

M.D. Memorial Educational &  
Social Welfare Trust, Raisinghnagar

M.D.M. Co-Edu. B.Ed. College  
12 T.K., Raisinghnagar  
Distt.

Sriganganagar(Raj.)335051

Recognised by NCTE and  
affiliated to M.G.S. University Bikaner

*Email:* [mdmbedcollege@gmail.com](mailto:mdmbedcollege@gmail.com)

*Ph.:* 01507-223130, 9414952295

*Fax:* 01507-223130

[www.mdmbedcollege.org](http://www.mdmbedcollege.org)

Track ID: RJCOTE25649

NAAC Accreditation 2015

SELF STUDY REPORT

SUBMITTED TO

NATIONAL ASSESSMENT AND ACCREDITATION  
COUNCIL(NAAC)

## FRONT VIEW





**SELF STUDY  
REPORT  
SECTION- A**

## Motto

“Quest for human excellence”

### Vision

Excellence in competencies and value based teacher education.

### Mission

Our Mission is to provide sustainable qualitative value based teacher education to meet the needs of the stakeholders in the current challenging social and educational system.

### Values

- Nurturing the humanistic competencies.
- Inculcation of value system.
- Seeking for excellence.
- Inculcating contemporary values.

*Our Objectives*

- To introduce the prospective teachers to the fundamentals of education through various papers, prescribed in B.Ed. course.
- To equip the student teachers to acquire competencies and skills required for effective teaching and become reflective practitioners.
- To acquaint the student teachers with information communication technology and its application in teaching and learning in 21<sup>st</sup> century.
- To draw out the innate talents of student teachers through various academic and other activities.
- To empower student teachers to develop rational thinking and scientific attitude.
- To sensitize the faculty members and student teachers towards the social realities, issues and challenges.
- To promote capabilities for inculcating and integrating value based education in schools.
- To encourage student teachers for community participation and social service through various community based activities.
- To provide placement services to the student teachers so as to help in their carrier development.

To produce efficient teachers as human resource who can promote healthy citizenship contributing towards national development.

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**M.D.M. Co-Edu. B.Ed. College**  
12 T.K., Raisinghnagar Dist Sriganganagar (Raj.) 335051

### Principal Desk .....

M.D.M. Co-Edu. B.Ed. College was established in 2008 by great visionary Sri.Kalu Ram to impart quality and value based teacher education. It is affiliated to M.G.S. University Bikaner, recognized by NCTE. Our institution aims at empowering the student teachers with the professional and social competencies to compete with the challenging world. The synergetic efforts of management, teaching staff, non-teaching staff and students, who have been working as a team with an excellent cooperation and zeal, proved as a great boon for this institution to grow from stature to strength in the pursuit of knowledge and excellence.

This self-study report is a comprehensive status report of our institution, its achievements, strengths, weaknesses, opportunities and challenges. An attempt has been made to portray a comprehensive picture of the institutional activities organized to realize our mission and vision as per the NAAC guidelines. This report reflects the outcome of dedicated and collective efforts of every individual associated with this institution. It tries to bring together different stakeholders to make the process highly participatory and interactive. The staff members gave their best to scrutinize and compile the facts to make the SSR factual. The process of compiling this document enabled us to have a deeper insight into the nature and the process of the academic programmes offered by our institution to meet the challenges of teacher education. This academic exercise has helped us in understanding and planning the institutional activities to march forward in order to reach our motto –*Quest for Human Excellence*.

We offer ourselves for quality inspection by NAAC to get accreditation status which will help us to serve the concerned stakeholders meaningfully.

We are spruced for the NAAC visit and eagerly looking forward to it.

**Sincerely**

**Principal**

**On behalf of M.D.M.**



**M.D. Memorial Educational  
& Social Welfare Trust, Raisinghnagar**

**Shri. Kalu Ram                      President**

**Shri Bhoop Ram                      Vice President**

**Shri Nihal Chand                      Secretary**

**Shri Ramsawroop                      Treasurer**

# M.D.M. Co-Edu. B.Ed. College

## GOVERNING COUNCIL

SR. NO.	NAME OF THE MEMBER AND SOCIETY/ TRUST/INSTITUTION	DEGSIGNATION
1	Shri Kalu Ram, Chairman M.D. Memorial Educational & social welfare trust, Raisinghnagar	CHAIRMAN
2	Shri Nihal Chand, Secretary M.D. Memorial Educational & social welfare trust, Raisinghnagar	MEMBER
3	Shri Surajmal, Trustee M.D. Memorial Educational & social welfare trust, Raisinghnagar	MEMBER
4	Shri Pradeep Kumar, Trustee M.D. Memorial Educational & social welfare trust, Raisinghnagar	MEMBER
5	Shri Dalip Kumar, Trustee M.D. Memorial Educational & social welfare trust, Raisinghnagar	MEMBER
6	Dr. Suneel Kumar, Principal M.D.M. Co-Edu. B.Ed. College, 12 T.K., Raisinghnagar	MEMBER
7	Shri Surender Kumar, Trustee M.D. Memorial Educational & social welfare trust, Raisinghnagar	MEMBER

**M.D.M. Co-Edu. B.Ed. College, 12 T.K.,  
RAISINGHNAGAR**

**STAFF LIST**

**Principal**

Dr. Suneel Kumar,  
M.A. M.Ed., Ph.D.(Edu.)

**Faculty**

Sri. Ashok Kumar  
M.A.(Sociology & Hindi) , M.Ed..

Sri. Puran Ram,  
M.A., M.Ed.

Smt. Paramjeetkour  
M.A., M.Ed.

Sri. Vikash Kumar  
M.Com., M.Ed.

Smt. AnjuBala  
M.Sc., M.Ed.

Miss. Priyanka  
M.Sc,M.Ed.

Smt. Anita Sahu  
M.A., M.Ed., M.Phil.

## Non-teaching staff list

Sr.No.	Name & Qualification	Designation
1	Mr. Nihal Chand M.A., M.Lib.	Librarian
2	Mr. Arvind Kumar B.A.	Account assistant
3	Mr. Vishnu Bhagwan B.A. B.Ped.	Physical Trainer
4	Mr. ViShnu Kumar COPA	Computer teacher
5	Mr. Prabhjeet Singh B.A.	UDC
6	Mr. Jasvinder Singh B.A.	LDC
7	Mr. Harbans Lal	Helper
8	Mr. Vijay Kumar	Helper



SECTION - B  
SELF STUDY REPORT  
PART - FIRST  
INSTITUTIONAL  
DATA



## A. Profile of the Institution

Name and address of the institution: M.D.M. Co-Edu. B.Ed. College

12 T.K., Raisinghnagar  
DistSriganganagar (Raj.) 335051  
[www.mdmbedcollege.org](http://www.mdmbedcollege.org)

Website URL

For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Dr. Suneel Kumar Principal	01507-223130 9414952295	01507-223130	mdmbedcollege@gmail.com
Name	Telephone Number with STD Code	Mobile Number	
Dr. Suneel Kumar Principal	9414952295	9414952295	

4. Location of the Institution:

Urban - Semi-urban - Rural

Any other (specify and indicate) -

5. Campus area in acres:

acres **0.626412**

Constructed area **2209.28 sqm**

6. Is it a recognized minority institution? Yes - No

7. Date of establishment of the institution:

Month & Year

**MM** **YYYY**

**08** **2008**

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

M.G.S University, Bikaner

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

<b>2f</b>	MM Month & Year
	-

<b>12B</b>	MM Month & Year
	-

10. Type of Institution

- a. By funding
  - i. Government
  - ii. Grant-in-aid
  - iii. Constituent
  - iv. Self-financed
  - v. Any other (specifies and indicates)
- b. By Gender
  - i. Only for Men
  - ii. Only for Women
  - iii. Co-education
- c. By Nature
  - i. University Dept.
  - ii. IASE
  - iii. Autonomous Institution
  - iv. Affiliated Institution
  - v. Constituent Institution

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

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



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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary	-	-	-	-
Primary/Elementary	-	-	-	-
Secondary/ Sr.secondary	B.Ed.		Permanent	100 (2 basic unit of 50 students each)
Post Graduate	-	-	-	-
Other (specify)	-	-	-	-

**B) Criterion-wise inputs**

**Criterion I: Curricular Aspects**

Vision	Yes	✓	No	-
Mission	Yes	✓	No	-
Values	Yes	✓	No	-
Objectives	Yes	✓	No	-
a) Does the institution offer self-financed programme(s)?				
If yes,	Yes	-	No	✓
a) How many programmes?				
b) Fee charged per programme				
2. Are there programmes with semester system				✓

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

Yes	-	No	✓
-----	---	----	---

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

0

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

D.Ed.	-
B.Ed.	Methods -08
M.Ed. (Full Time)	-
M.Ed. (Part Time)	-
Any other (specify and indicate)	-

5. Are there Programmes offered in modular form

:- No

Number

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

:- No

Yes

No

Number

7. Are there Programmes with faculty exchange/visiting faculty

:-No

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

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

Yes	✓	No	-
Yes	✓	No	-
Yes	-	No	✓
Yes	✓	No	-
Yes	✓	No	-

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

2 years

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

Yes - No ✓

Number -

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

Yes ✓ No-

Number -

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

Yes ✓ No -

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

Yes ✓ No -

**Criterion I: 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)

2. Furnish the following information (for the previous academic year): (2014-15)

a) Date of start of the academic year	01-09-2014
b) Date of last admission (As per PTET Counseling)	01-09-2014
c) Date of closing of the academic year	20-04-2015
d) Total teaching days	112
e) Total working days	176

3. Total number of students admitted: ( for the academic year 2014-15)

Programme	Number of students			Reserved (SC/ST)			Open (OBC/Gen)		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	-	-	-	-	-	-	-	-	-
B.Ed.	61	39	100	20	9	29	41	30	71
M.Ed. (Full Time)	-	-	-	-	-	-	-	-	-
M.Ed. (Part Time)	-	-	-	-	-	-	-	-	-

4. Are there any overseas students?

Yes	-	No	✓
-----	---	----	---

If yes, how many?

-
---

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

a) Unit cost excluding salary component	19313/-
b) Unit cost including salary component	25559/-

6. Is there a provision for skill sassing for the programme (after student admission)?

Yes  - No

7. Does the institution develop its academic calendar?

Yes  No  -

8. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	-	-	-
B.Ed.	63.64%	32.39%	3.98%
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

9. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

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

10 Practice Teaching at School

a) Number of schools identified for practice teaching

b) Total number of practice teaching days

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

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

No. of Lessons In simulation	2	No. of Lessons Pre-practice teaching	2
------------------------------	---	--------------------------------------	---

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

Yes  No

13. Does the institution provide for continuous evaluation?

Yes  No

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

Programmes	Internal	External
D.Ed.	-	-
B.Ed.	29.00% (300)	71.00% (700)
M.Ed. (Full Time)	-	-
M.Ed. (Part Time)	-	-

15. Examinations

a) Number of sessional tests held for each paper

0	1
---	---

b) Number of assignments for each paper

0	1
---	---

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

	Yes	No
Computers	✓	-
Intranet	-	-
Internet	✓	-
Software / courseware (CDs)	✓	-
Audio resources	✓	-
Video resources	✓	-
Teaching Aids and other related materials	✓	-
Any other (specify and indicate) LCD Projector, OHP	✓	-

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

Yes ✓ No -

Number

## 18. Does the institution offer computer science as a subject?

Yes ✓ No -

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

Compulsory

Optional

## Criterion II: Research, Consultancy and Extension

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

Number	01	12.5%
--------	----	-------

2. Does the Institution have ongoing research projects?

Yes	-	No	✓
-----	---	----	---

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

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

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

0
---

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

■ Teachers are given study leave	<input type="text" value="-"/>
■ Teachers are provided with seed money	<input type="text" value="-"/>
■ Adjustment in teaching schedule	<input type="text" value="-"/>
■ Providing secretarial support and other facilities	<input type="text" value="-"/>
■ Any other specify and indicate	<input type="text" value="-"/>



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)

Yes

No

 ✓

Yes    No    Number

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

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

Yes

-
---

No

✓
---

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

: No

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

(Mark '✓' for yes and '-' for No.)

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

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

Yes  No

If yes, indicate the nature of the post.

Full-time  Part-time  Additional charge

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

Yes  No

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

Yes  No

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

0

16. Does the institution provide consultancy services?

Yes  No

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

-

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

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

### Criterion III: Infrastructure and Learning Resources

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

2209.28 Sq met.

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

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

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

10

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

-

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

-

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

7649 /-

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

8840 /-

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

Yes	-
No	✓

9. Total number of posts sanctioned

	Open	Reserved
Teaching	8	-
Non-Teaching	8	-

10. Total number of posts vacant

	Open	Reserved
Teaching	-	-
Non-Teaching	-	-

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

	Open		Reserved	
	Male	Female	Male	Female
Lecturer	-	-	-	-
Reader	-	-	-	-
Professor	-	-	-	-

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

	Open		Reserved	
	Male	Female	Male	Female
Lecturer	5	2	-	-
Reader	-	-	-	-
Professor	-	-	-	-

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	-
B.Ed.	1:14
M.Ed. (Full Time)	-
M.Ed. (Part Time)	-

13. a. Non-teaching staff

Permanent	Open		Reserved	
	M	F	M	F
	-	-	-	-

Temporary	Open		Reserved	
	M	F	M	F
	7	1	-	-

b. Technical Assistants

Permanent	Open		Reserved	
	M	F	M	F
	-	-	-	-

Temporary	Open		Reserved	
	M	F	M	F
	-	-	-	-

14. Ratio of Teaching –non-teaching staff

1:1

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

85.84%

16. Is there an advisory committee for the library?

Yes

No

17. Working hours of the Library

On working days

10.00 AM to 4.00 PM

On holidays

During examinations

10.00 AM to 5.00PM


18. Does the library have an Open access facility

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






19. Total collection of the following in the library



a. Books	3965
- Textbooks and general books	3200
- Reference books	765
b. Magazines	6
c. Journals subscribed	
- Indian journals	12
- Foreign journals	....
d. Peer reviewed journals	-
e. Back volumes of journals	As per N-list
f. E-information resources	-
- Online journals/e-journals	N - List
- CDs/ DVDs	-
- Databases	-
- Video Cassettes	-
- Audio Cassettes	-
20. Mention the	
Total carpet area of the Library (in sq. mts.)	1000 Sq. met
Seating capacity of the Reading room	25

21. Status of automation of Library

Yet to intimate		
Partially automated		✓
Fully automated		-

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

Circulation		✓
Clipping		✓
Bibliographic compilation		×
Reference		✓
		

Book Bank		✓
Photocopying		✓
Computer and Printer		✓
Internet		✓
Online access facility		✓
Inter-library borrowing		×
Power back up		✓
User orientation /information literacy		×
Any other (please specify and indicate)		×

--	--	--



23. Are students allowed to retain books for examinations?

Yes	✓	No
-----	---	----

24. Furnish information on the following

Average number of books issued/returned per day

20

Maximum number of days books are permitted to be retained

by students

1 week

by faculty

15 days

Maximum number of books permitted for issue

for students

4 books

for faculty

5 books

Average number of users who visited/consulted per month

300

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

1:37

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

0.12%

**Criterion IV: Student Support and Progression**

1. Programme wise “dropout rate” for the last

Programmes	Year 1 (2012-13)	Year 2 (2013-14)	Year 3 (2014-15)
D.Ed.	-	-	-
B.Ed.	0.0%	0.0%	1%
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

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

Yes  - No

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

00

3. Does the institution offer Remedial instruction?

Yes  - No

4. Does the institution offer Bridge courses?

Yes  - No

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

	UG			PG			M. Phil		
	I (2012-13)	II (2013-14)	III (2014-15)	I	II	III	I	II	III
Pass percentage	92.00%	98.00%	99.00%	-	-	-	-	-	-
Number of first classes	84	90	89	-	-	-	-	-	-
Number of distinctions	-	-	-	-	-	-	-	-	-
Exemplary performances (Gold Medal and university ranks)	-	-	-	-	-	-	-	-	-

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

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

## 7. Mention the number of students who have received/ filled form for scholarship financial aid during the past three years.

Financial Aid	I 2012-13	II 2013-14	III 2014-15
Merit Scholarship	-	-	-
Merit-cum-means scholarship	-	-	-
Fee concession	-	-	-
Loan facilities	-	-	-
Any other specify and indicate	-	-	-
Govt. scholarships	22 students	43 students	44 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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Non-teaching staff	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

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

Yes  No

If yes, number of students residing in hostels

Men

Women

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

Sports fields  Yes  No  -

Indoor sports facilities  Yes  No  -

Gymnasium  Yes  No  -

12 Availability of rest rooms for Women

Yes  No  -

13. Availability of rest rooms for men

Yes  No  -

14. Is there transport facility available?

Yes  No  -

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

Yes  No  -

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

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

(Excluding institution day celebration)

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

Participation of students (Numbers)	Outcome (Medal achievers)
-	-
-	-
-	-
-	-

18. Does the institution have an active Alumni Association?

Yes   
  No   

If yes, give the year of establishment

\_\_\_\_\_

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

Yes   
  No   

20. Does the institution regularly publish a institution 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

	Year 1 (%) (2012-13)	Year 2 (%) (2013-14)	Year 3 (%) (2014-15)
Higher studies	0	0	0
Employment (Total)	0	0	0
Teaching	0	0	0
Non-teaching	0	0	0

23. Is there a placement cell in the institution?

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

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

0	0	0
0	0	0

24. Does the institution provide the following guidance and counselling 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 V: Governance and Leadership

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

Yes  No

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

Governing Body/management	2
Staff council	10
IQAC/or any other similar body/committee	5
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	3

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

Loan facility	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Medical assistance	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Insurance	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Other (specify and indicate)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

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

5. Furnish the following details for the past three years



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

00
----

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

National 

00
----

Inter national 

00
----

c. Number of Seminars/ workshops/symposia on Curricular development,

1	1	1
---	---	---

d. Teaching- learning, Assessment, etc. organised by the institution

1	1	1
---	---	---

e. Research development programmes attended by the faculty

1	1	20
---	---	----

f. Invited/endowment lectures at the institution

Any other area (specify the programme and indicate)

1	1	1
---	---	---

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

a. Self-appraisal

Yes	✓	No	-
-----	---	----	---

b. Student assessment of faculty performance

Yes	✓	No	-
-----	---	----	---

c. Expert assessment of faculty performance

Yes	-	No	✓
-----	---	----	---

d. Combination of one or more of the above

Yes	✓	No	-
-----	---	----	---

e. Any other (specify and indicate)

Yes	-	No	-
-----	---	----	---

7. Are the faculty assigned additional administrative work?

Yes	✓	No	-
-----	---	----	---



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

2 hrs
-------

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

Grant-in-aid - salaries

-
---

Fees

2280900/-
-----------

Donation

-
---

Self-funded courses

-
---

Any other (specify and indicate)

-
---

9. Expenditure statement (for last two years)

	Year 2013-14	Year 2014-15
Total sanctioned Budget(fees from PTET)	2240000/-	2280900/-
% spent on the salary of faculty	86.21%	84.67%
% spent on the salary of non-teaching employees		
% spent on books and journals	0.34%	0.16%
% spent on developmental activities (expansion of building)	0.39%	0.38%
% spent on telephone, electricity and water	0.36%	0.33%
% spent on sports facilities,	0.44%	0.88%
% spent on maintenance of equipment, teaching aids, contingency etc.	0.34%	0.16%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	....	....
% computers purchased/ repair	....	0.17%
Other expenses %	13.48%	15.31%
Faculty provident fund	....	....
Total expenditure incurred	2249901/-	3034945/-

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

2012-13	2013-14	2014-15
158468/-	151558/-	298882.75/-

11. Is there an internal financial audit mechanism?

Yes
 
 No

12. Is there an external financial audit mechanism?

Yes
 
 No

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

Administration

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

Finance

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

Student Records

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

Career Counselling

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

Aptitude Testing

Yes	-	No	-
-----	---	----	---

Examinations/Evaluation/

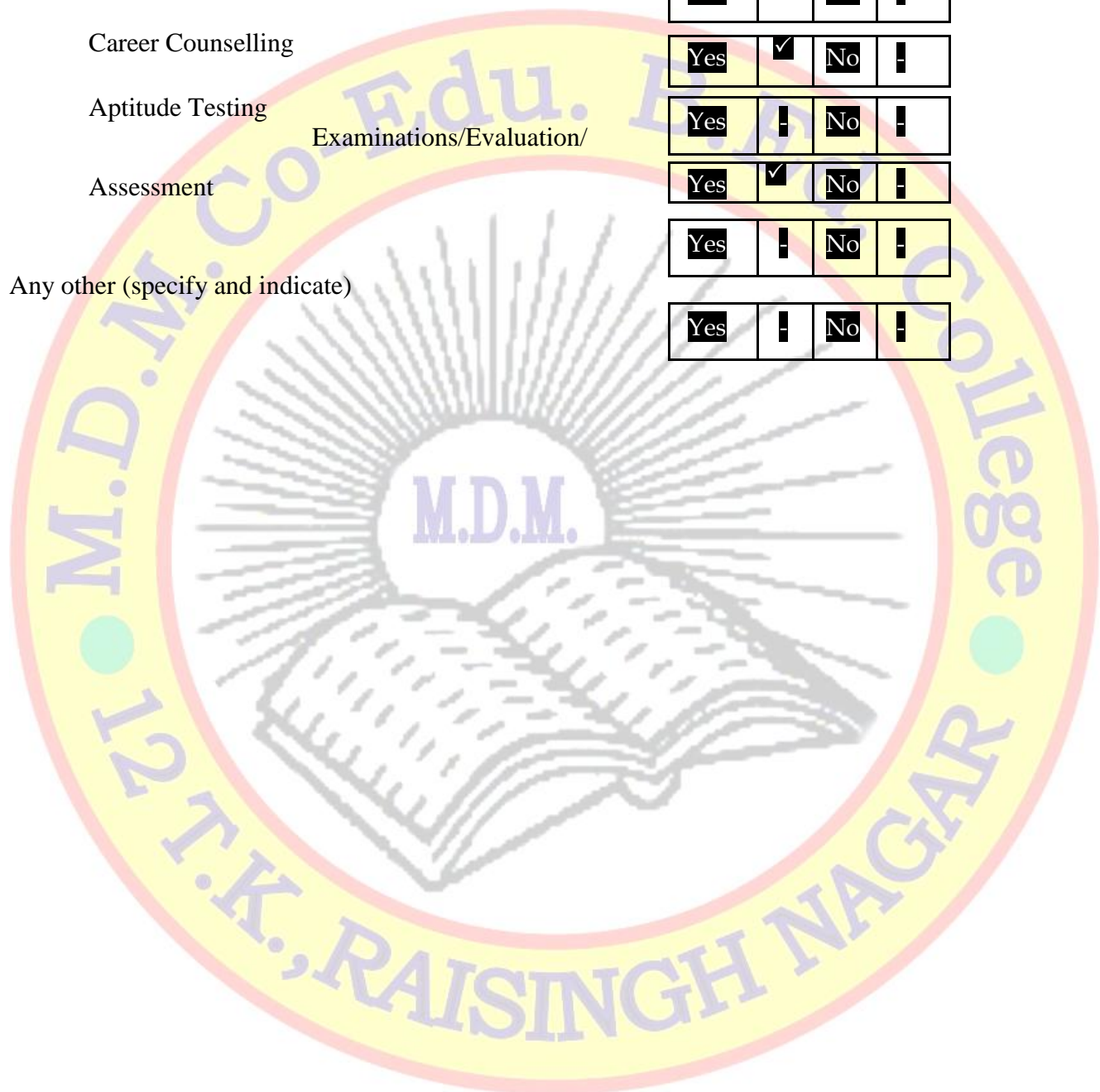
Assessment

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

Yes	-	No	-
-----	---	----	---

Any other (specify and indicate)

Yes	-	No	-
-----	---	----	---



14. Does the institution have an efficient internal co-coordinating and monitoring mechanism?      Yes       No
15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?  
Yes       No
16. Are all the decisions taken by the institution during the last three years approved by a competent authority?  
Yes       No
17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?  
Yes       No
18. Is a grievance redressal mechanism in vogue in the institution?  
a) for teachers   
b) for students   
c) for non - teaching staff
19. Are there any on-going legal disputes pertaining to the institution?  
Yes       No
20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?  
Yes       No
21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?  
Yes       No

### Criterion VI: Innovative Practices

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

Yes  No

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

Yes  No

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

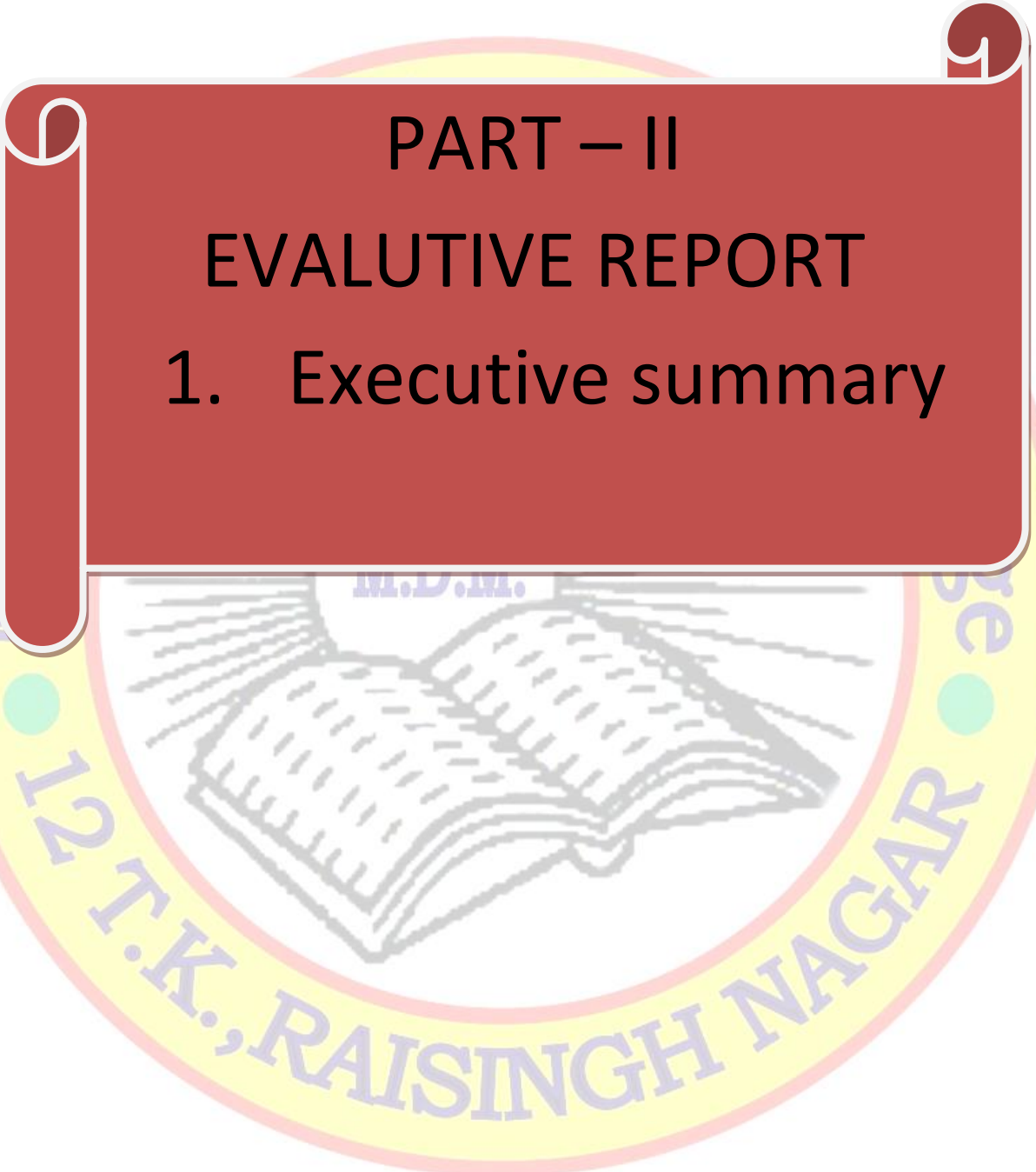
	Category	Men	%	Women	%
a	SC	13	13%	09	9%
b	ST	03	3%	01	1%
c	OBC	25	25%	34	34%
d	Physically challenged	01	1%	00	00
e	General Category	09	9%	05	5%
f	SBC	00	00%	01	1%
g	Any other ( specify)	-	-	-	-

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	..	..	3	37.5%
b	ST	..	..	..	..
c	OBC	8	100%	5	62.5%
d	Women	3	37.5%	..	..
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 years?

Category	At Admission		On completion of the course	
	Year (2012-13)	Year (2013-14)	Year (2012-13)	Year (2013-14)
SC	21%	19%	20%	18%
ST	6%	10%	5%	9%
OBC	53%	53%	53%	52%
Physically challenged	..	1%	..	1%
General Category	20%	18%	20%	18%
Any other ( specify)	-	-	-	-



PART – II  
EVALUTIVE REPORT  
1. Executive summary



## EXECUTIVE SUMMARY

### Preface

M.D.M. Co-Edu. B.Ed. College was started by M.D. Memorial Educational & Social Welfare Trust in 2008. It has a distinguished reputation in the field of teacher education. Shri Kalu Ram, the founder Chairman of the trust, being an accomplished teacher, with his passion for teaching and service mindedness wished for serving society in the field of education. He started this institution as his first venture with an objective of promoting quality and value based education. With the international vision and democratic outlook. Shri Kalu Ram having successfully crossed various hurdles encountered on the way, development of this campus with many feathers in its cap. such as M.D.M. Pvt. I.T.I. 12 T.K. Raisinghnagar and M.D. Children Academy 12 T.K. Raisinghnagar, Trust is reconstituted by including all the members of M.D. Memorial Educational & Social Welfare Trust. Our campus has grown from a single institution into a multi-institution, from stature to strength today, delivering quality education at different levels dedicated to the pursuit of knowledge and excellence to society in particular and to the nation in general **Imagine**, under **Inspire and Innovate** the “motto four” campus.

At present M.D.M. Co-Edu. B.Ed. College is governed by M.D. Memorial Educational & Social Welfare Trust. Our institution is affiliated to Maha Raja Ganga Singh University, Bikaner recognized by NCTE. It is included under 2(f) of UGC Act. Having entrenched its foundation upon the esteemed democratic ideals of our Chairman Shri Kalu Ram, M.D.M. Co-Edu. B.Ed. College 12 T.K., Raisinghnagar is surging ahead successfully towards realizing its much-cherished goal of imparting competence as well as value-based education since its inception. During the last 8 years, nearly 800 students from various states such as Rajasthan, Haryana, Punjab, and Gujarat have successfully completed B.Ed. course from our institution. We have moved academically through all these years and gained the trust and appreciation of thousands of student teachers and other stakeholders. Our institution has the privilege to have healthy and harmonious ambience and its credit goes to the blessings of our beloved Chairman and Directors. M.D.M. CO-Edu. B.Ed. College always aspires to scale great heights in its quest for excellence in imparting intellectual, and value inculcation among the student teachers.

Teachers are the most crucial component of the entire social system, keeping this view, the institution is unwaveringly devoted to its aim of empowering student teachers by evolving their personality holistically so that they acquire competencies and become the best citizens endowed with humanistic values. Realizing the importance of institutional responsibility in teaching, learning and evaluation process, the institution

gears up adequate intrinsic mechanisms and adopts new pathways in achieving the goals of academic excellence by varied knowledge enhancing activities such as add-on course, guest lectures, seminars, workshops and extended curricular activities. We also inculcate values of social Sensitiveness, concern for nature, awareness culture and tradition through various value added programme and extended activities to make them good human beings, confident leaders and dedicated citizens for nation. A humble effort has been made by all the personnel of our institution to provide the best experiences to the future teachers and develop the required competencies to meet the challenges of the teaching profession.

### **CRITERIA 1: Curricular aspect**

The institution being affiliated to MGSU BIKANER follows the CBCS syllabus pattern, prescribed by MGSU BIKANER for the academic year 2015-16. The institution provide sample opportunities for the student teachers to develop professional skills through Curriculum transaction and other activities. Faculty members have actively participated in curriculum development programme organized by MGSU BIKANER. The institution has developed a college calendar which provides all the relevant information about the admission, rules, regulations, infrastructure facilities, details about different committees/clubs and proposed activities which helps the student teachers to prepare themselves for the course. Faculty members adopt innovative practices like brain storming, collaborative learning, team teaching and co-operative learning etc. ICT is integrated in the curriculum transaction. Three days intensive training program on application of computers in teaching-learning and preparation of PPT, is conducted to equip the student teachers with ICT skills. The institution organizes an Add-on program on creative teaching to broaden the scope of the curriculum.

### **Criteria 2: Teaching- learning and evaluation**

The total sanctioned intake to our institution is hundred, out of it seventy five seats are filled by the Central Admission Cell of Karnataka State Government, following reservation policy on merit basis. Twenty five seats are filled by the management quota. The students admitted to the B.Ed. course are from diverse background. Our institution adopts inclusive approach to cater the needs of the diverse population by providing equal opportunities for all the student teachers in all the activities. Institution organizes an intensive induction programme to orient the student teachers about the course. Professional skills among student teachers are developed through communication skill practice, microteaching sessions, demonstrations, simulated teaching, and feedback mechanism as a pre- practice teaching activity which makes them to think and reflect it in their practice. Each student teacher completes twenty lessons during practice teaching which is monitored by the faculty members through lesson plan correction, supervision of lessons, preparation of teaching aids, construction of unit test and feedback on given lessons. The evaluation process has two formal components, namely midterm test (sessional test) and main examination conducted by university. Continuous assessment is based on the percentage of attendance, participation, involvement, performance in assignments, seminars, teaching skills, practice in teaching and internal tests. Main examination is conducted in theory and practical by MGSU BIKANER. The institution has developed a separate rubric system to assess the performance of the student teachers in academic and other activities. A separate rating scale is used to assess the overall performance of the student teachers.

### **Criteria 3: Research, Consultancy and Extension**

Our Principal Dr. Suneel Kumar completed his Ph.D. Now he is promoting to other staff members to work in the field of research. Many of staff members are working in this field. One of our staff member Mr. Ashok Kumar doing a great job in the field of guidance and consulting the young boys and girls. He has been doing this since six years. Our student teachers work many research programmes under our principal Dr. Suneel Kumar and Mr. Ashok Kumar. Student teachers use self-made tools for their action research work which is prescribed by university as B.Ed. curriculum part.

#### **Criteria 4: Infrastructure and Learning Resources**

The institution is situated in an eco-friendly serene atmosphere with all necessary facilities. The management has provided well established infrastructure like classrooms, laboratories, seminar hall, staff rooms, principal chamber, office room, library, Computer laboratory and Educational Technology center as per the norms of NCTE. All the classrooms and laboratories are well equipped and well furnished. Library is automated and has 3965 books, 12 journals and periodicals. Institution has subscribed for UGC N- list of journals. Book bank is established for student teachers. The institution is possessed with playground for out-door games and also facilities for in-door games. The classrooms are equipped with interactive boards and LCD projectors. All the laboratories are well equipped with necessary requirements. The power generator is also installed in the campus.

#### **Criteria 5: Student's progress and support**

The official website [www.mdmbedcollege.org](http://www.mdmbedcollege.org) college calendar and prospectus provide the relevant information to the stakeholders about the institution. The welfare and progress of every student teacher who steps in the campus, is ensured through constant interaction and support. The mentoring system is adopted in the institution to provide academic, social and psychological support and monitor the academic progress of the student teachers. The institution provides special support to academically low achievers through remedial classes. Academically better achievers are selected for peer teaching sessions.

Opportunities for social extension activities are provided through agencies such as NGO, Rotract Club and Red Cross Society. Constant exposure to community centered activities develops the capacity for effective social interaction among the student teachers. The institution has constituted various clubs such as Eureka Club, English Club, Social Science Club, Eco Club which organize various activities to develop the additional skills among the student teachers required for the profession. Apart from this, the institution has constituted different committees/cells to cater the diverse needs and welfare of the student teachers.

The grievance cell of the institution encourages the suggestion/ grievances of the students and resolves for the better functioning. Guidance and counseling cell organizes various individual/group counseling sessions to help the student teachers in resolving their academic / personal / social issues. Women Redressal cell organizes programs on women issues and it tries to resolve the problems faced by the women student teachers. Placement cell helps the student teachers to seek the job opportunities in reputed schools. Alumni Association is established by the institution to maintain a meaningful and a lifelong relationship with the alumni. It provides a platform for the alumni to share the current issues

#### **Criteria 6: Governance, leadership and management:**

Governing Council is the decision making authority who takes the academic and administrative decisions pertaining to the institution. The management provides all the necessary support and infrastructural facilities for smooth running of the institutional programmes. The democratic ideals of management empower the faculty members in sharing of responsibilities. Governing Council decentralizes institutional activities through exemplary leadership among teaching and non-teaching faculty. All the academic and administrative activities of the institution are continuously monitored by the management. The management motivates the faculty members by recognizing their potentialities and rewards them. The principal being the secretary of the Governing Council plays a leading role in the administration and ensures the transparency in institutional activities.

#### **Criteria 7: Innovation and best practices:**

The institution has established an IQAC to look after the quality parameters in all academic and other activities. Innovative practices of the institution comprise of ICT integration in teaching and learning, in-house paper presentations on innovative practices and significant topics, college calendar, automated library, Alumni association and parent association. Various activities like soft skill development, teaching skills, ICT training, orientation, seminar, workshops, guest lectures, community based activities, research oriented activities, practice teaching, extended

Curricular activities and extension activities are conducted through which the

institutional vision, mission and objectives are realized.

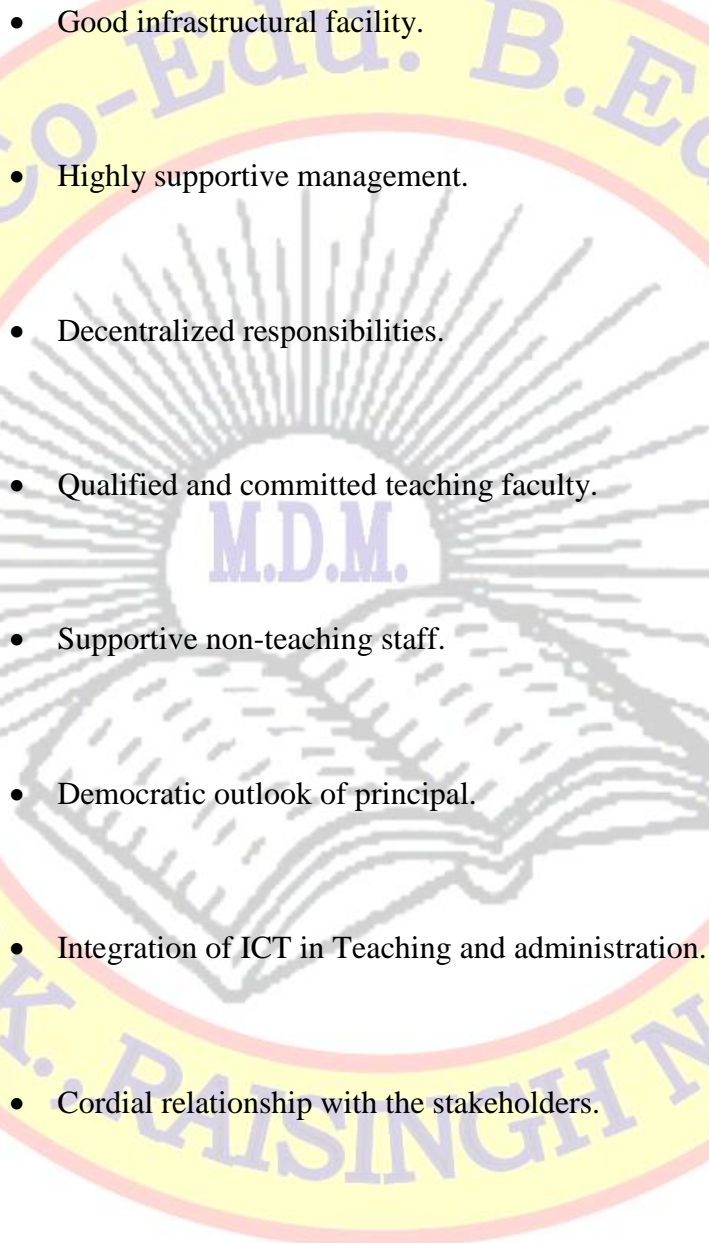
### SWOC Analysis

Our institution makes a realistic analysis of the factors that constitute its strengths, weaknesses, opportunities and challenges by considering the diverse aspects related to the entire spectrum of stakeholders of the institution.





## Strengths

- 
- Good infrastructural facility.
  - Highly supportive management.
  - Decentralized responsibilities.
  - Qualified and committed teaching faculty.
  - Supportive non-teaching staff.
  - Democratic outlook of principal.
  - Integration of ICT in Teaching and administration.
  - Cordial relationship with the stakeholders.
  - Good examination results.



### Weaknesses

- Lack of academic flexibility in curriculum designing.
- Duration of the course.
- Lack of sufficient opportunities for the professional enrichment of the faculty.
- Less cooperation from practice in teaching schools.

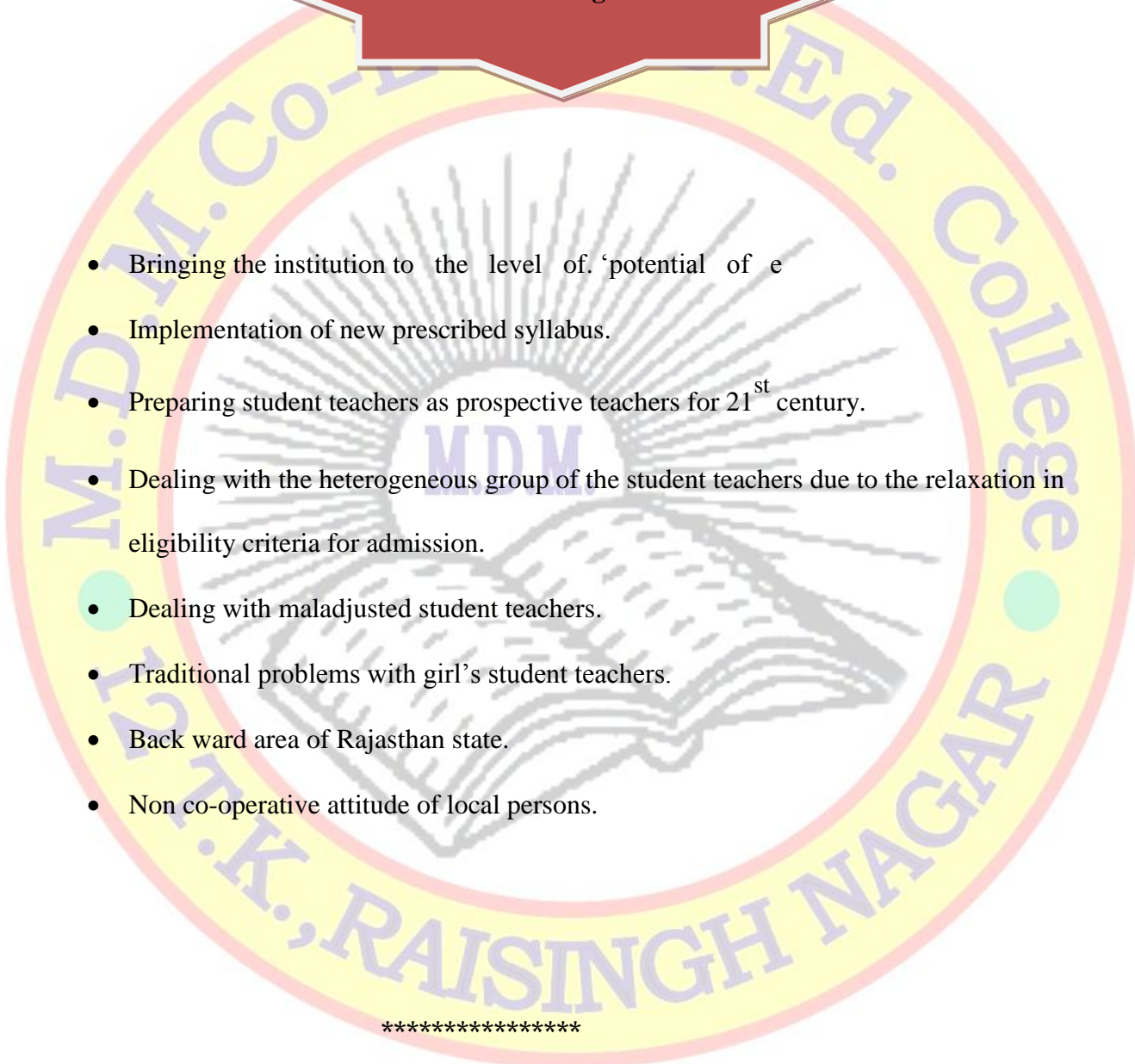
## Opportunities

- Enriching human resources.
- Development of research culture among faculty members and student teachers.
- Bringing the institution to the level of potential of excellence.
- Work in govt. sector for student teacher.
- Social service will power is enhanced I the student teachers.
- Faculty members also get the great chances to get govt. Jobs.

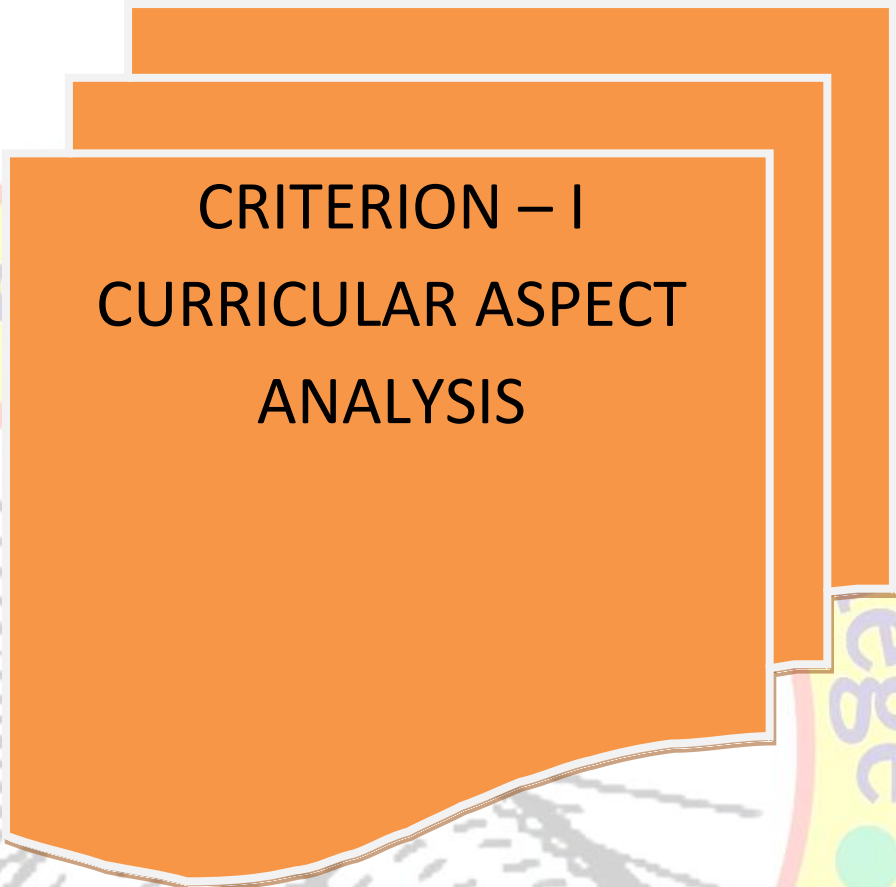




### Challenges

- 
- The logo of M.D.M. Co-Edu. College is a circular emblem. It features a central sunburst with rays emanating from a central point. Below the sunburst is an open book. The text 'M.D.M.' is written in a stylized font across the middle of the sunburst. The outer ring of the logo contains the text 'M.D.M. Co-Edu. College' at the top and 'M.D.M. Co-Edu. College, RAISINGH NAGAR' at the bottom. There are two green dots on the right side of the inner circle.
- Bringing the institution to the level of 'potential of e
  - Implementation of new prescribed syllabus.
  - Preparing student teachers as prospective teachers for 21<sup>st</sup> century.
  - Dealing with the heterogeneous group of the student teachers due to the relaxation in eligibility criteria for admission.
  - Dealing with maladjusted student teachers.
  - Traditional problems with girl's student teachers.
  - Back ward area of Rajasthan state.
  - Non co-operative attitude of local persons.

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CRITERION – I  
CURRICULAR ASPECT  
ANALYSIS

## Criterion - 1

### Curricular Aspects

#### 1.1 CURRICULAR DESIGN AND DEVELOPMENT

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

**M.D.M. Co-Edu. B.Ed. College has the following objectives:**

**Objectives:**

- To introduce the prospective teachers to the fundamentals of education through various papers, prescribed in B.Ed. course.
- To equip the student teachers to acquire competencies and skills required for effective teaching and become reflective practitioners.
- To acquaint the student teachers with Information Communication Technology and its application in teaching and learning in 21<sup>st</sup> century.
- To draw out the innate talents of student teachers through various academic and other activities.
- To empower student teachers to develop rational thinking and scientific attitude.
- To sensitize the faculty members and student teachers towards the social realities, issues and challenges.
- To promote capabilities for inculcating and integrating value based education in schools.
- To encourage student teachers for community participation and social service through various community based activities.
- To provide guidance for placement services to the student teachers so as to help in their carrier development.
- To produce efficient teachers as human resource who can promote healthy citizenship contributing towards national development.

The major considerations addressed by the objectives of our institution are as follows:-

- To promote academic excellence, our institution provides quality education and ensures the intellectual growth of student teachers through the curriculum prescribed
- The institution provides the equal opportunities for all the students' teachers irrespective of caste, religion, language, gender etc. in all its activities.
- Our institution makes an effort to harness the potentialities of the student teachers by instilling the values of respect, honesty, patriotism, discipline and team spirit etc. These values are inculcated among the student teachers with their active participation in extension activities, group/individual projects and cultural programmes etc.
- The community centered activities enable the student teachers to become aware of the social concerns and prepares them as socially responsible individuals who can contribute to the national cause.
- To create environmental awareness and to sensitize the student teachers on environmental issues. Under the Eco Club various activities like environment awareness programmes, planting the saplings, cleaning of campus etc. These activities promote the culture of protection and preservation of natural resources.

**1.1.2. Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies?)**

- The curriculum developed and prescribed by MGSU BIKANER is followed by our institution. B.Ed. is two year course which has two main exams. As per the requirement of UGC, MGSU BIKANER

has introduced for B.Ed. course from the academic year 2015-16. For B.Ed. course. Department of Education, MGSU BIKANER has taken initiation in the preparation of new curriculum as per the directions of NCTE. A core committee was formed to draft the framework of the syllabus. Later, committees were constituted to prepare the syllabus for different subjects. Senior faculty members of the affiliated colleges were appointed as chairman and members of the committees. The committees had discussed in length about the priority of the content to be included keeping the changing scenario of teacher education in 21<sup>st</sup> century, recommendations of NCTE and NCFTE (2009) on teacher education programme and prepared the draft of the syllabus.

- The prepared draft of CBCS was modified to asthe academic bodies of the university like BOS, Academic Council and finally it wasforwarded to Syndicate for approval. The approved syllabus was sent to the affiliatedB.Ed. Colleges for implementation from 2015-16. There is a scope for furthermodifications in the syllabus every year based on feedback received. However theinstitution does not have the liberty to change or modify the curriculum.

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

The global trends in teacher education are reflected in the curriculum through the inclusion of new papers such as ICT, Life Skills, Value Education, Peace Education, and Inclusive Education in B.Ed. course. The University plans and prescribes the syllabus as per National Curriculum Framework for Teacher Education (NCFTE) and NCTE, introduced CBCS which is an innovative trend. The institution does not have the academic liberty to change the curriculum. However the institution organizes various programmes to develop global competencies among the student teachers.

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

- The present curriculum prepared by MGSU BIKANER under CBCS scheme has ample scope to address the national issues like value education, ICT and environment. The Information and Communication Technology is a compulsory paper in the first semester. It provides wide scope for student teachers to learn the

use of information technology and its relevance to the classroom teachers. In the second semester Education and National Concern paper reflects on various issues related to national problems. In addition, Value Education is an elective paper in the second semester. The institution in collaboration with the sister institution, Rajiv Gandhi Institution of Technology attempts to use technological resources for upgrading the technological skills of our student teachers. Apart from this institution organizes various curricular, co-curricular and extension activities to enable the student teachers to understand the national issues and challenges.

- Considering the environment pollution as an international threat to the globe, the environment club of SGCE organizes various activities on environmental awareness. Some of these activities are planting the saplings, slogan writing, collage making, preparation of SUPW products etc.
- The Hard Core paper on Value Education enables the student teachers to know the need and significance of upholding values. To inculcate the core values among student teachers we emphasize on cultural, social, democratic and academic values as a part of personality formation. Community Living Camp being the compulsory event in B.Ed. course develops citizenship qualities like team spirit, dignity of labour etc. Social and environmental sensitiveness is developed through cultural and community centered programmes. Emphasis is given on value formation among the student teachers by integrating values in the curriculum transaction.

**1.1.5 Does the institution make use of ICT for curricular planning? If yes, give details.** Yes, the institution has made use of ICT in all its curricular planning.

- College calendar which is the institutional annual planning, is uploaded on the website for the stakeholders' reference.
- Faculty members prepare a plan of action of work in hard copies and soft copies.
- The faculty members use LCD, PPT, interactive boards, OHP in their classroom for teaching-learning process.
- Our student teachers are trained to use ICT in lesson plan and teaching aid Preparation, seminar, assignments etc.

## **1.2 Academic Flexibility**

### **1.2.1 How does the institution attempt to provide experiences to the students so that**

**teaching becomes a reflective practice?**

Our institution provides an intensive training by organizing curricular, co-curricular and extension activities for the student teachers throughout the course. Each activity intends to develop the abilities required for teaching profession. After the completion of activity student teachers are expected to write its reflection on them in reflective journal. Reflection of these experiences is seen in the teaching of student teachers.

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

- Though the institution follow CBCS curriculum prescribed by MGSU BIKANER, the institution has the flexibility in curriculum transaction. By looking into the scope and nature of the topics and the potentialities of student teachers, faculty members adopt various innovative practices in the transaction of the curriculum
- Institution provides flexibility in the organization of various co-curricular activities incorporating multicultural approach.
- Institution has the flexibility to organize extension activities as per the current community issues.
- Flexibility is given to the student teachers in the selection of seminars, projects, assignments, practice teaching lessons, practical examination etc.
- Flexibility in selection of open electives is provided to the student teachers in CBCS syllabus of 2<sup>nd</sup> semester.
- Flexibility is provided for the student teachers in the participation of the cultural activities based on their interest and the talents.

**1.2.3 What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal and written), ICT skills, Life skills, Community orientation, Social responsibility etc.**

The following value added courses/ activities have been introduced by the institution,

- Soft skill development programme.
- Workshop on mental health for teachers.

- Certificate course on creative teaching.
- Debate on various social issues.
- Physical participation in Swachh Bharat Abhiyan. To make the society and near hood neat and clean.
- Cultural activities for student teachers therefore they may know more about India's great Culture
- Knowledge of Rajasthani culture and tradition through various programme i.e. Rajasthan foundation day celebration on 31<sup>st</sup> March every year.
- Help of poor school students by giving them school uniform, worm clothes, study material, text books etc.

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

- Interdisciplinary/ Multidisciplinary**
- Multi-skill development**
- Inclusive education**
- Practice in teaching**
- School experience/internship**
- Work experience/SUPW**
- Any other (specify and give details)**

**(Also list out the programmes/courses where the above aspects have been incorporated)**

- **Interdisciplinary/ Multidisciplinary:** B.Ed. curriculum has interdisciplinary nature with an inclusion of Philosophy, Psychology, Sociology and Technology as the basic

foundation courses. All these multidisciplinary subjects are interrelated in the process of teaching and learning. Soft Core disciplines are comprised of Science, Social Science, English, Hindi, Mathematics, Commerce, Business Management etc. Each student teacher selects any two of these school subjects as his/her teaching methods. In Addition, Peace Education, Life Skill, Inclusive Education, Guidance and Counselling and Value Education are the open elective papers. The institution organises various programmes such as teaching skills and communication practice sessions, simulated lessons, different clubs 'activities, teaching practice etc.



- **Multi-skill development:** B.Ed. curriculum focuses on the cognitive, affective and psychomotor development of the student teachers. Within the duration of one year B.Ed. programme along with the theoretical knowledge, our institution strives to equip the student teachers with all the required skills for efficient teaching like teaching skills, soft skills, ICT skills, administrative skills and organisational skills etc.
- **Inclusive education:** The candidates who join B.Ed. course are of diversified background and needs. Our institution seeks to address the diversified needs of the student teachers through a wide and flexible range of programmes. However B.Ed. curriculum has a paper on Inclusive Education which updates the student teachers with the theoretical aspect of inclusive education.
- **Practice teaching:** Practice teaching is an integral part of teacher training programme. The student teachers are oriented about instructional objectives, preparation of lesson plan, unit plan and unit test. Each student teacher undertakes minimum 40 lessons in each Soft Core paper (20+20=40) during his/her teaching practice. The faculty members and school staff supervise their lessons, provide feedback and suggestions at different stages of their teaching practice. Peer observation helps them to get feedback. During their practice teaching student teachers stay in school as regular teachers for 20 weeks and attend all activities that are conducted in the school including co-curricular and sports activities.
- **Work experience/SUPW:** Our institution ensures the provision of SUPW centered activities. In order to provide work experience to our student teachers, throughout the academic year various activities are conducted like campus cleaning, greeting cards, candle making, posters, preparation of pamphlets to create health awareness etc. The institution conducts an exhibition of socially useful and creative products made by student teachers.

### 1.3 Feedback On Curriculum

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

At the end of each Academic session, feedback is collected on various aspects of curricular programme from the student teachers, with special reference to curriculum designing. Faculty members, in their classroom interaction collect the feedback on the relevance of the curriculum. Institution collects the feedback in an informal way during the Alumni and parents meet. Institution also collects feedback from the heads of practice teaching schools and the school teacher about the practice of the B.Ed. Programme including the curriculum. The feedback collected from various stakeholders are analyzed and constructive suggestions are implemented after the detailed discussion in the IQAC meeting.

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

Yes, there is a mechanism to analyse the feedback received on curriculum. Every year at the end of the semester feedback is collected from the student teachers about the B.Ed. curriculum which is analyzed and discussed in the staff meetings and report for the modification if needed is sent to the University for Consideration. The institution being an affiliation institution has less role in the modification of the curriculum.

**1.4 Curriculum Update**

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

MGSU BIKANER has re-structured the present B.Ed. curriculum into CBCS (Choice Based Credit System) mode (yearly exam) to be implemented from 2015-16 onwards.

**Details of the curriculum are as follows:-**

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**MAHARAJA GANGA SINGH**

**UNIVERSITY,**

**BIKANER**

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**SYLLABUS**

**B.ED. TWO YEAR SCHEME OF EXAMINATION AND**

**COURSES OF STUDY**

**FACULTY OF EDUCATION**

**Two Year B. Ed. Course**

**Session: 2015-17**

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**MAHARAJA GANGA SINGH UNIVERSITY, BIKANER****SYLLABUS: (Two Tear B.Ed. Course)****2015-17****Notice**

1. The ordinances Government the examination in the Faculties of Arts, Fine Arts, Social Sciences, Science, Commerce, Management, Engineering, Education and Law are contained in separate booklet. The students are advised to the same.
2. Changes in Statutes / Ordinances / Rules / Regulations / Syllabus and Books may from time to time, by made by amedment or remaking, and candidate shll, except in so far as the University determines otherwise comply with any change that applies to years he has not completed at the time of change.
3. The lists of text books / recommended books / Reference Books as approved by the various B.O.S. are printed along with this version only.

**Note: The decision taken by the Academic Council shall be final.**

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**B.Ed. Two year Syllabus  
M.G.S. University, Bikaner  
2015-2017**

**Instructions for B.Ed. (two year course) Examination**

During the course of the years every student–teacher will delivered at least 40 lessons (20 Lessons of one pedagogy of school subject in 1<sup>st</sup> year 20 Lessons of other pedagogy of school subject in 2<sup>nd</sup> year) in a recognized school, not more than 10 student- teacher in a school, under the supervision of the staff of the college.

**Notes :-**

(i) Pedagogy of school subject means a subject offered by the candidate at his Bachelor's/ Shastri or Master's Degree Examination either as a compulsory subject or as an optional subject or as a subsidiary subject provided that the candidate studied it for at least two years and also took University Examination each year but shall not include such subjects as were studied by him only for a part of the Bachelor's Degree Course. In case the honours graduates, besides the honours subject the subsidiary subject would also be taken into account provided the candidate studies the same for at least two academic sessions and also took University Examination each year.

(ii) Only such candidate shall be allowed to offer Social Studies as a pedagogy of school subject for the B.Ed. Examination as have taken their Bachelor's Degree with any two subjects out of History, Political Science, Public Administration, Economics, Geography, Sociology, Philosophy and Psychology.

(iii) A candidate having Bachelor's Degree in Agriculture will be allowed to offer General Science and Biology for the B.Ed. Examination. General Science may also be allowed to be offered by a candidate possessing the degree of B.Sc. (Home Science) or passing the B.Sc. Examination with (i) Chemistry and (ii) Any one subject of life Science, i.e. Biology or Botany or Zoology, General Science may also be allowed to be offered by a candidate possessing the degree of B.sc. Exam in any one subject of life science i.e. Biology, Botany, or Zoology.

(iv) A candidate who has offered Political Science or Public Administration at his Bachelor's or the Master's Degree Examination shall be deemed eligible to offer Civics as pedagogy of school subject in the B.Ed. Examination.

(v) The additional optional subject of Bachelors Degree Examination in which a candidate passes in one year with all the papers prescribed for the Three Year course after obtaining the Bachelor's Degree may also be treated as–pedagogy of school subject ". Further, if a candidate desires to pass the additional optional subject after obtaining the Bachelor's Degree to be taken into consideration for permitting him to offer the subject, under course 7<sub>a</sub> and course 7<sub>b</sub> for the B.Ed. course. The marks obtained by him in the additional optional subject may also be taken into account in addition to the marks obtained by him at the Bachelor's Degree for determining his eligibility for admission to B.Ed. Course.

vi No candidate shall be allowed to appear in the B.Ed 2<sup>nd</sup> year examination unless he/she has attended (80% for all course work & practicum, and 90% for school internship)

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**vii** Candidates who fail in B.Ed examination in 1<sup>st</sup> year the theory of education may present themselves for re-examination there in at a subsequent examination without attending a further course at an affiliated training college.

**Provided** that a candidate who fails in any one of the theory papers and secures at least 48% marks in the aggregate of the remaining theory papers may be allowed to reappear in the examination in the immediately following year in the paper in which he fails only. He/she shall be declared to have passed if he secures minimum passing marks prescribed for the paper in which he appeared and shall be deemed to have secured minimum passing only prescribed for the paper (irrespective of the marks actually obtained by him) for the purpose of determining his division in accordance with the scheme of examination. The candidate shall have to repeat the whole examination in subsequent year in case he fails to clear the paper in which he failed.

**viii** Candidates who fail in the B.Ed. 1<sup>st</sup> or 2<sup>nd</sup> year examination, only in the practical of teaching internship may appear in the practical examination in the subsequent year provided that they keep regular terms for four calendar months per year and give at-least 40 (20 in 1<sup>st</sup> & 20 in 2<sup>nd</sup> year) supervised lessons.

**ix** A candidate who complete a regular course of study in accordance with the provision laid down in the MGS university, at an affiliated teacher's training college for two academic year but for good reasons fails to appear at the B.Ed. examination may be admitted to a subsequent examination as an Ex-student.

**x** No candidate shall be permitted to appear as an Ex-student at more than one subsequent examination. The B.Ed programme shall be of duration of two academic years, which can be completed in a maximum of three years from the date of admission to the B.Ed.

**xi** A candidate who passed B.Ed. examination of this University or B.Ed examination of another University recognized by the Syndicate may be permitted to take a special course in a subject if he did not offer a course in the year which he passed the examination or in case he passed with a special course other than the one offered by him for the examination provided that in each case:

- (a) He/she studies at a college of education affiliated for the purpose to the University for at-least three months ; and
- (b) He/she completes the theoretical and practical work as laid down in the courses of study for course 7<sub>a</sub> & 7<sub>b</sub>.

**xii** A candidate who has already passed B.Ed. examination of the University or B.Ed. examination of some another University recognized for the purpose by the Syndicate may be permitted to take any one paper of pedagogy of school subject and other teaching subject which he had not offered at his B.Ed. Examination provided that:

- (a) He/she is eligible to offer that teaching subject under provision of university rules.
- (b) He/she studies at a college of education affiliated for the purpose to the University for at-least three months in B.Ed 2<sup>nd</sup> year; and
- (C) He/she completes the theoretical and practical work, as laid down in the scheme of examination for that paper from time to time and also delivers at-least 20 lessons in a recognized school under the supervision of the staff of the college.

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**Evaluation of Papers B.Ed. 1<sup>st</sup> year & 2<sup>nd</sup> year Exam-**

1. Theory Papers 01, to 11 will carry 100 marks, out of which 80 marks will be of theory paper and 20 marks to be assessed internally. Out of 20 marks, 10 marks shall be for assessing the sessional work and 10 marks for the mid-term test.
2. EPC-1 to EPC-4 will carry 50 Marks and all the marks to be internally assessed for assessing the sessional works/reports.
3. Theory paper 12 Computer Education (marks not included in aggregate) of two hours carrying 50 marks, out of which 35 marks will be of theory paper and 15 marks to be assessed internally of practical.
4. School internship of 20 weeks (10 weeks each at B.Ed part I & II) and Practical work: - The Teaching Practice will carry 300 marks comprising of:
  - (i) Internal Assessment (B.Ed 1<sup>st</sup> & 2<sup>nd</sup> year)75+75=150 marks
  - (ii) External Examination (B.Ed 1<sup>st</sup> & 2<sup>nd</sup> year)75+75=150 marks

Each candidate will be examined by the Board of examiner. Board will consist of two external examiners and the principal or his/her nominee will be the internal examiner in each year. The name of internal examiner may be proposed by the principal.

**Internal Assessment Scheme (Internship)**

*The distribution of 75 marks of internal assessment shall be as follows: (For each year)*

**Marks: 75+75=150**

1. Micro Teaching 5 skill 05 Marks per year
2. Regular Practice Teaching 20 Marks per year  
(Lesson 20 per year)
3. Criticism lesson 15 Marks per year
4. Observation 10 Marks per year
  - Ordinary Lesson
  - Demonstration Lesson
  - Criticism Lesson
5. Teaching aids (5 per year) 05 Marks per year
6. Attendance /Seminar/ Workshop 05 Marks per year
7. Open air session and community

Games, Cultural and Literary activities

& Beautification and Sharmdan 10 Marks per year

8. Report of any feature of school / 05 Marks per year

Case study/ Action Research

**Organization evaluation of practice teaching:**

1. Every candidate will teach at-least 40 lessons (20 in 1<sup>st</sup> year & 20 in 2<sup>nd</sup> year) during practice teaching session. At least ten lessons in each subject should be supervised.

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2. 40 (20+20) lessons as desired in the syllabus should be completed as full period class room lesson. Micro teaching lesson to be used in addition to those 40 lessons for developing certain teaching skills.
3. A minimum of ten lessons in each subject will be supervised evaluated by the subject specialist or a team of specialists of the subjects.
4. By and large, the evaluation of the performance in the practical teaching will be based on the last ten lessons in the subject when the student has acquired some competence and skills of teaching.
5. The internal assessment in practice of teaching will be finalized by the principal with the help of subject teacher of the teaching staff and the same will be communicated to the university before the commencement of the practical each year.
6. In B.Ed 1<sup>st</sup> year each candidate should be prepared to teach one lessons at the final practice examination. In B.Ed 2<sup>nd</sup> year exam candidate should be prepared to teach two lessons (one in each subject).The external examiners may pickup at-least 10% of the candidates to deliver two lessons in B.Ed 2<sup>nd</sup> year.
7. There will be a board of Examiners for the external examination for each college which will examine each candidate in at-least one lesson and a minimum of 10% in two lessons (one in each of the two subjects).
8. The board of Examination will consist of:
  - (a) The principal of the college concerned.
  - (b) A head master or a experienced member of the teaching staff of concerned school,
  - (c) Two external examiners from outside the MGS University, Bikaner or a senior member of the teaching staff of an affiliated Education college.( appointed by the MGS University, Bikaner)
  - (d) The board as far as possible will represent Social science, language and science.
9. Approximately 50 lessons will be examined by the board each day.

**Working out the result and awarding the division:**

- (1) A candidate in order to be declared successful at the B.Ed. 1<sup>st</sup> & 2<sup>nd</sup> year Examination shall be required to pass separately in Theory and Practice of Teaching.
- (2) For a pass in Theory a candidate shall be required to obtain at-least (a) 36 percent marks in each 100 marks theory paper and sessional (29 marks out of 80 and 7 marks out of 20); (b) 36% marks in each 50 marks theory paper and sessional (13 marks out of 35 & 5 marks out of 15)
- (3) For a pass in school internship Practice of Teaching a candidate shall be required to obtain separately at least:
  1. 40 percent marks in the external examination.
  - a. 40 percent marks in internal assessment.
- (4) The successful candidates in B.Ed 1<sup>st</sup> & 2<sup>nd</sup> year obtaining total marks will be classified in three divisions and shall be assigned separately in theory and school internship Practice of teaching as follows:



Division	Theory	Practice of Teaching
I	60%	60%
II	48%	48%
Pass	36%	40%

The practical work record shall be properly maintained by the college and may be made available for work satisfaction of external examiner in school internship (practice teaching), those are expected to submit a report regarding this separately.

#### ANNUAL DISTRIBUTION OF THE COURSES

The syllabi of B.Ed. course to be covered in two year as follows:

#### B.Ed.-1<sup>st</sup> year

Evaluation in every year will be external as well as internal. Each theory paper will be of three hours duration except computer education which will be of 2 hours

PAPER	Title of the Paper	External	Internal	Total
Course-1	Childhood and Growing up	80	20	100 Marks
Course-2	Contemporary India and Education	80	20	100 Marks
Course-3	Learning and Teaching	80	20	100 Marks
Course-4	Language across the curriculum	80	20	100 Marks
Course-5	Understanding disciplines and Subjects	80	20	100 Marks
Course-7a	Pedagogy of School Subject – Part I	80	20	100 Marks
School Internship (10 weeks)		75	75	150 Marks
Course EPC1	Reading and Reflecting on Text	00	50	50 Marks
Course EPC2	Drama and Art in Education	00	50	50 Marks

**Total = 850 Marks**

*Engagement with the Field:* Task and Assignments for course 1, 2, 3, 4, 5, &7a

**B.Ed. 2<sup>nd</sup> year**

PAPER	Title of the Paper	External	Internal	Total
Course-6	Gender, school and Society	80	20	100 Marks
Course-7b	Pedagogy of School Subject – Part II	80	20	100 Marks
Course-8	Knowledge and curriculum	80	20	100 Marks
Course-9	Assessment of Learning	80	20	100 Marks
Course-10	Creating an Inclusive School	80	20	100 Marks
Course-11	Optional Course**	80	20	100 Marks
Course-12	Computer Education*	35	15	50 Marks (Marks not include in aggregate)
School Internship (10 weeks)		75	75	150 Marks
Course EPC <sub>3</sub>	Critical Understanding of ICT	00	50	50 Marks
Course EPC <sub>4</sub>	Understanding of Self	00	50	50 Marks

**Total = 850 Marks** (Marks of Computer Edu. not included)

*Engagement with the Field:* Task and Assignments for course 6, 7b, 8, 9, 10, 11&12  
Course-12\* Candidate have to pass Computer Education paper but marks not include in aggregate.

**Note:** Student- teacher will opt one paper as Course 7a Pedagogy of a School Subject – in B.Ed. 1<sup>st</sup> year and as a Course 7b Pedagogy of a School Subject – B.Ed. 2<sup>nd</sup> year of their.

secondary school or senior secondary school subject passed in UG or PG level as one of the subject.

**\*List of the Pedagogy of a School Subjects:-**

1. Hindi
2. Sanskrit
3. English
4. Urdu
5. Social Studies
6. Civics
7. History
8. Economics
9. Geography
10. Book Keeping
11. Commercial Practice
12. Mathematics
13. Home Science
14. General science
15. Chemistry
16. Biology
17. Physics
18. Art
19. Music

**Optional Course\*\***

**Note: Students will opt one Optional Course among the followings in B.Ed. 2<sup>nd</sup> year-**

1. Distance Education
2. School Library Organization
3. Educational and Vocational Guidance
4. Environmental Education
5. Population Education
6. Elementary Education
7. Health and Physical Education
8. Guidance and Counseling

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

The institution does not have the provision to revise or update the curriculum. However our faculty members have played a very important role in the development of CBCS curriculum which is implemented from the academic year 2014-15. Most of our faculty members have participated in the curriculum development as chairperson and members of different papers. They have contributed for the curriculum development considering present needs of schools education and the feedback received from the stakeholders.

### **1.5 Best practices in Curricular Aspects**

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

The institution has established IQAC in 2013 to sustain and maintain the quality parameters in the institutional activities.

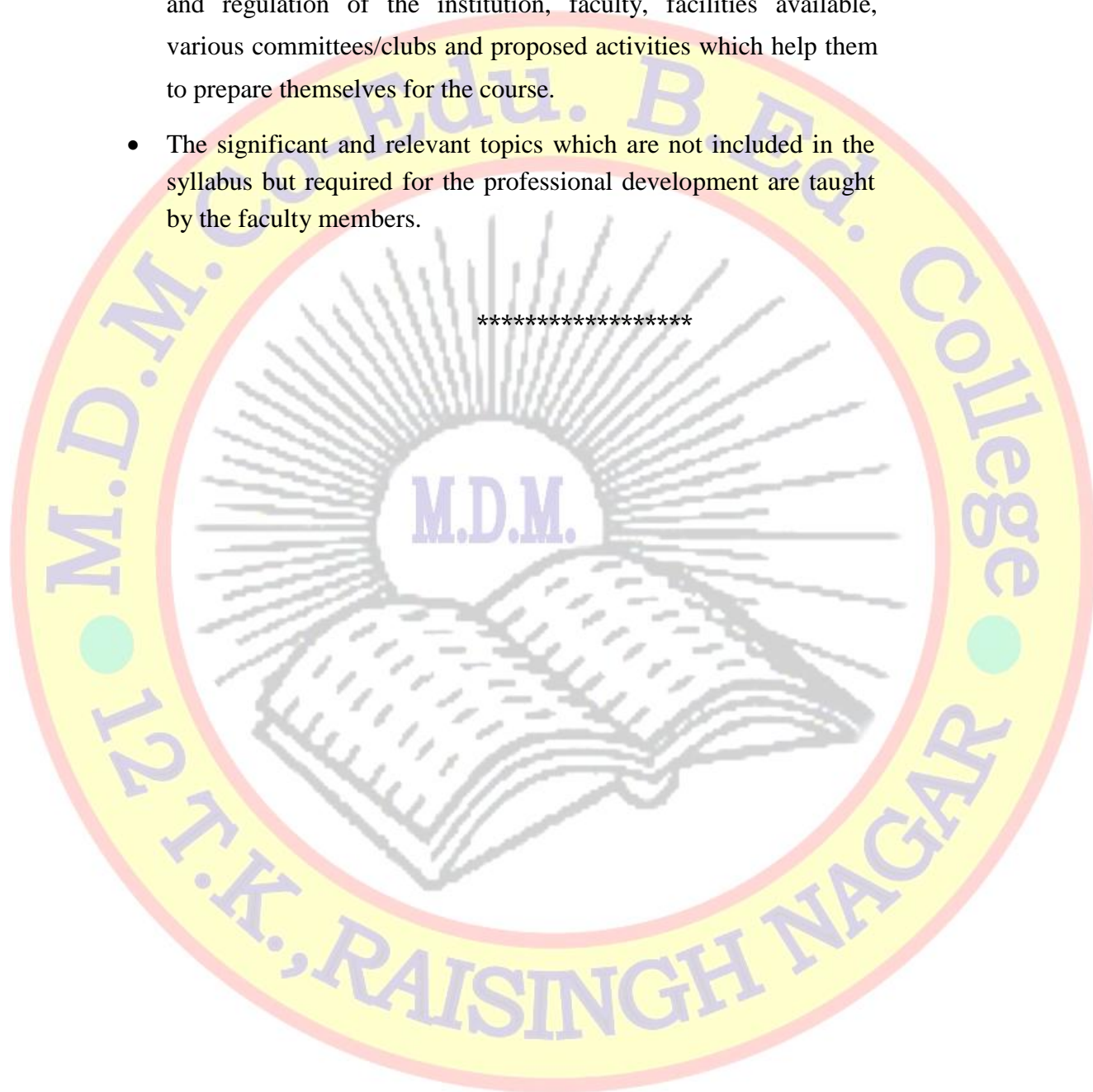
- Faculty members use the innovative practices in curriculum transaction which promotes participative and meaningful learning.
- Institution adopts the regular feedback mechanism from the stakeholders.
- The institution has established ICT resource center which helps the faculty members and student teachers to infuse ICT technology in teaching- learning process.
- Faculty members are encouraged to participate in various professional enrichment programmes and research based activities.

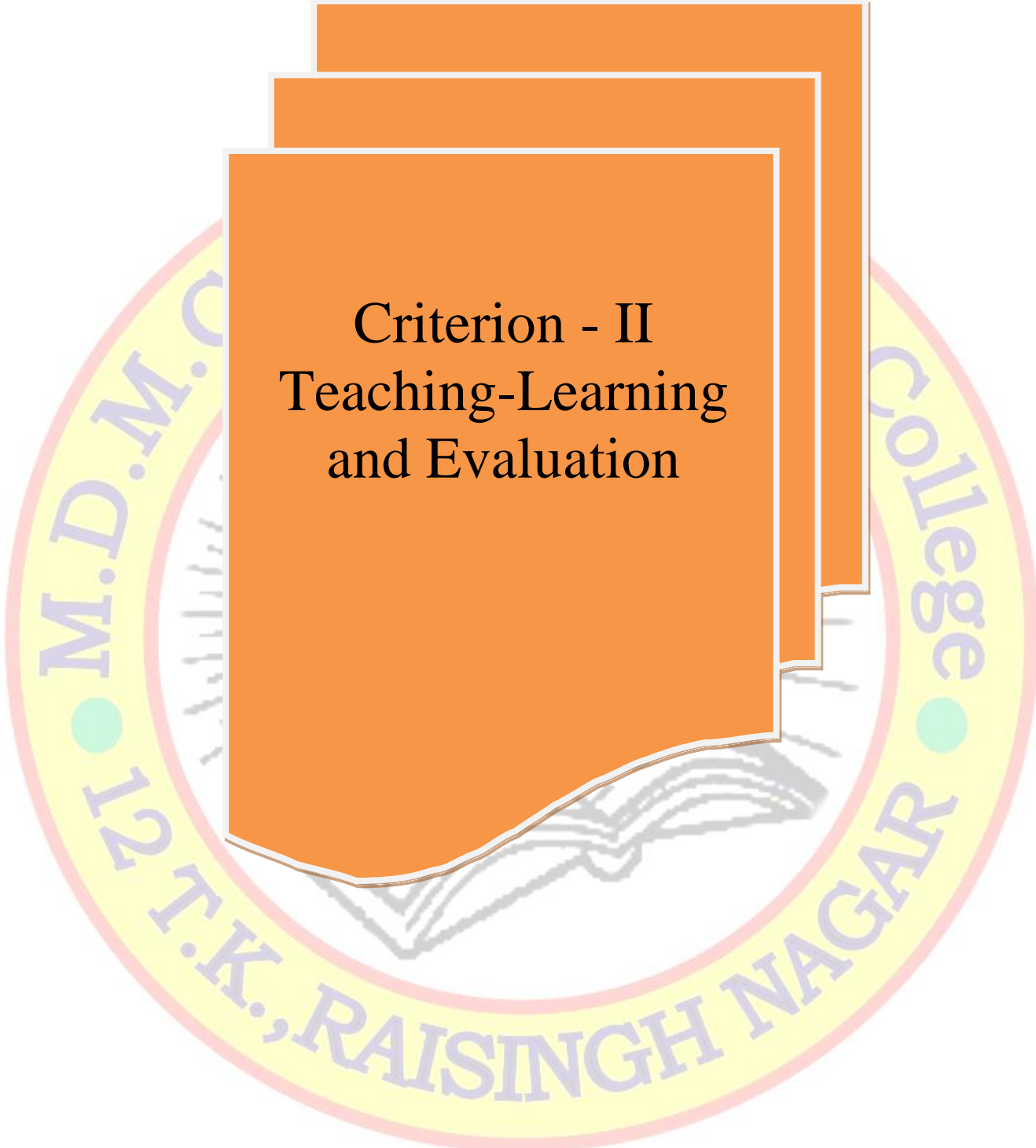
#### **1.5.2 What innovations/ best practices in 'Curr implemented by the institution?'**

- The institution organizes every year an Add-on course on creative teaching which equips the student teachers with the additional skills required for teaching profession.
- The institution organizes value added programmes on computer application, soft skill, and personality development.
- Faculty members infuse ICT in curriculum transaction.

- Faculty members use innovative practices like brain storming, team teaching, co-operative learning, and collaborative learning and buzz session.
- College calendar for the academic year is given to the student teachers in the beginning to orient them about the institution, rules and regulation of the institution, faculty, facilities available, various committees/clubs and proposed activities which help them to prepare themselves for the course.
- The significant and relevant topics which are not included in the syllabus but required for the professional development are taught by the faculty members.

\*\*\*\*\*





Criterion - II  
Teaching-Learning  
and Evaluation

## Criterion - 2

### Teaching-Learning and Evaluation

#### 2.1 Admission process and student profile

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

The institution conducts Bachelor of Education Degree course and it is affiliated to MGSU BIKANER hence, it adheres to the rules and regulations stipulated by the university regarding admission procedure. The total sanctioned intake by the government to our institution is 100. All the seats are filled by PTET MDSU AJMER under State Government reservation policy. Students apply for B.Ed. course through online. PTET MDSU, AJMER held an exam for admission namely Pre Teachers Eligibility Test. Selection of students is made by PTET MDSU, AJMER on merit basis of the marks obtained by the candidate in PTET exam and the list of selected candidates for our institution is made available through online for our students. Students fill registration fee through bank challan. After registration they get user id and password for further processing. Students fill the college choices for all the colleges. There is no limit to choose the number of colleges. They may choose all the college of Rajasthan, after locking their choice automatic software system of PTET MDSU, AJMER make Allotments to the institutions, on the basis of their marks, counseling serial number, class category, and according to the state reservation policy. After allotment rest of the fee also filled in the bank and students presents physically at college for verification of documents. When the documents of the candidate found correct their online admission made college. The student then complete his/her admission confirmed without online admission no candidate could ensure his/her admission confirm. PTET MDSU, AJMER publishes notification for this time to time. Candidate also get information about all process on their mobile and e-mail provided at the time of online application form. No fees is charged by the institute directly in cash from the students. PTET MDSU, AJMER refunds fees to the institute in installments. There is no difference in fees in government or private institutions.

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

The programme is advertised through the

- On the official website of PTET MDSU, AJMER
- News papers
- College website
- College notice board

The information about the institution, eligibility criteria for admission to B.Ed. course, duration of the course, infrastructural and instructional facilities available, details of teaching and non-teaching staff members and the services available in the institution are provided through above mentioned sources by the institution as well as government of Rajasthan.

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

All the applicants have a single window admission procedure and all the criteria of admission are equitable for all the candidates. The admission procedure is held online and closely monitored by PTET MDSU, AJMER. Selection of candidates is based on the merit system.

**2.1.4. 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)**

All the student teachers are treated equally in the institution irrespective of their caste, culture, religion, language, economy, abilities and gender in the institution. The institution adopts democratic and secular approach in all its practices.

- Celebration of festivals of different religions to highlight their cultural components.



- Secular prayer in the morning assembly.
- Facility to avail scholarship from Social Welfare Department of Government for SC/ST students and backward community students.
- Awareness about the gender equality through Women Reddressal Cell.
- Soft skill programme is organized to develop communication competencies.
- Forming heterogeneous mentoring group.
- Ensuring the participation of all the student teachers in academic and other activities.
- Book bank for all students.

**2.1.5. Is there a provision for assessing student commencement of teaching programmes? If yes give the details on the same.**

Yes, the institution has its own mechanism for assessing students before the commencement of the course.

- Student's knowledge and abilities are assessed before the commencement of the teaching programme through informal interview at the time of admission.
- In the beginning of the academic year to know content knowledge of the student teachers, content test is conducted.
  - Talent's day is celebrated to know the hidden talents of student teachers.
  - Student teachers are made to write an article on "My academic year".
  - A teaching aptitude test is conducted in the beginning of the academic year.

**2.2 Catering to Diverse needs**

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

The institution makes attempt to provide congenial and conducive environment to the student teachers for their all-round development.

- The institution has all necessary infrastructural facilities, sufficient classrooms, Psychology Laboratory, Computer Laboratory, Science Laboratory, and Educational Technology Laboratory along with good library.
- The institution identifies the low achievers and provides remedial teaching.

- The institution has an elected students association, which plans and coordinates the various activities by involving all the student teachers.
- Mentoring groups are formed for better learning and improvement.
- Separate periods are allotted for library reference in the time table to promote study habits.
- Extension activities are conducted to sensitive student teachers on social issues.
- Extended curricular activities are conducted to cater the needs of the above average student teachers.
- The institution is in calm and serene campus with lot of greenery which generates positive energy.

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

The student teachers admitted for the course belong to diverse group. The institution attempts to cater the diverse learning needs of the student teachers in the following ways.

- Classes are conducted in Hindi and English separately.
- Extended curricular activities are organized for above average students such as action research, school/college based projects, paper presentation, peer teaching etc.
- Remedial classes for slow learners are conducted.
- Soft skills programs are organized for rural students to develop communication.
- Field visits are organized to provide enriched experiences to the student teachers.
- Seminar and workshops are conducted on various topics.
- Personality development programme is conducted to refine the personality of student teachers.
- Information and Communication Technology is integrated in the process of teaching-learning.
- Community based activities are organized to expose the student teachers to community.

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

The B.Ed. curriculum, prescribed by MGSU BIKANER provides an opportunity to the student teachers to understand the learning needs of diversified group.

- Few topics in hard core and soft core papers emphasize on the diversity and equity in teaching-learning process.
- Co-curricular activities are planned by considering the different abilities of the student teachers.
- Cooperative, collaborative and team learning is encouraged for active participation of all the students.
- The institution organizes various programs to develop the sense of equity among the student teachers

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

Faculty members of the institution are professionally trained experienced and dedicated to fulfil the requirements of quality teacher development programme. Besides, they are highly supportive in all aspects of students' development.

- The faculty members are qualified according to the norms of NCTE/UGC.
- Faculty members mentor the student teachers for their academic and cultural pursuits.
- Faculty improvement programs are conducted by the institution like in-house presentation and discussion on current trends in Education.
- Faculty members use technology in their classroom instruction.

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

- Innovative teaching methodologies are adopted to cater the diverse learning needs.
- Community activities are provided to sensitize the students towards the diversity and social issues.

- Visits are organized to orphanage, NGOs, special schools to sensitize them to the diverse community.
- Cultural activities are organized to foster the social and cultural values.
- Institution organizes various activities with an inclusive approach to provide student teachers the experience of dealing with the diverse group.

### 2.3 Teaching –learning Process

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

Our institution engages the student teachers in active learning throughout the academic year emphasizing more on practical training. The institution promotes active learning by adopting various innovative practices in curriculum transaction like brain storming sessions, cooperative learning, panel discussion, peer teaching, team teaching etc. The institution also organizes various programmes like seminars, PPT, workshops on instructional objectives, lesson plan, question paper preparation and practical activities which make the students to be active participants in the process of learning.

- Student teachers acquire the ability of communication and teaching through the practice of communication and teaching skills.
- Simulated teaching sessions enable the student teachers to integrate teaching skills.
- Individual/Group projects, seminars and other assignments are assigned in different subjects to the student teachers.
- Training is given for the preparation of teaching learning materials.
- Ten weeks per academic year of practice teaching is provided to acquire teaching skills.
- Training is provided to student teachers in preparing PowerPoint presentation slides for teaching.
- Self-learning among student teachers, is encouraged through library resource method.

- Mentoring groups are made for interaction and self-learning.
- Student teachers are encouraged to prepare lesson plans, seminar paper, teaching aids and projects by referring various websites and also by utilizing the library services.

### **2.3.2 How is “learning”-centred?madeGivestudentalistoftheparticipatory learning activities adopted by the institution and those, which contributed to self –management of knowledge, and skill development by the students?**

Learner centered approaches are integrated in the transaction of the curriculum to enable the student teachers to be active participants in the learning process which helps in constructing the knowledge.

Learning is made student centered by the following participatory activities:

- Lecture cum discussion method
- Brain storming
- Cooperative and collaborative learning
- Buzz session
- Panel discussion
- Peer teaching
- Web based learning
- Library resource method
- Debates, role play, quiz
- Projects, assignments
- Concept mapping
- Group discussions
- Practice of communication and microteaching skills and practice in teaching
- Preparation of improvised apparatus.

### **2.3.3.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.**

To ensure effective learning in teaching process faculty members use the following learner centered approaches in the curriculum transaction and various activities.

- Web based learning
- Library based learning
- Cooperative learning
- Collaborative learning
- Concept mapping
- Buzz session
- Brian storming
- Inquiry training model
- Concept attainment model and constructivist model
- Lecture cum discussion method

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

Yes the institution provides additional training on the following model and made the studentsto write at least one lesson plan using this model.

- **Concept Mapping Model:**

One of the faculty members has prepared and presented a paper on concept mapping model to the student teachers of Content cum Pedagogy of Teaching Physical Sciences. Software called Cmap tools was used to demonstrate the concept mapping model which was followed by workshop wherein the student teachers designed a lesson plan using the concept mapping model and taught during the practice teaching.

**2.3.5. 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.**

Yes. The student teachers use microteaching techniques for acquiring teaching skills.

- The time table for general orientation and demonstration of teaching skills is prepared.
- An orientation on the theoretical basis of teaching skills and components of five teaching skills are given by faculty members.

- Faculty members demonstrate micro teaching skills through computer projector using power point slides of various subjects.

The following skills are practiced:

- Skill of introducing a lesson
- Skill of explaining
- Skill of stimulus variation
- Skill of using teaching aids (presentation)
- Skill of using black board/ reinforcement

Teaching skill session is conducted for a period of fifteen days. Each student teacher practices five skills in each soft core paper under the supervision of the faculty members and with the peer observers. Feedback is given by the faculty members and the peer observers which helps them to improve the teaching skills.

**2.3.6. 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.)**

Practice teaching is considered as the heart of the course. The essence of all the theoretical papers of the course should be reflected in classroom teaching of 40 minutes duration. Hence practice teaching places a very vital role in the B.Ed. course. Faculty members present full time demonstration of 40 minutes lesson to the student's teacher using computer projector with power point slides. Therefore they may get direct benefit of style and methods perfect teaching conditions and may get the solution of their problems.

Six schools near to our institution are identified for the purpose of teaching practice and permission is obtained from BEEO RAISINGHNAGAR, DEEO SRIGANGANAGAR and Principal of the sr. sec. schools to conduct teaching practice in these schools. Finally three Government schools and three private schools are selected considering the medium of instruction. The faculty members prepare the student teacher for teaching practice through pre-practice activities. The detailed procedure of practice teaching is as follows.

### 1. Preparation of Time table

- This phase contains two types of time tables: Supervisor's student time table teacher's time table.
- Supervisor's timetable is prepared by keeping the number of method students in the school, need of lessons to be observed by the faculty members and the frequency of faculty members visit to the school.
- The student teachers timetable is prepared by the group leaders in their respective schools by collecting the details of the availability of the classes by the head of the school and classes are allotted accordingly.

### 2. Monitoring mechanisms

- Student teachers are oriented and guided in preparing lesson plans and teaching aids by the method teachers. The student teachers are expected to get their lesson plans corrected before taking the classes in the school.
- The student teachers are expected to maintain diary in which the details of attendance and the number of classes taken by the student teachers are recorded and is verified by the supervisors.

### 3. Observation of lessons

- On an average each faculty member observes 4 to 5 lessons per day. Peer observation is also made compulsory and each student teacher is expected to observe 3 to 4 lessons per day.

### 4. Feedback mechanism

- Student teachers are oriented by the faculty members to observe the lessons presented by their peers.
- The student teachers and faculty members record the observations and feedback in the observation book while the student teacher delivers the lesson.



- At the end of the day faculty members and the peer group participate in feedback sessions and provide feedback on mannerisms of teacher, teaching skills, teaching aids, lesson planning etc.

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

Keeping the importance of block teaching, the institution conducts practice teaching session for 10 weeks in which student teachers perform their duties as regular teachers, starting from attending the morning assembly till the end of the day. The student teachers are exposed to the following activities during practice in teaching.

- Carrying out the morning assembly
- Marking attendance
- Preparation of time table
- Teaching different subjects
- Conducting test and examination
- Correction of answer books and home assignments
- Conducting action research
- Interaction with the senior teachers about academic matters.
- Assisting in organizing the co-curricular activities
- Assisting in administrative work
- Assisting in maintenance of the laboratory

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

Yes, the practice teaching program cannot be carried out without the cooperation of the school personnel. The faculty member in charge of teaching practice discusses with the head of the institution to schedule the practice teaching. The faculty members approach the school teachers for allotment of classes/topics for the student teachers. Faculty members discuss with the school teachers about the nature of the teaching practice and the training provided to the student teachers for practice teaching. School teachers provide feedback to our student teachers informally to improve their lessons.

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

The hard core paper of B.Ed.Psychology. Courseoflearning andtitledlearner's and focus gives the theoretical knowledge about the individual differences and their diverse needs. The student teachers are oriented about the heterogeneity of the classrooms and the problems faced by the classroom teacher in dealing with variety of student teachers. Student teachers are given training in adopting different method and strategies of teaching to fulfil the diverse need of the students.

### 2.3.10. What are the major initiatives for encouraging student teachers to use and adopt technology in class room teaching?

- Training is given to the student teachers on PowerPoint presentation
- Student teachers are trained for web browsing
- Promoting the use of LCD/OHP/Slides.

## 2.4 Teacher Quality

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

Yes, the practice teaching programme cannot be carried out without the cooperation of the school personnel. The faculty member incharge of teaching practice discusses with the head of the institution to schedule the practice teaching. The faculty members approach the schoolteachers for allotment of classes/topics for the student teachers. Faculty members discuss with the school teachers about the nature of the teaching practice and the training provided to the student teachers for practice teaching. School teachers provide feedback to our student teachers informally to improve their lessons.

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

The ratio of student teacher identified in practice teaching per school is 15:1.

The criteria adopted in selecting the schools and allotting the student teachers in respective schools is:-

- The proximity of the student teacher's residence to the practice teaching schools.
- The number of classes available for practice teaching.
- Medium of instruction.
- Subject wise requirement of practice teaching schools.

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

Feedback mechanism adopted by the institution is as follows:

- The faculty members record their observation of the supervised lessons of student teachers in the observation book.
- At the end of the day faculty members conduct feedback session in the school.
- During the feedback session faculty members give feedback on lesson plan, teaching skills, teaching aids used, questioning and their mannerism.

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

The institution ensures that the student teachers are updated on the policy directions and educational needs of the schools by:

- Providing interaction with the school teachers and the head of the institution of the school.
- Discussing in class about the policy directions and educational needs of the schools.
- Through teaching theory papers.

#### **2.4.5. How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?**

Through following activities the institution orients the faculty members and the student teachers about the recent developments in the school subjects and methodologies.

- Change in the curriculum of school subjects gets reflected in the textbooks.
- Content enrichment programme is organized for student teachers through seminars and orientation.
- Review of school textbooks are done by the faculty members.

- Inviting school headmasters/senior teachers for orienting the student teachers on present developments.
- Through discussions in staff meetings.
- Participation of faculty members in various workshops and seminars organised by different organization both at the regional and national level.

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

The institution encourages the faculty members for their professional development.

- All the faculty members have been provided computers/laptop with internet facilities for their academic enrichment.
- Procuring latest books and journals for library.
- Encouraging the faculty members for pursuing Ph.D.
- Faculty members are encouraged to attend and present papers at state, national and international conferences and seminars.
- Faculty members are permitted to attend orientation/refresher course conducted by Academic staff College.
- Faculty members are permitted to provide consultancy to secondary school teachers.
- Faculty members are permitted to take up the assignments given by university and DSERT for syllabus preparation.

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

The institution is concerned about the academic progression of the faculty members.

- The principal of the institution encourages the staff members for their professional development.
- The principal of the institution appreciates the staff members in staff meeting for their achievement.
- The management of the institution also encourages and motivates the staff members in their professional development through certificate of appreciation.

## 2.5 Evaluation Process and Reforms

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

**The barriers to student learning are identified through:**

- Test and examination.
- Observation and interaction.
- Performance in practice teaching.
- Administration of the standardized test and aptitude test.
- Student Grievance Cell.
- Mentoring system.

**Communicated through**

- Informal talks by faculty members and in the faculty meetings.
- Guidance and counselling sessions.
- Feedback mechanism.
- Mentoring sessions.

**Addressed through**

- Providing notes.
- Conducting periodical tests and doing peer valuation for immediate feedback.
- Organizing orientation in communication skill.
- Need based guidance and counselling for the student teachers.
- Orientation on study skills and techniques of studying.

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

The institution adopts continuous and comprehensive evaluation for student teach assessment.

- Unit test is conducted and evaluated by the faculty members and sometimes by the peer group and feedback is provided.
- Preparatory examination is conducted at the end of each semester.
- The marks obtained by the student teachers are displayed on the notice board.
- Teachinglessonsskills' are assessed toknow the acquisition of the skill.

- Student teachers' performance in various aspects like assignments, projects, seminars, are assessed by developing rubrics for each assessment.
- Student teachers are also assessed by the faculty members on various aspects like discipline, attendance, participation in cultural and other extension activities.
- A separate rubric is developed by the faculty members for overall assessment of the student teachers.

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

The process of assessment and evaluation is discussed with the student teachers in the beginning of the course. The procedure of both internal and external examination is based on university norms.

- The performance of the student teachers in teaching skills, simulated teaching, test and examination and other activities are assessed by faculty members by using rubrics developed by the institution and the same is communicated with the feedback.
- The internal assessment is made transparent by displaying the obtained marks of the student teachers on the notice board.
- Through the assessment of the performance of student teachers in various activities including soft core and hard core papers, the faculty member understand the learning difficulties faced by student teachers and adopt different remedial strategies/mechanism to improve learning.

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

ICT is used for assessment and evaluation process in the following ways.

- All the instructions related to assessment are prepared in soft and hard copies.
- Performance of the student teachers in test and examination and other activities is maintained in soft and hard copies.
- Online submission of marks to the MGSU BIKANER.
- Analysis of the student teachers performance.

## 2.6 Best Practices in Teaching Learning and Evaluation Process

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

#### Teaching -Learning

- Implementation of various innovative approaches of curriculum transaction such as collaborative learning, buzz session, brain storming, panel discussion, concept mapping and peer teaching etc.
- Innovative method of value inculcation among students - in the soft core paper transaction, the faculty members develop modules by selecting content from the school subject for inculcation of values integrated in content. Student teachers are oriented to prepare such modules and implement it in teaching practice.

#### Evaluation

- Separate rubric is developed to assess the various aspects of the students learning, teaching skills, simulated teaching, lesson plan, seminars, practical activities, teaching practice, assignments, cultural activities etc.
- Development of a rating scale for the overall performance of the students teachers.

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

- All the faculty members use PPT and downloaded video lessons during their curriculum transaction
- Interactive board is used as a separate teaching and learning resource.
- Open house discussion is a regular practice for academic improvement of both, the teachers and student teachers.

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**CRITERION - III**  
**RESEARCH, CONSULTANCY**  
**AND**  
**EXTENTION**



### Criterion - 3 Research, Consultancy and Extension.

#### 3.1 Promotion of Research.

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

The institution motivates the faculty members to take up research activities in the following ways:-

- The institution encourages the staff members to pursue higher education like M.Phil. PGDHE, and Ph.D.
- The institution motivates faculty members to undertake Minor Research Projects.
- Faculty members are encouraged to participate in National and International seminars / workshops/conferences.
- Faculty members are encouraged to take up action research.
- The institution provides flexibility in time table to help faculty members who are pursuing Ph.D. Leave facility is also provided to attend course work of Ph.D.

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

The thrust areas of priority by the institution are as follows:

- Innovative practices in teaching-learning such as constructivism, concept mapping, collaborative learning, cooperative learning etc.
- Impact of continuous comprehensive evaluation on the school/teachers/students etc.
- College/School based projects related to the problems faced by teachers like lack of interest, attention, examination anxiety, problems of adolescence, study habits, impact of technology on achievement among the students.
- Case study of student teachers with focus on diagnostic and remedial measures.
- A study on the attitude of faculty members on the implementation of two years B.Ed. course

### 3.1.3. Does the institution encourage action research? If yes give details on some of the major outcomes and the impact.

Yes, the institution encourages faculty members and student teachers to undertake action research to improve their practices.

Faculty members take up at least one action research every year on teaching skills, methodology of teaching, impact of activities conducted by the institution on student teachers etc.,

The student teachers also take up action research on spelling errors, errors in communication, pronunciation, errors in mathematical learning, errors in balancing chemical equations, errors in locating the places, solving numericals in physics, writing skill in Hindi, impact of power point presentation on achievement etc.

Impact of action research on the institutional growth and development:

- Action research activities inculcated research attitude among the faculty members and student teachers.
- The outcome of the action research helped the faculty members to improve their practices and also make the teaching learning more effective.
- Action Research helped the faculty members and student teachers to find the scientific solutions of the academic problems faced during the teaching learning process.

## 3.2 Research and Publication Output.

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

With an objective of enhancing the quality of training, faculty members have developed various instructional and other materials. Faculty members deploy these materials to aid various academic and extracurricular programme organized in the institution. Following are the instructional and other materials developed by faculty members:

#### Materials Developed for curriculum transaction

- PowerPoint Presentation and transparencies on few topics in hard core and soft core papers.
- Annual plan of action with respect to the curriculum and other activities.

- Question banks for hard core and soft core papers
- Model lesson plans for demonstration classes.
- Manual of teaching.
- Concept Mapping module

#### **Materials developed under research cell**

- Articles for in-house seminars
- Compilation of abstracts of researches done by the faculty members.
- Compilation of abstracts of various papers presented by faculty members in seminars/conferences/workshops

#### **Additional printed materials developed by the institution**

- Institution Calendar
- News letter

#### **Feedback forms**

- Feedback on the event/program
- Feedback on the B.Ed. program offered by the institution
- Feedback from the head of the practice teaching schools

#### **Teaching practice:**

- Format of lesson plan
- Format of unit plan
- Format of observation schedule for practice teaching.
- Observation/Assessment criteria for institutional activities and programme
- Teacher's Diary

### **3.2.2. Give details on facilities available with institution for developing instructional materials?**

The institution provides below mentioned facilities for the development of instructional material:

- Well-equipped Information and Communication Technology laboratory with necessary software.
- Wi Fi connection for internet access.
- Well-furnished classrooms with Interactive boards.
- Well-equipped science laboratory for development of improvised apparatus.

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

- PPTs are developed by faculty members on various topics in their subjects.
- One of the faculty members has developed a concept mapping model by using Cmap tool software.
- Information and Communication Technology is one of the hard core papers in which, each student teacher prepares a PPT on the selected topic.

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

- Organized by the institution
- Attended by the staff
- Training provided by the staff

**3.2.7. Give details of the minor / major research projects completed by staff members of the institution in last five years.**

Due to non-enrollment of the institution under 12 B, minor/major projects of UGC could not be taken by the institution.

**3.3 Consultancy**

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

Yes. The institution provides consultancy services in various schools and institutions of the Town/city. The details of the consultancy services provided are as follows:

- Principal along with the staff members have given an orientation on continuous and comprehensive evaluation at M.D. Public Sr. Sec. School, RAISINGHNAGAR.
- Faculty members of the institution provide consultancy services to the school teachers of teaching practice schools during teaching practice.
- The faculty members have also given consultancy in the Government school to improve the achievement of students in different subjects.

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

Yes. Our faculty members are competent to provide consultancy service in specific areas.

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

The institution provides honorary consultancy services.

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

The institution provides honorary consultancy services.

**3.4. Extension Activities**

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

- The faculty members of the institution are invited as the chief guests, resource persons, and the judge by various schools and institutions of the community for the various programmes.
- Placement cell of our institution helps the school authorities in the recruitment of teachers to their schools.
- The institution extends humanitarian services through Blood donation.
- Our institution donates books, instructional materials, and infrastructural materials to the community schools.
- Our institution organizes exhibitions, quiz and essay writing competitions for school students.
- Institution organizes awareness programmes in the villages during the Community Living

Camp on the relevant issues like garbage management, health and hygienic measures for girl child.

- Our institution is associated with Red Cross society and Rotract Club to render additional services to the community.

### **3.4.2. How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution – school networking, etc.)**

The institution is benefited from the community in the following ways:-

- It utilizes the expertise and local resources of the community for its curricular, co-curricular and enrichment programmes which add to the quality training of the institution.
- Student teachers seek better placement opportunities through various collaborated agencies.
- Awareness programme and talks are organized for our student teachers by NGOs like Rotract Club and Red Cross Society, which sensitize them towards social issues and expectations.
- Our student teachers participate in environment awareness programme like Go-green campaign along with the students of M.DM. Pvt. I.T.I.
- Human and physical resources of the community schools are utilized by our student teachers during teaching practice.
- Agrwal Nursing home's Head Dr. O.P. Agrwal conducts health checkup programme every year for faculty members and student teachers of our institution. It also creates awareness among the student teachers about dental care.
- The Association of Oral and Maxillo –Facial Surgeons of India (AOMFS) has screened the documentary film on road safety measures.
- Agrwal Nursing home's Head Dr. O.P. Agrwal conducted a programme called, Smile Torch to increase the awareness of orthodontic treatment among the student teachers.

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

- Undertaking the research projects on social issues.
- Organizing more number of educational visits for student teachers.

- Organizing the awareness programme on value inculcation among the school students.
- Organizing visits and service oriented programme in the slums and orphanages.
- Conducting environmental awareness programme.
- Organizing awareness programme on RTI and RTE for community.

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

- Our institution has undertaken a project titled 'Improving the Achievement of Secondary School Students of Govt. schools. In this regard, a faculty member is given the in charge to accomplish the project by regular mentoring, tutoring and supervising the academic performance of the students.

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

**Social value.**

Our institutional values emphasize on the inculcation of social and citizenship values which are realized through following activities:

- Institution conducts community living camp every year which is a compulsory programme for all student teachers. Community prayer, shramadan and village survey are some of the activities conducted in the camp to develop secular attitude, empathy towards community issues and a sense of responsibilities towards civic duties.
- Institution celebrates national days/festivals, Women's Day, Teacher's day Hindi Sahitya Day and Rajasthan foundation day to develop a sense of pride and respect towards the nation.
- Institution organizes various cultural programmes to inculcate cultural values among student teachers.
- Institution conducts morning assembly which includes college prayer, thought for the day and display of daily news to develop the sense of spirituality and knowledge about current issues and Rajasthan G.K. that is very necessary for student's teacher in their future life.
- The institution conducts SUPW activities to develop an attitude of Reduce, Reuse, Recycle and Reproduce.
- Extension activities of the institution provide opportunities to the student

teachers to understand the social issues and challenges.

- During teaching practice the student teachers organize many competitions for school students which develop the leadership quality among them.
- Institution organizes various co-curricular activities which need individual/group participation of student teachers. The organization of these activities help in the development of values like team spirit, tolerance, togetherness and mutual help.

### 3.5 Collaborations

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

The institution has linkages with the following national level organizations

- Council of Teacher Education (CTE)
- University Grants Commission (UGC)
- National Council for Teacher Education (NCTE)
- IASE - RVTC
- CTE - MES

Apart from this, our institution is collaborated with the state, district and local level organization which have benefited the institution in many ways.

- MGSU BIKANER
- Rotract Club
- Red Cross society
- Department of State Educational Research and Training
- Deputy Directorate of Public Institution
- Department of Collegiate Education

#### Benefits to the institution

The institutional linkage with the different organizations helps in the growth and development of the institution in terms of recognition, affiliation, and approval of the admission, declaration of the results, curriculum transaction, professional development and social sensitization.

- UGC linkage has provided 2(f) recognition to the institution. In future institution may get support from UGC for research extension and publication.
- NCTE monitors and controls teacher education programme offered by the institution.



- Collaboration with Rotract Club, Red Cross Society and NGOs provides a platform to student teachers for community participation.
- Campus interviews conducted by various schools help the student teachers to get placement in reputed schools.
- Deputy Directorate of Public Instruction gives permission to utilize schools for practice in teaching.
- MGSU BIKANER gives affiliation, admission approval and declaration of results and also academic support needed for curriculum transaction.
- Secondary schools of the community help the institution to conduct practice teaching and practical examination for student teachers.

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

The international organizations, with which the institution has established linkages, are as follows:

- Rotract club
- Red cross society
- Linkage with GERA updates the faculty members with the programmes related to professional development at national and international level.
- Collaboration with Rotract club and Red Cross society provide a platform to student teachers for community participation.

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

- Curriculum development
- Teaching
- Practice Teaching
- Research
- Consultancy
- Extension

- **Publication**
- **Student Placement**

**Curriculum development:** Faculty members enrich their knowledge which helps them in the curriculum transaction and also helped in the contribution of the CBCS syllabus for B.Ed. course teaching.

**Teaching:** Faculty members through these linkages get recognition, update their knowledge by knowing about the current trends and challenges in the field of education which contributes for effective teaching.

**Practice Teaching:** Student teachers develop professional competencies through these linkages and faculty members' get information about the current practices in the school through the interaction with the head of the institution and the school teachers.

**Research:** Faculty members are involved in the research activities and one of the faculty members are pursuing Ph.D. These linkages help them to acquire the knowledge and the skills required to complete their research work.

**Consultancy:** These linkages help the institution to get the consultancy services for the benefit of faculty members and student teachers.

**Extension:** The linkage with the Rotract and the Red Cross society provides the opportunity to our students to participate in the community activities to serve the society.

**Publication:** The linkage provides platform for the faculty members to publish their articles in the national and international journals.

### 3.5.4. What are the linkages of institution with the school sector (Institute – School – Community networking?)

#### **Linkage for Practice Teaching**

During teaching practice student teachers conduct many programs in schools as per the requirement such as quiz competition, exhibition, and essay writing competition. Our institution provides the schools with instructional materials like teaching aids, sports material and public address system, books and stationery, benches etc.,

#### **Linkage for Placement and Consultancy**

Faculty members of our institution provide consultancy services to the school teachers and also assist the secondary school of the community in the process of recruitment of teachers.

#### **Linkage for Research**

Student teachers and the faculty members conduct research activities in the school to improve the academic practices.

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

Yes, the faculty members are actively engaged in the school programme in the following ways:-

- The faculty members orient the student teachers in advance for lesson plan preparation and transaction of the curriculum in schools during practice teaching.
- Faculty members conduct orientation and demonstration on teaching skills.
- Practice sessions on teaching skills are provided for the student teachers.
- The incharge faculty member schedules the practice teaching programme as per the convenience of the secondary schools and seeks helps for the allotment of the topics and classes for the student teachers.
- Faculty members also provide guidance in the preparation of lesson plan, teaching aid, preparation of question paper etc.
- Faculty members supervise, give feedback and evaluate the classes of student teachers during practice teaching.
- Faculty members are actively involved in guiding the student teachers for organizing various competitions/activities to be conducted in the schools.

### **3.5.6 How does the faculty collaborate with school and other Institution or University faculty?**

- Faculty members of our institution provide assistance to school teachers in the recruitment process and also provide consultancy for the school teachers.
- Faculty members of our institution interact with the school/institution/university faculty members and update their knowledge about the curriculum transaction, research activities and the innovative practices.
- Faculty members of our institution attend various meetings with the school/institution/university faculty members in order to improve the quality of the B.Ed. programme offered by the institution with respect to techniques of teaching and learning, curriculum designing, evaluation process, guidance and counselling, projects and action research.

### 3.6 Best practices in Research, Consultancy and Extension

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

Research, consultancy and extension are an integral part of the academic work in the institution.

- Faculty members are encouraged to take up action research every year.
- All the faculty members are instructed by the management to complete their Ph.D. within 5 years.
- Institution is trying to get research projects from various agencies for faculty members.
- The institution has made compulsory for all the faculty members to publish / present papers in the national and international conferences/journals.
- Faculty improvement programs enrich the knowledge of the faculty members which helps them in providing quality consultancy services.

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

##### Research

- In-house seminars are conducted for faculty members to update their knowledge.
- School/college based action research are undertaken by the faculty members and student teachers.

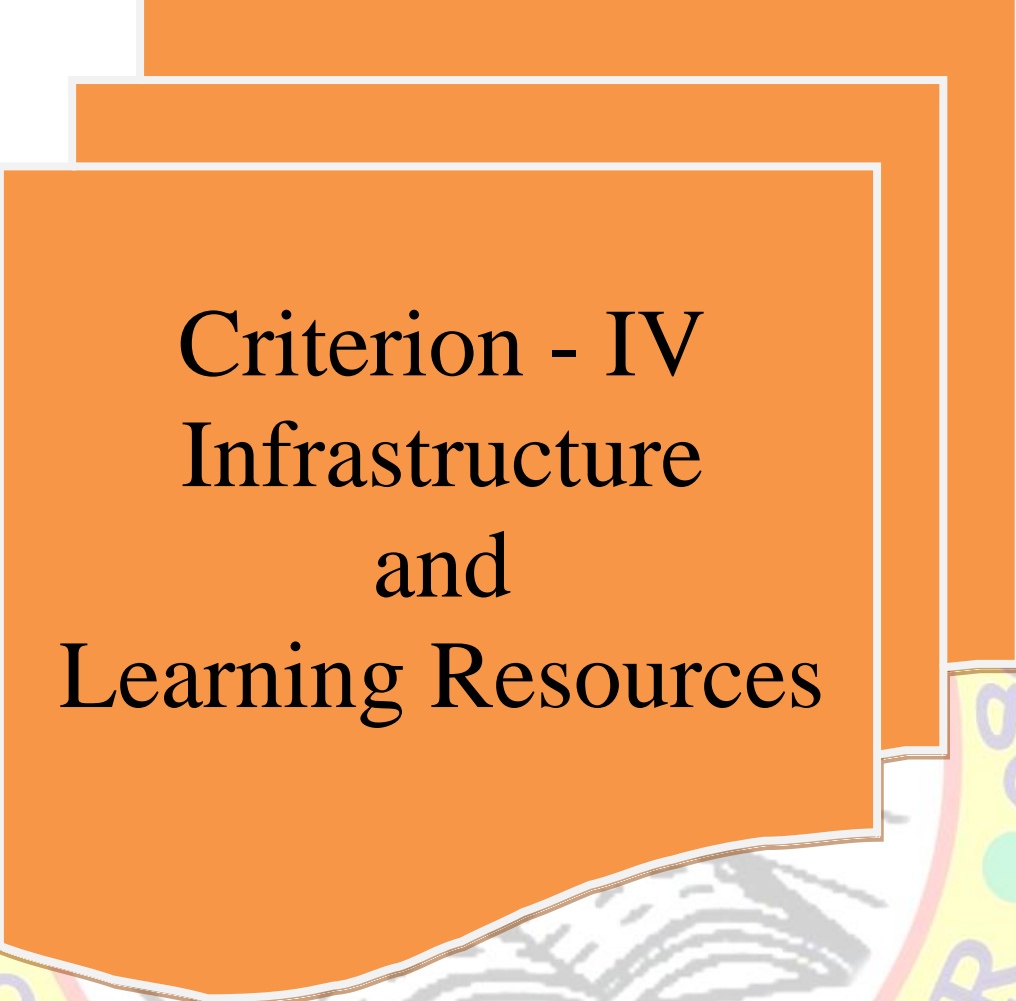
##### Consultancy

- Free consultancy is provided for secondary school teachers and also to parents.

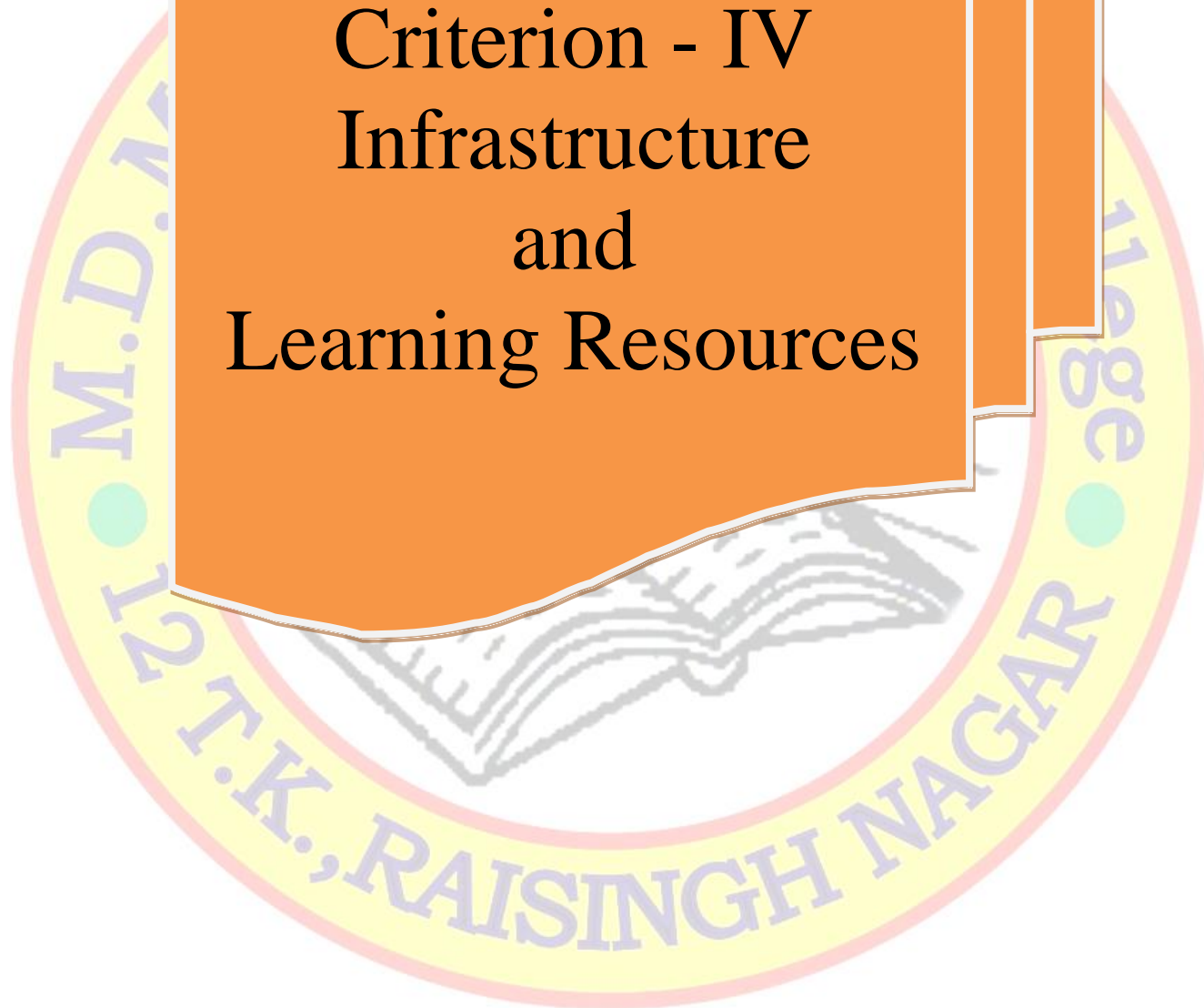
##### Extension activities of the institution

- The outcomes of the Action Research Project are communicated to practice in teaching schools
- In-service programs are planned and organized by the principal to provide opportunity for faculty members to share their experiences with school teachers and also with alumni's.

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Criterion - IV  
Infrastructure  
and  
Learning Resources



## Criterion - 4

### Infrastructure and Learning Resources

#### 4.1. Physical Facilities

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

The institution has infrastructure as per the NCTE norms. An exclusive building with the built up area 2209.75 sq.met is provided which has the following accommodation.

- Four classrooms
- Principal's chamber
- Multipurpose hall
- Psychology Laboratory,
- Science laboratory,
- Educational and Technology Laboratory,
- ICT Centre,
- Staff rooms,
- Administrative Office
- Library
- Separate toilets for girls, boys and staff.
- Girls' rest room
- Drinking water facility.
- Store room
- Sports room

The remaining facilities like parking area, playground, canteen etc., are common to all institutions of the campus. The development and maintenance of infrastructure and learning resources is funded by the Management. The amount invested for developing the infrastructure is given below:-

Sr.No.	Particulars	Amount
1	Building	2 Crores
2	Furniture & Fixtures	4,50,000
3.	Audio-Visual Equipment (includes LCD projector, OHP etc.)	1,50,000
4.	Teaching aids	50,000
5	Computers	3,00,000
6	Library Books	2,50,000
7	Laboratory and Psychological Apparatus	2,50,000
8	Sports Equipment	50,000

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

The institution has augmented the infrastructure to keep pace with the academic growth by providing the following additional facilities:

- ICT center is established
- LCD projector, interactive boards are provided
- Wi-Fi facility is provided for the students and staff
- The institution has the provision for expansion of the building.

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

- The multipurpose hall is provided for conducting various co-curricular activities.
- Sports room is provided for indoor games.
- Playground of the campus has the facility for outdoor games
- The eco-friendly campus helps us to conduct extension activities.

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

The parking area, playground and canteen are shared with other institutions in the campus.

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

- Our campus ensures clean, green, and serene environment which generates positive energy.
- Medical camps/check-ups are arranged at regular intervals in the campus.
- Cafeteria is available in the premises of the Institution.
- Potable water is available with Water coolers
- Separate washroom facilities are provided for girl students and lady faculty
- Housekeeping staff appointed by the management to maintain the health and hygiene in the campus.
- Regular pesticides are sprayed in and around the campus.

**4.1.6. Is there any hostel facility for students? If yes, give details on capacity, number of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities etc.,**

Accommodation is provided to needy students in town hostels, which is located in Raisinghnagar.

**4.2 Maintenance of infrastructure:**

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

- Building
- Laboratories
- Furniture
- Equipment
- Computers
- Transport / Vehicle



In the budget the provision for building maintenance, computers, furniture and laboratory equipment are made, however the management takes necessary steps to make arrangements for infrastructure and instructional facilities. The excess amount required for the development of the institution is always provided by the management. The estimated budget is enclosed in the annexure.

#### **4.2.2. How does the institution plan and ensure that the available Infrastructure is optimally used?**

The infrastructure of the institution is optimally used for conducting all curricular, co-curricular and extension activities.

- The institution organizes Library through creates Sap interest which among the student teachers to use the library as a learning resource. All the student teachers are made to refer a minimum of 10 books and maintain a library book in which they write review of the book referred and its reflection on them.
- The students utilize the library resources for seminar presentation, assignments, practical activities and other extra-curricular activities.
- The ICT laboratory is used by student teachers as a learning resource, to prepare Power Point Presentations, lesson plan writing and preparation of teaching aid.
- Science Laboratory is utilized by student teachers to conduct experiments for demonstrations.
- Psychology laboratory is equipped with all the necessary psychological equipment prescribed in the syllabus. Guidance and counseling sessions are also conducted in psychology laboratory.
- Play ground is used for outdoor games/sports activities.
- Institution has a well-equipped multipurpose hall which is utilized by student teachers for various curricular and extra-curricular programmes.

All the other supportive infrastructural facilities and services are utilized by the student teachers and the staff as per the requirement.

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

The management takes ample care of the environmental issues associated with the infrastructure of the institution.

- The institution maintains the infrastructure by white washing and repairing the damages every year
- Necessary care is taken to maintain the sewage and drainage during the rainy season.
- Fire extinguishers are installed as safety measures in the building.
- The campus has a public work department which supervises and takes care of the infrastructural issues.
- All the student teachers are informed in advance about the rules and regulations of the institution which states about the protection and safe guarding of the institutional assets. Intentional damage to any of the assets is penalized.

### **4.3. Library as Learning Resource:**

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

Yes, the institution has a qualified librarian and library assistant to support the smooth functioning of library.

- The library is spacious and well equipped with necessary sufficient reading and reference material, cupboards, issuing counter, chairs and tables.
- The institution has a library advisory committee which holds periodic meetings to discuss the library development and better utilization.
- Library advisory committee collects the list of books required from the faculty members in the respective soft core and hard core papers. The committee recommends the list of books, journals to be purchased and makes arrangement for procuring it.

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

The library resources available to staff students are as follows:

**Table No. - A**

Library Resources		
Number of books		3965
Encyclopaedias		-
Journals (National)		12
Magazines		05
No. of Back Volumes		-
News papers		04
Internet facility		-
Software		5
CD's		20
E-books		-
E-journals		-
Computers		-
Printer with Scanner		-
Reprographic machine		-

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

Yes, the institution has the library advisory committee. It systematically reviews the various library resources for adequate access and relevance.

- The library advisory committee consists of principal and two senior faculty members and the librarian.
- The Library advisory committee holds meetings before the commencement of the academic year with the faculty members to discuss about the requirement of latest publications and collects the list.

- The library advisory committee prepares the budget every year for the purchase of library books considering the requirement of books in soft core and hard core papers and other required books.
- Library advisory committee discusses with the management and procures the books as per the budget allocation.
- Library advisory committee also monitors the infrastructure and furniture requirement and makes a request to the management to provide necessary arrangement for the proper functioning of the library.
- Library advisory committee also subscribes for periodicals and magazines as per the list provided by the staff.
- Library advisory committee supervise the day to day activities of the library.
- A suggestions box is kept in the library to get feedback from the users, to improve the library services.

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

No, library is not computerized.

- Books acquisition.
- Circulation.
- Member registration, issue and reserve, return and renew.
- Locating the book.
- Library budget allocation.
- Stock verification.

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

Yes, the institution has computer and internet facilities.

- The institution time table has made a provision for library reference. Students also use library in the leisure periods. The timings of the library are 10:00AM to 4:00PM.

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

The institution does not possess the facility to inflibnet/Delnet/IUC facilities. At present the institution has prescribed UGC N-List of e-journals. However, in future the institution endeavors to make it available.

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

All the working days mentioned in college calendar are working days for the library. The library is kept open from 10.00 a.m. to 4.00 pm for student teachers and faculty members. It is kept open for extended hours when needed.

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

- List of new arrivals are displayed on the notice board
- Staff members make announcement in the classrooms.
- Book jackets of new arrivals are displayed in the display rack

**4.3.9. Does the institution's library have a book bank facility utilized by the students?**

No, the institution library does not have a SC/ST book bank. Additional books in all the subjects are available.

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

So far no visually and physically challenged students have sought the admission in the institution. However the institution is positive to provide necessary facilities for the disabled students, if need arises.

**4.4. ICT as Learning Resources****4.4.1. Give details of ICT facilities available in the institution (Computer Lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institution ensures the optimum use of the facility.**

The institution has well equipped computer laboratory with a qualified staff member to attend the ICT needs of the students and staff.

### Facilities provided in the ICT resource center

Facilities provided in the ICT resource center	
Computer	10
Laptop	01
Speakers	04
Printers	02
E-Granthalaya Software	-
Tally	01
Scanner	02
Tape recorders	01
Television set	01
Slide projector	01
OHP	01
LCD Projector	02
Interactive board	01
Wi-Fi	Available
CDs	20

- Faculty members use ICT facilities for teaching learning process through interactive boards, PowerPoint presentation, preparation of notes, demonstration of video lessons etc.
- Students use ICT facility for preparation of lesson plan, teaching aids, preparation for seminars, assignments and practical activities and as a learning resource.

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

Yes, there is provision in the curriculum for imparting computer skills to students. The compulsory core paper ICT, in the second year of the B.Ed. course provides both the theoretical and practical experiences in ICT.

**The major skills that the student teachers acquire:**

3.3 To operate the system (computer)

3.4 Web-Browsing

- Downloading text and images from internet
- Use of Microsoft office package
- Use of e-mail

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

- LCD projectors are used for the curriculum transaction.
- Interactive boards are used by the faculty members during instructional process.
- Web references are given to the student teachers during curriculum transaction to enhance their knowledge.

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

The major areas in which the student teachers use technology in practice teaching are:

- Student teachers use technology for preparation of lesson plans, content reference and methodology of teaching.
- Student teachers use the PowerPoint presentations and video lessons for practice teaching.
- Student teachers use YouTube for preparation of teaching aids and improvised apparatus.
- Student teachers use internet to download the pictures and images to make the abstract ideas concrete.

#### 4.5. Other facilities

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

- The infrastructural facilities are being used for direct recruitment of the govt. of Rajasthan and competitive examinations.

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

The various audio-visual materials available with the institution are:

- Teaching Aids
- Charts
- Maps
- Tape-recorders/ CD players
- OHP and Transparencies
- Audio, Video cassettes
- Science Laboratory equipment
- Computers
- LCD Projectors
- Slide Projector
- DVD players
- Camera
- Television

The student teachers make optimum utilization of the audio-visual materials during simulated and practice teaching lessons and also as a learning resource during curriculum transaction.



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

1. Science Laboratory
2. ICT Laboratory
3. Psychology Laboratory
4. Education Technology Laboratory

Every year provision to update the facilities of each lab is made through budget allocation and the list of required equipment is collected from the faculty member who is incharge of the laboratory.

- The institution has a computer lab with 10 computers. As per the requirement of the student teachers and the faculty members the software is installed. The student teachers use the computer laboratory as a learning resource for teaching/learning and also to prepare Power Point Presentations for practice teaching.
- Education Technology laboratory is equipped with Audio visual equipment like television, computer, LCD projector, OHP, slide projector, etc. Educational technology laboratory is used for seminar presentations and for other curricular activities.
- The ICT and the Educational Technology laboratories are maintained by the system administrator of MPS Computers Raisinghngar.
- The Psychology laboratory is equipped with apparatus of simple experiments related to Educational Psychology. It is maintained by the psychology faculty members.
- The science laboratory is equipped with necessary apparatus required to perform the experiments related to secondary school science syllabus. It is maintained by the faculty members of science subjects.

The stock register is maintained and stock verification is done at the end of the academic year.

#### **4.5.4 Give details on the facilities like multi-purpose hall, workshop, music and sports, transports etc., available with the institution.**

- The institution has a multi-purpose hall which is used for conducting seminars, workshops, conferences, meetings and other co-curricular activities.
- The sports room is used for indoor games.
- The transport facilities of the sister institution is utilized by the B.Ed. student teachers.

#### **4.5.5. Are the class rooms equipped for the use of latest technologies for teaching? If yes, give details, if no, indicate the institution's future plan.**

Yes, classrooms are equipped with latest technologies like interactive board, LCD projectors public address system. The management is ready to provide additional latest technology for teaching.

#### **4.6. Best Practices in infrastructure and Learning Resources**

##### **4.6.1. How does the faculty seek to model and reflect on the best practice in the diversity of institution including the use of technology?**

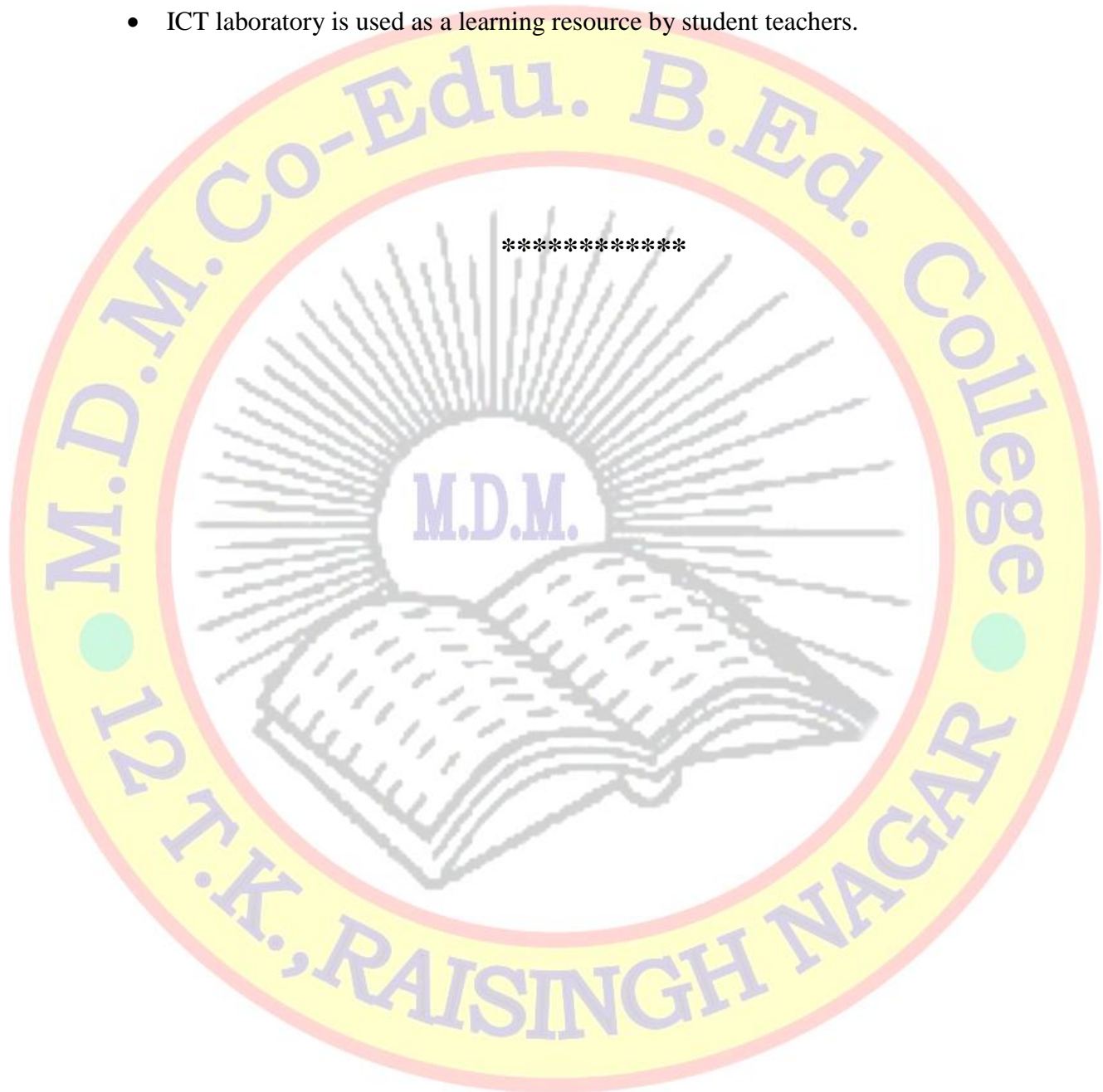
Faculty members are well trained in the use of ICT in curriculum transaction. The faculty members integrate ICT which is reflected in all the practices of the institution.

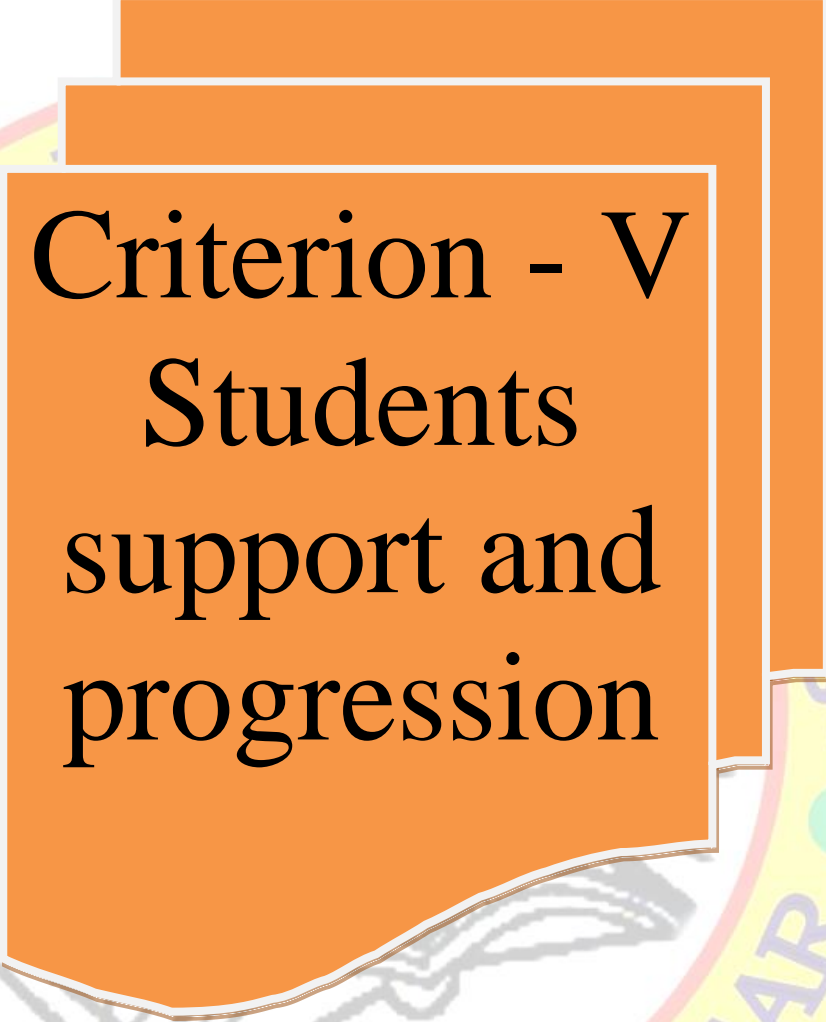
##### **4.6.2. List innovative practices related to the use of ICT, which contributed to quality enhancement.**

- A value added programme on 'application-learning process', is conducted to train the student teacher every year in teaching and learning.
- PowerPoint presentations by the faculty members during curriculum transaction.
- Use of interactive board in teaching-learning.
- Wi-Fi facility for the faculty members and student teachers.
- Question bank and the notes for all the subjects are provided in the library in the form of hard copies.

**4.6.3. What innovations/ best practices in infrastructure and learning resources are in vogue or adopted / adapted by the institution?**

- The faculty members use interactive board and LCD for teaching.
- Wi-Fi facility is provided for the student teachers and the faculty members.
- ICT laboratory is used as a learning resource by student teachers.





Criterion - V  
Students  
support and  
progression

## Criterion - 5

### Students support and progression

#### 5.1 Student Progression:

##### 5.1.1. How does the institution preparedness assess for the program the teacher and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme (teacher- t requisite knowledge and skill to advance) to completion?

- The preparedness of the student teachers for B.Ed. program is assessed in the beginning of the course.
- The academic scores in the previous qualifying course.
- Informal discussion is conducted by the admission committee of the institution to know their interest towards teaching profession.
- Pre-test on teaching aptitude and content tests are conducted to know the teaching aptitude and the content competency respectively.
- An induction program is conducted to orient the student teachers about the importance of the teaching profession and also course requirement. In addition, the traditions of the institution are also made known to students.
- Faculty members conduct ice breaking activities to know the strengths and weaknesses of the student teachers.
- Talents day is organized to know the talents of the student teachers.
- Educationists are invited to inspire the student teachers towards the teaching profession.

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

The institution ensures that the ambience of the institution promotes personal and professional development of the student teachers

## Motivation

- The institution organizes various programs to motivate the student teachers towards the professional development through following activities.
- Arranging talks on great personalities and educationists.
- Displaying of thoughts and quotations of educationists in the library, classrooms and different laboratories.
- Screening of documentary films of great personalities.
- Appreciation in the class through announcement in the morning assembly and prize distribution etc.
- Illustrations by the teachers in their classroom interactions.

## Satisfaction

The institution provides all kind of support to the student teachers by knowing their expectations and makes an effort to develop a feel of satisfaction in all their endeavors.

- The campus has eco-friendly environment with full of greenery, flower garden, fountain which makes the environment pollution free and generates positive energy.
- The campus has the facility for parking, cafeteria, Xerox centre, health centre, etc. which cater to the needs of the student teachers.
- The campus has playground and other facilities for outdoor and indoor games.
- Democratic approach of the principal and faculty members helps them to share their expectations and problems.

## Development

The institution provides effective learning experiences needed for personal and professional development through the following activities.

- The necessary skills for the teaching profession are inculcated through theoretical and practical experiences provided by the faculty members.
- Mentoring system is practiced by allotting a group of 10 to 15 student teachers to a faculty member to get assistance on various aspects.
- Programs on mental health and personality development are organized for student teachers to groom their personality.

- The ICT training is given to develop technical competencies among the student teachers. The institution has necessary instructional facilities like LCD, computers, interactive board etc.
- Remedial teaching is provided for the low achievers.
- Guidance and counselling cell of the institution tries to find out solution to the personal and academic problems of the student teachers.
- Extended curricular activities are provided to the gifted students to enrich their knowledge and experiences.

### **Performance Improvement**

The institution adopts the following techniques to assess the performance and also to adopt different strategies to improve the student teachers.

- Periodical tests and examination are conducted to know the achievement of the students.
- Seminar and practical activities are organized to improve the practical and social skills.
- Extension activities are conducted to make the student teachers socially sensitive.
- Appreciation and rewards are provided for the best student teacher of the academic year.
- Placement service is also provided to the student teachers by the institution for their recruitment.

The dropout rate is minimum, hence it is negligible. The probable reasons for the drop out could be personal and health conditions like marriage, health problem, unforeseen circumstances, employment, family commitments and work pressure at home.

However the dropout rate is minimized in the following ways:

- By providing information at the entry point about the expectations and the nature of B.Ed. course.
- Individual guidance is given to drop out by the principal and faculty members.
- The faculty members counsel the family members and convince them to cooperate with the student teachers to complete the course.
- Faculty members render need based help to the student teachers to complete the course.

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

The institution is of the opinion that just curriculum transaction is not sufficient for the development of the professional skills. Hence, the institution provides the following services to enable them to compete for the career prospects.

- Soft skill development programs.
- Certificate course on creative teaching by Academy of Creative Teaching.
- Value added programs on the personality development and stress management.
- Training in the use of technology in teaching.
- Placement service is provided by the placement and consultancy cell.
- Guidance and counselling services are provided.

The details of the students appeared / qualified in competitive examination in the last two years are shown below

**5.1.4 What percentage of teacher trainees on an average go for further studies / choose teaching as a career? Give the details of the last three years.**

Majority of the student teachers who complete their B.Ed. course, choose teaching as their career, but few student teachers change their profession due to the attractive salaries and other personal reasons.

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

Institution provides opportunities to alumni, to utilize the required facilities. As the alumni are from different parts of the state, their access to the various types of resources of the institution is limited. Some of the alumni from Raisinghnagar, access the resources for their professional enhancement. The alumni seek consultancy and guidance, for attending interviews and other requirements.



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

No, the institution does not provide placements to student teachers and alumni through the placement cell. However our institution co-ordinates with the different educational institutions and also in collaboration with the Academy of Creative Teaching conducts for campus interview and selects suitable teachers for different schools. Sometimes the school communicates to our institution through the principals of many schools get information about the availability of subject wise vacancies in their institution via e-mail and letters. The placement for the student teachers to face the interview. Our institution takes necessary measures for providing recruitment to its student teachers in various schools.

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

The difficulties faced by the institution are:-

- Providing recruitment for English medium students in private schools.
- Some of CBSE and ICSE schools also prefer post graduates.
- After providing recruitment, our institution finds it difficult to follow up the stability of the student teachers in the school.
- Some of the placements are provided through informal requests from the school authorities over the phone which cannot be recorded by our institution.

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

Yes, the institution provides placement service to the practice in teaching schools.

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

Our institution does not organize any on campus placement. However institute provides opportunity to student teacher by personal efforts out side the college so there in no need of resources for it.

## 5.2 Student Support

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

College calendar is prepared before the commencement of the academic year by keeping the University calendar as a reference. The curricular, co-curricular and extension activities to be conducted are planned keeping in view, the vision and the mission of the institution. After discussing in the staff meeting about the financial requirement, hurdles faced and feedback received from the stakeholders, the programs are incorporated in the calendar of events.

College calendar of event and method wise calendar of events are prepared. To ensure proper planning and smooth execution of the calendar of events, the principal distributes the portfolio to carry out different activities to the faculty members on rotation basis considering the interest and the potentialities of the faculty. Performance of student teachers in the curricular, co-curricular and extended activities is assessed. It is based on continuous comprehensive evaluation. The institution evaluates the curricular, co-curricular and

extension activities by adopting different strategies and the same are revised through feedback mechanism.

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

So far no student teacher with major physical disabilities is admitted. In case if such students seek admission, the institution is ready to provide necessary facilities to accommodate such differently challenged students.

### 5.2.3 Does the institution have mentoring arrangements? If yes, how is it organised?

Yes, the institution has introduced 'mentoring 5 students' system randomly assigned to each faculty member who is made responsible for the student professional and overall development. The faculty members act as mentors for the whole academic year, discuss with the student teachers about their academic, personal and vocational issues. The mentor teacher monitors and supervises the activities of the student teachers of their group and keeps a track of their development. Guidance is given by the mentors for their professional and overall development.

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

The institution has a cordial, democratic and healthy environment. The support system provided by the management and the principal motivates the faculty members to work effectively. The institution adopts the following steps to enhance the effectiveness of the faculty member:

- The institution provides all necessary infrastructural facilities.
- The institution provides all the necessary instructional facilities.
- Flexibility is provided to the faculty members to experiment with the innovative ideas.
- Faculty members are encouraged to attend workshops, seminars and orientation programs to update their knowledge in the field.
- Expert's talks on the current issues are arranged by the institution for faculty improvement.
- The institution provides necessary ICT related facilities like computers, Wi-Fi, software, etc.,
- The principal conducts periodic staff meetings to know the problems faced by the staff members in carrying out their responsibilities and suggestions are sought in the staff meeting.
- Faculty members are encouraged to take up Action Research to implement their innovative ideas.

The institution also provides necessary facilities for mentoring of student teachers. Mentoring system helps to find out the individual differences which enable the faculty members to know the potentialities and problems:

- In the beginning of the academic year the institution introduces the mentoring system by allotting 10 to 15 student teachers randomly assigned to each faculty member and made responsible for the student teacher'
- Counselling sessions by the professionals are also arranged by the principal to resolve the problems faced by the student teachers, in case of necessity.

- The institution encourages the faculty members to take remedial classes for low achievers.
- The institution also encourages to organize various activities to provide enriched experiences to the student teachers by knowing their interest and the potentialities

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

Yes, the website of the institution is [www.mdmbedcollege.org](http://www.mdmbedcollege.org). The information on the infrastructural facilities and instructional facilities like library, ICT resource Centre, classrooms, Science laboratory, Psychology laboratory, seminar hall, cafeteria, sports and transport facilities. The details of curriculum and services available, staff profile, location, address and calendar of events of the institution of the academic year 2015-2016 is available. It is updated once a year.

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

Yes, the institution conducts remedial program for the low achievers. The mentoring faculty members and the method teachers identify low achievers by considering their entry test scores, achievement test scores and the performance in the microteaching sessions and participation in various activities.

The following remedial measures are taken in this regard:

- The institution offers instruction both in Hindi and English medium
- Study materials by the faculty are given to low achievers.
- Peer teaching method is adopted to help the low achievers.
- Individual counselling is provided by the mentoring teachers to the low achievers.
- Low achievers are encouraged to write answers to the previous year question papers and the same is discussed by the faculty members and feedback is given.

### **5.2.7. What specific teaching strategies are adopted for teaching?**

(a) Advanced learners (b) slow learners

a) Advanced Learners

The following strategies are adopted for the advance learners.

- Advance learners are given assignments, projects, seminar, PPT Preparation,

preparation of modules, preparation of documentation, web browsing and creative writing.

- Advance learners are included in the editorial board of the institution magazine and class magazine to nurture their creative writing.
- They are involved in the peer teaching, debate, discussion in the institution and other inter collegiate competitions.

#### b) Slow learners

The strategies adopted for slow learners include

- Slow learners solve the question bank, prepared by the faculty members and feedback is given for further improvement.
- Individual guidance is provided by the mentor teachers.
- Faculty members encourage and motivate the slow learners by providing an opportunity to work with advanced learners by constituting the study circle.

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

The institution has guidance and counselling cell which is comprised of a trained counsellor and faculty members.

The following guidance services are provided by the cell:

- Personal guidance
- Educational guidance
- Career guidance

The guidance and counselling cell organizes many programs on personality development, stress management, mental health, orientation for examination preparation, study habits etc. Apart from this guidance and counselling cell also conducts individual/group counselling sessions for the needy students. Placement cell of the institution also provides career counselling to the student teachers.

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

The institution has established students' grievance redressal cell to look into the grievances

lodged by the student teachers, judge its merit and resolve. The cell is empowered to redress the matters of instructional and infrastructural facilities required.

Student teachers can express their grievance through the cell on harassment, unlawful and professional inappropriate behavior by administrators, teaching and non-teaching staff or other student teachers of the institution in the grievance box which is made available in the institution. Sometimes grievances are informally communicated to the principal. However major grievances which cannot be solved by the principal are forwarded to the management to take necessary action.

The major grievances redressed in last two years

- Bifurcation of Hindi and English medium.
- Request for more number of Hindi medium books.
- Extension of library timings.
- Providing transport facility.
- Canteen facilities.
- Availability of potable water.

#### **5.2.10. How is the progress of the candidates at different stages of programme monitored and advised?**

- After completion of every unit, a test is conducted and evaluated by the faculty members, sometimes by the peer group and the feedback is given to them about their performance.
- Microteaching lessons are observed and assessed to know the acquisition of the skill. Feedback is given for further improvement both by the peer group and also by the method teachers.
- Student's performance activities like assignments, in various projects, seminars is assessed by using rubrics.
- Student teachers are also observed and assessed by the faculty members on various aspects like discipline, attendance, participation in cultural and other extension activities of the institution.
- The mentor teacher monitors the progress of his/her student teachers and necessary guidance and feedback is given periodically.

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

The pre-practice preparation activities conducted by the institution are

- Orientation and demonstration on microteaching skills in different methods by the faculty members.
- Practice to develop the episodes for micro lessons.
- Practice to develop microteaching skills in groups.
- Workshop on writing instructional objectives and specifications.
- Orientation and workshop on developing and designing the lesson plan.
- Demonstration by the experts on the preparation of teaching aids.
- Demonstration lessons are given by faculty members and alumni.
- Practice of simulated teaching.
- Orientation on observation of the lesson.
- Orientation about the practice teaching.
- Guidance for selecting topics for practice teaching.
- Lesson plans in each method are corrected by the method teachers and necessary guidance is provided.
- Orientation and workshop is conducted on the preparation of unit test.

**The follow-up support in practice teaching given by the faculty members is as follows:-**

- The faculty members help the group leader in the preparation of the time table and allotment of the class to the student teachers.
- The lessons taught by the student teachers are observed by the faculty members and the feedback is given every day.
- Faculty members help in getting sufficient number of classes for the student teachers by requesting of the head of the institution.
- The faculty members stay back in the practice teaching school to support and supervise the student teachers in lesson planning, teaching and classroom management.

### 5.3. Student activities

#### 5.3.1. Does the institution have an Alumni Association? If yes list the current office bearers.

1) Give the year of the last election

ii) List Alumni Association activities of last two years.

iii) Give details of the top ten alumni occupying prominent position

iv) Give details on the contribution of alumni to the growth and development of the institution.

No, our institution has no Alumni Association. As institution knows that Alumni association provides opportunity for the former student teachers of the institution to develop a lifelong relationship with the institution and contribute to the growth and development of the institution. Therefore institution will form an Alumni Association. From this year as duration of B.Ed. course has been expanded one to two years now it will more beneficial for institute.

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

The institution organizes various extra-curricular activities. Every year an action plan is prepared by each committee and club on the proposed extra-curricular activities. Each club and the committee of the institution have the student representatives. All the student teachers are encouraged and motivated to participate in one or the other activity. The student teachers are also encouraged by the faculty members to participate in inter and intra college competitions. Institution held a one week open air session for student teacher. In this duration student teacher participate in many activities i.e. sports, athletic activities, room decoration etc.

The list of student teachers' achievements of competitions is mentioned below:



Sr. No	Academic year	Name of student	the Event	Type of event intra/inter college	Event organised by cell/other institution etc.	Position
1	2012-13	Mr.MOHAMMAD SHAHID MIRZA Mrs. PAYAL SHARMA	Essay writing	college		First Second
2	2013-14	Ms.RIYA SIDANA Mr. DANA RAM SHARMA	Speech writing	college		First Second
3	2014 -15	Mr. Sudheer Mr. Anmol Singh	Sports activities	College level		First Second
		Ms. Geeta Bishnoi Ms. Divya Suthar	speech speech	college		2 <sup>nd</sup>
		Ms. Sonali Sharma	Poster making			Participated
		Ms. Ramandeep kaur Ms. Rupinder Kaur	Essay writing	college		Participated Participated

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

The institution has not started publishing any magazine. It is very necessary for an institute. Our principal and management members and officials are eager to start publishing it from this session.

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

Yes, the institution has a student association. The association is formed through democratic procedure. The student association co-ordinates and organizes academic and co-curricular programs with the help of other clubs/committees. The student association along with the members of the various clubs/committees prepare a plan of action to carry out different type of activities for effective functioning of the association.

#### Office bearers of the student council and their portfolios

Table No - 33

1	Rector	Dr. Suneel Kumar, Principal
2	Staff Advisor	Mr.Ashok Kumar
3	President	Mr. Kalu Ram
4	Secretary	Mr. Nihal Chand
5	Joint Secretary	Mr.PradeepBothra
6	Organizing Secretary	Mrs.Paramjeet Kaur
7	Treasurer	Ms. Priyanka

The student association in collaboration with various cell/committees/clubs like Women Redressal Cell, Student Grievance Cell, Guidance and Counselling Cell, Eco club, English Club, Social Science Club, Eureka Club organizes various activities listed below:

- Significant days like women's day, teachers day, science day, Independence Day, Rajasthan foundation day, etc.
- Co-curricular and cultural activities.
- Community living camp.
- Field visits and educational tour.
- Sport's day and environmental awareness programs.
- Extension activities by collaborating with NGOs.
- Intra college competition like quiz, debate, essay writing etc.
- Swachh Bharat Abhiyan.

### 5.3.5. Give details of various bodies and their activities (academic and administrative) which have student representation in it.

The following are the different committees and cells established in the institution to work in collaboration of student association, under the guidance of faculty members. Student teacher representatives are selected based on their interest and the capacities for each club /committee/cell.

#### Students' Grievance Redressal Cell

The institution has established cell to look into students' the grievances lodged by the student teachers, judge its merit and resolve. Student teachers can express their grievance through the cell on harassment, unlawful and professional inappropriate behaviour by administrators, teaching and non-teaching staff or other student teachers and also inadequacy of the facilities of the institution. Student teachers can express their grievances in the grievance box which is made available in the institution. Sometimes grievances are informally communicated to the principal. This cell comprises principal, faculty members and two student teacher representatives (male and female).

#### Activities:

- Orients the student teachers about the Grievance Redressal Cell and the procedure to lodge the grievances.
- Collection/selection/recording of the grievances by the faculty incharge.
- The cell conducts four meetings in an academic year to resolve the grievances of the student teachers.

#### Women Redressal Cell

Institution has constituted a Women Redressal Cell to address the various academic/personal/social issues of women student teachers. This cell shares the common goal - to learn, to educate and to collaborate the ideas towards a meaningful and positive change to face the challenges of women. This cell comprises of principal, two female faculty members and two female student representatives.

#### Activities

- Celebrates International. Women's Day.

- Organizes guest lectures on women and their legal rights, women empowerment and women related issues.
- Guidance and counselling is given to women student teachers as per the need.
- Panel discussion on the women related issues.

### **Guidance and Counselling**

Guidance and counselling cell is formed in the institution to provide guidance and counselling to the student teachers on their academic, personal and social issues. It works as support system for the student teachers to overcome problems of learning and adjustment. In addition, it identifies the strengths and weaknesses of the student teachers and suggests the measures for their further improvement. This cell comprises of principal, faculty members of Psychology subject and two student teacher representatives (male and female).

### **Activities**

- Organizes orientation programmes on mental health, stress management, personality development etc.
- Personal counselling is provided to the needy student teachers.
- Orientation cum workshop is organized on self-awareness and motivation.
- Consultancy is provided by the faculty members to the secondary school students on study habits, examination phobia, adolescence problems etc.,
- Organizes various activities to groom the personality of the student teachers.

### **Library Advisory Committee**

Library Advisory committee of the institution looks into the enrichment of library resources and up gradation of library. The committee prepares the budget every year for the purchase of library books considering the requirement of books in soft core, hard core papers and other

required books. Library advisory committee discusses with the management and procures the books as per the budget allocation. This committee consists of principal, two faculty members, librarian and two student teacher representatives.

### **Activities**

- Induction program is organized about the usage of the library to the student teachers.
- Celebration of library Saptaha.
- Visits are organized to other libraries.
- Display of articles on current affairs in various disciplines.
- Library advisory committee monitors the infrastructural requirement.
- Subscribes for periodicals and journals as per the list provided by the staff.
- Library advisory committee supervises the day to day activities of the library.
- Suggestion box to receive the feedback is kept in the library and feedback is implemented for the improvement of the library.

### **Cultural / Sports Committee**

Cultural/Sports committee of the institution organizes various activities to appreciate the multicultural diversity of the society and to develop sportsman spirit among the student teachers. It provides the platform to the student teacher to exhibit their cultural /sports talents. It seeks for the active participation of all the student teachers in all the activities conducted in/out of the institution by the club. It comprises of principal, faculty members, four student representatives and rest of the student teachers as its members.

### **Activities**

- Organizes talents day in the beginning of the year.
- Celebrates various days of significance like Independence Day and Rajasthan foundation Day etc.
- Cultural events are organized by the committee on founders day, community living camp, valedictory function,
- Sports day is organized.

### **Educational Excursion/Visits Committee**

The institution has educational tour/visits committee which organizes educational

tour/local visits which is an integral part of B.Ed. course. In addition, to it also organizes visits to various places of educational importance. This committee consists of principal, a faculty member and four student representatives.

**Activities:**

- Organizes educational excursion.
- Visits to places of educational significance.

**Extension/Community Activities Committee**

The extension activities committee plans and executes the activities which promote community development. It intends to provide opportunities to the students to get sensitized towards the community issues and extend their service to community. This committee consists of principal, a faculty member and four student representatives.

**Activities**

- Organizing community living camp.
- Establishing collaboration with NGOs like Rotract Club, Red Cross Society.
- Organizing blood donation camp.
- Organizing visits to orphanage, special schools and old age home.
- Developing the sense of sharing through organizing various donation activities.

**English Club**

Lingua franca is set up to create interest and motivation among the student teachers towards the significance of English language in day to day communication. It develops the spirit of creativity and innovation in teaching - learning of English. It seeks for the active participation of all the student teachers in all the activities conducted in/out of the institution by the club. English club comprises of principal, English faculty member, four student representatives and rest of the English method students as its members.

**Activities**

- Conducts essay writing competition in teaching practice school
- Donates dictionaries/books to the best students of the practice teaching schools.
- Conducts intra-college debate, storytelling, extempore speech competitions etc.

- Display of English related facts in the English method room.
- Publishes a class magazine in English.
- Visit R.I.E, language laboratory and British Library.

### Science Club

Eureka club is established by the institution to promote scientific temper, scientific attitude and scientific outlook among the student teachers through various activities. It also provides opportunity for the development of the constructive, explorative and inventive abilities of the student teachers. It seeks for the active participation of all the student teachers in all the activities conducted in/out of the institution by the club. It comprises of principal, Science faculty members, four student representatives and rest of the Science method students as its members.

#### Activities

- Organizes science quiz, science exhibition and debate.
- Guest lectures on eradication of superstition, significance of science in day to day life.
- Celebration of science day.
- Celebration of scientist's birthday
- Preparation of improvised apparatus.
- Discussion on innovative methods of learning Science through practical approach.
- Publishing manuscript magazine.
- Publishing class magazine.

### Mathematics club

It is constituted in the institution to create interest in Mathematics learning among the student teachers in a recreational way. This club instils mathematical perspective. In addition the club also looks at unconventional ways of approaching Mathematics. It seeks for the active participation of all the student teachers in all the activities conducted in/out of the institution by the club. It comprises of principal, Mathematics faculty member, four student representatives and rest of the mathematics method students as its members.

#### Activities

- Celebrating the birthdays of famous mathematicians.
- Celebrating significant days like pi day,  $e$  day.
- Preparing lesson plans for innovative methods of teaching.
- Organizing workshop on material development for Mathematics teaching

- Collection and compilation of articles on fun in Mathematics.

### **Eco club**

It is established in the institution to create awareness about the environmental issues. It orients the student teachers about the significance of nature and its protection. It seeks for the active participation of all the student teachers in all the activities conducted in/out of the institution by the club. It comprises of principal, a faculty member, four student representatives and rest of the student teachers as its members.

#### **Activities**

- Visit to Suratgarh Super Thermal Power Station, suratgarh.
- Plantation.
- Campus cleaning.
- Organizing ‘SwachhthaAbhyan’ by the student teachers in the community.
- Encouraging student teachers to participate in the environmental rallies and the awareness programmes.
- Demonstration on garbage management.

### **Social science club**

This club is set up by the institution to develop interest in learning Social Science through activities. It tries to orient the student teachers towards the contribution of history and its relevance in the society. It aims at developing historical perspective and civic sense through various activities. It seeks for the active participation of all the student teachers in all the activities conducted in/out of the institution by the club. It comprises of principal, Social Science faculty member, four student representatives and rest of the method student teachers as its members.

#### **Activities**

- Organizes quiz, exhibition.
- Organizes visit to local governing bodies i.e. Grampanchayat, Nagarpalika, etc.
- Conducting seminars on fundamental rights and duties of the citizen, constitutional obligations.
- Conducting Mock Parliament.
- Organizes plays on social issues.



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

The institution collects the feedback from the students through the feedback forms developed by the institution

- Students appraisal of teachers
- Feedback on the B.Ed. course
- Feedback on each activity conducted in the institution

The institution also collects feedback from the alumni's. The feedback collected and given by the students, alumni and the parents are analysed and discussed in the staff and IQAC meetings and necessary steps are taken to implement the feedback to improve the programs.

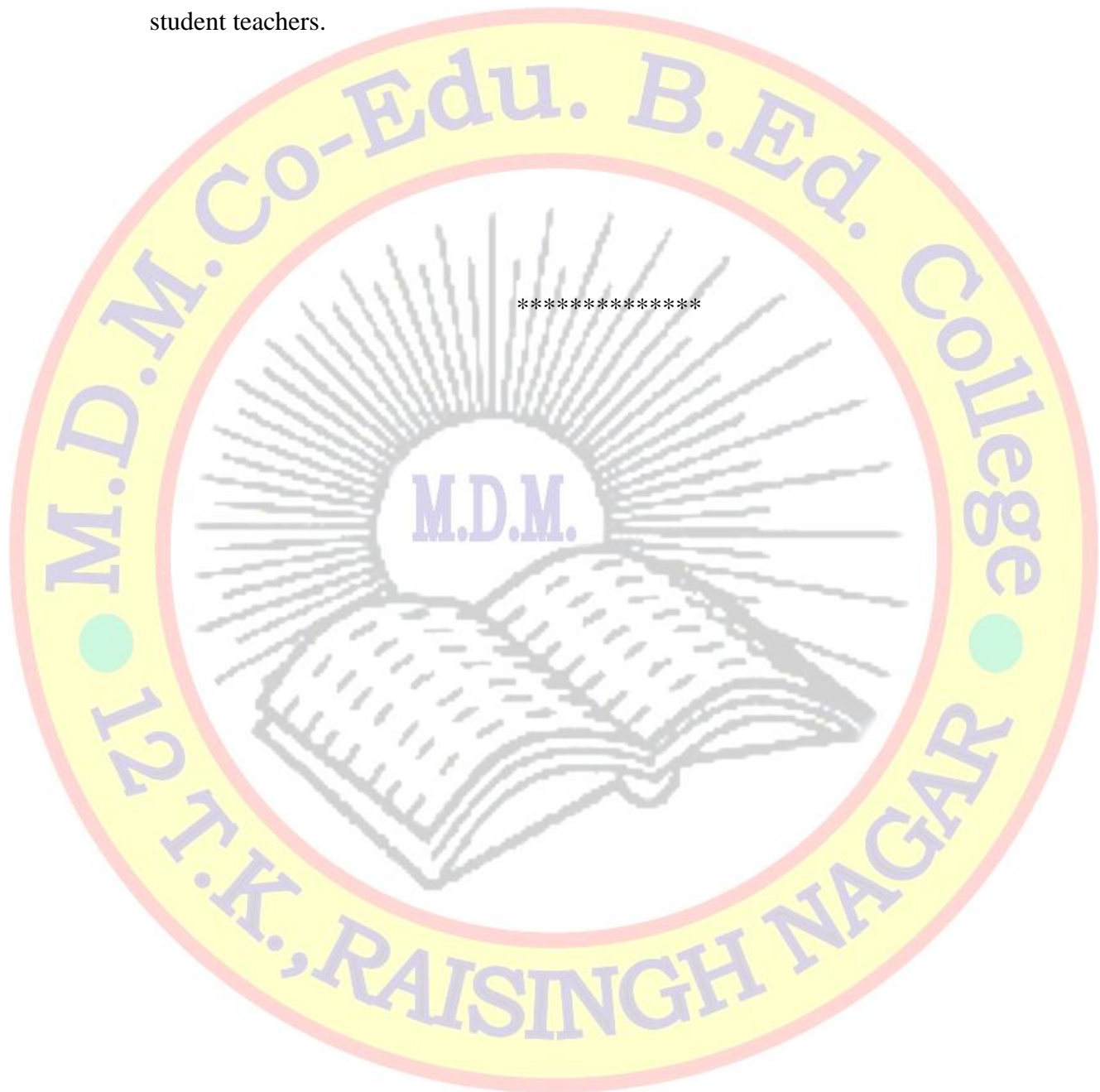
**5.4 Best Practices for Student Support and Progression**

**5.4.1. Give details of institutional best practices in student support and progression.**

The institution adopts the following best practices for the students support and progression:

- At the valedictory function all the students take an oath given by great scientist and teacher Dr. A.P.J. Abdul Kalam. This helps them to dedicate themselves for the noblest profession of teaching.
- The institution conducts intensive induction program to develop awareness among student teachers towards the institutions vision, mission, objectives and values.
- The institution provides college calendar with the details of all the proposed academic and other activities which ensures the preparedness of student teachers.
- The institution conducts an entry test to know the content knowledge of the student teachers in various school subjects.

- Mentoring system is adopted by the institution to provide academic support to the student teachers.
- The institution has a placement cell, which provides recruitment to the student teachers.



## Criterion - VI

### Governance and Leadership

## Criterion - 6 Governance and Leadership

### 6.1 Institutional Vision and Leadership.

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

The goal of the institution is conveyed through its vision, mission, objectives and values. The institution excels itself by extending the quality education to its stakeholders by keeping institutional vision and mission in all its endeavors.

#### **Vision**

Excellence in competencies and value based teacher education.

#### **Mission**

Our Mission is to provide sustainable qualitative value based teacher education to meet the needs of the stakeholders in the current challenging social and educational system.

#### **Values**

- Nurturing the humanistic competencies.
- Inculcation of value system.
- Seeking for excellence.
- Inculcating contemporary values.

#### **Objectives**

- To introduce the prospective teachers to the fundamentals of education through

various papers, prescribed in B.Ed. course.

- To equip the student teachers to acquire competencies and skills required for effective teaching and become reflective practitioners.
- To acquaint the student teachers with Information Communication Technology and its application in teaching and learning in 21<sup>st</sup> century.
- To draw out the innate talents of student teachers through various academic and other activities.
- To empower student teachers to develop rational thinking and scientific attitude.
- To sensitize the faculty members and student teachers towards the social realities, issues and challenges.
- To promote capabilities for inculcating and integrating value based education in schools.
- To encourage student teachers for community participation and social service through various community based activities.
- To provide placement services to the student teachers so as to help in their carrier development.
- To produce efficient teachers as human resource who can promote healthy citizenship contributing towards national development.

**The institution makes known its mission, vision and values to the stakeholders in the following ways:-**

- The principal introduces the vision, mission and values of the institution for the prospective student teachers during the induction programme of the B.Ed. course.
- The chairman of the institution Shri Kalu Ram shares the vision, mission and values with the student teachers and staff members during various functions and meetings.
- Vision and mission are displayed in the principal chamber and in the library.
- The institution strives to fulfil the vision and the mission through its various curricular, co-curricular and extended activities.

**6.1.2. Does the mission includes and objectives the terms institution's of addressing the needs of the society, the students it seeks to serve, the school sector, educational institution's and value traditions orientations?**

**Need of the society**

The objective of the institution is to develop awareness among the student teachers to know the social realities and issues and to produce socially competent citizens.

**Students**

The institution develops the competencies among the student teachers required to be effective and efficient teachers.

**School Sector**

The institution prepares the prospective teachers to provide quality learning experiences to the school students.

**Educational Institution's tradition**

Institution provides conducive, cordial, democratic environment.

**Value Orientation**

Institution vision and mission aims to provide value based education through the integration of values through its curriculum transaction.

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

The institution was established by M.D. Memorial Educational & Social Welfare Trust in 2008. The trust was reconstituted in the year 2009 by including all the members of M.D. Memorial Educational & Social Welfare Trust which is presently governing the institution. The trustees have vast experience in the field of education. The trustees

have established many institutions like M.D.M. Pvt. I.T.I., M.D. Children Academy, The growth and development of this institution shows the management's commitment, their leadership role in the institutional activities. The management provides all the necessary instructional and infrastructural facilities necessary for institutional activities. Management monitors and supervises institutional activities. Through the exemplary leadership and supervision of the management, the institution is moving towards the greater heights.

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

The management has entrusted the principal with task of leading the B.Ed. institution to the pinnacle. The principal adopts the democratic approach wherein each staff member has freedom to take decisions to conduct curricular and organize co-curricular activities. The principal defines and communicates the responsibilities to the staff

- The principal conducts meetings with the faculty members on a regular basis.
- Planning for the academic year is done through staff meetings before the commencement of the academic year.
- An action plan is prepared by the faculty members with relation to their allotted portfolio allotted and report is sought at the end of the session.
- At the end of each session work done in various portfolios are discussed, the faculty members are asked for sharing their experiences, criticism and suggestions for further quality improvement.
- The management provides the resources, finance and the necessary guidance needed to accomplish the various tasks.

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

The management and the head of the institution receives continuous feedback from the stakeholders. The feedback is collected from the student teachers through various feedback forms developed by the institution. The data collected are analyzed and a report is

submitted to the management.

The mechanisms of collecting feedback from the student teachers are

- Students appraisal of teachers
- Self-appraisal report of teachers
- Feedback on the B.Ed. course
- Feedback on each activity
- Feedback from the heads of the practice teaching schools.

Apart from this the principal gets the feedback through informal ways and suggestions are communicated through discussion in staff meetings. The given feedback is used for the quality enrichment for future activities.

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

With the collective efforts of the principal and the faculty members, the barriers are identified and the strategies, to minimise the barriers are chalked out in staff meetings. All the activities are democratically distributed among the faculty members and action plan for each activity is prepared to execute the task effectively and efficiently. With the collaboration and the cooperation of the stakeholders, barriers are minimised to achieve the vision and mission of the institution.

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

The management encourages and supports the faculty members for the improvement of the effectiveness and efficiency of the institutional processes in the following ways:

- The management encourages the faculty members to attend seminars, refresher course, workshops, and conferences at state and national level to update them.
- The management encourages to take competitive exams like NET/SLET/PG Courses/Ph.D.
- The management appreciates and acknowledges the achievements of staff members in the



official gathering of the institution.

- The management permits the faculty members to take up any work assigned by the University such as Chief Custodian, Squad Chief and Valuation work.
- The management provides necessary guidance and support for qualitative improvement in the institutional activities.

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

The success of any organisation reflects the professional competencies and qualities of the head of the organisation. The institution has risen to the heights under the able leadership and guidance of the principal. All the curricular and co-curricular activities are planned and organised under the governance of the principal.

##### **Curriculum**

The head of the institution takes initiation in the proper implementation of the curriculum in the course effectively by adopting following strategies.

- The principal along with the faculty members prepares an annual plan of the curricular activities.
- As per the specialization of the faculty members course papers are allotted.
- Principal guides the faculty members about the extended curricular activities to be conducted in their course papers.
- Through periodic meetings principal monitors the curricular activities conducted by the faculty members.
- Academic freedom and guidance is provided by the principal to experiment with innovative practices in curriculum transaction.

##### **Administration**

- The duties and responsibilities to carry out various institutional activities are decentralised by the principal with democratic approach.
- Systematic academic planning by the principal helps in the proper administration of the institutional activities.

### **Allocation and utilization of resources**

- The principal always encourages faculty members for optimum utilization of technology and resources in the teaching –learning process.
- Principal ensures the necessary ICT facilities for the curriculum transaction and organizes orientation programs to facilitate the faculty members to carry out curriculum transaction by integrating ICT.

## **6.2 Organizational arrangements.**

### **6.2.1. List the different committees constituted by the institution for management of different activities and give details of the meetings held and decision made regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.**

The institution has constituted various committees/cells to organize academic and other activities of the course. Faculty members are made in charge of different committees. In the beginning of the academic year all the committees are constituted by including the student representatives and meetings are conducted by each committee/cell separately to decide about the activities of the academic year. Under the guidance of principal and the faculty in charge, the committees/cells carry out the proposed activities by conducting meetings as and when required. The institution provides all necessary requirements to accomplish the proposed activities. The list of committees/cells is given below with the proposed activities for the academic year 2014-15.

**Students 'Grievance Redressal Cell**

Committee	Proposed Activities
Students' Redressal Gri Cell	<ul style="list-style-type: none"> <li>• Orienting the student teachers about Grievance Redressal Cell and the procedure to lodge the grievances.</li> <li>• Collection/selection/recording of the grievances by the faculty incharge.</li> <li>• Solving the grievances of the student teachers</li> </ul>

**Women Redressal Cell**

Committee	Proposed Activities
Women Redressal Cell	<ul style="list-style-type: none"> <li>• Celebration of International Women's Day.</li> <li>• Organization of guest lectures on women and their legal rights, women empowerment and women related issues.</li> <li>• Guidance and counselling is given to women student teachers as per the need.</li> <li>• Panel discussion on women related issues.</li> </ul>

**Guidance and Counselling Cell**

Committee	Proposed Activities
Guidance and Counselling Cell	<ul style="list-style-type: none"> <li>• Organizing orientation programmes on mental health, stress management, personality development etc.</li> <li>• Providing personal counselling to the needy student teachers.</li> <li>• Organizing orientation cum workshop on self-awareness and motivation.</li> <li>• Providing consultancy to the secondary school students on study habits, examination phobia, adolescence problems etc.,</li> <li>• Organizing various activities to groom the personality of the student teachers</li> </ul>



Students 'Association	
Committee	Proposed Activities
Students Association	<ul style="list-style-type: none"> <li>• Celebration of significant days like Science Day, Independence Day, Rajasthan foundation Day, etc.</li> <li>• Organizing co-curricular and cultural activities.</li> <li>• Conducting community living camp.</li> <li>• Conducting field visits and educational tour.</li> <li>• Organizing guest lectures.</li> <li>• Conducting sport's day</li> <li>• Organizing extension activities by collaborating with NGOs.</li> <li>• Organizing intra college competitions like quiz, debate, essay writing etc.</li> </ul>

**Cultural / Sports Committee**

Committee	Proposed Activities
Cultural/Sports Committee	<ul style="list-style-type: none"> <li>• Organization of talent's day in the beginning of the academic year.</li> <li>• Celebrating various days of significance like Independence Day, Teachers' Day, Ethnic Day and</li> <li>• Organization of cultural eve camp, valedictory function etc.</li> <li>• Organizing sports day.</li> </ul>

**Library Advisory Committee**

Committee	Proposed Activities
Library Advisory Committee	<ul style="list-style-type: none"> <li>• Organizing induction program on the usage of the library to the student teachers.</li> <li>• Celebration of library Saptaha.</li> <li>• Organizing visits to other libraries and getting enrolled for Membership.</li> <li>• Displaying articles on current affairs in various disciplines.</li> <li>• Monitoring the infrastructural requirement of library.</li> <li>• Subscribing for periodicals and journals as per the list provided by the faculty members.</li> <li>• Supervising the day to day activities of the library. <ul style="list-style-type: none"> <li>• Receiving feedback from suggestion box and implementing for the improvement of library.</li> </ul> </li> </ul>

**Extension/Community Committee****Committee****Proposed Activities**

Extension  
/Community  
Committee

Organizing community living camp.

1. Establishing collaboration with NGOs like Rotract Club, Red Cross Society
2. Organizing blood donation camp.
3. Organizing visits to orphanage, special schools and old age home.
4. Developing the sense of sharing through organizing various donation activities.

**6.2.1. Give the organizational structure and the details of the academic & administrative departments of the institution.**

**ORGANIZATIONAL HIERARCHY OF THE INSTITUTION**

- ❖ Chair man
- ❖ Directors
- ❖ Principal
- ❖ Faculty
- ❖ Non Teaching staff
- ❖ students

## 6.1 Best practices in Governance and Leadership

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

- College calendar which gives complete information about the institution and its activities is given in the beginning of the academic year.
- The institutional responsibilities are decentralized.
- The institution provides exposure about community service through NGO, visit to slums, blind school, old age home, and orphanage.
- The institution has maintained a campus which is eco-friendly with lot of greenery and flowering plants which generates positive energy.

The activities of the institution are decentralised through different committees. The principal guides each committee to function systematically. All the issues, grievances and suggestions are discussed and conveyed to the staff in charge of each committee. The principal takes advice and support from the governing council according to the gravity of the issue.

## 6.2. Extent and Administration

### 6.2.1 To what extent is the administration decentralised? Give the structure and details of its functioning.

The academic and the administrative activities of the institution are decentralized by assigning responsibilities through the constitution of different committees and clubs for the smooth functioning of the institutional activities.

- The faculty members are made incharge of each committee. With the assistance of the student representatives and the other staff members, the responsibilities are carried out.
- The faculty in charge plans and executes the assigned activities and submits reports to the principal with the feedback received from the student teachers.



### **6.2.2. How does the institution collaborates with other sections / departments and school personnel to improve and plan the quality of educational provisions?**

The main objective of the institution is to equip the student teachers with professional competencies and life skills needed for effective teaching. The institution provides enriched experiences related to community issues and technological changes.

- The institution collaborates with the nearby schools for conducting teaching practice.
- The secondary schools, near to the institution provide permission for the student teachers to conduct various activities like quiz, exhibition, inter school competitions etc., which develops the practical skills of planning, organizing and executing.
- The institution, affiliated to MGSU BIKANER has the cordial relationship with the University regarding admission approval, conduction of examination, submission of internal assessment, declaration of results etc. The University also assigns different responsibilities related to examination and preparation of curriculum to the faculty members.
- The institution in collaboration with Rajiv Gandhi Institute of Technology organizes various technology related training programs for the faculty members and student teachers.
- Rajiv Gandhi Institute of Dental Sciences conducts health related programs for student teachers.
- The institution conducts Certificate Course in Creative Teaching in collaboration with 'Academy of Creative Teaching' amass-ed-on course for the student teachers.
- The institution provides exposure to community service through NGOs.
- The institution co-operates with the other B.Ed. colleges by deputing faculty members to attend seminars, workshops, conference conducted by them.
- Institution invites different organizations to conduct various academic and other activities for the benefit of the faculty members and the student teachers.

- The institution organizes field visits to different organizations to provide hands on experiences to the student teachers.

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

The institution collects the feedback from the student teachers to find the positive and negative aspects of different programs organized by the institution.

Feedback is collected in the feedback forms, developed by the institution. The feedback is collected from students, faculty members, head of the practice teaching schools and also through the informal interaction with the stakeholders and other collaborated organizations. The feedback is analysed and discussed with the principal in the staff /IQAC meetings and the suggestions are sought to improve the academic and administrative activities. The principal and the management take the necessary actions to improve the quality of program using feedback.

**6.2.3 What are the institution's-operation,initiativesharingofknowledge, innovations and empowerment of the faculty? (Still sharing creating / providing conducive environment).**

- The democratic environment of our institution makes the faculty members to work in cooperation and coordination towards the quality education.
- Each portfolio is shared by the two or three faculty members so that the different ideas are shared to accomplish the work.
- The responsibilities are judiciously distributed among all the faculty members and freedom is provided to implement innovative ideas in the accomplishment of the responsibility.
- Periodic staff meetings help the faculty members to share and exchange the ideas.
- Faculty improvement programs are conducted in the institution by providing interaction with experts in the field

- Research cell of the institution conducts in-house seminar on current trends in education.
- The faculty members are encouraged to attend various workshops, seminars, orientation programmes for professional development.
- Faculty members are encouraged to upgrade their qualification like PGDHE, NET, SLET etc. required for professional development.
- Faculty members are encouraged to attend refresher and orientation programs conducted by the Academic Staff College of the UGC.

### 6.3 Strategy Development and Deployment

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

Yes, the institution has the Management Information System in storing the information related to the academic and administrative aspects.

- The student teachers profile is prepared by the office staff which consists of required information about the student teachers of that academic year.
- The financial transactions are recorded using the software, Tally which gives information about the cash book, day book, income and expenditure.
- Library is automated.
- Soft copies of different committees, allotment of students for different activities, time table, calendar of events, criteria for assessment, internal assessment etc. are maintained.
- Alumni and placement database is also maintained in the soft copies.

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

The institution has employed proper human and financial resources to achieve its mission and objectives and set a ground to attain the vision of the organisation.

- The institution has appointed well qualified efficient faculty members.
- The responsibilities are allotted to faculty members based on the competencies and the

interest.

- The management provides additional support to the faculty members by providing opportunities to meet the experts in the field to carry out their professional responsibilities efficiently.
- The institution encourages and motivates the staff members to implement the innovative ideas through action research to provide quality education.
- Provision is made in the budget for the purchase of instructional materials, library books and other requirements needed for the academic and administrative activities.

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

The human and financial resources are the most important assets of the institution. The institutional mission, vision and the goal can be achieved by the proper management of human and the financial resources

- As per NCTE norms the institution has sufficient human resources. However the sister institutions provide the additional human resource whenever required.
- The additional financial requirement is fulfilled by the management.

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

#### **Academic plan development:**

- The calendar of events of the academic year is prepared before the commencement of the academic year in consideration with the University calendar of events as a reference.
- Semester wise plan of action for each subject is prepared by the concerned teachers for curriculum transaction, extended activities, and extra-curricular activities.
- The responsibilities to carry out the academic activities are judiciously allocated among the faculty members according to their competencies and interest.

- The distribution of the portfolio and the responsibilities of each faculty member are discussed and approved in the IQAC meetings.
- The faculty member in charge of practice in teaching approaches the headmaster's and the school teachers for the convenient dates of commencement of practice in teaching.
- A meeting is organized in the institution with the head master of the schools to prepare a plan of action for practice in teaching.
- School teachers are involved in allotment of subjects and classes to the student teachers for practice in teaching.
- School teachers are taken as external examiners for University practical examination.

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

All the academic and administrative activities are planned to realize the vision, mission and the objectives of the institution. The objectives for each activity are designed and necessary steps are taken to accomplish these activities which help in the realisation of the institutional objectives.

**6.3.6. How and with what frequency are the visions, mission and implementation plans monitored, evaluated and revised?**

Vision and mission statements are used to express objectives of the institution. The principal monitors and evaluates the activities, which reflect the vision and mission of the institution in the following ways:

- Periodic meetings are held in which the principal reviews the vision, mission and objectives of the institution reflected in the academic and administrative activities.
- Each activity is monitored and evaluated by the principal by adopting different strategies and techniques.
- Feedback mechanism is used to see the level of accomplishment of the activity and the

same is revised / modified for further improvements, in turn helps in reaching towards the vision and mission.

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

To provide ICT integrated teaching learning experiences to the student teachers the institution plans in the following ways:

- An annual plan is prepared for the integration of ICT in academic and administrative activities, accordingly a list of equipment required, is prepared and the same is communicated to the management, by the principal. As per the budget provision and the need, the management provides the required technological facilities to the institution.
- Faculty members use interactive boards, PPT and video lessons in the curriculum transaction.
- Training is given to the student teachers about the application of computers in the teaching learning process.
- Computer facility is provided to the student teachers as a learning resource.
- Wi-Fi facility is provided in the institution both, for the faculty members and the student teachers.
- Office records are maintained in the form of soft copies.
- Library is automated.

### 6.4. Human resource management:-

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

The institution is more concerned about the academic needs and progression of its faculty members. The faculty members equip themselves with current trends and challenges in the field of education. The institution identifies the needs and encourages the faculty members towards their career progression in the following ways:

- The faculty members are encouraged to attend seminars, workshops, conferences to enrich their knowledge.
- The institution deputed the faculty members for orientation and refresher courses conducted by the Academic Staff College managed by the UGC.

- The faculty members are encouraged to present papers in the national, international and state level seminars and conferences.
- The institution encourages faculty members to pursue SET/ NET/PG/Ph.D. and improve their qualification.
- The faculty members are encouraged to use technology in classroom teaching.
- In-house seminars are conducted for the benefit of the faculty members.
- Academic discussions are conducted to share the experiences gained by faculty members during seminars, workshops and other professional enrichment programmes.

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

The following mechanism is adopted to evaluate the performance of the faculty members

- The faculty member's performance is appraised by the students, principal and also by themselves by using appropriate appraisal forms at the end of each semester.
- Information about the faculty members is collected by the principal informally through the interaction with the students and other staff members.
- The faculty members are also assessed by the principal considering their research related activities and other academic activities of the institution.
- The assessments are communicated by the principal personally to the faculty members and guidance is given for further improvement.

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

- In-house paper presentation is conducted periodically.
- Lectures by experts are organized for the professional development of faculty members.
- Training program is conducted for office staff on the maintenance of the office records.
- Training program is conducted by the experienced persons for office staff regarding the usage of technology in maintaining the office records.

- The librarian of the government institution is invited by the institution to orient the librarian about the automation of the library.

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

The institution has qualified teaching and non-teaching staff as per the NCTE norms and follows the recruitment policy of Government of Rajasthan and UGC.

**6.4.6 What are the criteria for employing part time / adhoc faculty? How are the part-time / adhoc faculty different from the regular faculty? (Eg. salary structure, workload, specialization)**

The institution has sufficient staff as per the NCTE norms. All the faculty members are fulltime.

**6.4.7. What are the policies, resources and practice 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 profession association).**

- The institution encourages all the faculty members for their professional growth and development. Though direct sponsoring and funding facilities are not available, the management is positive towards rendering loan for the needy members.
- The institution encourages the faculty members for higher studies like M.Phil. PGDHE and Ph.D.
- To make the faculty members competent and be at par with technology, institution has provided ICT center. The faculty members are motivated to attend seminars, conferences and workshops held in the various organizations.
- The management provides study leaves to pursue higher education and also provides permission for on duty work.



- The institution has established a research cell to encourage the faculty members to undertake research based activities.
- Some of the faculty members are the members of CTE and GERA.

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

- The faculty members are provided with the well-furnished staff rooms and other supporting facilities.
- Wi-Fi facility, scanning and printing facilities for the faculty members.
- The institution has well-furnished office.
- Library is automated and has procured of 3965 books, 12 journals, periodicals and archives with open access facility.
- The laboratories are well equipped as per the requirements of the course.

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

The institution has adopted various mechanisms to provide information and also seek suggestions/complaints from its stakeholders in the following ways:

- The stakeholders can get the information and also details of the course through institution website [www.mdmbedcollege.org](http://www.mdmbedcollege.org) and prospectus.
- The student teachers are provided with the institution calendar at the commencement of the academic year which gives the complete details of the academic, extra-curricular and extended activities of the course.
- At the beginning of the academic year parent meet is organized to provide information about the institution and its activities.
- Faculty members get the information through the staff meeting and the circulars of the

institution.

- Suggestion box is available in the institution to seek suggestions from the stakeholders.
- A grievance box is placed to receive the complaints of the students and the same is resolved through the student redressal cell which is established in the institution.
- Principal also provides information in an informal way to the stakeholders and receives the suggestions.
- Principal conducts the induction programme at the commencement of the academic year for the student teachers to give complete information about the course.
- The democratic approach of the principal encourages the faculty members to share their grievances and suggestions towards the quality improvement.
- The management is approachable to the faculty members to share their problems and also suggestions.
- The institution has adopted feedback mechanism to receive the feedback from the students on its transaction.
- Students may communicate their suggestions through the student association.
- The faculty members also share information about the institution and its activities among the stake holders in a formal or informal way.

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

The work load policies and practices of the institution are as follows:-

- An academic annual plan is prepared before the commencement of the academic year and the activities to be carried out are listed under different portfolios.
- The principal distributes the responsibilities under different portfolios to the faculty members at the beginning of the academic year by considering the potentialities and interest of the staff members.
- The principal takes the assistance of the faculty members for the administrative activities, whenever necessary.
- One faculty member is made incharge of practice teaching who coordinates with the department of education and the secondary schools to complete the practice in teaching programme.

- Faculty members are assigned to take up research based activities (action research) at least one in a year.
- Faculty members are assigned to monitor each activity and record the assessment about the performance of the student teacher.
- One faculty member is made incharge of extension activities who collaborates the institution with the community agencies.
- Faculty members are made involved in providing consultancy services to the school and the community.

The workload distribution of the institution is enclosed in the Annexure

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

The institution recognizes the achievement of the faculty members, honors and appreciates them on important function conducted by the management.

- Faculty members are rewarded by the chairman for their achievement such as qualifying in SET/NET/MSc/M.Phil./PGDHE.
- The achievements of the faculty members are displayed on the notice board to motivate the student teachers.
- Responsible and hardworking faculty members are rewarded by the chairman.

**6.5 Financial management and resource mobilization.**

**6.5.1. Does the institution get financial support from the government? If yes, mention the grants received in the last 3 years under different heads. If no, give details of the source of revenue and income generation.**

No, the institution does not get any financial support from the government. Institute get tuition fees of the student teachers from PTET Ajmer time to time in instalment. That is used for salary and for others. In case when institute needs extra money it is provided by the Trust. Trust gets donation from trustees.

**6.5.2. What is the quantum of resources mobilized through donations? Give information for the last 3 years.**

The institution does not take any donation as it is a private institution run by Trust and tuition fees is funded by the PTET Ajmer.

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

The operational budget is prepared keeping the availability of the finance. If the financial requirement exceeds, the management provides the financial support on priority basis.

**6.5.4. What are the budgetary resources to fulfil the mission and offer quality programs?**

**(Budget allocations over the past 5 years, depicted through income expenditure statements, future planning and resource allocated during the current year and excess/deficit.**

The budget is prepared every year by allocating funds to institutional expenditure as per the income. The management provides financial assistance for the organization of various programs of the institution in case of the deficit. The budget of the last 5 year is enclosed in the Annexure.

**6.5.5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last 2 audits. (Major pending audit paras, objectives raised and dropped.**

Yes, the accounts of the institutions are audited regularly through internal and external audit system. Audit report is enclosed

**Internal Audit**

- Internal audit takes place once a year by senior accountant appointed by Trust. He submits the audit report to the management.

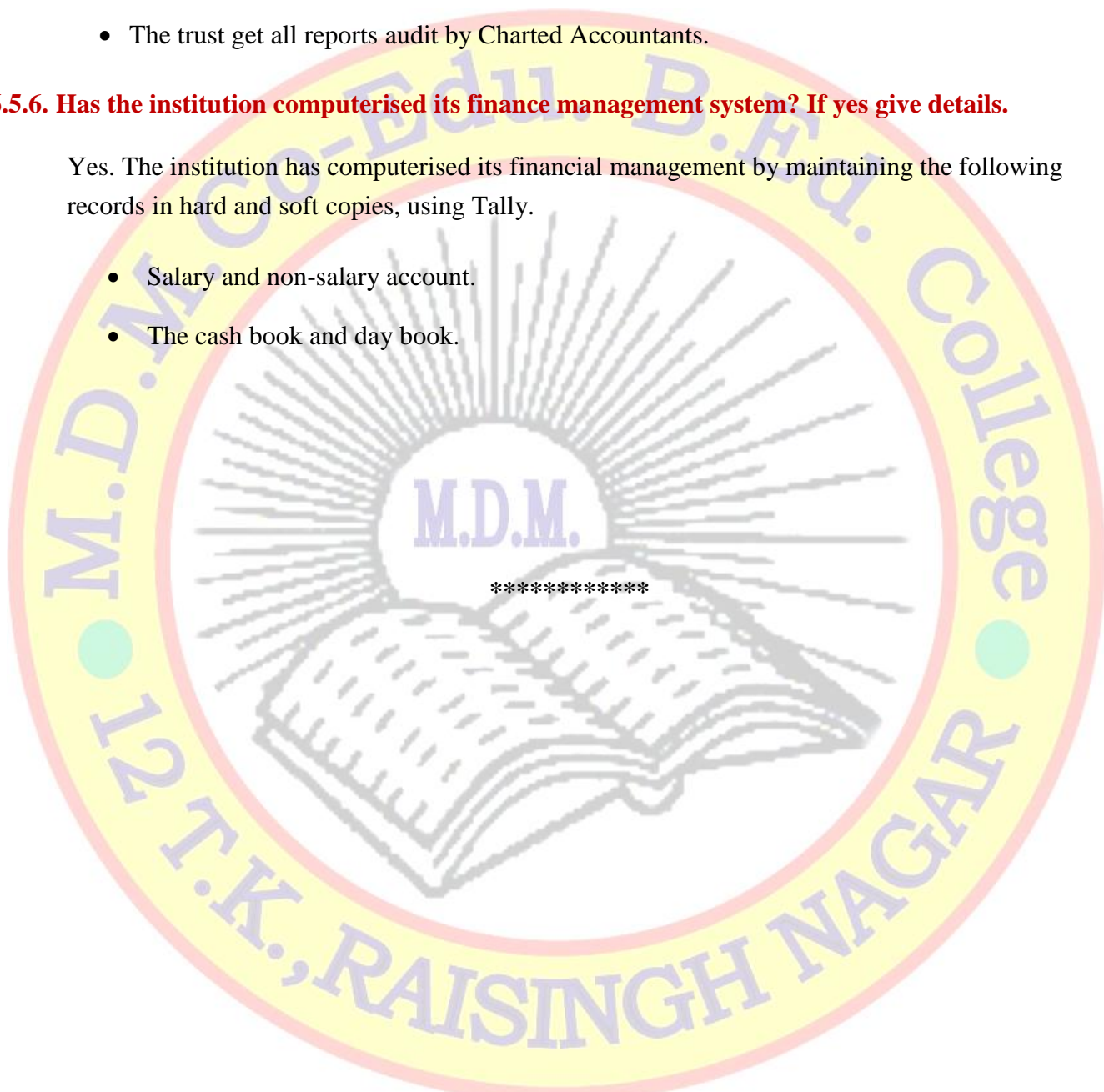
**External Audit**

- Accountant prepares receipts and payments, income and expenditure, balance sheet and submits to external auditor for verification and approval at the end of the financial year.
- The trust get all reports audit by Chartered Accountants.

**6.5.6. Has the institution computerised its finance management system? If yes give details.**

Yes. The institution has computerised its financial management by maintaining the following records in hard and soft copies, using Tally.

- Salary and non-salary account.
- The cash book and day book.





## 7.1 Internal quality assurance system

### 7.1.1. Has the institution established internal quality assurance cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

Yes, the IQAC of the institution was established on 4<sup>th</sup> February 2015 to monitor all the academic and administrative activities to ensure quality education. It strives to bring quality in all the institutional activities by providing continuous support and guidance.

Composition of IQAC	
<b>Chairperson</b>	Dr. Suneel Kumar, Principal
<b>Management Nominee</b>	Mr. Kalu Ram Mr. SurajmalBothra
<b>Members</b>	Mr. Pradeep Bothra Mr. Nihal Chand Mr. Bhoop Ram Mr. Ashok Kumar Mrs. Vimla Devi Mrs. Maya Bishnoi
<b>Administrative Staff</b>	Mr. Puran Ram Mr. Arvind Bishnoi
<b>External Experts</b>	Mrs. Vanita Sharma, Principal, M.D. Children Academy 12 T.K. Raisinghnagar Mr. Dalip Kumar Principal, M.D. Public Sr. Sec. School Raisinghnagar
<b>Community representative</b>	Dr. O.P. Agrwal, Head Agarwal nursing Home Raisinghnagar,
<b>Student teacher representative</b>	Mr. BalRam Ms. Manpreet Kaur Barar

### Activities of IQAC

- Preparation of the academic calendar of the institution.
- Preparation of academic work plan for each paper.
- Promoting different club activities.
- Implementation of feedback mechanism.
- Planning the best and innovative practices in teaching, learning and co-curricular programmes.
- Planning and organization of workshops, guest lectures, orientation and seminars for student teachers, faculty members, secondary school teachers and teacher educators.
- Organization of extension and community centred activities.
- Integration of Information Communication Technology in teaching and learning.
- Promotion of research and consultancy.
- Providing placement service to student teachers.
- Providing guidance and counselling to student teachers.
- Professional development programmes for teaching and non-teaching staff.
- Conducting add-on and value added programmes.

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



To achieve the goals and objectives of the institution the following mechanisms are deployed:

- All the curricular and co-curricular activities which are planned to achieve the objectives of the institution are evaluated through observation, discussion, projects, assignments, simulated teaching, practice teaching, test and examination.
- Informal interaction of faculty members with the student teachers.
- Collecting the feedback from stakeholders.
- Comparing the entry and terminal behaviour of the student teachers.
- Through the university results.
- Assessing professional and social competencies.

### **7.1.3. How does the institution ensures the quality of its academic programs.**

The quality of academic program of the institution is ensured through the following various ways:

- Preparing the calendar of events for curriculum transaction.
- Organising academic and extra-curricular activities.
- Integration of ICT and innovative practices in curriculum transaction.
- Conducting orientations, guest lectures, in-house seminars and workshops for trainees.
- Through feedback mechanism.
- Providing timely feedback and guidance by mentor teachers in order to improve the scholastic and co scholastic performance of the student teachers.
- Stressing quality improvement, especially with a focus on the university results.
- Appraisal of faculty members by student teachers and principal.

### **7.1.4 How does the institution ensure the quality of its administration and financial**

**management processes?****Administration**

- Administrative activities are decentralised through well-defined roles and responsibilities of teaching and non-teaching staff
- Minimum of two Governing Council meetings is conducted every year to ensure the quality of administration in the institution
- Democratic environment of the institution encourages the stakeholders to provide suggestions with respect to quality improvement.
- Addressing the grievances of the stakeholders.

**Financial**

- Systematic budget allocation.
- Proper documentation of financial transactions.
- Regular audits of the accounts.

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

Institution shares its good practices through the following measures:

- The good practices of the other institutions are identified by the staff members during their visit to different institutions such as participation in seminar, workshops and out duty meetings which are discussed in informal meetings with the faculty members. Looking into the institutional needs institution modifies those practices and implements in the institution.
- Interaction with the experts, alumni, head of the practice teaching schools and student teachers, provides avenues for best practices.
- College magazine which reflects all the academic and co-curricular activities of the institution is distributed to the various related departments and student teachers to know the quality of education the institution offers.
- Achievement of the staff and students are encouraged during the official gathering of the institution such as Founder's Day.

- Prize winners at inter and intra college competitions are known to others through circulars, display or announcements in morning assembly.
- Interaction of faculty members with the staff of teaching practice schools to share their experiences.

## 7.2 Inclusive practices

### 7.2.1 How does the institution sensitize teachers to issue of inclusion and the focus given to these in the national policies and the school curriculum?

- The institution sensitizes the faculty members to issue of inclusion through the participation in various seminars and workshops conducted in different institutions.
- Guest lectures on the related issues of inclusive education and visits to special education schools are organized by the institution which in turn helps in sensitizing the trainees and the staff towards the related changes and issues on inclusive education.
- The Institution has established a Women Redressal Cell; it looks after the issues related to women student teachers.
- Institution conducts the classes in two mediums separately i.e. in Kannada and English.
- Remedial teaching is provided for identified low achievers.

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

As B.Ed. curriculum reflects the topics on gender issues and exceptionalities, regular classes focus on the issues related to these topics.

- The institution being co-educational provides equal opportunities for both, male and female student teachers.
- Without any discrimination, all the student teachers are provided equal opportunities to participate in all the curricular and co-curricular activities.
- Institution celebrates International Women's Day and Day, organizes various related

programmes to create awareness among the student teachers about inclusion.

- Institution has established Women Redressal Cell and Guidance and Counselling Cell to provide proper guidance to student teachers related to their academic, personal and social issues.

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

The institution organises various activities and provides learning experiences to foster positive social interaction by making the student teachers active in the following activities.

#### **Positive Social Interaction**

- Teaching skills' practice
- Paper presentation on seminar topics
- Demonstrations
- Workshops
- Extension activities
- Classroom interaction
- Practice in teaching
- Panel discussion
- Educational Excursion
- Community Living Camp
- Different inter and intra college competitions.
- Celebration of various national and cultural days/festivals.

#### **Active engagement in learning and self-motivation:**

- General orientation and subject wise orientation about various programmes of the academic year.
- Using library resources and internet facilities.
- Life skill development programme.
- Personality development programmes.
- Add on courses like-certificate course in creative teaching.
- Annual Day and sport's meet.
- Guest lectures on motivation.

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

- Institution ensures the participation of the student teachers in various community centred programs like visits to special education schools, slums, orphanage and NGOs.
- The student teachers are provided with opportunities to take up community services during community living camp in neighboring selected villages. The interaction with the people of the community helps them to know their practical problems related to various issues which in turn sensitizes the student teachers towards the community.
- Institution provides the opportunities to student teachers to celebrate national and cultural days which enable them to know the diversified nature of the society and its people.
- Practice teaching in various schools enables the student teachers to understand various types of learners from various backgrounds.

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

So far no such student has sought admission in the institution. In future if such students are admitted, provisions will be provided to facilitate them.

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

- The students admitted to the course are grownups with the responsibilities; however, the provision has been made through the women redressal cell to provide guidance and counselling to women students according to their social and academic needs.
- As such the institution did not face any harassment issues so far, some minor issues are resolved through guidance given by the faculty members.
- Social issues related to women in the society are discussed in the classroom. It helps the student teachers to understand gender equality.

### 7.3 Stakeholder Relationships

#### 7.3.1 How does the institution ensure the access to the information on organizational performance (academic and administrative) to the stakeholders?

- College website.
- College prospectus.
- College Magazine.
- Newsletter.
- Alumni Association meetings.
- Financial records.
- Administrative records.
- Parents meetings
- Display of circular and other information on the notice board.

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

- The quality parameters have been identified by the institution. By keeping these parameters and the feedback from the stakeholders, the curricular and co-curricular activities are planned, discussed and finalised in IQAC meetings.
- IQAC discusses the success and failure of the various programs. It also suggests modifications for implementing it in the regular academic/administrative processes.
- The institution seeks the suggestions from the stakeholders in formal and informal meetings which are implemented for further improvements in quality.

- Discussion and the guidance from the experts, is sought to improve the quality parameters of institutional activities.

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

The institution receives continuous feedback from the stakeholders. The feedback is collected from the student teachers through various mechanisms. The data collected are analysed, a report is submitted to the management/principal and suggestions for the improvement are discussed in IQAC meetings.

The institution collects the feedback from the student teachers in the following ways:

- Students appraisal of teachers
- Self-appraisal report of teachers
- Feedback on B.Ed. course
- Feedback on each activity
- Feedback from the heads of practice teaching school.

Apart from this the principal collects the information from the stakeholders through informal ways that is discussed in IQAC meetings and suggestions are communicated to the concerned person. The feedback given, is used for further quality enrichment.

## **7.4 Additional Information**

### **7.4.1. How is the core values of NAAC reflected in the various functions of the institution?**

The curriculum of B.Ed. course reflects all the five core values identified by NAAC.

#### **A) Contribution to the national development**

- The vision of our institution - “**Excellence in competency and value based teacher education**” integrates the value of preparing enriched future teachers to contribute towards national development.
- Equal opportunities are provided to all the student teachers without any discrimination like gender, caste, race and language.

- Institution celebrates all the days of national and cultural significance so as to develop the feeling of nationalism, secularism and pride towards the nation among the student teachers. They are the preserver of culture and heritage and transfer the same to the young generation of the future.
- To integrate the secular values like justice, equality and brotherhood in B.Ed. program, institution provides an opportunity to all the student teachers to involve in service to the society by understanding the community.
- The student teachers are equipped with soft skills, social skills and effective skills of teaching through various academic and co-curricular activities. These skills are the indicator of human resource enrichment, contributing towards the national development.

**b) Fostering global competencies among the student teachers:**

- With a concern towards globalization student teachers are equipped with various skills needed for sustainable teaching profession.
- The institution integrates ICT in curriculum transaction. In addition, it also provides training in application of computers and PowerPoint presentations in turn students use these skills in teaching learning process and also for the instructional purpose during the teaching practice.
- Teaching skills, practice in teaching project work, team work, community services, and extension activities help to sensitize the student teachers towards social realities, issues and challenges to cope up with uncertain circumstance in teaching. Through these activities they are introduced to the exceptionalities, diverse culture, socio-economic, gender, linguistic and regional disparities in a school environment which enables them to broaden their view points towards flexible teaching in challenging global society.

**c) Inculcation of value system:**

The mission, vision and objectives of the institution are reflected in these core values.

- The personal and social values such as team spirit, mutual reverence, dignity of labour, discipline, national integration, courage, peace, leadership, tolerance, self-motivation are infused among the student teachers through various programmes like projects, seminar, practical activities, community services, extension activities, excursion, community living camp, morning assembly and various cultural programmes.



**d) Promoting the use of technology:**

- By keeping the need of the hour and in order to produce effective teachers for 21<sup>st</sup> century, training in computer application in teaching learning process is conducted for promoting technology.
- Institute integrates the technology in teaching learning process. Seminar and workshops on innovative programmes using technology are periodically conducted. Student teachers and faculty members are provided with the computer and internet facility.
- The institution is equipped with technological resources which provide knowledge of technology and its usage.
- The institution seeks the help of sister institution, Rajiv Gandhi Institute of Technology to get the additional training and assistance in technology as per the requirement of student teachers and faculty members

**e) Quest for Excellence:**

Institute has established IQAC to promote, maintain and sustain quality parameters in academic activities. It takes care of institutional quality aspects like curriculum transaction, infrastructural facilities, curricular and co-curricular activities, students support and placement services. Faculty enrichment and research promotion are the major concerns of IQAC. The good results of the institution are indicator of the academic excellence.

The institution is making constant efforts every academic year to achieve the vision and the mission through academic excellence.

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Photos of  
Co-curricular















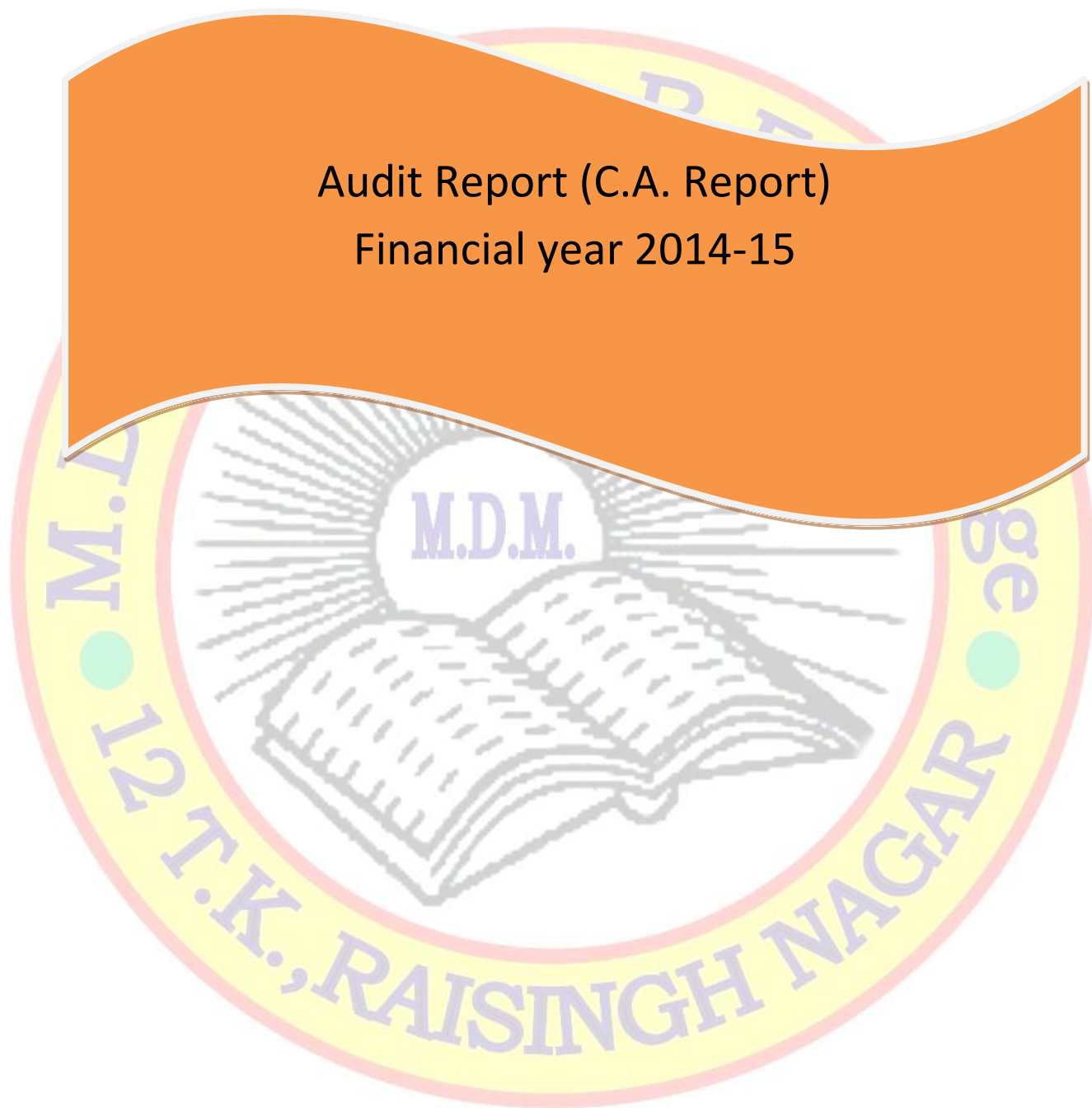








Audit Report (C.A. Report)  
Financial year 2014-15



R.N.GUGNANI & COMPANY  
CHARTERED ACCOUNTANTS

PH.NO. 0154-2472673  
MOBILE NO. 94140-87673  
HOUSE NO. 79-H BLOCK,  
SRI GANGANAGAR -335001

**M.D.M. CO-EDUCATION B.Ed. COLLEGE, 12 TK RAISINGHNAGAR**

**BALANCE SHEET AS AT 31st MARCH, 2015**

LIABILITIES	AMOUNT	ASSETS	AMOUNT
<b>GENERAL FUND</b>		<b>FIXED ASSETS</b>	
As Per Last B/Sheet	888,820.00	(As Per Sechedule; "A")	216,087.00 ✓
Add : Surplus for the Year	298,882.75	<b>SUNDRY DEBTORS &amp; ADVANCES</b>	
	<b>1,187,702.75</b>	PTET JNVU, Jodhpur (Fees Due)	519,100.00 ✓
		<b>Cash-At-Bank</b>	
		PNB ; C/A	440,517.75 ✓
		<b>Cash-In-Hand</b>	
		As Per Books	11,998.00 ✓
	<b>1,187,702.75</b>		<b>1,187,702.75</b>

AUDITOR'S REPORT : AS PER OUR SEPARATE REPORT OF EVEN DATE

PLACE : SRI GANGANAGAR  
DATED : 21.09.2015



FOR R.N. GUGNANI & CO.  
CHARTERED ACCOUNTANTS

(R.N. GUGNANI)  
FCA

R.N.GUGNANI & COMPANY  
CHARTERED ACCOUNTANTS

PH.NO. 0154-2472673  
MOBILE NO. 94140-87673  
HOUSE NO. 79-H BLOCK,  
SRI GANGANAGAR -335001

(E-1/School\_Audit/MDM Trust/S-2)

**M.D.M. CO-EDUCATION B.Ed. COLLEGE, 12 TK RAISINGHNAGAR**

Receipts & Payments Account for the year ended 31st March, 2015			
RECEIPTS	AMOUNT	PAYMENTS	AMOUNT
To Opening Balance		By Books & Periodicals Exp.	1,220.00
<b>Cash-In-Hand</b>	23,809.00	By Computer Lab Repair Exp.	3,950.00
<b>Cash-At-Bank</b>		By Printing & Stationery Exp.	16,956.00
PNB; C/A	20,584.00	By Bank Charges	488.25
PNB ;FDR A/c	139,751.00	By Newspaper Exp.	2,479.00
To Old Year Fees Recd. from PTET JNVU, Jodhpur	560,000.00	By Postage Exp.	1,693.00
To Fees Recd. From PTET JNVU, Jodhpur (Due Fees)	560,000.00	By Telephone Exp.	7,639.00
To Fees Recd. From PTET JNVU, Jodhpur	1,557,300.00	By Advertisement & Publicity Exp.	1,800.00
To Fees Recd. from Students	163,600.00	By Sports Activities Exp.	20,100.00
To Sports Activity Fees	9,901.00	By Salaries to Staff	1,931,300.00
		By University Affiliation Fees	75,000.00
		By Practical Exam Exp.	213.00
		By Pro. For MGSU Sports Activity Fees	7,000.00
		By Repair & Maintenance Exp.	8,840.00
		By Bed Kit Exp.	69,000.00
		By Loan Paid to MDM ITC 12 TK, RSNR	50,000.00
		By Cont. to M.D. Memorial Social & Welfare Trust, H.O., RSNR	384,751.00
		By Closing Balance	
		<b>Cash-At-Bank</b>	
		PNB ; C/A	440,517.75
		<b>Cash-In-Hand</b>	
		As per Books	11,998.00
	<b>3,034,945.00</b>		<b>3,034,945.00</b>

CHECKED & FOUND CORRECT

PLACE : SRI GANGANAGAR  
DATED : 21.09.2015



FOR R.N. GUGNANI & CO.  
CHARTERED ACCOUNTANTS  
(R.N. GUGNANI)  
FCA

R.N.GUGNANI & COMPANY  
CHARTERED ACCOUNTANTS

PH.NO. 0154-2472673  
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SRI GANGANAGAR -335001

**M.D.M. CO-EDUCATION B.Ed. COLLEGE, 12 TK RAISINGHNAGAR**

**Income & Expenditure Account for the Year Ended 31st March, 2015**

EXPENDITURE	AMOUNT	INCOME	AMOUNT
To B.Ed Kit Exp.	69,000.00	By Old Year Fees Recd. from	
To Computer Lab. R/M Exp.	3,950.00	PTET JNVU, Jodhpur	560,000.00
To Printing & Stationery Exp.	16,956.00	By Fees Recd. From PTET	
To Bank Charges	488.25	JNVU, Jodhpur	2,076,400.00
To Books & Periodicals Exp.	1,220.00	By Fees Recd. from Students	163,600.00
To Newspaper Exp.	2,479.00	By Sports Activity Fees	9,901.00
To Postage Exp.	1,693.00	By Cont. Recd. from M.D. Memorial Education	
To Telephone Exp.	7,639.00	& Social Welfare Trust, H.O., RSNR	44,877.00
To Advertisement & Publicity Exp.	1,800.00		
To Practical Exam Exp.	213.00		
To Sports Activities Exp.	20,100.00		
To Salaries to Staff	1,931,300.00		
To Affiliation Fees	75,000.00		
To Dep. on Fixed Assets	30,466.00		
To Repair & Maintainance Exp.	8,840.00		
To Cont. to M.D. Memorial Social & Trust, H.O., RSNR	384,751.00		
To Excess of Income OverExpenditure	298,882.75		
	<u>2,854,778.00</u>		<u>2,854,778.00</u>

AS PER OUR SEPARATE REPORT OF EVEN DATE

PLACE : SRI GANGANAGAR  
DATED : 21.09.2015



FOR R.N. GUGNANI & CO.  
CHARTERED ACCOUNTANTS

(R.N. GUGNANI)  
FCA

R.N.GUGNANI & COMPANY  
CHARTERED ACCOUNTANTS

PH.NO. 0154-2472673  
MOBILE NO. 94140-87673  
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SRI GANGANAGAR -335001

M.D.M. Co-Education B.Ed. College, 12 TK RAISINGHNAGAR

ANNEXURE FOR SALARIES TO STAFF

S. No.	PARTICULARS	AMOUNT
1	Sh. Ajay Pal Singh	162,000.00
2	Sh. Arvind Kumar	76,000.00
3	Sh. Ashok Kumar	162,000.00
4	Sh. Shyam Lal	70,500.00
5	Ms. Dipika Kharbanda	16,000.00
6	Ms. Himani	148,500.00
7	Sh. Ravi Kumar	90,000.00
8	Ms. Pinki	64,000.00
9	Ms. Neelu Tyagi	46,800.00
10	Sh. Nihal Chand	144,000.00
11	Ms. Paramjeet Kaur	108,000.00
12	Sh. Puran Ram	159,300.00
13	Sh. Sohan Lal	153,900.00
14	Sh. Sunil Kumar	184,800.00
15	Sh. Vijay Kumar	57,600.00
16	Sh. Sukhchain Singh	11,000.00
17	Sh. Vinod Kumar	57,600.00
18	Sh Vishnu Bhagwan	60,000.00
19	Sh Vikas Kumar	159,300.00
	<b>TOTAL</b>	<b>1,931,300.00</b>





R.N.GUGNANI & COMPANY  
CHARTERED ACCOUNTANTS

PH.NO. 0154-2472673  
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HOUSE NO. 79-H BLOCK,  
SRI GANGANAGAR -335001

M.D.M. CO-EDUCATION B.Ed. COLLEGE, 12 TK RAISINGHNAGAR

SCHEDULE; "A"

DETAILS OF FIXED ASSETS FOR THE YEAR ENDED 31st MARCH, 2015

S. NO.	NAME OF ASSEST	Dep. Rate	OP. BAL.	Addition		TOTAL	DEP.	CL. BAL.
				More Than 180 Days	Less Than 180 Days			
1	Furniture & Fixtures	10.00	136783.00	0.00	0.00	136783.00	13678.00✓	123105.00
2	LCD Projector	15.00	28900.00	0.00	0.00	28900.00	4335.00✓	24565.00
3	Computer	60.00	2162.00	0.00	0.00	2162.00	1297.00✓	865.00
4	Electric Equipments	15.00	18817.00	0.00	0.00	18817.00	2823.00✓	15994.00
5	Library Books	15.00	39426.00	0.00	0.00	39426.00	5914.00✓	33512.00
6	Aqua Guard	15.00	7461.00	0.00	0.00	7461.00	1119.00✓	6342.00
7	Almirah	10.00	13004.00	0.00	0.00	13004.00	1300.00✓	11704.00
	<b>Total</b>		246553.00	0.00	0.00	246553.00	30466.00	216087.00

