on the basis of assignments, reflective patterns, project reports, dairies, journals and students portfolios. The summative assessment will be conducted in the following manner.

- There shall be a university examination at the end of each semester as per details of the scheme of examination.
- The minimum pass marks in each year or semester examination shall be 40% for each theory paper and practicum and 50% for internship in teaching separately. Candidate will have to pass each theory paper and practicum separately.
- A candidate who fails in maximum two courses in first year or semester of the course will be eligible to take the examination in that part of the subject



(theory paper/practicum) as the case may be, in which he/she fails along with the next semester.

- A candidate who fails in maximum two courses in second year of the course will be allowed to appear as an ex-student in that part of the subject in which he/she fails at the subsequent examination.
- In case a candidate fails internship in teaching, he/she will have to undergo the full year of the course of study as a regular student in the subsequent year.
- A candidate will be given a maximum of two chances to pass the examination in any year/semester of the course. If he/she does not pass the examination even after two chances he/she will not be eligible for B.Ed. degree.
- Candidates can apply for re-evaluation in any of the theory papers as per rules stipulated by the University.
- Teaching Subjects means a subject offered by a candidate at his Bachelor's or Master's Degree examination either as a compulsory subject or as an optional subject.

The evaluation of the internship programme of the B.Ed. students will be performed by a board of examiners comprising of the following persons:-

- External Examiners (02)
  1. One of the other universities.
  2. One of the other institutions of the same university.
- Internal Examiner (01) - Head/Representative of the same institution.

Instead of declaring results of theory and practical separately, there will be only one result combining the two.



## Distribution of Marks

Internal (Summative)							
Course	Total Marks	Internal marks	Distribution				
Course 1, 2, 3 and 9	100	30	Assignment	Practicum	Report	Internal Exam & Viva	
			5	10	5	5+5	
Course 4,5,6,7a &b, 8a&b, 10,11,12	50	15	5	5	-	5	
EPC, 1,2,3 &4	50	50	5	-	40	5	
External (Summative)							
Courses			Type of Question		To attempt		Marks each
Course 1 : Childhood and Growing Up			➤ Long Questions		Two out of four		15
Course 2 : Contemporary India and Education			➤ Short Questions		Five out of eight		06
Course 3: Learning and Teaching			➤ Objective type		Ten		01
Course 9 : Assessment for Learning							
Course 4 : Language across the Curriculum			➤ Long Questions		One out of three		12
Course 5 : Understanding Disciplines and Subjects			➤ Short Questions		Three out of five		06
Course 6: Gender, School and Society			➤ Objective type		Five		01
Course 7a: Pedagogy of a School Subject, Part I							
Course 7b Pedagogy of a School Subject, Part II							
Course 8a Knowledge and Curriculum –Part I							
Course 8b : Knowledge and Curriculum –Part II							
Course 10 : Creating an Inclusive School							
Course 11 : Optional Courses							

## OBJECTIVES OF THE B. Ed PROGRAMME

The objectives of this programme are

Prepare teachers from upper primary to middle level (Classes VI-VIII), Secondary Level (Classes IX-X) & Senior Secondary Level (Classes XI-XII).

Understand various educational issues in the context of diverse socio-cultural & Multilingual Indian Society.

Internalize the nature of education and pedagogic process through enriched experiences.

Contribute to reduce the gap between theory and practice by dovetailing both appropriately. Use varied modes of learning engagement in accordance with the requirements.

Understand the nature, purpose, influencing factors and problems of secondary education in contemporary issues.

Describe teaching learning process in the classroom and various factors that influence it.

Plan and organize classroom through learners' centered techniques of instruction and inclusive education.

Organize effective whole classroom instruction and justify it.

Conduct Pedagogical content analysis in subject areas and use it for facilitating learning in the classroom.



Use Information Communication Technology resources, for effective classroom teaching. Develop and select tests, evaluate and keep records of student's progress.

Resolve classroom and school problems through action research.

Foster skills and attitude for involving the Community as an educational partner and use Community resources in education.

Become self-regulated learners; develop professional commitment and work as responsible professionals.

## **SEMESTER - I**

### **Course 1: Childhood and Growing Up**

**Code: 110**

Total Marks: 100  
Week

Contact Hours: 6 Hours per

Hours per semester: 90

The semester will comprise of five courses having 350 marks and 21 credits in total.

#### **Learning Outcomes:**

After completion of the course, the student-teachers will be able to:-

1. Understand children of different ages by interacting and observing them in diverge social, economic and cultural context.
2. Explain childhood, child development and adolescence.
3. Understand how different socio-political realities construct different childhoods.
4. Understand learning as divergent process.
5. Understand the role of the family and the school in the child's development.



## UNIT – I

Childhood: Concept and characteristics.

Children from diverse social, economical and cultural backgrounds.

Effect of family, schools, neighborhoods and community on development of child or childhood.

Constructs of childhood in different social, economical and cultural settings.

## UNIT – II

Concept of growing up and Principles of Growth.

Theories of Child development: Piaget's & Bruner's theory of Cognitive Development. Physical & Intellectual development of child with special reference to diverse social, economic and cultural backgrounds. Social and emotional development of child.

## UNIT – III

Adolescence: Meaning and characteristics. Constructs of adolescence in different social, economical and cultural settings. Impact of urbanization and economic change on adolescence. Lived experiences/realities in different scenario.

## UNIT – IV

Issues of marginalization, diversity and stereotyping. Work and childhood, Children lived experiences/realities in different scenario. Mental health & Hygiene: Meaning and Factors affecting mental Health & Hygiene. Personal and environmental hygiene.





## UNIT – V

Gender: Concept and understanding in child's perspective. Equity and equality: Meaning in child's perspective Role of teacher in dealing these issues in classroom. Role of media and NGOs in protecting childhood.

### Practicum/Field Work

1. Observe learners especially at play (or in a community setting) of diverse economic and societal & cultural context in natural setting and prepare a report describing notions of childhood, children and adolescents. Interpret how gender, caste and social class may impact the lived experiences of children.
2. Critically examine hygienic condition of school and report.
3. Organize creative activities for children of diverse socio- cultural background with aim to learn to communicate children with attention and empathy and relate with them.
4. Organize health check-up programme and prepare report.

**Pedagogy** – Various approaches will be adopted by the teacher educators to transact the course viz. classroom interactions, seminars, workshops, discussion, debate and case studies etc. The student-teachers will bring their own experiences to the classroom for discussion. They should be explored as a resource. Opportunities would be provided to engage with children's lived realities in many ways: through biographies, stories, narrations of growing up in different cultures, observations about children by parents and teachers, children's diaries, testimonies and the media.



### References

1. Mangal, S.K. and Mangal S., 2005, Child Development, Arya Book Depot, New Delhi.
2. Pareek M. (2002). Child Development and Family Relationship, Research Publication, Jaipur.
3. Sharma, R. K., Sharma, H.S, and Tiwari, A. (2006). Psychological Foundation of Child development, Radha Prakashan Mandir, Agra.
4. Shrivastawa D.N. and Verma P. (2007). Child Psychology: Child Development, Vinod Pustak Mandir, Agra.

### **Course 2: Contemporary India and Education**

**Code: 120**

Total Marks: 100

Contact Hours: 6 Hours per Week

Hours per semester: 90

#### **Learning Outcomes:**

After completion of the course, the student-teachers will be able to:-

1. Contextualize contemporary India and education.
2. Evolve a deeper understanding of its purpose and its relationship with society and Humanity.
3. Understand the classroom as a social context.
4. Provide a setting for interaction, generation of dialogue and the opportunity to appreciate diverse perspectives of issues.



5. Critically analyse human and child rights.
6. Learn about policy debates overtime the implementation of policies and actual shaping of school education.

## UNIT – I

Education and Indian society. Socialization of child.

Social diversity: Individual, regions, languages, religions, castes, tribes, etc.

Role of education in grooming children of diversified situations.

Diverse knowledge and experience in relation to Individual and communities.

Social Diversity and universal education. Education for collective living (co-existence).

## UNIT – II

Constitutional values (the Preamble, Fundamental Rights and Duties of Citizens and the Directive Principles of State Policies) in relation to educational aims.

Constitutional promise of freedom, justice, equality and fraternity.

Constitutional provisions: Inequality, discrimination and marginalization.

Universalization of education. Role of NCPCR (National Commission on Protection of Child Right).

## UNIT – III

School education in relation to various educational policies in pre independence period. Dialogue on Right to Education, Sarva Shiksha Abhiyan and the thrust towards marginalized children. The role of teachers in the context of universal and inclusive education. Earlier policies related to integrate life, work and Education in context community participation and development.



## UNIT – IV

Modern education in colonial and post independence period. Education for marginalized groups of society i.e. Women, Dalits and Tribals. Language policies- multilingual education and Three Language Formula. Mid Day Meal programme and concerned legislative actions.

## UNIT – V

Kothari Commission - recommendations and implementation in the context of planned Industrialization & Education. National Policy on Education 1986 in the context of Liberalization and Globalization of Indian economy. Pedagogic and curricular shifts of 1990s and 2000s. Current concerns relating to Public Private Partnership (PPP) and stratification of education.

### Practicum-

1. Assessment of SSA, privatization and stratification of education, inclusive education and prepare reports.
2. Organize stage show or play to demonstrate cultural diversity of India / Uttarakhand.
3. Observe mid day meal of a school to assess its nutritive value and social integral value among the children from various socio-cultural background religion, caste etc.
4. Conduct an awareness programme on Child Rights with students, parents and community.
5. Examine policy & constitutional provision on equality and right to education.

**Pedagogy** - Various approaches will be adopted by the teacher educators to transact the course viz. classroom interactions, seminars, workshops, discussion, debate and case studies and analyses of educational statistics.



### Reference

- 1<sup>st</sup> सिंह, एम.के. (2009) शिक्षा के दार्शनिक व सामाजिक आधार, इंटरनेशनल पब्लिशिंग हाऊस, मेरठ।
  - 2<sup>nd</sup> रूहेला, प्रो. एस.पी. (2009) शिक्षा के दार्शनिक व समाजशास्त्रीय आधार, अग्रवाल पब्लिकेशन्स, आगरा।
  - 3<sup>rd</sup> सोनी, रामगोपल उदयोन्मुख भारतीय समाज में शिक्षक, एच.पी. मार्गव बुक हाऊस, आगरा।
  - 4<sup>th</sup> पाण्डेय, रामशकल (2007) शिक्षा के दार्शनिक व समाजशास्त्रीय पृष्ठभूमि, अग्रवाल पब्लिकेशन्स, आगरा।
  - 5<sup>th</sup> पचौरी, गिरीश, पचौरी रितु (2010) उमरतो भारतीय समाज में शिक्षक की भूमिका, आर. लाल. बुक डिपो, मेरठ।
  - 6<sup>th</sup> रूहेला, एस.पी. (2008) विकासोन्मुख भारतीय समाज में शिक्षक और शिक्षा, अग्रवाल पब्लिकेशन्स, आगरा।
  - 7<sup>th</sup> सिंह, रामपाल, सिंह, श्रीमती उमा, (2008), शिक्षा तथा उदीयमान भारतीय समाज, विनोद पुस्तक मन्दिर, आगरा-2।
8. Sexena, N.R. Swaroop, Principles of Education, International Publishing House, Merrut (U.P)

## Course 4

### Language across the Curriculum

Code: 130

Total Marks: 50  
Week

Contact Hours: 3 Hours per

Hours per semester: 45

#### Learning outcome:

After completion of the course, the student-teachers will be able to:-

1. Understand the language background of students.
2. Create sensitivity to the language diversity in the classroom.
3. Understand the nature of classroom discourse and develop strategies for using oral language in the classroom.
4. Understand the nature of reading comprehension and writing in specific content areas.
5. Understand writing with a sense of purpose, writing to learn and understand.

#### Unit-I

Understand the language background of students, multilingualism in classroom. The home language and school language and dialects. Deficit theory and Discontinuity theory. Use of first or second language in teaching the subject.

#### Unit- II

Nature of classroom discourse- using oral language in the classroom. Learning process in the subject area. Discussion as a tool for learning Nature of questioning– types of questions and teacher control.



## Unit-III

Reading comprehension in the content areas- social sciences, science, mathematics. Nature of expository texts vs. narrative texts; transactional vs. reflexive texts, schema

theory, text structures, examining content area of textbooks.

Reading strategies for children – note-making, summarizing. Making reading-writing connections, process writing.

Analyzing children's writings to understand their conceptions; writing with a sense of purpose & writing to learn and understand.

### **Practicum-**

1. Conduct a survey in secondary school to study academic achievement in overall or in specific subject of diverse linguistic students and present a report in the class.
2. Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a teaching strategy.
3. Identify speech defects of primary level (6-8 class) students and make a remedial strategy for resolution.
4. Take views from parents / teachers on language acquisition of different age groups in diverse situations.
5. Organize an activity based game to motivate students for creative questioning in specific content areas and draft the report.
6. Organize a classroom interaction and draft a report on types of questions asked by teacher and students from diverse backgrounds.



**Pedagogy-** Various approaches will be adopted by the teacher educators to transact the course viz. classroom interactions, seminars, workshops, discussion, debate and case studies Narrating/describing a related account from one's life experience, explaining the gist to others. Content Reading for comprehension and write up.

### Reference

1. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A Siegruhn, & P. Pluddemann (Eds.) Multilingual education for South Africa. Heinemann Educational Books.
2. Anderson, R.C. (1984). Role of the Reader's Schema in comprehension, learning and memory. In R. C. Anderson, J. Osborn, & R.J. Tierney (Eds.), Learning to read in American Schools: Basad readers and Content texts. Psychology Press.
3. Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. The Reading Teacher, 670-674.
4. Grellet, F. (1981). Developing reading skills: A practical Guide to reading comprehension exercises. Cambridge University Press.
5. NCERT. (2006) Position Paper. National Focus Group on teaching of Indian language (NCF-2005). New Delhi: NCERT.





## Course-5

### Understanding Disciplines & Subjects

Code: 140

Total Marks: 50

Hours: 3 Hours per Week

Hours per

semester:45

#### Learning outcome:

After completion of the course, the student-teachers will be able to:-

1. Understand emergence of discipline and subjects in social, political and intellectual contexts.
2. Understand theory related to human needs change with time.
3. Reflect on the nature and role of disciplinary knowledge and notion of knowledge.
4. Understand theory of subject content, selection of content, curriculum, syllabus and text books.
5. Comprehend learner oriented discipline/subject.

#### Unit-I

Nature and role of disciplinary knowledge in the school curriculum. Paradigm shifts in the nature of disciplines. Practical knowledge, community knowledge, intuitive or tacit knowledge, social reconstruction. Interdisciplinary nature of subject.



## Unit-II

Emergence of discipline and subjects in social, political, cultural and intellectual contexts. Notion of knowledge- objectivity, contextual, diverse, dialogical, subjective, fluid and porous frame. Redefinitions of the school subject with concern for social justice Theory of subject content- selection of content and knowledge construction.

## Unit-III

Inclusion or exclusion of a Subject, Subjects in pre and post- Independence era,

Subject, content and children implicit in relation to redesigning of curriculum, syllabus and text books.

Learner oriented discipline/subject.

## Practicum

1. Conduction of a workshop on “writing a paper for magazine, journal and book.
2. Organize a debate on criteria of inclusion or exclusion of a subject area from school curriculum.
3. Conduct a Seminar on scheme of school curriculum.
4. Construction of curriculum of any class.
5. Evaluation of textbooks.

**Pedagogy-** Workshop on transformation of content for construction of learners own knowledge according to present need.



## Reference

1. Carr, D. (2005). Making sense of education: An introduction to the philosophy and theory of education and teaching. Routledge.
2. Shulman L. S. (1986). Those who understand: knowledge growth in teaching. Educational Researcher, 4-14
3. Poste, R. Pster, T. M, & Ross. D. (Eds) (2003) the Cambridge history of science: Volume 7 the modern social sciences. Cambridge University press.
4. Plato (2009) Reason and persuasion, Three dialogues. In J. Holbo (Ed) Meno: reason, persuasion and virtue. Person.
5. Goodson, I.F. & Marsh, C.J. (2005). Studying school subjects: A guide. Routledge.
6. GOI. (1992, 1998), National policy on education, 1986 (As modified in 1992).
7. Ghosh, S.C. (2007). History of education in India. Rawat Publications.
8. Deng, Z (2013) School subjects and academic disciplines. In A. Luke, A. Woods, & Wer (Eds.), Curriculum syllabus design and equity: A primer and model. Routledge.



## Course EPC-1

### Reading and Reflecting on Texts

**Code:150**

Total Marks: 50

Contact Hours: 3 Hours per  
Week

Hours per  
semester:45

#### Learning outcomes:

After completion of the course, the student-teachers will be able to:-

1. Read a wide variety of texts
2. Write efficiently with a sense of purpose and field notes
3. Respond to a text
4. Combine reading and writing skills and Content analysis,
5. Develop reflective skills

#### Activities

Reading a wide variety of texts, including empirical, conceptual and historical work, policy documents, studies about schools, teaching, learning and about different people's experiences of all of these. Narrative texts, expository texts from diverse sources, including autobiographies, narratives, field notes, ethnographies, etc.

Writing efficiently, Writing with a sense of purpose and audience, responding to a text with one's own opinions or writing within the context of others' ideas.



Combining reading and writing skills, reflective skills, Content analysis, writing field notes.

**Practicum** – Writing of Summery, autobiography and field notes. Pupil teachers will also observe the activities of peer group. Critically analyse activities of their own and of a group during reading, writing and discussion. Pupil Teacher will present a report on entire activities. Reflective journals will be maintained by the pupil teacher.

### Reference:

1. Reflective Practice: Writing and Professional Development. Gillie Bolton. Sage Publication
2. Write to be Read Teacher's Manual: Reading, Reflection, and Writing. William R. Smalzer. Cambridge University Press.
3. Literacy and Learning: Reflections on Writing, Reading, and Society. Deborah Brandt. Wiley Publishers
4. Research and Reflection: Teachers Take Action for Literacy Development. Andrea Izzo. Information age Publication.
5. Reading to Learn in the Content Areas. Judy Richardson, Raymond Morgan, Charlene Fleener. Cinage Learning.



## SEMESTER - II

### Course 3: Learning and Teaching

Code: 160

Total Marks: 100

Contact Hours: 6 Hours per Week

Hours per  
semester:90

The semester will comprise of five courses having 350 marks and 21 credits in total.

#### Learning Outcomes:

After completion of the course, the student-teachers will be able to:-

1. Comprehend the process of teaching & learning.
2. Understand the relationship of cognitive, social and emotional development with learning process.
3. Reflect on the concept and process of effective teaching and construction of knowledge.
4. Explain the theories of learning and understand the learner.
5. Recognize teaching as a profession.

#### Unit I

Learning as Socio-cultural and cognitive process.

Learning - knowledge, skills, values, beliefs, attitudes and habits. Curiosity, interest, active engagement and inquiry in learning. Learning in and outside school.



## Unit II

Theories of learning- Piaget & Vygotsky.

Behavioural and testable components of learning, limit the perspective of education. Learning as construction of knowledge. Powerful learning as a process in classroom.

## Unit III

Teaching and learning: learner as heart of teaching. Teaching approach: Culturally responsive. Teaching in a formal setting: Contextual and complex. Teaching in a diverse classroom.

## Unit IV

Understanding the learner Values and personal relationships between teacher and learners and the learners themselves. Relationship of learner's motivation with learning.

Teaching: Autonomy, Self-esteem and freedom experienced by learners.

## Unit V

Teaching as a profession. Beliefs, practice and multiple responsibilities in an institutionalized setting. Need and opportunities for professional growth.

Professionalism and professional ethics among teachers.

**Practicum-** Visits to schools and analyse the various records of learning and teaching and prepare a report. Examples of children's work records that capture a variety of images of learning and teaching and present a report.

**Pedagogy-** Classroom interaction, discussion, Seminar, workshop and group work.



## **Course 7 (a): Pedagogy of a School Subject**

**Biological Sci./Physical Sci./Maths/Social Sciences (SS)/Language-  
Hindi/English/ Sanskrit**

**Code: 170**

Total Marks: 50

Contact Hours: 3 Hours per Week

Hours per semester: 45

### **Learning Outcomes:**

After completion of the course, the student-teachers will be able to:-

1. Explain nature and importance of the school subject and its relation to other school subjects.
2. Understand aims and pedagogical approaches for teaching of the subject.
3. Comprehend Action research and its importance.
4. Comprehend the Construction of knowledge in specific subject.
5. Prepare lesson plan.
6. Describe teacher's role in the school subject

### **Unit I**

The nature and importance of the school subject. Relation of school subject to disciplinary knowledge Philosophical and epistemological basis of the school subject. Historical background of the subject.

**Unit II** The aims of the subject at different stages of school. Behavioural objectives: concept and classification. Pedagogical approaches for the teaching of the subject at different stages of school: Methods, Assessment, Tools and Techniques (ref. NCF-2005). Teaching learning material and Textbooks used in the school subject.





## Unit III

Construction of knowledge in specific subject content. Teacher's role in Meaningful learning. Lesson planning: concept, need, importance and structure. Action research: concept and planning.

**Practicum-** Assessment of teaching learning experiences in school and prepare aareport.

**Pedagogy-** Classroom interaction, discussion, demonstration and observation.

### Course 8a: Knowledge and Curriculum

**Code: 180**

Total Marks: 50

Contact Hours: 3 Hours per Week

Hours per semester: 45

#### Learning Outcomes:

After completion of the course, the student-teachers will be able to:-

1. Examine the epistemological basis of education.
2. Discuss the basics of modern child centered education.
3. Know Gandhi and Tagore, Dewey, Plato and Buber in relation to Activity, discovery and dialogue.
4. Describe Social bases of education and Impact of industrialisation.
5. Understand education in relation to modern values.

## Unit I

Epistemological basis of education - distinctions between 'knowledge' and 'skill', 'Teaching' and 'training': Concept and difference. 'Knowledge' and 'information': Concept and difference. Distinction between 'reason' and 'belief'.



## Unit II

Modern child-centered education: Activity, discovery and dialogue.

Activity, discovery and dialogue with reference to Gandhi and Tagore. Activity, discovery and dialogue with reference to Dewey, Plato and Buber. Social basis of education - society, culture and modernity.

## Unit III

Impact of industrialisation, Democracy and individual autonomy on education.

Education in relation to modern values like equity and equality, individual opportunity and social justice and dignity with special reference to Ambedkar.

Learning in Critical multiculturalism.

Learning and democratic education in classroom and school.

**Practicum-** Visit to school and critically examine the prevailing multiculturalism and report. Conduct a survey on the methods and techniques of knowledge transformation in schools. Visit to library and examine the available resources on Gandhi, Tagore and Buber.

**Pedagogy-** Classroom interaction, Discussion, seminar and case study.

### Reference

1. Schilvest, W.H. (2012). Curriculum: prospective paradigm and possibility. Mac MLLAN Publications.
2. Hirst, Paul, H. Knowledge and the curriculum. Routledge Publications.
3. Tagore, R. (2003). Civilization and progress. In crisis in civilization and other essays. New Delhi: Rupa & co.



4. Pathak, A. (2013). Social implications of schooling: knowledge pedagogy and consciousness. Aakar books.

### **Course 9: Assessment for Learning**

**Code: 190**

Total Marks: 100

Contact Hours: 6 Hours per Week

Hours per semester: 90

#### **Learning Outcomes:**

After completion of the course, the student-teachers will be able to:-

1. Understand meaning and purpose of assessment and its role.
2. Discuss assessment, evaluation, test, examination, measurement, continuous and comprehensive assessment and grading.
3. Comprehend the process of assessment and its tools and techniques.
4. Describe the quantitative and qualitative aspects of assessment.
5. Understand the purposes of reporting, teacher competencies in assessment tools, data analysis, feedback and reporting.
6. Psycho-social and political dimensions of assessment and dynamic assessment processes.
7. Understand the critical role of assessment for more confident and creative learners and in enhancing learning.

#### **Unit I**

Assessment – meaning within a constructivist paradigm.

Traditional purpose of assessment as a selective, competitive and achievement oriented act. Assessment, evaluation, test, examination, measurement, continuous and comprehensive assessment and grading.



Critical role of assessment in enhancing learning, as an ongoing process.

## **Unit II**

Learning and Assessment, Contexts of assessment, Process of Assessment.

Distinction between 'Assessment of Learning' and 'Assessment for Learning'.

Assessment of Subject-based Learning. Recording learning and reporting, feedback to students and their guardians.

Using assessment feedback for furthering learning.

## **Unit III**

Methods and tools of assessing learning/performance outcomes of diverse learners. Kinds of tasks: projects, assignments, performances, Kinds of tests and their constructions. Self-assessment and peer assessment. Quantitative and qualitative aspects of assessment.

## **Unit IV**

Teacher competencies in evolving appropriate assessment tools. Data analysis, feedback and reporting. Purposes of reporting, how to communicate. Enhancement of learning for all students. Organising and planning for student portfolios and developing rubrics for portfolio assessment.

## **Unit V**

Psycho-social and political dimensions of assessment. Commercialisation of assessment.

Culturally responsive realistic, comprehensive and dynamic assessment processes. Assessment for better learning and preparing confident and creative learners.



**Practicum-** Write a report on current practices of assessment and criteria of students' selection in schools. Construction of Assessment tool/blueprint. Report on experiences of other countries.

**Pedagogy-** Classroom interaction, discussion.

#### Reference:

1. अस्थाना, विपिन (2009) मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, अग्रवाल प्रकाशन, आगरा।
2. पाल, हसराम एवं शर्मा, मंजूलता (2009), मापन आकलन एवं मूल्यांकन शिक्षा प्रकाशन, जयपुर।
3. पाण्डेय, श्रीधर (2010), शिक्षा में मापन मूल्यांकन भवदीय प्रकाशन, फैजाबाद।
4. शर्मा ज्योति (2009), शैक्षिक मापन एवं मूल्यांकन अग्रवाल प्रकाशन, आगरा।
- 5- East, Lorna M. 2010. Assessment as learning. Sage Publications.
- 6- Ecclestone, Kathryn. 2010. Transforming formative assessment in lifelong learning. McGraw Hall, England.
- 7- Paul, Black (2012). Assessment for learning. McGraw.

## Course EPC 2: Drama and Art in Education

Code: 200

Total Marks: 50

Contact Hours: 3 Hours per Week

Hours per semester: 45

### Learning Outcomes:

After completion of the course, the student-teachers will be able to:-

1. Learn role of Drama in Education and experience collectively.
2. Feel empathy and relate with the other.
3. Perform drama for social change.
4. Understand self and as a form of self expression for enhancing creativity.
5. Develop aesthetic sensibility and use of art in teaching-learning.
6. Organize Cultural festivals for aesthetic sensibilities.

### Activities

Performing Drama to enhance awareness through multiple perspectives, to look at reality through fantasy and to predict everyday situations in order to cope with unpredictable unsettling experiences. Drama in Education should not be merely doing theatrics or ‘acting’ in a superficial manner, but should perform for creating the ‘dramatic pressure’ or tension, where the student would arrive at a problem or an understanding in a new way. Drama as ‘critical pedagogy’ should move beyond the classroom, to invoke the collective consciousness and involve the community to participate in educational and social change.

Experiencing different kinds of street theatre that engage with life, through folk and contemporary traditions, improvising and critiquing, while mobilising for transformative action based on experience, emotion and



interpretation. It should help in understanding the self and as a form of self-expression for enhancing creativity.

Visit to places of art, exhibitions and cultural festivals. Encouragement needs to be given to understand local culture and art forms and interpret art works, movies and other Media. Experiences on expanding perceiving art world, their artistic processes, sense of understanding and ways of assessing the work. Activities can be used to build trust and cooperation, the sense of responsibility, pursuing tasks collectively and exploring varied perspectives.

**Practicum-** Report of cultural festivals, street theatre and other activities related to development of aesthetic sensibilities. Visit to the places of local culture and art forms and assess art works, movies and other Media & prepare reports. Script writing.

### **SEMESTER – III**

#### **Course 7 (b): Pedagogy of a School Subject**

**Science-Biological/Physical/Maths/Social Sciences (SS)/Language-  
Hindi/English/ Sanskrit**

**Code: 210**

Total Marks: 50

Contact Hours: 3 Hours per Week

Hours per semester: 45

The semester will comprise of five courses having 300 marks and 18 credits in total.

#### **Learning Outcomes:**

After completion of the course, the student-teachers will be able to:-



1. Understand the concepts of the subject area.
2. Comprehend the theories of learning and their application.
3. Describe suitable teaching learning processes.
4. Ensure meaningful learning among all.
5. Deliver the lesson plan in the classroom.

## Unit I

Critical scrutiny of the basic concepts of the subject area.

Basic concepts in relation to diverse backgrounds and interests of children.  
Lesson planning. Learning among children in particular contexts, the scaffolding of teacher and peers

## Unit II

Theories of learning based on the researches of Piaget, Vygotsky Bruner and Chomsky from a cross cultural perspective and their application.

## Unit III

Teaching learning processes: Enquiry, discovery, conceptual development and activity based learning.

Diverse processes ensuring better motivation  
and learning Meaningful learning among all

Self- assessment and meta-learning.

**Practicum-** Student diary, record of school activities, formation of action research proposal.

**Pedagogy -** Classroom interaction, discussion, demonstration and observation.





## School Internship

**Code: 220**

**Total Marks: 250**

**Contact Hours: 15 Week**

Internship in schools is to be done for a minimum duration of 15 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty. For each student-teacher, internship should be conducted preferably in one/two school/s for the entire 15 weeks. However, if the institute wants to provide an opportunity to understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) is followed by the teaching in another school or the same school at another level. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period. Internship should not be reduced to the 'delivery' of a certain number of lesson plans only, but should aim for meaningful and holistic engagement with learners and the school. Moreover, teaching should not be practiced through the reductionist approach of 'microteaching' of isolated 'skills' and simulated lessons only. During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a



week, to understand the school in totality, its philosophy and aims, organisation and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction and assessment of teaching–learning.

Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.

## **SEMESTER - IV**

### **Course 6: Gender, School and Society**

**Code: 230**

Total Marks: 100

Contact Hours: 6 Hours per Week

Hours per semester: 90

The semester will comprise of five courses having 350 marks and 21 credits in total.

#### **Learning Outcomes:**

After completion of the course, the student-teachers will be able to:-

1. Understand the concept of Gender and gendered roles in society.



2. Comprehend the role of education, schools, peers, teachers, curriculum and textbooks, in gender equalities.
3. Respond Gender and sexuality, Sexual harassment and abuse and Safety at school & home.
4. Explain Gender identity roles, development of positive notions of body and self.
5. Describe the Role of media in gendered roles.

### Unit I

Concept of Gender and sex, Gendered roles in society - family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state. Socialisation and gender. Role of education, schools, peers, teachers, curriculum and textbooks, in gender equalities.

### Unit II

Representation of gendered roles, Relationships and ideas in textbooks and in curricula. Gender and sexuality: Sexual harassment and abuse, Safety at school, home and beyond, identification of sexual abuse/violence and its verbalisation, Combating the dominant societal outlook of objectification of the female body.

### Unit III

Gender identity roles, Development of positive notions of body and self. Role of media in propagating popular beliefs, reinforcing gender roles in the popular culture and at school.

**Practicum-** Examining how schools nurture or challenge creation of young people as masculine and feminine selves. Identification of specific areas related to gender inequality. Conduct a survey on prevailing attitude of community and give suggestions.

**Pedagogy** - Classroom interaction, group discussion and seminar, chart and poster preparation.



## References

1. Deng, Z (2013) School subjects and academic disciplines. In A. Luke, A. Woods, & Wer (Eds.), Curriculum syllabus design and equity: A primer and model. Routledge.
2. GOI.(1966). Report of the education commission: Education and national development. New Delhi: ministry of education.
3. GOI (1986). National policy of education. GOI.
4. GOI. (1992, 1998), National policy on education, 1986 (As modified in 1992). Retrieved from [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/NPE86-mod92.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf)
5. Menon, N. (2012). Seeing like a feminist. India: Penguin.
6. Nirantar. (2010) textbook regimes: A feminist critique of nation and identity. New Delhi
7. A. Banon. Robert (2010). Social psychology, Pearson education, New Delhi.
8. Mathur S. (2008). Sociological foundation of education, Kavita Prakashan, Jaipur.
9. Sidhu Ramindra, (2009). Sociology of education, Shri Sai Printographers, New Delhi.
10. Nath Pramanik Rathindra, (2006). Gender equality and women's empowerment. Abhijeet Publication, Delhi
11. M  
alick, C.D, (2008). Social and political thought B.R. Ambedkar, Arise Publishers and Distributors, New Delhi.
12. Naik, S.C. (2005). Society and environment, Oxford & 1B publishing Co. Pvt. Ltd. New Delhi



## **Course 8b: Knowledge and Curriculum**

**Code: 240**

Total Marks: 50

Contact Hours: 3 Hours per Week

Hours per semester: 45

### **Learning Outcomes:**

After completion of the course, the student-teachers will be able to:-

1. Explain the concept and role of teacher for secularism, nationalism and universalism.
2. Describe the views of Krishnamurti and Tagore about Secularism, nationalism and universalism with regard to education.
3. Describe curriculum and their relationship with the aims of education.
4. Explain relationship between the curriculum framework, syllabus and textbooks.
5. Understand curriculum as process and practice and the role of hidden curriculum.

### **Unit I**

Concepts of secularism, nationalism and universalism. The interrelationship of Secularism, nationalism and universalism with education. Views of Krishnamurti and Tagore about Secularism, nationalism and universalism with regard to education. Role of teacher to inculcate the spirit of secularism, nationalism and universalism.

### **Unit II**

Dimensions of the curriculum and their relationship with the aims of education. Relationship between the curriculum framework and syllabus. Transaction of syllabus into textbooks. Relationship between power, ideology and the curriculum.



## Unit III

Rituals of school and its celebrations. Notions of rules, discipline and the timetable as the reproduction of norms in society. Role of the hidden curriculum and children's resilience. Curriculum as process and practice.

**Practicum-** Critically analysis of textbooks, children's literature and teachers' handbooks etc. Design a miniature Curriculum.

**Pedagogy** – Classroom interaction, Debate, group discussion.

### Reference

1. Schilvest, W.H. (2012). Curriculum: prospective paradigm and possibility. Mac MLLAN publications.
2. Hirst, Paul, H. Knowledge and the curriculum. Routledge Publications.
3. Letha Ram Mohan (2009). Curriculum construction and evaluation. Agarwal Publications, Agra.
4. Scolt, Dand (2003). Curriculum studies: curriculum knowledge. Routledge Falmes.
5. Kelly, AV. (2009). The curriculum: theory and practice, Sage Publication, Singapore.



## **Course 10: Creating an Inclusive School**

**Code: 250**

Total Marks: 50

Contact Hours: 3 Hours per Week

Hours per semester: 45

### **Learning Outcomes:**

After completion of the course, the student-teachers will be able to:-

1. Understand concept, meaning and significance of inclusive education.
2. Understand Disability and identify the barriers to learning.
3. Understand the recommendations of various commissions and committees towards teacher preparation for inclusive education.
4. Understand cooperative learning strategies in the classroom.
5. Identify and utilize resources for promoting inclusive practice.

### **Unit I**

Concept of special education, integrated education and inclusive education.

Inclusive education –Philosophy, cultures, policies and practices.

Disability – definition, identification of the ‘barriers to learning and participation. Policy of good practices.

### **Unit II**

Inclusion – definition, The National Policy of Education, 1986, UN Convention on the Rights of the Child, 1989 and United Nations Convention on the Rights of Persons with Disabilities, 2006.

RTE Act 2009, Sarva Shiksha Abhiyan Framework. Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009).



### Unit III

Inclusive practices in classrooms for all, School's readiness for addressing learning difficulties. Assessment of children to know their profile, responding to special needs by developing

strategies for differentiating content, curricular adaptations, lesson planning and TLM. Cooperative learning strategies in the classroom and peer tutoring.

Social learning, reflective teaching and multisensory teaching with reference to inclusion.

**Practicum-** To visit educational institutions to identify the barriers to learning and participation. Report on role of NGO, School survey on inclusion. Aware parents for identification of disability.

**Pedagogy-** Classroom interaction, Discussion, Guest lecture, Workshop, Role play.

### References

1. Maitra, Krishna (2008): Inclusion Issues And Perspectives (For Teachers, Teachers' Educators and Parents): Kanishka Publishers, Distributors New Delhi-110002
2. Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
3. Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.





4. Jha. M.( 2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
5. Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.
6. Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore
7. GOI (1986). National policy of education. GOI.
8. Govinda R. (2011). Who goes to school? Exploring exclusion in Indian education. Oxford University Press.
9. UNESCO. (2006). United Nations convention on the rights of persons with disabilities.
10. UNESCO. (2009) Policy guidelines on inclusion in education UNESCO

### **Course 11: Education for Sustainable development (ESD)**

**Code: 260**

Total Marks: 50

Contact Hours: 3 Hours per Week

Hours per semester: 45

#### **Learning Outcomes:**

After completion of the course, the student-teachers will be able to:-

1. Understand ESD and its significance for teacher education.
2. Explain Human resource development and Entrepreneurship Development.
3. Comprehend Life skills and Skill development
4. Describe Time management, Stress management and Conflict management
5. Understand contribution of Vivekanand and Gandhi for values.



## Unit I

ESD: Meaning, aspects, significance and Background. Importance of ESD for teacher education.

Human resource development – Meaning, its relationship with Socio-Economic Development, and population. Entrepreneurship Development.

## Unit II

Life skills: concept and significance.

Skill development and National Skill Qualification Framework. Time management, Stress management and Conflict management. Role of education in promotion of life skills.

## Unit III

Values: meaning, types, need and significance. Education for development of Values. Role of teacher for development of values. Thoughts of Vivekanand and Gandhi on development of values.

**Practicum-** Visit to spiritual places/institutions and reflect. Conduct a survey and prepare a report on types of prevailing values among the students.

**Pedagogy** – Guest lecture, Documentary films, Interactive sessions



## Course 12A: Optional Courses (Extension Education)

**Code: 270-A**

Total Marks: 50

Contact Hours: 3 Hours per Week

Hours per semester: 45

### Learning Outcomes:

After completion of the course, the student-teachers will be able to:-

1. Understand the Meaning and Importance of Extension education.
2. Explain Andragogy & Life Long Education.
3. Comprehend the concept of Swachch Bharat.
4. Develop sound extension programmes and discuss teacher as extension worker.
5. Understand women development and empowerment
6. Comprehend quality of life and its indicators.

### Unit I

Meaning, Scope, Importance and characteristics of extension education. Andragogy & Life Long Education- Concept and Significance. Communication in extension education. Swachch Bharat and Sakshar Bharat concepts.

### Unit II

Principles & process in developing sound extension programmes-various steps in extension programme planning. Extension teaching methods: Individual, group and mass extension methods. Factors influencing the effectiveness of the extension methods. Role of teacher as extension educator/worker.



## Unit III

Environment education: Meaning, Importance, objectives and characteristics of Environment Education, Characteristics of general principle of teaching environment education. Women Development and empowerment, Population Education: its influence on quality of life, indicators of improving quality of life. **Practicum-** Each one teach three regarding women empowerment, population education, environmental education and prepare report. Prepare a report on waste management. Organize a rally on relevant issues and report.

**Pedagogy** – Classroom interaction, Guest lecture, discussion, seminar, reflective practices,

### Course 12B: Optional Courses (Health and Physical Education)

**Code: 270-B**

Total Marks: 50

Contact Hours: 3 Hours per Week

Hours per semester: 45

### Learning Outcomes:

After completion of the course, the student-teachers will be able to:-

1. Understand health & physical education and its objectives.
2. Differentiate between growth and development.
3. Identify opportunities in physical education.
4. Comprehend laws and rules of games.
5. Explain safety measures, first aid, nutrients, balance diet and responsibilities of a teacher.



## Unit I

Health & Physical Education - Concept, objectives, scope and trends. Health and fitness, growth and development, Structure of human body and fundamental movement skills. Identifying opportunities in physical education.

## Unit II

Performing physical activities, equipment and props. Fun with sports, live with Yoga. Sports etiquettes, respect for laws and rules of games. Playing field, fixture, maintaining props and equipment.

## Unit III

Hygienic lifestyle, good posture. Safety measures, basic first aid. Nutrients, balance diet, importance of water. Roles and responsibilities of a teacher, effective communication. **Practicum-** Preparation of sports file, dietary chart, first aid box.

**Pedagogy-** Discussion, group work, guest lecture, demonstration etc.

## References

1. Thomas, J.P. : Organisation of Physical Education Madras Y.M.C.A.
2. Sharma, J .R. Principles of Physical Education.
3. Tirunarayan, O. and Harisharan S. Methods in Physical Education (A.C.P.E. Karakaikudi-4) ,
4. Syllabus of Exercise for Primary, Upper Primary and Secondary Schools, Education Department, Govt. of Rajasthan.



5. Y.M.C.A. Chennai,: Rules of Games and Sports.

6. B.D. Bhatt and S.R. Sharma: Teaching of Physical and Health Education  
Kanishka Publishing House, 9/2325, Street No.12, Kailash Nagar, Delhi -  
110031.

### **Course 12C: Optional Courses (Peace Education)**

**Code: 270-C**

Total Marks: 50

Contact Hours: 3 Hours per Week

Hours per semester: 45

#### **Learning Outcomes:**

After completion of the course, the student-teachers will be able to:-

1. Understand peace, its Approaches and Objectives.
2. Explain the Importance of attitudes, beliefs, values and various philosophies of peace.
3. Understand conflicts, Stress management and Empowerment of self.
4. Describe practices and role of teacher for Peace building.

#### **Unit I**

Understanding peace, awareness and challenges. Importance of the attitudes, beliefs and values. Approaches to peace education. Objectives of peace education. Highlights of various philosophies of peace- Gandhi, Krishnamurthy, Aurobindo, Vivekananda, Rabindranath Tagore, Giju Bhai Badheka, Dalai Lama.



## Unit II

Understanding conflicts - Nature of conflict, intrapersonal, interpersonal. Organisational, interstate and global conflicts. Role of social conditions, processes and resources. Stress management and empowerment of self.

## Unit III

Peace building and education, practices in and outside the classroom. Multi-cultural identities, issues and challenges. Promoting peace education. Humanistic approach to evaluation. Becoming peace teacher, sensitivity to socioeconomic conditions.

**Practicum-** Visiting websites on peace education to become familiar with National and International initiatives. Reflective journal to record experiences of the day and reflections thereon during the training programme, sharing and discussing self-expression of change during the training. Visits to organisations related to peace and intercultural harmony. Developing an action plan for peace in school and local community.

**Pedagogy-** Preparation of collages from newspapers, etc. to highlight issues and challenges to peace, group work, classroom interaction and discussion.

## References

1. Chapal, K.K. (1999). Non Violence to Earth and Self in Asian Tradition. New York: William Morrow Publication.
2. Harry, S.B. (1995). Building a Philosophy of Education. New Delhi: Prentice Hall of India.



3. Maurya, S.D. and Shalini (2011). Environmental Studies. Allahabad: Prayag Publication
4. NCERT (2005). National Curriculum Framework for School Education, New Delhi: NCERT.
5. UNESCO (2001). Learning the Way of Peace: A Teachers Guide to Peace Education 1-239, New Delhi: UNESCO.

### **Course 12D: Optional Courses (Guidance and Counselling)**

**Code: 270-D**

Total Marks: 50

Contact Hours: 3 Hours per Week

Hours per semester: 45

#### **Learning Outcomes:**

After completion of the course, the student-teachers will be able to:-

1. Understand the concepts of guidance and counselling.
2. Comprehend the educational, vocational and personal guidance.
3. Explain the process and strategies of guidance and counselling services.
4. Describe career development, influencing factors, career information services.
5. Understand the basic statistics in guidance and counselling.

#### **Unit I**

Guidance in education - Principles and assumptions. Objectives, need, types, functions in present set up. Guidance for human development and adjustment.

Process for guidance and guidance cell.





## Unit II

Educational counselling – concept, process and strategies. Special concerns in counselling. Psycho-educational assessment and appraisal in guidance and counselling. Organizing guidance programs and services in secondary schools.

## Unit III

Career Development, factors influencing career development. Career information in guidance and counselling, Career information services. Basic statistics in guidance and counselling

**Practicum-** Preparation and display of guidance materials. Report on guidance and counselling services in schools. Prepare a brochure with guidelines in any area of interest. Enlist the various areas of career and describe the related information.

**Pedagogy-** Conduction of a Workshop, Classroom interaction and discussion.

## Reference

1. Sharma, RN & Sharma, Rachana. Guidance and Counselling in India. Atlantic Pub. & Distributors, New Delhi, 2004
  2. Singh, Y.K. 2007. Guidance and Career Counselling. APH Publishing New Delhi.
  3. Nayak, AK. Guidance & Career Counselling. APH Publishing corp. 2007
- Abraham, Jessy. Guidance & Counselling for Teacher Education. Sarup& sons. NewDelhi.2003



## **Course 12E: Optional Courses (Additional pedagogy course)**

**(Eng., Hindi, Sansk., Phy Sci., Bio. Sci., Hist., Civics, Geo. and Maths)**

**Code: 270-E (1-9)**

Total Marks: 50

Contact Hours: 3 Hours per Week

Hours per semester: 45

### **Learning Outcomes:**

After completion of the course, the student-teachers will be able to:-

- 1.Explain meaning and importance of the specific subject and write behavioural objectives.
- 2.Comprehend various pedagogical approaches.
- 3.Analyse the content and textbook.
- 4.Comprehend learning resources and resource pool.
- 5.Describe criterion, diagnostic, achievement tests and performance based assessment.
- 6.Describe formative, summative, continuous and comprehensive assessment as well as grading, semester and choice based credit systems

### **Unit I**

Meaning, nature, importance and scope of the specific subject. Aims and behavioural objectives of the specific subject. Various pedagogical approaches. Project work, inquiry and activity based learning



## Unit II

Content analysis, selection of content and meaning of concept map. Learning and construction of knowledge in specific content. Critical analysis of the textbooks. Identification of hard spots and their explanation.

## Unit III

Learning resources and their preparation. Importance of resource pool. Assessment: tools and techniques, performance based assessment. Construction of Criterion test, diagnostic test, achievement tests and blueprint. Formative, summative, and continuous and comprehensive assessment. Grading, semester and choice based credit systems.

**Practicum-** Writing of a chapter, construction of achievement test (blueprint) and diagnostic test.

**Pedagogy-** Classroom interaction, workshop, guest lecture and discussion.

### Course 12F: Optional Courses (Vocational/Work Education)

**Code: 270-F**

Total Marks: 50

Contact Hours: 3 Hours per Week

Hours per semester: 45

#### Learning Outcomes:

After completion of the course, the student-teachers will be able to:-

1. Explain the objectives and meaning of vocational education.
2. Differentiate basic education, craft education and work experience.
3. Discuss various policies in relation to vocational education.



4. Describe national skills qualification framework and industry school linkage
5. Comprehend entrepreneurship and its importance.
6. Discuss new trends and development in vocational education

## Unit I

Vocational education – Meaning, objectives and importance. Concept of basic education, craft education, work experience, Socially useful productive work (SUPW), work education, Pre vocational education and skill development.

## Unit II

Vocational education- developmental history, recommendations of commissions and committees in pre and post independent India. Policy framework under national policy on education and different five years plans National skills qualification framework (NSQF), strategies for effective implementation of vocational education, Industry school linkage, on the job training.

## Unit III

Entrepreneurship –Concept, characteristics, importance and competencies. Streams of Vocational education, progress and present status. Management structure, major issues, problems and challenges. New trends and development in vocational education.

**Practicum-** Conduct survey on preferences of students towards various vocations and present a report. Reflect and report on NSQF. Critically analyse and prepare report of any one existing courses on any vocation of your choice. Enlist the prevailing vocations at secondary level and reflect according to your preference.

**Pedagogy-** Classroom interaction, discussion, guest lecture, interactive sessions, group task.



## Course EPC 3: Critical Understanding of ICT

**Code: 280**

Total Marks: 50

Contact Hours: 3 Hours per Week

Hours per semester: 45

### Learning Outcomes:

After completion of the course, the student-teachers will be able to:-

1. To provide much hands-on- experience in familiarity with computers.
2. To enable student-teachers to recognise, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

### Activities

Organizing activities to explore ICTs in teaching-learning, administrative and academic support systems and broader implications for society. Off-line and on-line learning, E-learning -use and importance of chat, E-mail, E-library, discussion forum, e- journals, e-reading and blogs. ICT in education: Meaning, scope, advantages and limitations. Using search engines. Role of information technology in 'construction of knowledge'. Use of ICTs to simplify record keeping, information management in education administration. Web sites; Meaning of technology mediated learning. Concept and scope of E-content authoring. Role of Edusat – Gyan Darsan. Teleconferencing- audio, video and computer mediated- Skype. Role of the teacher in technology mediated learning.



**Practicum-** Preparation and presentation of ppt. Prepare and Submit an E-assignment. Create a group in a social network of the class. Create a web page of personal profile. Download Educational resources.

### **Course EPC 4: Understanding the Self**

**Code: 290**

Total Marks: 50

Contact Hours: 3 Hours per Week

Hours per semester: 45

#### **Learning Outcomes:**

After completion of the course, the student-teachers will be able to:-

1. To develop understanding of student- teachers about themselves- the development of the self as a person and as a teacher, through a workshop mode by more than one resource persons.
2. To develop Effective communication skills with ability to listen and observe
3. To understand Philosophy of yoga and its role in well-being
4. To understand identity formation and Social categories.
5. To evolve as a progressive and flexible teacher.

#### **Activities**

Conduction of a workshop by more than one resource person to develop understanding of student teachers about themselves. The development of the self as a person and as a teacher, through conscious ongoing reflection. The development of the inner self and the professional identity of a teacher and social relational sensitivity and effective communication skills, including the ability to listen and observe. To develop a holistic and integrated understanding of the human self and personality; to build resilience within to deal with conflicts at



different levels and learn to create teams to draw upon collective strengths. Use of personal narratives, life stories, group interactions, film reviews to help explore one's dreams, aspirations, concerns, through varied forms of self-expression, including poetry and humour, creative movement, aesthetic representations, etc. Yoga will also be introduced as an important component to enhance abilities of body and mind and promote sensibilities that help to live in peace and harmony with one's surroundings. Students will appreciate the philosophy of yoga and its role in well-being. They will learn the practice of yoga and how to use it in different contexts. Recollect and share your childhood experiences with the peer group. The following methodologies for the transaction of the course could be used in interactive sessions:

- I.** Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation.
- II.** Watching a movie/documentary where the protagonist undergoes trials and finally discovers her/his potential despite odds.
- III.** Issues of contemporary adolescence/youth need to be taken up as student-teachers first need to understand themselves in relation to their students and classroom situations.
- IV.** Different modes of expression can be used in each of the sessions (so that each of the students get a chance to express him/herself through any of the modes that they are comfortable in) and at the end of the year, the resource person and the coordinating faculty can reflect back on whether all modes of expression were included in the sessions or not.

**Practicum-** Developing reflective journals, workshop report, prepare a Yoga file. Compose a short story and reflect your self through a puppet.



### **Suggested School Activities:-**

- Conduct a play on life history of an eminent person, so that students can follow or accept as role model.
- Assign tasks to students to collect information from their grandparents about change in life style, then with the help of student, analyse the reason of these changes. (Due to advancement in science and technology) and present a report.
- Conduct a play on advancements of knowledge in teaching/education from 15<sup>th</sup> century to 21<sup>st</sup> Century.
- Organisation of cultural, literary activities and games/sports.
- Framing of time table.
- Attending and organizing morning assembly.
- Maintenance of School discipline and School Records.
- Report on Guidance and Counselling activities.
- Organising science fair, exhibition, science club, nature study etc and prepare report.
- Report on Maintenance of School library and laboratories.
- Report on community participation for school improvement.
- Report on School plant.
- Report on Water resource management in school.
- Voluntary services.
- Mass awareness of social evils and taboos.
- Literacy and extension activities.
- Any other activity/s decided by the institute.

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**PRAVEEN BABU GUPTA & ASSOCIATES  
CHARTERED ACCOUNTANTS  
69-B, RAM NAGAR, NAJAFGARH ROAD,  
NANGLOI, NEW DELHI-110041.**

**AUDITOR'S REPORT**


We have examined the Balance Sheet and Income & Expenditure Account of **ARYAN EDUCATION SOCIETY, ARYAN SHIKSHA SAMITI, VILL. MUNDATE, ROORKEE** as at 31<sup>st</sup> March 2016 which is in agreement with the books of accounts maintained by the said society.

We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purposes of the audit. In our opinion proper books of account have been kept by the Head Office of the above named Society so far as appears from our examination of the books.

In our opinion and to the best of our information and according to information given to us, the said accounts give a true & fair view.

- i) In the case of the Balance Sheet, of the state of affairs of the Society as at 31<sup>st</sup> March 2016 and
- ii) In the case of the Income & Expenditure Accounts of the excess of Income over Expenditure for the year ended on 31<sup>st</sup> March 2016.

**PRAVEEN BABU GUPTA & ASSOCIATES  
CHARTERED ACCOUNTANTS**

  
**(PRAVEEN GUPTA)  
PARTNER  
M.NO. 507731**

**PLACE: DELHI  
DATED: 28.08.2016**

**ARYAN EDUCATION SOCIETY  
ARYAN SHIKSHA SAMITI  
VILL. MUNDATE , ROORKEE  
BALANCE SHEET AS ON 31ST MARCH 2016**

LIABILITIES	AMOUNT	ASSETS	AMOUNT
<b>CORPUS A/C</b>		<b>FIXED ASSETS</b>	
OPENING BALANCE	1764345.90	(AS PER ANNEXURE 1)	7830256.00
ADD.			
RECEIPTS OVER EXPENDITURE	<u>84484.87</u>		
	1848830.77	<b>CURRENT ASSETS</b>	
<b>LOANS/LIABILITY</b>		<b>FDR WITH BANKS:-</b>	
<b>SECURED LOANS</b>		ORIENTAL BANK OF COMMERCE	756141.00
LOAN FROM STATE BANK OF INDIA	5289423.00	ORIENTAL BANK OF COMMERCE	<u>453410.00</u>
			1209551.00
<b>UNSECURED LOANS</b>			
UNSECURED LOANS	2575772.00	ADVANCE TO STAFF	280000.00
<b>CURRENT LIABILITIES</b>		<b>CASH &amp; BANK BALANCES</b>	406060.77
<b>EXPENSES PAYABLE:-</b>		TDS(2015-16)	4985.00
CONSULTANCY FEES PAYABLE	15000.00		
ELECTRICITY EXPENSES PAYABLE	1827.00		
	<u>9730852.77</u>		<u>9730852.77</u>

**AUDITOR'S REPORT**

As per our separate Report  
of even date attached

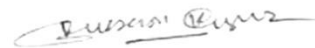
FOR PRAVEEN BABU GUPTA & ASSOCIATES

CHARTERED ACCOUNTANTS

  
(PRAVEEN GUPTA)  
(PROP.)  
M.NO.507731



  
(PRESIDENT)

  
(SECRETARY)

DATE:28.08.2016

**ARYAN EDUCATION SOCIETY  
ARYAN SHIKSHA SAMITI  
VILL. MUNDATE, ROORKEE**

**INCOME & EXPENDITURE A/C FOR YEAR ENDED 31ST MARCH, 2016**

EXPENDITURE	AMOUNT	INCOME	AMOUNT
SALARY TO STAFF	2735742.00	FEES FROM STUDENTS	4840000.00
GARDENING & HORTICULTURE EXPENSES	37820.00	INTEREST FROM BANK	20153.00
CONSUMABLES	4331.00	INTEREST ON FDR	116976.00
GENERAL EXPENSES	5850.00		
PRINTING & STATIONERY EXPENSES	6684.00		
BONUS	223500.00		
POSTAGE	1250.00		
STAFF WELFARE EXPENSES	13650.00		
ELECTRICITY & WATER EXPENSES	39693.00		
COLLEGE FUNCTION	68420.00		
BANK CHARGES	22104.13		
CONSULTANCY CHARGES	15000.00		
COMPUTER EXPENSES	1000.00		
DEPRECIATION	645228.00		
DIWALI EXPENSES	25800.00		
NEWSPAPER	3240.00		
REPAIR & MAINTENANCE	8045.00		
UNIVERSITY PAYMENT	220000.00		
INTEREST ON LOAN	777562.00		
ADVERTISEMENT	2400.00		
CONVEYANCE	6461.00		
STUDENT WELFARE EXPENSES	8740.00		
TELEPHONE & INTERNET EXPENSES	20124.00		
SURPLUS OF INCOME			
OVER EXPENDITURE	84484.87		
	4977129.00		4977129.00

**AUDITOR'S REPORT**

As per our separate Report  
of even date attached

FOR PRAVEEN BABU GUPTA & ASSOCIATES  
CHARTERED ACCOUNTANTS

  
(PRAVEEN GUPTA)  
(PROP.)  
M.NO.507731



  
(PRESIDENT)

  
(SECRETARY)

DATE:28.08.2016



**ARYAN EDUCATION SOCIETY**  
**ARYAN SHIKSHA SAMITI**  
**VILL. MUNDATA, ROORKEE**  
**FIXED ASSETS SCHEDULE AS ON 31ST MARCH 2016**

NAME	BALANCE 1.4.2015	ADDITION BEFORE 3RD OCT	DELETION AFTER 3RD OCT	TOTAL	DEPRECIATION	BALANCE 31.3.2016
<b>BLOCK NIL</b>						
LAND	2287360.00	0.00	0.00	0.00	2287360.00	0.00
<b>BLOCK 10%</b>						
BUILDING	5508324.00	0.00	0.00	0.00	5508324.00	550832.00
FURNITURE & FIXTURES	341058.00	0.00	0.00	0.00	341058.00	34106.00
<b>BLOCK 15%</b>						
FIRE EXTINGUISHER	9542.00	0.00	0.00	0.00	9542.00	1431.00
INVERTER	12424.00	34500.00	0.00	0.00	46924.00	7039.00
LAB EQUIPMENT	50483.00	0.00	36641.00	0.00	87124.00	10320.00
LIBRARY	77856.00	16774.00	24750.00	0.00	119380.00	16051.00
MUSIC INSTRUMENT	39335.00	0.00	0.00	0.00	39335.00	5900.00
SPORTS EQUIPMENT	1278.00	0.00	0.00	0.00	1278.00	192.00
TELEVISION	3862.00	0.00	0.00	0.00	3862.00	579.00
<b>BLOCK 60%</b>						
COMPUTER	22180.00	0.00	0.00	0.00	22180.00	13308.00
LAPTOP	2397.00	0.00	0.00	0.00	2397.00	1438.00
CAMERA	6720.00	0.00	0.00	0.00	6720.00	4032.00
<b>TOTAL</b>	<b>8362819.00</b>	<b>51274.00</b>	<b>61391.00</b>	<b>0.00</b>	<b>8475484.00</b>	<b>645228.00</b>



**ARYAN EDUCATION SOCIETY  
ARYAN SHIKSHA SAMITI  
VILL. MUNDATA, ROORKEE**


**RECEIPT & PAYMENT ACCOUNT FOR THE PERIOD ENDED 31ST MARCH 2016**

RECEIPTS	AMOUNT	PAYMENTS	AMOUNT
OPENING BALANCE		SALARY	2735742.00
CASH	324558.00	PAYMENT OF BUS LOAN	1830000.00
BANK	13736.90	UNIVERSITY PAYMENT	220000.00
		LIBRARY	41524.00
FEEs FROM STUDENTS	4840000.00	TELEPHONE EXPENSES	20124.00
INTEREST FROM BANK	20153.00	INVERTER	34500.00
ADVANCE TO STAFF	88000.00	ADVERTISEMENT	2400.00
FDR MATURED	513130.00	COMPUTER EXPENSES	1000.00
		LAB EQUIPMENT	36641.00
		ELECTRICITY & WATER EXPENSES	37866.00
		GARDENING EXPENSES	37820.00
		BONUS	223500.00
		PRINTING & STATIONERY EXPENSES	6684.00
		POSTAGE	1250.00
		REPAIR & MAINTENANCE	8045.00
		TRAVELLING EXPENSES	6461.00
		STAFF WELFARE	13650.00
		EXPENSES PAYABLE	15000.00
		NEWSPAPER	3240.00
		BANK CHARGES	4929.13
		STUDENT WELFARE	8740.00
		GENERAL EXPENSES	5850.00
		COLLEGE FUNCTION	68420.00
		CONSUMABLES	4331.00
		DIWALI EXPENSES	25800.00
		CLOSING BALANCES	
		CASH	232332.00
		BANK	173728.77
			406060.77
	5799577.90		5799577.90

**AUDITOR'S REPORT**

As per our separate Report  
of even date attached

FOR PRAVEEN BABU GUPTA & ASSOCIATES  
CHARTERED ACCOUNTANTS

  
(PRAVEEN GUPTA)  
(PROP.)  
M.NO.507731

  
(PRESIDENT)

  
(SECRETARY)

DATE:28.08.2016

# ARYAN COLLEGE OF EDUCATION

(Affiliated to NCTE and Recognized By SDSU Vishwavidhyalay Badshahithaul Tehri Gadhwal)

Village:-Mundate, Tehsil Rookee, Distt-Haridwar(Uttarakhand)

Mob: - 9458175298, 09466894301, 09467933767, 09466073341

Web site:-www.aryanedu.com Email: - aryancollege2013@gmail.com

Ref No-.....

Date-.....

## Result of Last Academic Sessions

Sr.No.	Session	Result %	Catogary	Top % of Catogary	Low % of catogary
1.	2012-13	90	Gen.	80.23	55.5
			Reg.Cat.	73.64	53.4
2.	2013-14	85	Gen.	77.40	50.12
			Reg.Cat.	69.00	51.2
3.	2014-15	88	Gen.	79.00	57.75
			Reg.Cat.	75.75	53.25

Principal

Aryan college of Education

## STUDENTS FEED BACK FORM

### Aryan College of Education

Vill- Mundate, Pergna-Manglore, Teh – Roorkee, Distt.- Haridawar, Utrakkhand

COURSE				
SUBJECT				
TEACHER NAME				
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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## **SELF APPRAISAL REPORT OF TEACHER EDUCATORS**

i) General information

a) Name:

b) Address (Residential): Ph. No.

c) Designation:

d) Department:

e) Date of Birth:

f) Area of Specialization:

A ) Academic Qualifications

Exam passed	Board/University	Subjects	Year	Division/Grade Merit etc.
High School				
Higher Secondary or pre-degree				
Bachelor's Degree				
Master's Degree(S)				
Research Degree (S)				
Other Diploma/ Cartificates etc.				

\* Teacher's already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.



