

AISHWARYA COLLEGE OF EDUCATION SANSTHAN

Affiliated to Mohanlal Sukhadia University, Udaipur



Adarsh Nagar, University Road, Udaipur - 313001 (Rajasthan) India

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SELF STUDY REPORT



SUBMITTED TO

The National Assessment and Accreditation Council (NAAC)

P. O. Box No. 1075, Nagarbhavi,

Bangalore -560072, Karnataka, India

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A. Profile of the Institution

1. Name and address of the Institution:

| |
|--|
| AISHWARYA COLLEGE OF EDUCATION SANSTHAN (B.Ed. Course) ADARSH NAGAR, UNIVERSITY ROAD, UDAIPUR (RAJASTHAN) Pin – 313001 |
|--|

2. Website URL:

www.attcudaiipur.org.in

3. For communication:

Office

| Name | Telephone Number with STD Code | Fax No. | E - Mail Address |
|--|--------------------------------|---------------------|---------------------------------------|
| Principal Dr. Rashi Mathur | 9928472529 | 0294-2471930 | principal@aishwaryacollege.org |
| Self – appraisal Co-coordinator Dr. Raksha Sharma | 9414169586 | - | raksha.sharma0482@gmail.com |

Residence

| Name | Telephone Number with STD Code | Fax No. | E-Mail Address |
|--|--------------------------------|---------------------|---------------------------------------|
| Principal Dr. Rashi Mathur | 9928472529 | 0294-2471930 | principal@aishwaryacollege.org |
| Self – appraisal Co-coordinator Dr. Raksha Sharma | 9414169586 | - | raksha.sharma0482@gmail.com |

4. Location of the Institution:

Urban ☒ Semi-urban ☒ Rural ☒ Tribal ☒

Any other (specify and indicate) ☒

5. Campus area in acres:

1.45 Acres

6. Is it a recognized minority Institution? Yes ☐ No ☒
7. Date of establishment of the institution: **July, 2006**
8. University/Board to which the institution is affiliated:
MOHANLAL SUKHADIA UNIVERSITY, UDAIPUR,
9. Details of UGC recognition under sections 2 (f) and 12 (B) of the UGC Act.
- Month & Year
- 2f **N.A**
- Month & Year
- 12B **N.A**
10. Type of Institution
- | | | | | |
|----|------------|------|----------------------------------|-------------------------------------|
| a. | By funding | i. | Government | <input type="checkbox"/> |
| | | ii. | Grant-in-Aid | <input type="checkbox"/> |
| | | iii. | Constituent | <input type="checkbox"/> |
| | | iv. | Self-financed | <input checked="" type="checkbox"/> |
| | | v. | Any other (specify and indicate) | <input type="checkbox"/> |
| b. | By Gender | i. | Only for Men | <input type="checkbox"/> |
| | | ii. | Only for Women | <input type="checkbox"/> |
| | | iii. | Co-education | <input checked="" type="checkbox"/> |
| c. | By Nature | i. | University Dept. | <input type="checkbox"/> |
| | | ii. | IASE | <input type="checkbox"/> |

- iii. Autonomous College ☐
- iv. Affiliated College ☒
- v. Constituent College ☐
- vi. Dept. of Education of Composite College ☐
- vii. CTE ☐
- viii. Any other (specify and indicate) ☐

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

Yes ☐ No ☒

If yes, has the institution applied for autonomy?

Yes ☐ No ☒

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

| S.. No. | Level | Programme/ Course | Entry Qualification | Nature of Award | Durati on | Medium of Instruction |
|---------|----------------------------|-------------------|---------------------|-----------------|---------------|--------------------------|
| i) | Pre- primary | -- | -- | Certificate | -- | -- |
| | | -- | -- | Diploma | -- | -- |
| | | -- | -- | Degree | -- | -- |
| ii) | Primary/ Elementa ry | -- | -- | Certificate | -- | -- |
| | | -- | -- | Diploma | -- | -- |
| | | -- | -- | Degree | -- | -- |
| iii) | Secondar y/ Sr. Secondar y | -- | -- | Certificate | -- | -- |
| | | -- | -- | Diploma | -- | -- |
| | | B.Ed. | Graduation | Degree | 2 Yrs. | Hindi and English |
| iv) | Post Graduate | -- | -- | Certificate | -- | -- |
| | | -- | -- | Diploma | -- | -- |
| | | -- | -- | Degree | -- | -- |
| v) | Other (specify) | -- | -- | Certificate | -- | -- |
| | | -- | -- | Diploma | -- | -- |
| | | -- | -- | Degree | -- | -- |

(Additional rows may be inserted as per requirement)

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

| Level | Programme | Order No. & Date | Valid Upto | Sanction Intake |
|--------------------------|--------------|-----------------------------------|------------|-----------------|
| Pre-primary | -- | -- | -- | -- |
| Primary / Elementary | -- | -- | -- | -- |
| Secondary/ Sr. Secondary | B.Ed. | F.NRC/NCTE/F-3/RJ-402/0315 | N/A | 100 |
| Post Graduate | -- | -- | -- | -- |
| Other (specify) | -- | -- | -- | -- |

(Additional rows may be inserted as per requirement)

B) Criterion – wise input

Criterion I: Curricular Aspects

1. Does the Institution have a stated Vision

Yes ☒ No ☒

Mission Yes ☒ No ☒

Values Yes ☒ No ☒

Objectives Yes ☒ No ☒

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

Yes ☒ No ☒

If yes,

a) How many programmes?

One

b) Fee charged per programme

As Per Govt. Norms.

3. Are there programmes with semester system?

No

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

Yes ☒ No ☒

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

Two

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

| | |
|--|--------------|
| D. Ed. | NA |
| B. Ed. | 07/23 |
| M. Ed. (Full Time) | NA |
| M. Ed. (Part Time) | NA |
| Any other (Optional, Internal/External Assessment) | 08 |

6. Are there Programmes offered in modular form

Yes ☒ No ☒

Number **N/A**

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

Yes ☒ No ☒

Number **N/A**

8. Are there Programmes with faculty exchange/visiting faculty

Yes ☒ No ☒

Number **N/A**

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

- | | | | | |
|--------------------------------------|-----|-------------------------------------|----|--------------------------|
| • Heads of Practice teaching schools | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| • Academic peers | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| • Alumni | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| • Students | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| • Employers | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

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

1 Years

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

☐ Yes ☒ No

Number **N/A**

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

Criterion II: Teaching-Learning and Evaluation

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

| Programme | No. of Students | | | Reserved | | | Open | | |
|----------------------|-----------------|----|-------|----------|----|-------|------|----|-------|
| | M | F | Total | M | F | Total | M | F | Total |
| BSTC | - | - | - | - | - | - | - | - | - |
| B.Ed. 16-17 | 62 | 36 | 98 | 56 | 25 | 81 | 06 | 11 | 17 |
| M.Ed. (Full Time) | - | - | - | - | - | - | - | - | - |
| M.Ed. (Part Time) | - | - | - | - | - | - | - | - | - |

a) Through an entrance test developed by the institution

✗

b) Common Entrance test conducted by the University/Government

✓

c) Through an interview

✗

d) Entrance test and interview

✗

e) Merit at the qualifying examination

✗

f) Any other (specify and indicate)

✗

(If more than one method is followed kindly specify the weightage)

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

a) Date of start of the academic year

03-10-2015

b) Date of last admission

30-10-2015

c) Date of closing of the academic year

30-06-2016

d) Total teaching days

232

e) Total working days

200

3. Total number of students admitted

98

4. Are there any overseas students?

☒

Yes

☒

No

If yes, how many?

N/A

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

a) Unit cost excluding salary component

13499.00

b) Unit cost including salary component

27752.00

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

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

| Programmes | Open | | Reserved | |
|--------------------|--------------|------------|--------------|------------|
| | Highest (%) | Lowest (%) | Highest (%) | Lowest (%) |
| D.Ed. (BSTC) | - | - | - | - |
| B.Ed. 16-17 | 69.30 | 50% | 74.2% | 45% |
| M.Ed. (Full Time) | - | - | - | - |
| M.Ed. (Part Time) | - | - | - | - |

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

☒

Yes

☒

No

8. Does the institution develop its academic calendar?

☒

Yes

☒

No

9. Time allotted (in percentage)

| Programmes | Theory | Practice Teaching | Practicum |
|-------------------|------------|-------------------|------------|
| D.Ed. (BSTC) | - | - | - |
| B.Ed. | 60% | 25% | 15% |
| M.Ed. (Full Time) | - | - | - |
| M.Ed. (Part Time) | - | - | - |

10. Pre-practice teaching at the institution

- a) Number of pre-practice teaching days 10
- b) Minimum number of pre-practice teaching lessons given by each student 10

11. Practice Teaching at School

- a) Number of schools identified for practice teaching 05
- b) Total number of practice teaching days 24
- c) Minimum number of practice teaching lessons given by each student 24

In second year the students go for 16 weeks internship.

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

- No. of lessons in simulation 10
- No. of lessons pre-practice teaching 10

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

Yes ☒ No ☒

14. Does the institution provide for continuous evaluation?

Yes ☒ No ☒

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

| Programmes | Internal | | External | |
|-------------------|------------|---------------|------------|---------------|
| | Theory | Practical | Theory | Practical |
| D.Ed. (BSTC) | -- | -- | -- | -- |
| B.Ed. | 20% | 66.66% | 80% | 33.33% |
| M.Ed. (Full Time) | -- | -- | -- | -- |
| M.Ed. (Part Time) | -- | -- | -- | -- |

16. Examinations

a) Number of internal tests held for each paper

| | |
|---|---|
| 0 | 6 |
|---|---|

b) Number of assignments for each paper

| | |
|---|---|
| 0 | 5 |
|---|---|

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

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

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

☒ Yes ☒ No

Number

| |
|----|
| 02 |
|----|

19. 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 III: Research, Consultancy and Extension

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

| | | |
|----|-----|----|
| 08 | 47% | 17 |
|----|-----|----|

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 |
|---|--------------|------------------|-----------------------|
| | | | |
| The faculty members have taken up research projects, some of which are leading to the award of Ph. D. degree. Besides they have also completed some action/study oriented short projects. | | | |

(Additional rows/column may be inserted as per the requirements)

3. Number of completed research projects during last three years. N/A

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

- Teachers are given study leave. ✓
- Teachers are provided with seed money. ✓
- Adjustment in teaching schedule ✓
- Providing secretarial support and other facilities ✓
- Any other facility (specify and indicate) ✗

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

☒ Yes ☒ No

6. Number of research degree awarded during last 5 years.

a. Ph.D. 06

b. M.Phil. No

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

☒

Yes

☒

No

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

| | Yes | No | Number |
|---|-----|----|--------|
| International Journals | Yes | - | 10 |
| National Journals - referred papers - Non referred papers | Yes | - | 14 |
| Academic articles in reputed magazines/newspapers | Yes | - | 09 |
| Books | - | - | - |
| Any other (specify and indicate) / Paper Presented | Yes | -- | 41 |

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

☒

Yes

☒

No

Number

02

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

| | Faculty | Students |
|--------------------------|---------|----------|
| National Seminars | 31 | 10 |
| International Seminars | 02 | - |
| Any Other Academic Forum | - | - |

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

Self-instructional materials

☒

Print materials

☒

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

☒

Digitalized (Computer aided instructional materials)
Question Bank

☒

Any other (specify and indicate)

☒

12. Does the institution have 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

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 | <input checked="" type="checkbox"/> |
| State level | <input checked="" type="checkbox"/> |
| National level | <input checked="" type="checkbox"/> |
| International level | <input type="checkbox"/> |

Criterion IV: Infrastructure and Learning Resources

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

3000 sq. m.

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

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

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

25

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

50,000.00

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

42365.00

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

2686.00

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

1100000.00

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

Yes ☒

No ☐

9. Total number of posts sanctioned

| | Open | | Reserved | |
|--------------|-----------|-----------|-----------|-----------|
| | M | F | M | F |
| Teaching | 04 | 12 | 00 | 01 |
| Non-teaching | 03 | 01 | 03 | 02 |

10. Total number of posts vacant

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

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

| | Open | | Reserved | |
|------------|-----------|-----------|----------|-----------|
| | M | F | M | F |
| Lecturers | 02 | 12 | - | 01 |
| Reader | 01 | - | - | - |
| Professors | 01 | - | - | - |

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

| | Open | | Reserved | |
|------------|------|---|----------|---|
| | M | F | M | F |
| Lecturers | - | - | - | - |
| Reader | - | - | - | - |
| Professors | - | - | - | - |

c. Number of teachers from same state

15

Other states

02

12. Teacher student ratio (program-wise)

| Programme | Teacher student ratio |
|--------------------|-----------------------|
| D. Ed. (BSTC) | - |
| B. Ed. | 1:11.76 |
| M. Ed. (Full Time) | - |
| M. Ed. (Part Time) | - |

13. a. Non-teaching staff

| | Open | | Reserved | |
|-----------|------|---|----------|---|
| | M | F | M | F |
| Permanent | 2 | 1 | 2 | 2 |
| Temporary | M | F | M | F |
| | - | - | - | - |

b. Technical Assistants

| | M | F | M | F |
|-----------|------------|---|---|---|
| | 1 | - | 1 | - |
| Temporary | M | F | M | F |
| | NIL | | | |

14. Ratio of Teaching – non teaching staff

| |
|--------------|
| 1:0.5 |
|--------------|

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

| |
|--------------|
| 51.4% |
|--------------|

16. Is there an advisory committee for the library?

Yes ☒ No ☒

17. Working hours of the library

| | |
|---------------------|---------------------------|
| On working days | 10.00 am – 5.00 pm |
| On holidays | Closed |
| During Examinations | 10.00 am – 5.00 pm |

18. Does the library have an Open access facility?

Yes ☒

No ☐

19. Total collection of the following in the library

a. Books

7153

• Text Books

6064

• Reference Books

1043

b. Magazines

05

e. Journals subscribed

19

• Indian Journals

19

• Foreign Journals

-

f. Peer Journals

-

g. Back Volumes of Journals

Yes

h. E-information resources

• Online journals/e-journals

DELNET

• CDs/DVDs.

56

• Databases

/"

• Video Cassettes

10

• Audio Cassettes

10

20. Mention the

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

768 Sq. Ft.

Seating capacity of the Reading room

50

21. Status of automation of Library
- | | |
|---------------------|---|
| Yet to initiate | x |
| Partially automated | ✓ |
| Fully automated | x |
22. Which of the following services/facilities are provided in the library?
- | | |
|--|---|
| Circulation | ✓ |
| Clipping | ✓ |
| Bibliographic Compilation | ✓ |
| Reference | ✓ |
| Information display and notification | ✓ |
| Book Bank | ✓ |
| Photocopying | ✓ |
| Computer and Printer | ✓ |
| Internet | ✓ |
| Online access facility | ✓ |
| Inter-Library borrowing | ✓ |
| Power back up | ✓ |
| User-orientation/information literacy | ✓ |
| Any other (please specify and indicate | x |
23. Are students allowed to retain books for examinations?
- | | | | |
|-----|---|----|---|
| Yes | ✓ | No | x |
|-----|---|----|---|

| | | |
|-----|--|---------------|
| 24. | Furnish information on the following | |
| | Average number of books issued/returned per day | 10 |
| | Maximum number of days books is permitted to be retained | |
| | by students | 14 |
| | by faculty | 14 |
| | Maximum number of books permitted for issue | |
| | by students | 06 |
| | by faculty | 04 |
| | Average number of users who visited/consulted per month | 250 |
| | Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled | 35.8:1 |

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

2.15%

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

| | I | | II | | III | |
|---|------------|---------------------------|------------|---------------------------|---------|---------------------------|
| | 2013-14 | | 2014-15 | | 2015-16 | |
| | Num ber | Total Cost (in Rs.) | Num ber | Total Cost (in Rs.) | Number | Total Cost (in Rs.) |
| Text books | 18 | 2896 | 916 | 140520 | 46 | 81678 |
| Other books | - | - | - | - | - | |
| Journals/ Periodicals | 09 | 6185 | 15 | 16270 | 15 | |
| Any others specify and indicate | - | - | - | - | - | |
| (Additional rows/columns inserted as per requirement) | | | | | | |

Criterion V: Student support and progression

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

| Programme | Year 1 (2013-14) | Year 2 (2014-15) | Year 3 (2015-16) |
|-------------------|---------------------|---------------------|---------------------|
| D.Ed. (BSTC) | -- | -- | -- |
| B.Ed. | 02 | 05 | |
| 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?

| |
|-----------|
| 20 |
|-----------|

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 | | |
|---|-------|-------|-------|----|---|---|--------|---|---|
| | 12-13 | 13-14 | 14-15 | - | - | - | - | - | - |
| | I | II | III | - | - | - | - | - | - |
| Pass Percentage | 100% | 91% | 100% | - | - | - | - | - | - |
| Number of first classes | 95 | 87 | 59 | - | - | - | - | - | - |
| Number of distinctions | - | - | - | - | - | - | - | - | - |
| Exemplary performances (Gold Medal and university ranks) | - | - | - | - | - | - | - | - | - |

2015-16 Result has not been declared.

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

| | 2012-13 I | 2013-14 II | 2014-15 III |
|---------------------------|--------------|---------------|----------------|
| NET | 01 | 03 | 03 |
| SLET/SET | - | - | - |
| Any other (REET/JRF/CTET) | 15 | 19 | 21 |

Note: Many students have qualified these exams but data is not available.

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

| Financial Aid | 2013 I | 2014 II | 2015 III |
|--|-----------|------------|-------------|
| Merit Scholarship | Nil | Nil | Nil |
| Merit-cum-means scholarship Minority | 01 | 03 | 02 |
| Fee concession | Nil | Nil | Nil |
| Loan facilities | Nil | Nil | Nil |
| Any other specify and indicate - SJED | 66 | 56 | 38 |

(Additional rows may be inserted as per requirement)

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

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

9. Does the institution provide Residential accommodation for:

Faculty

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

Non-teaching staff

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

10. Does the institution provide Hostel Facility to students;

| | | | |
|-----|---|----|---|
| Yes | ✓ | No | ✗ |
|-----|---|----|---|

If yes, number of students residing in hostels

Men

| |
|-----|
| Nil |
|-----|

Women

| |
|-----|
| Nil |
|-----|

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/organized.

| | Organized | | | Participated | | |
|-------------------|-----------|----|--------|--------------|----|--------|
| | Yes | No | Number | Yes | No | Number |
| Inter-collegiate | ✓ | - | 02 | ✓ | - | 05 |
| Inter-university | - | - | - | ✓ | - | 02 |
| National | - | - | - | - | - | - |
| Any other (Zonal) | - | - | - | - | - | - |
| (Inter-Zonal) | - | - | - | - | - | - |

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

| | Participation of students (Numbers) | Outcome (Medal Achievers) |
|---------------|--|--------------------------------------|
| State | 03 at the University Level | None |
| Regional | Nil | Nil |
| National | Nil | Nil |
| International | Nil | Nil |

18. Does the institution have an active Alumni Association?

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

If yes, give the year of establishment

| |
|-------------|
| 2008 |
|-------------|

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

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

20. Does the institution regularly publish a college magazine?

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

21. Does the institution publish its updated prospectus annually?

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

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

| | Year 1 (%) | Year2 (%) | Year3 (%) |
|--------------------|---------------|--------------|--------------|
| Higher studies | 20% | 48.8% | 44% |
| Employment (Total) | 80% | 51.2% | 12% |
| Teaching | 80% | 51.2% | 21% |
| Non teaching | - | - | 22% |

23. Is there a placement cell in the institution?

| | | | |
|-----|---|----|---|
| Yes | ✓ | No | ✗ |
|-----|---|----|---|

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

| | | |
|-----------|-----------|-----------|
| 01 | 02 | 03 |
| 04 | 09 | 17 |

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

| | Yes | No |
|------------------------------------|-----|----|
| • Academic guidance and counseling | ✓ | ✗ |
| • Personal Counseling | ✓ | ✗ |
| • Career Counseling | ✓ | ✗ |

Criterion VI: Governance and Leadership

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

| | | | |
|-----|---|----|---|
| Yes | ✓ | No | ✗ |
|-----|---|----|---|

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

| | |
|--|------------|
| Governing Body/management | 03 |
| Staff council | 06 |
| IQAC/or any other similar body / committee | 03 |
| Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies) (Placement cell, Guidance and Counseling Cell Advisory Committee for Library) | 1-3 |

3. What are the welfare schemes available for the teaching and non-teaching staff of the institution?

| | | | | |
|------------------------------|-----|---|----|---|
| Loan Facility | Yes | ✓ | No | ✗ |
| Medical assistance | Yes | ✓ | No | ✗ |
| Insurance | Yes | ✓ | No | ✗ |
| Other (specify and indicate) | Yes | ✗ | No | ✗ |

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

| | | |
|----------|----------|----------|
| 0 | 0 | 3 |
|----------|----------|----------|

5. Furnish the following details for the past three years

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

| |
|-----------|
| 05 |
|-----------|

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

| | | | |
|---------------|-----------|-----------|-----------|
| National | 05 | 07 | 05 |
| International | 0 | 0 | 0 |

- c. Number of faculty development programmes organized by the institution.

| | | |
|----------|----------|----------|
| 0 | 0 | 0 |
|----------|----------|----------|

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

| | | |
|----------|----------|----------|
| 4 | 1 | 1 |
|----------|----------|----------|

- e. Research development programmes attended by the faculty

| | | |
|-----------|-----------|-----------|
| 01 | 01 | 01 |
|-----------|-----------|-----------|

- f. Invited/endowment lecturers at the institution

| | | |
|----------|----------|----------|
| 2 | 3 | 4 |
|----------|----------|----------|

Any other area (Specify the programme and indicate)

| | | |
|----------|----------|----------|
| - | - | - |
|----------|----------|----------|

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

| | | | | |
|--|-----|---|----|---|
| a. Self-appraisal (Teachers) | 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

| |
|-----------|
| 03 |
|-----------|

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

| | |
|----------------------------------|----------------|
| Grant-in-aid | Nil |
| Fees | 5490000 |
| Donation | Nil |
| Self-funded courses | Nil |
| Any other (specify and indicate) | Nil |

9. Expenditure statement (for last two years)

| | 2014-15 | 2015-16 |
|--|----------------|----------------|
| Total sanctioned Budget In Rs. Lakh | 23.25 | 26.88 |
| % spent on the salary of faculty | 61.9% | 61.1% |
| % spent on the salary of non-teaching employees | | |
| % spent on books and journals | 2.0% | 3.5% |
| % spent on developmental activities (expansion of building) | - | |
| % spent on telephone, electricity and water | 5.2% | 3.0% |
| % spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc. | 7.1% | 3.3% |
| % spent on maintenance of equipments, teaching aids, contingency etc. | | |
| % spent on research and scholarship (Seminars, conference, faculty development programs, faculty exchange etc.) | 4.7% | 6.9% |
| Any other (specify and indicate) | 19.1% | 22.2% |
| Total Expenditure incurred | 100% | 100% |

The budget utilization is almost 100% every year

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

| | Surplus in Rs. | Deficit in Rs. |
|---------|----------------|----------------|
| 2014-15 | - | 213884 |
| 2015-16 | - | 245214 |
| 2016-17 | 50000 (Approx) | - |

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 | ✓ | No | ✗ |
| Finance | Yes | ✓ | No | ✗ |
| Student Records | Yes | ✓ | No | ✗ |
| Career Counseling | Yes | ✓ | No | ✗ |
| Aptitude Testing | Yes | ✓ | No | ✗ |
| Examinations/Evaluation/ | Yes | ✓ | No | ✗ |
| Assessment | Yes | ✓ | No | ✗ |
| Any other (specify and indicate) | Yes | ✗ | No | ✓ |

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

| | | | |
|-----|---|----|---|
| Yes | ✓ | No | ✗ |
|-----|---|----|---|

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

| | | | |
|-----|---|----|---|
| Yes | ✓ | No | ✗ |
|-----|---|----|---|

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

| | | | |
|-----|---|----|---|
| Yes | ✓ | No | ✗ |
|-----|---|----|---|

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

| | | | |
|-----|---|----|---|
| Yes | ✓ | No | ✗ |
|-----|---|----|---|

18. Is a grievance Redressal Mechanism in vogue in the institution?

a) for teachers

| |
|---|
| ✓ |
|---|

b) for students

| |
|---|
| ✓ |
|---|

c) for Non teaching staff

| |
|---|
| ✓ |
|---|

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

| | | | |
|-----|---|----|---|
| Yes | ✗ | No | ✓ |
|-----|---|----|---|

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

| | | | |
|-----|---|----|---|
| Yes | ✓ | No | ✗ |
|-----|---|----|---|

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

| | | | |
|-----|---|----|---|
| Yes | ✓ | No | ✗ |
|-----|---|----|---|

Criterion VII: Innovative Practices

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

| | | | |
|-----|---|----|---|
| Yes | ✓ | No | ✗ |
|-----|---|----|---|

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

| | | | |
|-----|---|----|---|
| Yes | ✓ | No | ✗ |
|-----|---|----|---|

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

| | Category | Men | % | Women | % |
|---|-----------------------------------|-----|-------|-------|-------|
| a | SC | 28 | 14% | 12 | 6% |
| b | ST | 27 | 14.5% | 11 | 5.5% |
| C | OBC | 48 | 24% | 26 | 15% |
| d | Physically challenged | - | - | - | - |
| e | General Category | 13 | 6.5% | 21 | 10.5% |
| f | Rural | - | - | - | - |
| g | Urban | - | - | - | - |
| h | Any other (specify) SBC | 07 | 2.5% | 05 | 1.5% |

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

| | Category | Teaching Staff | % | Non Teaching Staff | % |
|---|-----------------------|----------------|-----|--------------------|-----|
| a | SC | 00 | 00 | 02 | 22% |
| b | ST | - | - | - | |
| c | OBC | 01 | 6% | 03 | 33% |
| d | Women | 13 | 76% | 02 | 22% |
| e | Physically challenged | - | - | - | - |
| f | General Category | 16 | 94% | 02 | 22% |
| g | Any other (specify) | - | - | - | - |

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

| Category | At Admission | | On Completion of the Course | |
|-----------------------|--------------|----------|-----------------------------|----------|
| | Batch I | Batch II | Batch I | Batch II |
| | 2013-14 | 2014-15 | 2013-14 | 2014-15 |
| SC | 22 | 20 | 22 | 19 |
| ST | 17 | 18 | 17 | 16 |
| OBC | 41 | 32 | 40 | 31 |
| Physically Challenged | - | - | - | - |
| General Category | 18 | 26 | 17 | 25 |
| Rural | - | - | - | - |
| Urban | - | - | - | - |
| Any other SBC | 02 | 04 | 02 | 04 |

PART II: THE EVALUATIVE REPORT

Udaipur, also known as the **City of Lakes**, has a Municipal Corporation and the administrative headquarters of the Udaipur district in the state of Rajasthan in western India. It is located 403 kilometers southwest of the state capital, Jaipur, 248 km west of Kota, and 250 km northeast from Ahmadabad and well connected with all major cities by number of flights, direct trains and bus including Delhi, Mumbai and Ahmadabad. Udaipur is the historic capital of the kingdom of Mewar in the former Rajputana State. The Guhils (Sisodia) clan ruled the Mewar and its capital was shifted from Chittorgarh to Udaipur after founding city of Udaipur by Maharana Udai Singh. The Mewar province became part of Rajasthan after India became independent.

It is often called the “Venice of the East”. Some of the most beautiful lakes in the state are located in Udaipur, such as Lake Pichola, Fatehsagar, Udai Sagar and Swaroop Sagar. Many of the palaces have been converted into luxury hotels. Udaipur is located at 24.58°N 73.68°E. It has an average elevation of 598.00 m. It is located in the southern region of Rajasthan and is close to Gujarat.

Udaipur's autumn / winter climate is the most appealing time with January, the coldest month, the days are bright, sunny and warm with maximum temperature around 25-28 °C. Mornings, evenings and nights are cold with minimum temperature around 4-11 °C.

In this city of Lakes is located **Aishwarya College of Education Sansthan** which has been serving with commitment and dedication to the community since 1996. The B.Ed. course was started in 2006 with the aim of pursuing the quest for expanding the new horizon in the field of teacher education.

ACES was setup after approval from competent authorities, latest being by Government of Rajasthan letter No. एफ 24(NOC16-17)बीएड/आकाशि/ 16218 दिनांक 30.06.2016 and is affiliated to Mohanlal Sukhadia University, Udaipur, vide Letter No. F./MLSU/Affi./2016/2865 Dated 18.07.2016. The College has also been recognized by NCTE vide its letter No. F. No. NRC/NCTE/RJ-Common Orders/2015/117287 dated 18-06-2015. The B.Ed. program offered is now of two years from session 2015-16 teacher education. It is a co-educational college with the annual intake of 100. The admissions are done through state's conducted entrance test (PTET) and after proper counseling.

Executive Summary

It is education in all its mental, emotional and spiritual implications, which is largely responsible for attitude and actions; scientific and creative achievements; and the ability to get along in this world.

The College was established for preparing the secondary teachers and Aishwarya Primary Teachers' Training School for the primary teachers in 2006, by the society, which has been serving with commitment and dedication to the community. The Society is a beautifully realized dream of its founder Dr. Seema Singh. The Society was set up with the goal to pursue the quest for expanding the horizons of learning and education. Today ACES is well-recognized as a centre of excellence which nurture intellectual and academic striving, vibrant extra-curricular activities and social engagement. Located in the heart of city, the B.Ed. course is affiliated to "A" Grade Mohanlal Sukhadia University, and is about 1 Km. distance from its campus.

To realize the objectives, college has created sound infrastructure, such as Modern Class Rooms, Seminar Hall, Auditorium, Library, Computer Lab, Language Lab, Educational Technology, well equipped Science lab and serene environment on the Campus. The criteria wise summery is given below:

Criteria I: Curricular Aspects

Curriculum Design and development:

The college follows the affiliating University's curriculum, finalized by the Board of Studies of the Faculty of Education and the Academic Council. Dr. Q. A. Bohra is the member of the BOS and Ms Tunisha Sharma member of Committee of Courses in Hindi for the Faculty of Education and as such the college is directly involved in curriculum planning and development. The minor revision of one year curriculum was undertaken in the year 2012-13 and thereafter with the introduction of two years B. Ed. course from the academic year 2015-16, the curriculum went through major revision. The feedback received from students, faculty, alumni & practice schools for the curriculum revisions were forwarded to the university and taken up by Dr. Bohra in the BOS meetings. In the Alumni meet held on 16 February 2016, the students and Alumnae appreciated the inclusion of Drama and Art in Education and Critical Understanding of ICT in new curriculum. The curriculum lays emphasis on global issues such as intensive use of ICT, communication, teaching practice in both years and topics on national issues.

Academic Flexibility:

The University curriculum allows little flexibility in subjects of internal assignment which are four in first year and two in B. Ed. II year. The college identifies the gap and imparts teaching beyond curriculum through classroom teaching and other academic activities. To make teaching as a reflective practice, the college has organized various programmes such as workshop, seminar, FDP, open air, brain storming sessions besides talks by eminent experts. These also help them to get learning experience in and outside college. The new courses introduced are Critical Understanding of ICT, Communication Skill, Health and Physical Education, Understanding of Self etc. The courses on Drama and Art in Education, Inclusive Education, Open Air, and Innovation & Action Research provide multi skill to the students.

Feedback on Curriculum:

The Feedbacks on curriculum, teachers and institution are taken as per NCTE guidelines. Besides the college has also developed a mechanism through which feedbacks on various academic and non – academic aspects are taken. The college alumnae and other stakeholders including practice schools also provide feedback on curriculum. The feedback received from various stakeholders are analyzed and action taken.

Curriculum Update:

A revision of the curriculum was done in the year 2015-16 with introduction of two years course. The program has been divided in three broad areas, Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the field. The internship programme has been kept in both the years of the course.

The use of open source materials down loaded in CDs & kept in the library, from the site such as UGC Pathsala, NPTEL, NCTE, MOOC are used by the faculty & students, which help in preparing curriculum based learning.

At the beginning of the session the college prepares & notify master file Almanac, Milestone and courseware format which help in implementation of the academic curriculum. Each student is assessed about his/her knowledge of the subject and extra/remedial teaching is given to bring them at par with other students.

Criteria II: The Teaching, learning and evaluation

Admission Process and Students profile:

The 100% admissions to the college are made through state government conducted Pre Education Entrance Test (PTET). One of the state universities is given responsibility to conduct the test and counseling as per the state reservation policy. The students with merit ranging from 50 to 70% and on the average of 60% and above are admitted in B.Ed. Course. The university conducting the PTET makes publicity of the programme and also uploads the information about the college on PTET website. Additionally, the college also makes the publicity highlighting the facilities and its achievements. There have been no dropouts during last two years.

Catering to the diverse needs:

The university curriculum has subjects, such as Learning and Teaching, where the students learn teaching learning processes and diversity in learning. The college prepares its Almanac keeping in view the university academic calendar. The students of each year are divided in four societies and attached to a mentor, so that they can freely talk and fulfill their needs. During teaching and practice teaching the emphasis is given to identify the areas of diversity and approach to use in class room situation.

Teaching Learning Process:

There is a period for use of library resources, where the students can read and also learn through the lecture CDs downloaded from the open sources. The university curriculum is sensitive to active learning and practicum. Under the Block Practice Teaching the students undergo internship and are expected to prepare individual project/reports on effective teaching. The practice teaching using simulated and Micro-Teaching are part of the curriculum and students are expected to demonstrate their skill and knowledge. In addition to practice teaching experience in schools, the students also work as an intern teacher and perform the tasks of taking attendance, participating in school assembly, games, examination, paper setting, evaluation of paper etc. The college makes learning student centered by assigning them creative activities, simulation teaching, field studies, block teaching planning, lesson planning & delivery. The Herbert's steps were followed during the one year curriculum but with the introduction of two years curriculum from the year 2015-16, the model of Revised Bloom Taxonomy is being followed. The paper- II of University Curriculum 'Development of Learner and Teaching Learning Process' and in two years programme in a course on Learning and Teaching includes chapter on exceptional children.

School Teaching & Internship:

According to present University curriculum, during first year, the students will be deputed for school teaching for a period of four weeks, including one week

school observation. The student will deliver 2 lessons per day per Pedagogy subject. The internship shall also include delivery of two Criticism lessons and observation of five lessons of Peers of each of two subjects. They will prepare one teaching learning resource in each subject and give one test. The internship during the second year will be of 96 days, where they will perform the task of an actual teacher. The schools for the practice teaching are allotted by the state government. The students are observed during internship by the mentors and experts.

Teacher Quality:

The selection of teachers is done through rigorous selection process, besides following directives of affiliating university, where they are also judged through demo lectures which include their skill in catering to the need of diverse students. The college maintains the teacher student ratio of 1:14.

The students give teacher wise feedback which includes their depth of knowledge, course coverage, clarity, relevance to subject, meeting the needs of individual students, learning beyond syllabus etc. The students are also deputed to help the schools in teaching, whenever requested; Mr. Suresh Sharma- a student of College was deputed to teach mathematics to student of class X for 15 days and also to teach English in Hansawas Upper Primary School, Dewali, Udaipur.

The college subscribes the magazine “Shivira” published by the Department of School Education, Government of Rajasthan which contains recent developments in school curriculum, subjects and teaching methodologies. This keeps the teachers/students updated. Additionally, the college organizes the seminars and workshops, where school Principals / Senior Teachers are invited to acquaint the teachers and the students about the recent trends in school subjects and innovative teaching methodologies and techniques.

The staff members are provided opportunities & financial support to attend & organize seminars, workshops, FDPs and refresher courses organized by various institutions. During September-December five teachers have attended the two FDPs organized by Mohanlal Sukhadia University. Similarly the workshops, discussions and study circle activities are also organized by the teachers in the college for ensuring personal and professional development of the teaching staff.

The society has a HR policy which is applicable for college also. It includes provisions of reward and motivation of the faculty, accordingly a teacher is named as a “Teacher of the Month”, “Mentor of the Month”.

Evaluation process and Reforms:

The physical as well as psychological environment of the college is democratic, apolitical and conducive without any barrier. The college has a beautiful and spacious campus with adequate facilities. The classrooms, library, staff rooms and administrative block provide an environment conducive to academic growth and are well constructed and comfortable. To access the new technology the college has fully equipped Computer, Language, E.T. and Psychological Laboratories.

The two years B. Ed. curriculum has provision of 6 theory papers in first year and in B. Ed. II year one optional course and 3+2 compulsory and pedagogy courses. The theory courses in both the years have 20% internal assessment. The students also offer four courses in first year and two courses in II year for internal assessment, these are Drama & Art in Education, Critical Understanding of ICT, Open Air Session, Understanding of Self and School Internships. The university has framed the rules for pattern of question paper and also guidelines for internal and external assessments.

The assignment & test papers are shown to the students and the solution of the question paper and deficiencies are shared with them by the subject teachers. The information such as performance of the students in internal assessment, assignments, class tests etc. is displayed on the Smart Campus throughout the session. The week-wise teaching (Milestone) includes the course objectives & outcome, bridging the gap, remedial classes, reference material, pattern of question papers & assignments etc. The subject teacher prepares the PPT on some of the topics of their subjects using the material available in the text books, open source learning and journals. Innovative methods are used for teaching, learning and evaluation. The tutorial system ensures individual attention and active participation of students in discussions. ICT is used by the teachers in teaching few lectures. The students also develop teaching aids which are used during teaching learning processes, using the available facilities. The library has rich collection of the lecture CDs down loaded from the open source learning. The College provides full support and created ICT facilities for preparing lessons thus making teaching learning process more effective.

Use of ICT in teaching:

The teaching in the college is also done through intensive use of modern techniques. In B. Ed. II year, in every subject, the students are taught how to use ITC in lesson preparation. This encourages the students on maximum use of AV aids, models, charts, posters etc. The students are also required to prepare teaching aids and other materials for their practice teaching under the supervision of mentors. They are also encouraged to use ICT and taught how to prepare PPT for practice teaching.

Criteria III: Research Consultancy and Extension:

Promotion of Research:

The college has an active research cell for promotion of research. The management had made a provision of Rs. 1 Lac in society's annual budget for providing seed money for preparing the research proposal and also ready to contribute the college share in the sanctioned research projects up to 25% of total cost, which is in addition to providing infrastructure facilities. During the year 2014-15 the management organized a FDP "How to write a research project" by the senior faculty of MLSU, which was attended by the teachers of the college and other institutions. To identify thrust areas, the staff members are encouraged to attend & organize seminars/workshops/conferences. The faculty members have participated in more than 25 such programmes. The research areas identified are early childhood and nursery education, child's psychology for learning & food, school dropout, education technology etc The College completed two short/action research projects to give an idea about the action research.

Research and Publication Output:

The teachers use LCD projector, OHP and Slide Projector as per need during demonstration and extension lectures. The students prepare their teaching aids & lesson plans using ICT for presentation during Practice Teaching Rounds, Criticism lessons & Final lessons, which are preserved and presented to the concerned schools where practice teaching is conducted. During last three years eight such materials have been prepared. The students can use computer lab, Audio-Visual aids, Internet (Wi-Fi system), Language Lab & Library for preparing teaching aids. The college has developed seven teaching and instructional materials using ICT and technology during last five years. The college has organized various training programmes on material development besides deputed them to other institutions. The faculties have published their papers in national and international journals and other publications such as AJERT-Asian Journal of Education Research and Technology, Gujarat Manovigyan Darshan-Journal of Psychology and Education, IOSR-Journal of Research and Methods in Education, Journal of Aishwarya Shiksha Sansthan, International Research Journal Vachariki, International Research Journal Sodha Pravaha, National Research Journal Aishwarya Shikshan Sansthan, International Research Journal Research Analysis and Evaluation, International Research Journal Shodh Samiksha aur Mulyankan, National Research Journal Aishwarya Shikshan etc. The teachers of the college have been recognized through awards by various organizations. During five years eight major/minor/action research projects have been completed by the teachers, of which some are for award of Ph. D.

Consultancy:

The college has been providing consultancies to various educational institutions on development and delivery systems. The College has taken up a project for development of teaching aids & system in a school in tribal area of Jhadol Tehsil, in the village Hunar Ghar. The Hunar Ghar school project was taken up involving the students who developed the teaching aids, delivered lectures and setup the teaching facilities in the school. The staff members are competent to provide consultancies in the areas of curriculum development & institution planning, teaching aid preparation, science projects, academic and administration. The management has resolved to allow the staff members to retain full amount of the consultancy if the college facilities have not been used. The faculty members have also provided consultancy to other universities and institutions for developing curriculum and preparing the projects for starting of B. Ed. colleges. The alumnae of the college who wanted to start school were also provided consultancy by the staff. Besides the faculty members do provide suggestions during visits to schools during block teaching.

The college has been approached by some institutions to provide them consultancy for accreditation, the management has framed the rules for such work.

Extension Activities:

During last five years, every year, the college has been actively organizing several extension activities for the students, society and betterment of the people. The college works with Golden Handshake Computer Literacy Club, Rotract Club of Aishwarya, Schools, hospitals, Government Departments and the District Education Officer for successful organization of these activities.

The activities organized during last previous years are listed below:

| | | |
|----|---------|--|
| 1 | 2012-13 | Total 5 activities |
| 2. | 2013-14 | Total 11 Activities |
| 3. | 2014-15 | Total 19 Activities |
| 4. | 2015-16 | Total 20 Activities |
| 5. | 2016-17 | Likely to organize more than 20 activities |

The college was also benefitted by the community through organization of art of living camp and FDP for the staff & students of the college to develop and maintain positive attitude, learning meditation & reliving the stress of the faculty. The citizens who participated in computer literacy programme helped the college in organization of subsequent camps. The college is benefitted by the advice of citizens and their involvement in helping for successfully organizing blood donation, health check up camps and other service activities. The college has been appreciated for support provided to the government

schools for teaching as per their requirement, for organizing the VAAK PEETH of 70 Principals.

An initiative has been taken from the year 2015-16 to invite the Principals, subject teachers, eminent citizens and the student to apprise them/us about the expectation of the community. The meeting was held on 12.02.2016, followed by their felicitation on 11 May 2016 in the programme 'AAGAZ' at its new campus.

The college has displayed for the students the ethics, moral values and code of conduct. In the beginning of each theory lecture the faculty member talks about social and citizenship values. The college has linkages with all local TEIs, Block Education Officer, SIERT and also the students visit institutions of national importance such as RCE, NIEPA, NCERT etc. The college through the Rotaract & Rotary Clubs involves the students regularly in community based social activities establishing strong linkages with these international organizations. These international linkages sometimes give suggestions also.

The college also organizes Intercollegiate Aishwarya Chal Vajayanti Competition during which the faculty members have interaction with the faculty of other colleges & universities. The students can also participate in university activities such as intercollegiate games and sports, youth festival, cultural programme etc. During the year 2016-17, the university has given responsibility of organizing Inter University Table Tennis Tournaments, scheduled during December 27-28, 2016.

CRITERION IV:

INFRASTRUCTURE AND LEARNING RESOURCES

Physical facilities:

The college campus is located on an area of 1.45 acres and has a total built up area of 3000 sq. m. The college has Principal's room, faculty rooms, office and other support services. For curriculum delivery, it has 5 class/tutorial rooms, a multipurpose hall and 5 laboratories. The facilities for canteen, parking, and common rooms are also available. The facilities are more than adequate as per NCTE norms.

The society has procured a land measuring 20,000 sq. m; about one km from present location, where the construction of 38,000 sq.ft. area has already started keeping in view of Two Years B.Ed. program and starting of integrated B. A, B. Ed. / B. Sc. B. Ed. and B. Ed.- M. Ed. courses from the year 2017-18. The college has play grounds for basket ball, volleyball and indoor hall for table tennis, chess, carom etc. The open air theatre, a multipurpose halls and one conference room are also available for curricular, co-curricular and sports

activities. Further, the college can use the facilities of affiliating University, which is located at a distance of 500 m. The college has proposed to construct a hostel on its new campus, meanwhile it has tie up with nearby located private hostels.

Maintenance of Infrastructure:

The college budget has sufficient provision for the maintenance of its infrastructure, thus it is well maintained. The society also provides additional funds as and when required. The facilities are also used for conducting examinations by the state government, RPSC, REET, banks, TCS and affiliating university.

The college has a water harvesting system besides safe disposal of wastes and e-waste. It helps in plantation through its Rotaract club & NSS unit in the nearby areas.

Library as a Learning Resource:

The college Librarian is M. Lib with expertise in ICT. The library is well stocked with 7153 books, 15 National journals, 4 International Journals, 12 daily newspapers and 5 Magazines. The books to the student ratio are **35.8:1**.

List of International Journal – 04:

International Journal of Education Administrative, International Journal Of Psychology And Counseling, International Journal Of Education And Info Studies, International Journal Of Vocational And Technical Education

List of National Journal – 15

Shiksha-Vimarsh, Proudth Shiksha, Prathmik Shikshak, School Science, Journal Of Indian Education, Bharti Adhunik Shiksha, Primary Teacher, Vighyan, Samaj Kalyan, Gujarat Manovigyan Darshan, Journal of Well being, Mool Prashan, Yojna, Teachers Pride, Indian Educational Abstract.

The library has also the collection of audio-video CDs downloaded from open & other sources, which can be borrowed by the staff & students. They can also access the internet & DELNET in the library. The books are classified with open access system. The procurement of resources is done through recommendations by the staff and students. It has also book bank facilities. The procurement of books on latest technology is attended urgently by the college.

As regards ICT, facilities available are computer, software, internet with 8 MBPS Broadband, Wi-Fi campus, radio, TV, projectors and other equipment mentioned in the new curriculum. The Smart Campus is a special MIS feature of the college. The ICT/computer practical classes are conducted for developing the computer skills, which is also embedded in the mission of the

college. The students are making their own PPT, slides & give their presentations in study circle meetings.

Other Facilities

The facilities meant for the B.Ed. program are used exclusively & optimally for the programme and also by the schools adopted for block teaching. The resources available in the college can also be used for other programmes offered by the society and similarly the facilities available with the society & other colleges are freely available for B. Ed. programme. The affiliating university and the state government also use the facilities for organization of intercollegiate tournaments, holding examinations, meetings etc.

The college has planned to create an auditorium with latest audio video systems. For now the facilities available are more than those required under NCTE / affiliating university norms.

The college has well equipped general labs for language, computer skill, ET, science & social studies and multimedia, as required in the curriculum. The facility of multipurpose hall is also available which is used for various curricular and co-curricular activities. The class rooms are well equipped and some are provided with LCD projector. The college has maintained a music room, created limited facilities for sports and required fleet of transport including cars.

The college has prepared several visual highlighting the renowned personalities such as Dr. S. Radhakrishnan, Dr. APJ Abdul Kalam etc. The teaching faculty during their instructions also highlights the modern teaching technology and teaching models available in the country.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

Student Progression

The college conducts an orientation program, where the Principal & the faculty talk about the importance of education, also the admitted students are required to make a brief presentation about them, show their talent and give Aptitude Test. The college has a practice of conducting pre-activity workshop where the students are given full training on the micro teaching, skill demonstration, its methodology, objectives, expected outcome, feedback etc. The college has mentor system where each student is assigned to a teacher, who motivates and guides the student for academics. This has resulted in very few drop out from the course. The mentor, placement in charge and the faculty guide the students about various opportunities available to them such as preparing for other jobs in government, banking sector and private, whereas few prefer to go for M. Ed.

Student Support

For planning of the co-curricular and extracurricular programmes, the college prepares its almanac which includes the activities to be organized round the year, keeping in view the university academic calendar and state government admission process. The almanac has three sections, curricular activities, co-curricular activities and supplementary activities, which are displayed on smart campus. The annual co-curriculum activities which find place in the annual calendar are cultural and sports week celebration, inter collegiate-Aishwarya Chal Vajayanti- poster, essay and debate competitions, extension lectures of prominent educationalist, annual prize distribution function, alumni meet and quarterly publication of our news letter '*Sankalp*'. For organizing the activity the IQAC has developed a process initiated by the respective in-charges, which includes the detailed objectives, schedule as per calendar, reasons for re-scheduling if any, budget required etc. The activity is organized after approval & release of funds by the appropriate authority and final report submitted with the feedback. The college has adopted daily monitoring of the classes and other activities through the DA (Daily Administrator) who submits report to the Principal. In addition, the feedback is regularly taken by the IQAC and mentor. The teachers are also actively involved in taking feedback of the courses they teach.

The college has its own website: **www.attcudaiipur.org.in** besides the Smart Campus through which all the informations are posted. These are updated regularly as they host day to day information about the college, activities, practice teaching, university circulars, students' performance etc.

The remedial and make up classes are conducted for those who need additional teaching, including for the communication skill, besides giving one more opportunity at the end of academic sessions to suggest the topics on which they want additional teaching. The sections are formed based on merit in PTET, keeping advance learners in section A and others in B. This helps in keeping special attention of slow learners. The advanced learners are given opportunity to teach through PPT or other visuals in the renowned schools such as CPS, The Study and Seedling Public School. The slow learners are given special tutorials, practical assignments, project work, and practical work and prepare small presentation on various topics. The college has a Guidance and Counseling Cell where the information about career planning, personality development, opportunities, placement etc. are available.

The college has developed and implemented Grievance Redresser mechanism by forming a Grievance Redresser Committee under one of the senior faculty member, which has representation of students and female teachers.

Student Activities

The college alumni association is active and meets at least once in a year and it has contributed to the growth of the college. The participation of students in extra & co curricular activities is mandatory and is ensured through the formation of four societies.

To encourage students and staff to publish materials the college publishes wall magazines, news letter *Sankalp*, year book and an annual journal named as “Aishwarya Shikshan Sansthan” ISSN No.: 2249–2100 where the students & teachers from any college / university can publish papers.

Besides many cells, there is a Central Student Council with approved constitution, which is involved in organization of various activities. The feedback taken as per NCTE guidelines are analyzed, action taken and record maintained in the IQAC.

CRITERION VI: GOVERNANCE AND LEADERSHIP

College Vision and Leadership

The college has stated objectives, vision, mission and values, which are dynamic and broad based incorporating the training requirement of the students to serve the education sector and the society. These are finalized through discussions with all stakeholders. The statements were last revised in the year 2015-16, with introduction of two years B, Ed. course. The vision & mission statements are widely publicized at prominent places in the college, library, publications and on website.

The management is actively involved in the planning of the activities and is fully committed to render physical, moral and financial support required for achieving the goals and objectives and play leadership role and involvement for effective and efficient transaction of teaching and learning processes in accordance to the Vision and Mission of the college. The powers are decentralized and delegated to the Principal and various committees. The information is submitted to the management by the IQAC and the Principal.

Organizational Arrangements

The Management/Principal has constituted different committees/cells for functioning of college & organization of various activities. These committees are directly responsible for planning and organizing activities and enjoy enough autonomy in functioning. The Principal coordinates and monitors all the activities of the college with the help of various committees and faculty members. This ensures the smooth and democratic functioning of the college. The college promotes co-operation, sharing of knowledge, innovations and empowerment of the faculty through availing the facilities of University and other institutions such as University Central Library, leading education

institution of town such as Vidhya Bhawan G.S. Teachers Training College, Lokmanya Teachers Training College etc. The teachers willing to acquire higher degree are provided relaxation in timing and also allowed to visit national libraries.

Strategy Development and Deployment

The college has Smart Campus with MIS. The activities are monitored through Daily Administrator who collects all information regarding academics which are submitted to the Principal for taking further necessary actions. Besides providing the human resources as per the mandatory requirement of NCTE and affiliating University, the college has been provided with additional human resources such as driver, electrician, computer operator, lab staff etc.

Human Resource Management

The teachers are selected as per NCTE norms by the selection committees constituted as per rule having representation of the affiliating university. The selection committees have met during June-August 2016 for the selection of Principal and other faculty members. The NCTE approved appraisal form, which contains information on academic, research & extension activities, is filled by the teachers every year which is assessed by the Principal & management. The college has adopted employee friendly HR policy allowing them incentives, rewards, relaxation in time etc for the activities they take up. The teacher's workload is as per norms of UGC & NCTE.

The financial resources are provided through the fee collected from students and support from management, which are enough in view of the adopted mission & objectives. The college spends 51% of its income on salary, 3% on library supplies, 1.5% on ITC besides keeping some for construction of new campus. The additional funds are provided by the management to achieve the mission & objectives.

Financial Management and Resource Mobilization

The college does not get any grant from the government or through donation, as it is a self-financing college. The only source of revenue is the fee collected from the students. The operational budget of the college is adequate to meet the day-to-day expenses and it does not need any additional support. The college accounts are audited yearly by CA and internal auditor before submission to the various agencies.

CRITERION VII: INNOVATIVE PRACTICES

Internal quality Assurance System

The college has established an active Internal Quality Assurance Cell (IQAC) since 2011-12, which now works under the leadership of Group Director. The activities of the cell are defined in the office order which includes the

fulfillment of objectives, goal, vision, and facilitation of organization of various activities, trainings, analysis of reports & feedback and record keeping for quality assurance.

The results of university examinations during previous years (up to 2014-15) have been 90-100% which speaks of quality of academics. The examination of B. Ed. I year (2015-16 batch) has been conducted in August-September 2016 and their result is still awaited.

Inclusive Practices

There are provisions in the B.Ed. curriculum regarding inclusive practices. To sensitize teachers to issues of inclusion, the national issues are prominently brought to notice of all the faculty, students and staff through the wall papers and articles. During the previous years many national issues, such as Digital India, Pradhan Mantri Jan Dhan Yojana, Swachh Bharat Abhiyan, Make in India, internet banking and Saansad Adarsh Gram Yojana were discussed. During the orientation programme of 2016-17 the newly admitted students were given talk on all these national issues. The students during block teaching speak on such national issues which are relevant to the children.

The teachers discuss in detail the issues of inclusion, exceptionalities, gender differences and their impact in regular classes in papers of Education in Indian Society, Population Education and Understanding the Self.

Activities like society meetings, Open Air Camp, get together etc also provide opportunity to understand the need and importance of inclusion particularly in educational institution. The faculty members also create the awareness regarding these issues through community discussions, posters, rallies and street plays in Open Air Camps organized every year in nearby villages & in intercollegiate competitions.

The various activities have been envisaged in the curriculum to create learning environment that foster positive social interaction, active engagement in learning and self-motivation, many such activities have been organized by the college.

The students develop proficiency for working with children from diverse backgrounds and exceptionalities through the course Psychology of Learner and Teaching Learning Process provided in the University curriculum. They also share with the school teachers and faculty members the art of dealing with such children.

The physically challenged students are treated as normal students and dealt psychologically by supporting them to deliver their lessons in nearby school,

providing tricycle or motor tricycle, allowing special transport for their movement etc,

The Women Cell effectively handles all gender sensitive issues and also this has been included as a subject curriculum in the paper 'Education in Indian Society'. During the orientation and class teaching psychological counseling is also done to handle the gender sensitive issues. The college also organizes seminar, panel-discussions and poster competitions on the issues like women empowerment, gender prejudices and female feticides.

Stakeholder Relationships

All the information related to academic, activities and infrastructure are uploaded on college website and also available on Smart Campus. The information can be easily accessed by the stakeholders. These are analyzed for the success, constraint and failure by IQAC and kept in record.

SWOC ANALYSIS

Strength –

Location: The College is located in the heart of town at a distance of about 1 km from affiliating University. The college is surrounded by market, banks, ATMs, budget eating places, hospital, post office, private hostels & accommodations and well connected with public transport system to any part of town.

Infrastructure: The College has adequate facilities to meet the academic requirement and also future growth. The installation includes modern technologies, ICT, Smart Campus, DELNET etc.

Academics: The laboratories are setup as per NCTE requirement with value added facilities such as language lab, Wi-Fi campus, LAN connectivity etc.

Mobility: The College has a fleet of vehicles for transport of faculty & students for academic and other visits.

Learning Resources: The teaching is done through new technologies including PPT. The library has rich collection of Books, Journals, Magazines and material downloaded from open sources learning.

Overall Development: The College offers opportunity for overall development through active involvement of the management in planning and execution of curricular, co-curricular and extra-curricular activities organized round the year.

Grievance Redresser Mechanism: The College has various committees/cells for functional activities, besides a Grievance Redresser Cell through which the students & faculty can redress their academic & other grievances.

Student Organization: Besides, the involvement of the students in various cells for activities, there is a Student Council with all office bearers from among them.

Learning beyond syllabus: The College offers teaching of modern topics, which have not been included in the University curriculum.

Development of New Campus: The College has acquired 20,000 sq. m. land where the construction on 38,000 sq. ft. has been started for shifting of the college with provisions for further growth and expansion.

Weakness-

Limited flexibility in curriculum: The College is affiliated to state university with limited flexibility in curriculum.

Research & consultancy constraint: The College offers only UG programme of B. Ed. as such it does not have strong research & consultancy resources.

Opportunity –

Perspective plan: The management has decided to construct the new building of the college on its new campus and also adding the new integrated courses such as B.A. B.Ed. / B.Sc. B.Ed. / B.Ed. M.Ed. etc. and create new facilities. The campus will have all other infrastructure support such as hostel, auditorium, shopping complex, games & sports facilities etc.

Job opportunities: The jobs created by the state government during last three years have attracted the students acquire qualification in education. With adding of number of programs the college will offer quality education in different disciplines.

Location: The new campus is also located about 500 m from the university campus and is in the heart of town and within easy reach of the students as such it will be one of the preferred college.

New Technology based curriculum: The University has adopted two years B. Ed. curriculum from the academic year 2015-16 which contains teaching of new ICT based technologies.

Challenges -

New colleges: The State Government has taken a decision to open about 140 new colleges targeting minimum one college in each Tehsil of the state. Besides, the Udaipur city has 17 colleges, which can offer a challenge.

Retention of faculty: With large number of institutions in area the faculty keeps on moving even after availing the facilities of acquiring Ph. D. qualification.

Important terminologies appear frequently:

Almanac: It is the calendar of the session which contains all information on academic, curricular and co curricular activities.

Mile Stone: It is the day wise teaching plan containing slots for bridging the gap, teaching, remedial classes, tests, assignments etc.

Daily Administrator: He monitor the curriculum implementation on daily basis and submits report containing schedule followed and topic taught.

Smart Campus: It is MIS, where all the required information is uploaded. Even the teachers are required to submit their leave application through Smart campus. The performances of the students in internal assessment, assignments, class tests etc. are displayed on the Smart Campus throughout the session.

Courseware: The question bank, notes on certain topics, quiz, assignment, previous year's university question paper etc.

Student – student of B.Ed. college, pupil teacher

1.1 Curriculum 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.)

The objectives of the college are incorporated in MOU of the society, which includes education for self development and service to the society. Based on these objectives the college adopted its vision and mission statements. The college adopted the objectives during academic year 2013-14 which were revised with the introduction of two years B. Ed. programme. The revised objectives are based on vision and mission statement of the college, producing teachers who have intelligence, academic knowledge and commitment to the society, community and education. These objectives clearly state the self development, concern for environment through training and study, which are:

OBJECTIVES OF THE COURSE

1. To develop competence to teach subjects of their specialization on the basis of an adequate theory of learning and a sound knowledge of the subjects.
2. To develop interest, attitude and knowledge which will enable them (the Indian & global background and to promote an awareness of the role of the school and the teacher in realizing these aims and ideals.
3. To develop an understanding of the close relationship between society's disadvantaged groups and school, between life, environment and school work.
4. To become self-regulated learners; develop professional commitment and work as responsible professionals.
5. To make them comfortable with content and pedagogical, effective use and utilization of ICT and modern teaching technology.
6. To enable them to critically analyze the various evaluation tools to serve CCE.
7. To reflect on teachers' practices and interface with societal resources
8. To build professional consciousness.

In addition to objectives, the college also adopted values & course outcome to meet the requirement of self development, concern for environment through training and study, these are:

Values

The values prevalent in our working environment are expressed by:-

- Academic excellence and integrity.
- Outstanding teaching and service.
- Innovation in every area and recognition of the innovative efforts of faculty members as well as student teachers.
- Strong commitment to the Vision, Mission and Goals of the college. Mistakes help us to do better next time but never discourage.
- Individual and collective excellence.
- Creating and encouraging the democratic environment so that everyone works with an inner drive.
- Striving complete professional attitude among our budding teachers.
- Democratic ideals regarding our dealing with our students, our stakeholders and our resources.
- Scholarly research and professional leadership acceptable globally.
- Integration of teaching, research, and service.

Learning Outcomes

1. Competence to teach effectively two school subjects at the secondary/senior secondary level.
2. Ability to translate broad objectives of secondary/senior secondary education in terms of specific programmes and activities in relation to the curriculum.
3. Ability to understand children's needs, motives, growth pattern and the process of learning to stimulate learning and creative thinking to foster growth and development.
4. Ability to use (a) individualized instruction and (b) dynamic methods in large classes.
5. Ability to examine pupil's progress and effectiveness of their own teaching through the use of proper evaluation techniques.
6. Use of Equipment for diagnosing pupil's difficulties and deficiencies in achievement and dealing with them through remedial work.
7. Readiness to spot talented and gifted children and capacity to meet their needs.
8. Ability to cater to the need of children with special needs.
9. Ability to organize various school programmes, activities for pupils.

10. Ability to provide guidance in educational, personal and vocational matters.
11. Ability to assess the all round development of pupils and to maintain a cumulative record.
12. Development of certain practical skills such as: (a) Black board work (b) Preparing improvised apparatus (c) Preparing teaching aids
13. Developing professional competence.
14. Readiness to participate in activities of professional organizations.

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 college follows the affiliating university's curriculum. Even then based on need assessment and market demand, the students & faculty have been suggesting additional topics to be included in the curriculum / teaching. The suggestions received from the alumnae, employer, teachers and resource persons, during the year 2012-13 to 2014-15, were forwarded to the university.

With the adoption of two year B. Ed. program from 2015-16 the university conducted a course curriculum workshop to assess the need of the course, suggestions from faculty, students and other stakeholders. The process of curriculum revision adopted was:

- Conducted workshop of all the Principals of TEIs and senior faculties to identify need, finalized broad outlines of the course.
- Proposed syllabus by various Committees of Courses.
- Approved syllabus by Board of Studies.
- Approved the syllabus by Academic Council.

The then Principal of the college Dr. Qayoom Ali Bohra was a member of the Board of Studies and Dr. Tunisha Sharma of Committee of Courses in Hindi of the affiliating university, as such all the suggestions were put before the committee when the curriculum was revised. The new syllabus has been adopted from the academic year 2015-16.

The college adopted a process which included interaction with private & public schools to identify the recent development and their need to be included in the curriculum.

The topics such as internet banking and e-commerce are taught by the teachers as beyond curriculum.

The College has also conducted a state level FDP in 2015 on curriculum implementation planning for the new paper introduced in two years B.Ed. Program on “Drama and Art in Education” attended by 30 participants. The recommendations have been sent to other colleges of the affiliating University.



Practical on Art & Drama

The feedbacks collected from various stakeholders on curriculum are forwarded to the university at the time of revision of curriculum.

In the Alumni meet held on 16th February 2016, the students and

Alumni appreciated the inclusion of Drama and Art in Education and Critical Understanding of ICT in new curriculum, terming these as requirement of time and for future of school education. The Performa for taking feedbacks is as per NCTE guidelines and attached in Annexures.

In order to provide complete education meant for self development, value inculcation and social sensitivity learning beyond syllabus is encouraged and practiced. The college organized a workshop during 2012-13, which was conducted by Prof. A. B. Pathak & Dr. M. P. Sharma for the faculty and students to discuss and understand the new dimensions of teacher education in the light of NCF-2005 and NCFTE-2010. As the NCF requires a teacher to be a facilitator of children's learning in a manner that helps children to construct knowledge and meaning. The teacher in this process is a co-constructor of knowledge.

Experts talk & extension lectures on topics not covered in syllabus are regularly organized, every year. During previous years, talks were organized on Stress Management & Mental Health and Divine Relationship in Education and Wisdom and New Generation Perspectives.

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 affiliating university syllabus has courses on knowledge and curriculum, intensive use of ICT, environment, health & hygiene & education, which expose the students to global trends in teacher education.

The college also provides knowledge through formal courses or informal activities, extension lectures, workshops, seminars etc. about the global trends in various fields such as use of ICT in teaching and learning processes, green awareness and value education.

Mr. Sunil Patel from Florida, USA along with his team members delivered a talk on 06.01.2015 linking the divine relationship with global education need.

The college organized a national seminar on Gender and Social Concerns for Gender Sensitivity issues during the 2012 which was addressed by eminent experts. The college has a women cell which also organizes various program related to gender issues.

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

The curriculum framed by MLS University of B. Ed. II year includes use of ICT in some papers, additional papers on Environmental Studies, Understanding Self and Critical use of and Computer Science. The college adopted the values for the programme and each student is expected to follow the values in life.

The college also conducted education programmes on Peace & Value Education, Civic Responsibilities, Tree Plantation, Sanitation, Swachh Bharat, Campus Cleaning, AIDS awareness etc.



Civic responsibility activity

The informal programmes are also organized on such issues through group discussions, brainstorming sessions, plays, awareness rallies, poster making competitions, debates and essay writings such as 'Save our Earth' 'Conservation of forest', 'Conservation of Culture', 'Global warming' and 'Female feticide etc

Besides the national festivals, the college celebrates various important international days such as Yoga Day, Human Rights Day, Women's Day etc.

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

The college lays utmost importance to learning ICT for effective teaching and learning.

The University curriculum provides adequate coverage of ICT where the students are taught ICT based resources and their use in teaching. The teachers also deliver many lectures using PPT, the details are given below:

| Name of Faculty | Topics of PPT |
|------------------|---|
| Dr. Q. A. Bohra | Personality, An approach to Art, Bloom's taxonomy on learning domain, Elements of Visual Arts, Rorschach Test, Why Art education, intelligence, Cognitive theories, Creativity, Flander's Interaction Analysis etc. |
| Ms. Rashi Mathur | Elements of Poetry, Elements of Story Telling, English Grammar & Comprehension, Articles |

| | |
|---------------------|---|
| | 343-351, 350A; Kothari Commission(1964-66); NPE-1986; POA-1992; NCF-2005, Multilingual classroom; multicultural awareness and language teaching, Role of A.V. aids in teaching speaking skills, Cloze procedure, Maze method, Whole language approach, Structural-Situational approach, communicative approach, task based approach, eclectic approach, Continuous and comprehensive evaluation. Ms. Rashi Mathur delivers majority of lectures using PPT. |
| Ms. Tunisha Sharma | Basic Hindi language concepts, Education commission (1966) NPE (1986) its revision 1992, NCF (2005), Dellors commission report – relevance to Indian Conditions, Enhancement of quality in Education and role of SSA and RAMSA, Gender Sensitivity and its importance for society and School, Indian Constitution. Rights and Duties of a citizen, Value Education and role of school, Activities helpful in Inculcation of values |
| Ms. Monika Bhadviya | Nature of Social Science, NCF 2005, Need and Importance of History, Aims and objectives of teaching History, Field Trips, Concept of Evaluation, Contribution of eminent Political Thinkers, Project Method, Illustration with example, Liberty, Equality, Child Labour, Annual Plan, Unit Plan, Daily Teaching Plan, Observation. |
| Ms. Dimpri Sharma | Nature and concept of Business, Contribution of Eminent Indian and Western business Personalities, Aims and objectives of teaching business Studies, Maxims of teaching and general principles of teaching Business studies, Problem Solving Method, Evaluation techniques, Internal Trade, Continuous and comprehensive evaluation, Development of Financial Accounting Education in India, Contribution of Important Institutions for developing in Accountancy, Nature, Concept and Importance of Financial Accounting in school curriculum, Various Approaches of teaching Financial Accounting, Teaching Learning experiences, Trial Balance and Rectification off Errors. |
| Dr. Mukesh Shrimali | Historical development of mathematics, Concept mapping, Inductive-Deductive, Problem Solving, Formative, Summative and predictive evaluation in mathematics. Nature of Science, Objectives of teaching science as |

| | |
|--------------------|---|
| | given by AAAS, NCF-2005, NCERT, Contributions of Eminent Physicists, concept formation with reference to J. Bruner and Hilda Taba, Demonstration-cum-discussion method, Content Analysis. |
| Dr. Poonam Sharma | Meaning, Nature, Scope and importance of Economics, Correlation of Economics with other subjects, Inflation and Deflation, Consumer Rights, Inductive and Deductive method, Constructivism. Meaning and Nature of Geography, salient features of NCF (2005), Basic concepts of geography, Indian Monsoon, Geography club Eminent Social reformists, Scope of Social Science, Aims and objectives of teaching Social Science, Methods of teaching Social Science. |
| Dr. Pooja Tripathi | Contributions of Eminent Indian and western Scientists, Place and importance of General Science in school curriculum, Aims and objectives of teaching General Science, Computer assisted learning, Home assignment. Contribution of eminent Indian and Foreign Scientific, Recent Scientific achievements in Chemistry, Methods of Teaching Chemistry, Science Lab, Teaching – Learning material, Diagnostic and Remedial measures. Science as a dynamic body of knowledge, Place and importance of Biology in school, Aims and objectives of teaching Biology, Inquiry approach. |

The students also use ERP (Enterprise Resource Planning) software using the Smart Campus available in the college, which includes information on academics such as attendance, internal assessment, milestones, remedial teaching etc.

The Extension Lectures have been organized on various issues related to ICT such as Multimedia & Education, Soft Skill, Communication Skill, e-business and digital payment.

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?

Teaching is made a reflective practice by using workshops, classroom seminars, panel discussions, debates, brainstorming sessions, group discussions. The students are also guided by their mentors about teaching practices and the academics. The Expert's talks are organized regularly sharing their experiences. The activities organized during the report period includes talks on Time Management, Stress management, Financial Planning, personality development, Road safety, Primary first-aid with demonstration, Women and Health, Career Planning, Creative writing, moral education etc. The detailed list has been inserted in Criterion 3.

The college has a regular activity of presentation of paper by the students followed by the discussions. The Open Air Session camps, excursions, presentation on educational visits are also regular features of the programme. To make delivery system more effective the students are given regular training through the language lab established in the college. Besides making teaching more relevant, the students use and practice in language lab and community oriented Rotaract club activities.

The feedbacks on these events are taken from the students.

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

The university curriculum has few courses for the internal assessment, where the college adopts flexibility providing the scope in the operational curriculum for varied learning experiences to the students, both on the campus and in the field. Besides, the opportunity is also used to provide additional learning in other courses such as Open Air, preparation of school practice lessons, seminars etc.

Besides classroom teaching and tutorials, the students also learn the use of latest and innovative techniques, such as art and drama in life, multimedia & ICT, moral education, enhancing communication skill in Hindi & English etc. The tutorials provide the students an opportunity of the flexibility in curriculum, The Students also participates in preparation of Audio-Visual Aids, Group discussions and extension lectures, seminars, workshops which are organized every year. For one

to one contact with the students tutorials are organized in small groups, which give an opportunity of better learning.

Dr. Qayoom Ali Bohra took faculty development program (FDP) on model of education “Bloom Taxonomy Teaching – Learning Aid” during the year 2015-16.

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 & written), ICT skills, Life skills Community orientation, Social responsibility etc.

The college has made continuous efforts in providing knowledge to the students in social activities, topics of the emerging technologies and recent advances. For Two Years B.Ed. program the value added courses such as Language across the curriculum, critical understanding of ICT, knowledge of curriculum, understanding the self etc. have been included in the affiliating University’s syllabus.

The teachers are encouraged to down load lectures from open source learning, prepare PPT (Power Point Presentation) and use computer developed charts and visuals. It is mandatory for the students to deliver a few teaching lessons in schools using ICT.

Besides teaching language course as part of academic curriculum the students are given intensive training to develop their language skills. The use of language lab helps them enhance the communications, written and verbal skills. For improving Hindi communication an essay competition is organized every year.

The Open Air sessions provide an opportunity of skills of living together and involvement in social activities. The organization of talks and rallies, such as Swachh, Cancer & AIDS awareness, blood donation etc make them understand responsible & commitment for social services.

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

- i Interdisciplinary/Multidisciplinary**
- ii Multi-skill development**
- iii Inclusive education**
- iv Practice teaching**
- v School experience / internship**
- vi Work experience / SUPW**
- vii Any other (specify and give details)**
(Also list out the programme/courses where the above aspects have been incorporated).

- **Interdisciplinary/Multidisciplinary** – For interdisciplinary and multidisciplinary learning the college has a study circle where the students and the teachers deliberate on various interdisciplinary topics. Deliberation on the issues such as “Art Appreciation”, “Vedic Math” and “Indian Ethics and Values” were held during previous meetings of the study circle. The interested students have attended the specific computer learning programmes on Tally, Hindi typing and communicable diseases.
- **Multi-skill development** – The College organized a FDP on “Art & Drama in Education” during the year 2015-16 which helped in development of skill among the students. The students regularly visit various activities organized in the town such as farmer’s fair, flower show, lake festival, Shilpgram Utsav etc. The students received training on maintaining home and kitchen garden and recycling of waste and conservation of nature. The teaching of computer, library management and curriculum planning are imparted regularly.
A farmer’s fair was organized by Vidhya Bhawan Krishi Kendra on 02, March 2015. The B.Ed. students visited the Farmer’s Fair where they learnt about new technologies introduced in agriculture. They also came to know about horticulture, poultry, rearing of fishes, hybrid seeds which can help them in the future for developing their own businesses. On this occasion Mr. Nitin Roat also won a prize and a gift hamper.
- **Inclusive education** - Regarding ‘Inclusive education there is a provision of teaching in detail about the special children’ in Unit-IV of the Paper – II, **Development of Learner and Teaching Learning Process** of the curriculum. The course inclusive teaching has also been adopted in the syllabus of Two Years B.Ed. program from the year 2015. It is also compulsory for every student to conduct a case study of any exceptional student during block practice Teaching programme (Internship programme) which is

organized in school. During practice teaching the students are guided to pay attention to the needs of children with special needs.

- **Practice teaching-** According to University curriculum 2015-16 every student teacher has to deliver 24 lessons in 2 subjects taking 12 lessons per teaching subject during 4 weeks stay in a school. For feedback one mentor (Supervisor) is appointed for every 15 to 20 students for supervision of lessons given by the students. The guidance for the lesson planning is provided through a workshop before start of the internship and observation of the school for a week. In second year the students stay in a school for a period of 96 days.
- **School experience / internship-** The internship programme is conducted as per MLS University curriculum. The college follows the norms of the university and state government. The programmes are conducted in government allotted schools.

Pre-Block Phase: Organised on the campus for five days to orient and make preparation for block teaching. In this Phase faculty members acquaint the students in lesson planning, school records maintenance and the regular features and activities organized by the school. The students are also provided the knowledge about the conduct of case study and action research.

Block Teaching Phase: The College organizes internship programme in allotted schools. All Students stay in their respective schools right from morning assembly till the end of the school time. They participate in all the activities of school conducted during the school time. Every student has to teach two subjects and for the days prescribed in the syllabus. Every student also participates in cultural activities, games and sports and community service program during the internship.

Post Block Phase: In this phase students prepare various reports of activities they conducted during the Block practice teaching phase and submit the completed file.

- **Work experience / SUPW-** The university curriculum has provided flexibility of keeping SUPW (Social Useful Productive Work) or open Air. Every year the college organizes a 5 days Open Air Session in place of SUPW (Social Useful Productive Work) in a nearby village. In the camp every student participates in various activities. Apart from beautification, sharamdan, community survey & services, the students participate in clay modeling, best out of the waste, art & craft, food preservation & processing etc. The students also organize various rallies, street plays, cultural and literary nights for the local community for creating awareness on various national and social issues. During the year 2014-15 the camp was organized in Mandpiya, district – Chittorgarh and in the year 2015-16 in Nathdwara, district Rajsamand.

- **Any Other – Education on National issues and programmes** - The College organizes awareness programmes on the burning national issues to acquaint the teachers about their objectives and goals, these included awareness about Voting Rights, General Election & Constitutional provisions with role of election commission, Women Health Schemes, Yoga Education Jan Dhan Yojna etc.



1.3 Feedback on Curriculum

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

The Feedbacks on teaching, teachers and the institution are taken as per NCTE guidelines. Besides the college has also developed a mechanism through which feedback on various academic and non – academic aspects are taken including the feedback on curriculum. The appropriate actions are taken on feedback so received.

The feedback from the students is also taken at the end of academic year, wherein they can also make suggestions about college and on the curriculum.

The college organizes Alumni Meet every year where the alumni of the college also make suggestions on curriculum and other points. In the meet organized during 2014-15 a suggestion was given to include the education on the Prime Minister's Programmes such as Swatch Bharat, Yoga Education, Digital India and Unnat Bharat Abhiyan. These were included in the curriculum in non – formal way.

The society holds meeting with the school Principals, eminent citizens and school teachers, where the discussions are held on syllabus, learning beyond syllabus, feedback on block teaching, teaching – aids etc. During 2015-16 the meeting was held on 12-02-2016 which was attended by 20 Principals & eminent citizens besides the staff & students of the college.

The suggestions are also invited from the Parents during a PTM.

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

The college has adopted a mechanism for obtaining feedback, its analysis and suggesting the action. The action taken includes teaching as part of existing topics, teaching beyond syllabus and putting up before university bodies for inclusion in the course curriculum. During 2012-13 to 2014-15 some suggestions by the teachers had been forwarded to the University. The students admitted in 2015-16 in two years curriculum has also given feedback about the curriculum.

The university also invites suggestion from the affiliated colleges before revision of the syllabus; during 2014-15 the college actively participated in revision of syllabus.

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

Dr. Qayoom Ali Bohra, Principal (till July 2016) was a Member of BOS. He has been holding the meeting of teachers and students to discuss the curriculum to make suggestions during the meeting of the BOS.

During the year 2012-13 curriculum revision was undertaken by the university, wherein our Principal Dr. Qayoom Ali Bohra was a member. The changes were made as per N.C.F. 2009.

He was Convener for revising two papers for two years curriculum in the year 2014-2015. Dr. Tunisha Sharma, another faculty was also involved in revision of the paper of Hindi in two years curriculum.

The college has earlier forwarded the feedbacks on curriculum to the Chairman Board of Studies.

Dr. Qayoom Ali Bohra is member BOS till 2017.

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).

A revision of B.Ed. curriculum was undertaken by the University in 2012-13 for the one year B.Ed. program. The changes which were recommended by various task forces were based on NCF as such there was no major revision of the syllabus.

The major changes have been made in the curriculum from the academic year 2015-16 with introduction of the Two Years B.Ed. program. The new curriculum is design to integrate the study of subject knowledge, human development, pedagogical knowledge & communication skills, knowledge of ICT, Art & Drama in Education etc. The program has been divided in three broad curriculum perspectives, Education, Curriculum, pedagogic studies, and engagement with the field. The internship programme has been kept in both the years of the course. The implementation of the new curriculum will enable the students to acquire knowledge in ICT, environment, besides their global acceptability.

The colleges also initiated preparation for the new curriculum and conducted a one day state level workshop for newly introduced course of “Drama and Art in Education” and also lecture for the students on revised Bloom Taxonomy.

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 strategies adopted include assessment of need of topics by the teachers, student’s feedback and suggestion from practice schools, which are forwarded to the affiliating university or taught as learning beyond syllabus. Dr Bohra, member of the BOS of the university, also made points about the revision of the curriculum. The comments of the students, school Principal and the college teachers are forwarded to the university, when the revision of the curriculum is proposed.

1.5 Best Practices in curricular Aspects

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

An IQAC is working in the college to ensure quality sustenance and enhancement measures. The following best practices were planned on the basis of recommendations by IQAC as beyond curricula programs.

- 1) After discussion with stakeholder and New guidelines of NCTE the vision and mission statements were rewritten and notified in 2012-13 and then 2015-16.
- 2) For healthy promotion of extracurricular and other competitive activities the students are divided in four societies (Houses). All the activities are organized with the participation of the students through their society.
- 3) The college has adopted a mentor system where a group of students are assigned to a mentor. The IQAC recommended adoption of a tutorial system wherein 25 students are assigned to one teacher who gives them special tutorials, guidance and evaluation of assignments for compulsory subjects. The practice is already implemented in optional subjects.
- 4) The college has formed various cells & committees involving the students in decisions making such as procurement of library material, grievance redresser, women's right, environment, guidance and counseling.
- 5) The college Alumni Association is actively involved in future programs and growth of the college. The association meets regularly and alumni are invited for all major activities.
- 6) The organization of co academic activities such as expert talks, seminars, conferences etc. on global issues such as use of ICT, Save our Earth, economic policy, right to education, open global market etc. give an opportunity to the students to learn about these recent topics.
- 7) Open source materials from the site such as UGC Pathshala, NPTEL, NCTE, MOOC are used by the faculty & students, which help in preparing visual teaching aids.
- 8) The recommendations of the experts committee of the affiliating university are implemented fully for the quality sustenance and quality enhancement.

1.5.2 What innovations / best practices in ‘Curricular Aspects’ have been planned / implemented by the institution?

At the beginning of the session the college prepares Master file, Almanac, Milestone, Courseware format which helps in implementation of the academic curriculum. The information is available on Smart Campus to ensure that the student is well aware of the current teaching & practices.

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|--|-------|-------------|-------------------------------|------|---|--|--------------------------------------|---------------------|----------------------|
| College Name : ACES – B.Ed. Course | | | | | Session : 2014-15 | | | | |
| NAAC Criteria : I & II | | | | | Sub Criteria : 2.3-Teaching Learning Process | | | | |
| Key Area: Curriculum | | | | | Format Name : Milestone | | | | |
| Course : B.Ed | | | | | Paper Code-9011 | Paper Name- Pedagogy of Geography | | | |
| Number of Classes : | | | | | Total Theory Class : 80 | Total Practical Class :-Nil | | | |
| Course Description : Pedagogy of Geography is necessary for the Geography teacher for the better understanding of geography teaching .The Nature of Subject is like Science as well as Arts. The Through Knowledge and understanding Enhance the teaching abilities of the student Teacher. | | | | | | | | | |
| Course Objective : 1. Understand the Nature, Scope and importance of Geography at Sr. Secondary Level. 2. Understand the aims and objectives of teaching Geography at Sr. Secondary Level. 3. Develop insight about the basic principles governing the construction of Geography curriculum at Sr. Secondary Level. | | | | | | | | | |
| Paper Start Date :8.12.14 | | | | | | Session Start Date : 1.9.14 | | Paper End Date : | |
| Topic covered | | | | | | | | | |
| Class No | Units | Chapter No. | Topics | Date | Methodology adopted like Lecture, Case Study, Class test, Presentation, Assignments, Video Clips, Internet Download teaching material | Handout* (article, notes from ref book, .ppt, news paper and mag article, video clip, etc.) | Class test / Assignment **/ Programe | Student Name & Sign | Staff Sign with Date |
| | | | Bridging the Knowledge Gap | | | | | | |
| | | | Bridging the Knowledge Gap | | | | | | |
| | | | Bridging the Knowledge Gap | | | | | | |
| | | | Bridging the Knowledge Gap | | | | | | |
| | | | Bridging the Knowledge Gap | | | | | | |
| 1 | | 1 | Meaning, Nature, of Geography | | | - | | | |
| 2 | | 2 | Meaning, Nature, of Geography | | | - | | | |
| 3 | | 3 | Scope of Geography | | | - | | | |

| | | | | | | | | | |
|----|---|----|---|--|--|---|--|--|--|
| 4 | | 4 | Importance of Geography | | | - | | | |
| 5 | | 5 | Main branches of Geography | | | - | | | |
| 6 | Unit-I Foundations of Geography Education | 6 | Main branches of Geography | | | - | | | |
| 7 | | 7 | Aims and objectives of Teaching Geography at senior secondary level. | | | - | | | |
| 8 | | 8 | Aims and objectives of Teaching Geography at senior secondary level. | | | - | | | |
| 9 | | 9 | Correlation of Geography with other school subjects. | | | - | | | |
| 10 | | 10 | Correlation of Geography with other school subjects. | | | - | | | |
| 11 | | 11 | Geography and education for sustainable development. | | | - | | | |
| 12 | | 12 | Geography and education for sustainable development. | | | - | | | |
| 13 | | 13 | Geography and education for sustainable development. | | | - | | | |
| | | | Class Test | | | | | | |
| 14 | Unit-II Curriculum of Geography | 1 | Place of Geography in School Curriculum | | | - | | | |
| 15 | | 2 | Place of Geography in School Curriculum | | | - | | | |
| 16 | | 3 | Principles of curriculum construction in geography | | | - | | | |
| 17 | | 4 | Principles of curriculum construction in geography | | | - | | | |
| 18 | | 5 | Critical appraisal of Geography curriculum at senior secondary stage prescribed by RBSE . | | | - | | | |

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|----|--|----|--|--|--|---|--|--|--|
| 19 | | 6 | Critical appraisal of Geography curriculum at senior secondary stage prescribed by RBSE. | | | - | | | |
| 20 | | 7 | Critical appraisal of Geography curriculum at senior secondary stage prescribed by CBSE. | | | - | | | |
| 21 | | 8 | Critical appraisal of Geography curriculum at senior secondary stage prescribed by CBSE. | | | - | | | |
| 22 | | 9 | Analysis of Geography text-books, | | | - | | | |
| 23 | | 10 | Analysis of Geography text-books, | | | - | | | |
| 24 | | 11 | characteristics of good geography text book. | | | - | | | |
| 25 | | 12 | characteristics of good geography text book. | | | - | | | |
| | | | Class Test | | | | | | |
| 26 | | 1 | Strategies and methods of Teaching Geography at senior secondary stage –Lecture method, | | | - | | | |
| 27 | | 2 | Strategies and methods of Teaching Geography at senior secondary stage –Lecture method, | | | - | | | |
| 28 | | 3 | Project method, | | | - | | | |
| 29 | | 4 | Project method, | | | - | | | |
| 30 | | 5 | Regional method | | | - | | | |
| 31 | | 6 | Regional method | | | - | | | |
| 32 | | 7 | observation | | | - | | | |
| 33 | | 8 | observation | | | - | | | |
| 34 | | 9 | Team-teaching | | | - | | | |
| 35 | | 10 | Team-teaching | | | - | | | |
| 36 | | 11 | Demonstration. | | | - | | | |
| 37 | | 12 | Demonstration. | | | - | | | |
| 38 | | 13 | Planning of Local Geographical studies, | | | - | | | |

Unit-III Strategies for Teaching Geography

| | | | | | | | | | |
|----|--|----|---|--|--|---|--|--|--|
| 39 | | 14 | Planning of Local Field Trips | | | - | | | |
| 40 | | 15 | Planning of excursions. | | | - | | | |
| 41 | | 16 | Planning of excursions. | | | - | | | |
| 42 | | 17 | Planning for Teaching Geography – Annual Plan, | | | - | | | |
| 43 | | 18 | Planning for Teaching Geography – Unit Plan | | | - | | | |
| 44 | | 19 | Planning for Teaching Geography –Daily lesson plan. | | | - | | | |
| | | | Class Test | | | | | | |
| 45 | | 1 | Audio-visual Aids – Maps | | | - | | | |
| 46 | | 2 | Audio-visual Aids – Maps | | | - | | | |
| 47 | | 3 | Globe | | | - | | | |
| 48 | | 4 | Atlas | | | - | | | |
| 49 | | 5 | Pictures | | | - | | | |
| 50 | | 6 | models | | | - | | | |
| 51 | | 7 | slides | | | - | | | |
| 52 | | 8 | use of over Head Projector, . | | | - | | | |
| 53 | | 9 | use of over Head Projector, . | | | - | | | |
| 54 | | 10 | Slide Projector | | | - | | | |
| 55 | | 11 | Slide Projector | | | - | | | |
| 56 | | 12 | Use of mass media – computer in Geography Teaching. | | | - | | | |
| 57 | | 13 | Use of mass media – computer in Geography Teaching. | | | - | | | |
| 58 | | 14 | Use of mass media – Internet in Geography Teaching. | | | - | | | |
| 59 | | 15 | Use of mass media – Internet in Geography Teaching. | | | - | | | |
| 60 | | 16 | Geography room, | | | - | | | |
| 61 | | 17 | Geography room, | | | - | | | |
| 62 | | 18 | equipment and apparatus | | | - | | | |
| 63 | | 19 | equipment and apparatus | | | - | | | |
| 64 | | 20 | Practical Work in Geography. | | | - | | | |

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|--|---|----|---|--|--|---|--|--|--|
| 65 | | 21 | Practical Work in Geography. | | | - | | | |
| | | | Class Test | | | | | | |
| 66 | Unit-V Assessment and evaluation in Geography Education | 1 | Diagnostic Teaching. | | | - | | | |
| 67 | | 2 | Diagnostic Teaching. | | | - | | | |
| 68 | | 3 | Remedial Teaching. | | | - | | | |
| 69 | | 4 | Remedial Teaching. | | | - | | | |
| 70 | | 5 | Construction Test. | | | - | | | |
| 71 | | 6 | Construction Test. | | | - | | | |
| 72 | | 7 | Achievement Test. | | | - | | | |
| 73 | | 8 | Achievement Test. | | | - | | | |
| 74 | | 9 | Important Reforms – Grading System.. | | | - | | | |
| 75 | | 10 | Important Reforms – Grading System.. | | | - | | | |
| 76 | | 11 | continuous and comprehensive Evaluation | | | - | | | |
| 77 | | 12 | continuous and comprehensive Evaluation | | | - | | | |
| 78 | | 13 | continuous and comprehensive Evaluation | | | - | | | |
| 79 | | 14 | Question Bank. | | | - | | | |
| 80 | | 15 | Question Bank. | | | - | | | |
| | | | Class Test | | | | | | |
| Extra Classes | | | | | | - | | | |
| 1 | | | | | | - | | | |
| 2 | | | | | | - | | | |
| 3 | | | | | | - | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |
| Remedial Classes | | | | | | | | | |
| 1 | | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |
| * At least one handout must be provided with each chapter taught | | | | | | | | | |
| *** Batch session starting 7 hr. classes must be devoted as bridging the knowledge gap classes. | | | | | | | | | |
| Marks : 100 Marks (80 External+ 20 Internal) Assessment: Internal assessment : | | | | | | | | | |

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|---|---|
| The internal assessment of the students (out of 20 marks) shall be as per the criteria given below: | |
| 1. Class test | 40% |
| 2. Internal exam | 40% |
| 3. Individual Presentation Viva-Voce/ group discussion/ quiz etc | 10% |
| 4. Attendance | 10% |
| Online References: www.google.com www.wikipedia.com www.khoj.com | |
| Text Books : श्रीवास्तव कांति मोहन (2008) : भूगोल शिक्षण – एक व्यावहारिक दृष्टि, साहित्य प्रकाशन, आगरा। वर्मा, एल.एन. (2009) : भूगोल शिक्षण : सैद्धांतिक एवं प्रायोगिक, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर | |
| Reference Books : कौशिक ए.डी., शर्मा ए.के. (1995) : मानव भूगोल, रस्तोगी पब्लिकेशन, मेरठ, यू.पी. वर्मा, जे.पी. (1995) : भूगोल शिक्षण, हिमांशु पब्लिकेशन, उदयपुर, दिल्ली। | |
| <u>Things to be attached :</u> 1. Milestone with sub topic to be covered with handout and assignment. [handout can be = .ppt, articles- (i.e. cutting from paper, magazine, books etc), notes taken from reference book etc] 2. Methods of the session taken (methods can be: presentation, video clips, games, role play, chalk and board, mock session etc.) to be mention. 3. Book list with text book and reference book 4. Question bank according to the university pattern i.e. objective and long answer from each chapter. <u>No of question per unit should be as below:</u> | |
| a) Short& Long and essay type answer per unit -3 | |
| <u>Things to be noted :</u> | |
| | |
| Principal /Director | IIQAC Incharge/Course Co-coordinator |
| Lecturer | IQAC Authority |

In the beginning of the session, each student is assessed regarding his/her knowledge of the subject and extra/remedial teaching is given to bring them at par with other students. Suggestions are also taken from them about the curriculum and need for additional topics.

The introduction of the tutorial system in compulsory optional and Pedagogy subjects has helped the students in interacting with the faculty one to one and enhances their academic knowledge.

The Daily Administrator system has been introduced to monitor the academic coverage every day and report to Principal and IQAC.

The periodic feedbacks on academics are taken, analyzed and corrective measures taken.

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?

As per policy of the State Government a centralized State Pre Teacher Education Test (PTET) is conducted by one of the State University. All the admissions are done through the centralized counseling only. As such the college has no role in direct admission and has to adhere to the regulations framed by the State Government. The students admitted are mostly securing average 60% marks in qualifying examinations and higher on merit in PTET. The college has no authority to admit a single student in dependently even though there may be vacant seats.

During the year 2016-17 PTET was conducted by the Kota University, Kota and next year during 2017-18, it will be conducted by the MDS University Ajmer.

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

The Advertisement of the program & admission process is also done by the university conducting PTET including the information about the

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ADMISSIONS OPEN

college. In addition, the college also gives the information about it through the website. The society annually publishes few advertisement, radio jingle, hoarding etc. where the B.Ed. Course is mentioned and highlights the college.

The information is also publicized through Facebook.

The information regarding the college and its programme is available to the students through website & prospectus, which contains admission form and information on profile of faculty, college infrastructure (Library, Rooms, Laboratories, Play ground etc), curricular and co-curricular activities, including academic programme, rules and regulations to be observed by the students.

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

The selection of all candidates for admission to B.Ed. course is done through centralized counseling on merit basis which ensures equal opportunity to everyone. The reservation policy of the state Government is also applicable in admission to the college.

The College checks the eligibility of the students and verification of the various documents at the time of reporting in accordance to criterion laid by the affiliating university, State Government and NCTE.

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)

The centralized admission agency ensures admission in accordance to reservation policy of Government of Rajasthan and NCTE, which includes the diverse economic (EOBC), cultural (Tribal), religious (ST/SC/Minority), gender, linguistic background and physically challenged individuals (PH).

The poor and needy students are also provided with financial support as per policy of the management. During the year 2016-17, three students of B. Ed. I year and four students of B. Ed II Year were provided financial support.

The Social Welfare Department provides scholarships to the students of reserved categories every year. During 2014-15 physical handicap 01, ST 12, SC 13, OBC 27, SBC 03 and in 2015-16 (Two Years) minority 02, SC 10, ST 15, OBC10 & SBC 03 students received the support. These measures have helped in retaining the students. The college also gives Nirupama Scholarship to girls students.

There is no discrimination of students on the basis of cultural, religious, gender and languages.

The handicapped students are specially taken care of through friendly arrangements and extensive use of Smart Campus.

2.1.5 Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programme? If yes give details on the same.

Yes, College is practicing the provision of assessment of newly admitted student's capacities before the commencement of the teaching. These provisions are as follows:

- The Teacher Aptitude Test Battery (TATB) administered at the time of orientation programme in the beginning of academic session to all the students to assess their aptitude & knowledge towards the teaching profession and their skill in the subjects. The individual skill is analyzed and remedial teaching is done to bridge the knowledge gap and bring everyone at par.



- Similarly the Talent Search event is also organized at the time of orientation to assess and find out the inherent talents of the newly admitted students.

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 college strictly adheres to the university's academic calendar to create an environment of learning. The classes are conducted regularly as per the time table and teaching is done according to milestones. The course coverage is regularly monitored, ensured full coverage and conducting extra classes for slow learners. The students can also approach the teacher for redresser of individual academic difficulty. In

tutorial classes also the students discuss their problems, if any, with their Mentors, and in creative classes they are free to express themselves through variety of ways and media.

The college emphasizes interaction with the students by all the teachers during college hours. The teachers informally chat with the students to know about the learning environment and suggestions for further enhancing the academic environment.

The college also organizes academic activities regularly with active role of the students which help them develop leadership skills.

Further the organization of co-curricular activities is considered to be an intrinsic part of the educational endeavor and developing an environment conducive to learning and development of the students. The activities organized are educational visits, sports and games, cultural week, inter collegiate debate, poster making and essay competitions and celebrations of various days of national importance.

All the students are divided into four societies namely, the Dynamic Society, the Creative Society, the Energetic Society and the Talented Society. These societies organize the various curricular and co-curricular activities throughout the session. Every society has one teacher-in-charge who helps the students conduct and organize the various activities. This helps to develop the teacher-taught relationship stronger and more sensitive.

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

At the beginning of the academic session the students are given an aptitude test and also their subject knowledge is judged through their mentors. The tutorials help the students to meet their diverse needs. For each student a worksheet is prepared to assess their individual needs and accordingly special teaching plans and tutorials are arranged for such students. The mentors during periodic meetings explore the needs of the students and share with respective teachers.

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 university curriculum has modules on Contemporary India and Education, Learning and Teaching, Art and Drama, Open Air besides several other courses where the students learn about teaching learning processes and diversity in learning. The students are assigned various topics according to the curriculum on which they prepare the visual aids such as projected, non-projected (chart, poster, drawing, PPT, 3D & still Model) etc. for practice teaching, which gives an opportunity to include diversity and equity in teaching learning processes.

In addition to above the curriculum includes diversified approaches for equity learning which includes tutorial classes, self study courses, study circle meetings, constructive and co-operative approach. The students are also taught a course on Education Psychology, where they learn how to educate children with special needs.

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

The selection of teachers is done through a rigorous selection process, besides following guideline of affiliating university, where they are also judged through demo lectures which includes their skill in catering to the need of diverse students.

The students give teacher wise feedback which includes their depth of knowledge, course coverage, clarity, teaching relevant to subject, meeting the needs of individual students and learning beyond syllabus etc.



The teachers are regularly involved in several in-house activities where discussions on the issue of diverse needs of the students are held and strategies developed. These are

- Organization of seminars, workshops, panel-discussions, study circles meetings etc.
- Analysis of the assignments given to the students and attending to their difficulties.
- Helping student teachers strengthen and enrich their learning process.
- Organization of the field work in Open air Session Camp which provides opportunities to the students of different interests and abilities.
- Organizing various innovative practices during Block practice teaching, such as 5-E method.
- Conducting activities such as competitions, creativity, cultural, literary and sports.

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

The academic curriculum of one year duration has a course on Development of Learner and Teaching Learning Process and in two years curriculum there are courses on Childhood, Contemporary India & Education, Language etc in which the students will learn skills about diversity in teaching, besides learning through academic, co-academics and extracurricular activities (Seminars, workshops, extension talks etc.). The teachers discuss with the students before they go for block teaching & internship, the skill of meeting the needs of diverse students in class room situation. Some case studies are also discussed in detail and where the students have developed their knowledge and skill which can be applied effectively in classroom situation. The supervisor teacher and school teachers also advise the students on how to meet the needs of such students.

The emphasis is also given during teaching to identify the areas of diversity and approach to be used in class room situations.

2.3 Teaching-Learning Process

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

There is a period for use of library resources, where the students can read and learn through the lecture CDs downloaded from the open sources.

The college has its own website and Smart Campus and all information are given through these sources only. The dedicated computer lab can be accessed by the students any time for visiting various web-portals.

The students are divided in four societies where they interact and focus on particular learning topics. The group discussions on teaching learning and focused topics are also regular activities and included in the curriculum.

The curriculum has provisions for active learning and provisions of practicum. Besides, during the block practice teaching and internship the students are expected to prepare individual projects on effective teaching.

The Peer teaching observation, simulation practice teaching and Micro-Teaching are part of the curriculum and students are expected to demonstrate their skill and knowledge.

In addition to teaching practice experience in schools the student works as an intern teacher taking attendance, participating in school activities, assembly, games, examination paper setting/checking, maintenance of records etc.

2.3.2 How ‘learning’ is made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?

The college makes learning student-centered by assigning creative activities, simulation teaching, field studies, planning & delivery of block teaching lessons and presentation in tutorial groups. The students are also given intensive in-house training through various co-curricular and academic activities for adopting constructive approach in teaching and on issues related to the time and society.

In the seminars organized by the college, a special session is kept for the students to present their paper or display poster.

The students are encouraged to avoid simple and prosaic lecture method. The students make innovative and activity-oriented lesson plans using ICT, audio visual aids, models, apparatus, charts, maps, experiments, demonstration etc. The lessons based on constructivist, inquiry, panel discussions and other innovative approaches are prepared and practiced by the students. The topics for assignments, seminars and criticism lessons and lessons for final practical examinations are provided according to the knowledge of the students making learning student centered. These practices encourage them for self-learning as well as self-expression. The presentation by students in tutorial groups is another way of making learning student centered.

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.

Blooms Taxonomy and Herbert's models were followed during the one year curriculum but with the introduction of two years curriculum from the year 2015-16, the model of Revised Bloom Taxonomy is being followed, Dr. Q. A. Bohra has trained the teachers on Revised Bloom Taxonomy.

The following instructional approaches are provided by the college for effective learning:

- Various innovative approaches adopted are panel & group discussions approach, constructivist approach, brainstorming session, inquiry and team teaching methods.
- The college regularly organizes extension lectures by experts, conducts seminars, conferences and workshops.
- Encourages paper reading by the students during study circle meetings.
- Encourages use of ICT (Information and Communication Technology).
- Simulated and micro teachings are used.
- The teaching programme schedule and methodology are planned and organized in advance.
- The Hunar Garh project was taken up involving the students which gave field exposure about a school.
- Field trips (a part of source method of teaching) are organized from time to time.

- Language learning programme for developing better language proficiency among the students through the language lab of the college.
- Encourages and sponsors students in State and National level conferences and seminars.

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

The students learn about Blooms Taxonomy, Herbert's models and the Revised Bloom Taxonomy apart from other teaching methods in the curriculum prescribed by the university.

The students are always given training during pre lesson planning workshops and in the year 2015-16, they were given training through the Revised Bloom Taxonomy model and the students prepared their lessons using this technology. According to the university curriculum, the students are required to observe a school for a week observing teaching and engagement of the students before delivery of lessons.

Each student will deliver specified number of lessons in a year during school internship programme. In two years curriculum, they will go for internship during both years.

The college has taken up the Hunar Garh Project with the objective of giving B.Ed. Students an idea about holistic development of a school and support to a community. The students visited village Hunar Garh Bakhel of Kotra district (a remote tribal area) for 5 days in a week, for 5 weeks, interacted with the local community, organized teaching (using Herbert's model) & co-curricular activity, developed teaching material, displayed the work in exhibition and shared the experience with the Rotary Club experts.

2.3.5 Does the student teacher 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 students use micro-teaching techniques for developing the basic teaching skills. Micro-Teaching session is conducted as a pre-school teaching activity.

The five main basic skills are practiced namely:

| Teaching Skills | No. of lessons given by each student |
|--|--------------------------------------|
| Skill of introducing lesson or Set-Induction | 2 |
| Skill of Explanation | 2 |
| Skill of Questioning | 2 |
| Skill of Blackboard writing | 2 |
| Skill of Stimulus variation | 2 |

The students make plans and practice at least two micro-lessons in each skill and thus make a file of 10 micro lesson plans.

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.)

According to University curriculum for the one year course, every student teacher has to teach minimum 40 lessons (one per day) in two subjects, 20 lessons per teaching subjects in addition to 2 criticism lessons - one in each teaching subject and 10 Micro Teaching lessons. In the two years curriculum, during first year, they will be deputed for school teaching for a period of four weeks. The student will deliver 12 lessons (Two lessons per day per subject) including criticism lessons and give one test. They are monitored by a mentor, who is deputed to observe the teaching. They will also observe peer teaching.

The internship during the second year will be of 96 days, where they will perform the task of an actual teacher. The students are deputed by the state government to the schools in their home towns through Block Education Officer. For effective monitoring they are asked to submit the progress every fortnight through ICT and one teacher may conduct surprise visit to some of the schools.

Before the practice teaching programme the students are trained in six days workshop in the college, where the simulation teaching practice is conducted. Each student delivers 10 lessons; 5 in each teaching subject in a simulated environment along-with 10 Micro Teaching lessons in the five skills. Before starting the school teaching the students are required to observe a school for a week observing teaching and engagement of the students before delivery of lessons.



The lessons are observed by the mentor, school teacher, and peers and also assessed by the External Examiner during both years.

The lesson plans are developed under the guidance of teacher educators (By Subject experts). The suggestions of school staff are also discussed with the students for necessary actions.

Teacher educators (Mentor or Supervisor) and peers observe the lessons during the Practice teaching. The Teacher educators (Mentors) are available for daily supervision and on the spot guidance. The students of the school, school teachers & Principal are required to provide feedback. The School Principal also writes comments on practice teaching diaries.

The college has developed a Feedback Performa for the purpose of feedback during block teaching in schools.

Students learn the details of exceptional children in the theory paper II, 'Development of learner and Teaching learning Process' before going for practice teaching.

Students are encouraged to bring teaching aids and other instructional materials as per the need of subject as well as the students.

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

Internship or Block Practice Teaching Programme is organized in accordance to the directions of the state government and the university course curriculum. As per university curriculum the students are required to deliver 12 lessons per subject, including criticism lessons, in first year in two subjects. The internship for the second year will be of 16 weeks. They will actively participate in school activities such as

taking attendance, attending & organizing assembly, games, Balshbha, cultural, literacy programmes etc. They are given record keeping diaries and learning material before they proceed for internship. The school teaching will be assessed by Internal as well as External Examiners in both the years.

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.

The college provides one full time mentor teacher to each school who consults the school Principal and the staff and assesses their needs. Mentor guides the students accordingly about planning and preparation for their school teaching. The students observe the school for one week, where they also discuss their lesson plan with the subject teachers of the school and also with the Principal. The teaching plan can be revised on the basis of the feedback and the comments including verbal suggestions. The school teachers observe the teaching lessons and give necessary suggestions to the students.

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

Before the delivery of the lesson they discuss the specific needs of the students with the subject teacher in the school during one week observation period. Thereafter, they prepare their lessons and learning materials keeping in mind the needs of the students. The students learnt about the techniques of diverse learning needs in the paper- II of curriculum 'Development of learner and teaching learning Process' and in two years programme in a course on Learning and Teaching, which has a chapter on exceptional children. This paper is taught to the students before going for practice teaching. Students are also encouraged to use interactive teaching-learning strategies in classroom teaching by using innovative lessons like brainstorming, quiz, group discussion, inquiry and constructivist approach which evolve student's active participation for managing the diverse learning needs of students in schools. They are regularly advised by their mentors to pay proper attention to the diverse needs of the students.

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

The university curriculum also advises the use of modern techniques which are included in the curriculum. The teaching in the college is also done through intensive use of modern techniques. The students are also advised and encouraged for the maximum use of AV aids, models, charts, poster etc. The students are also required to prepare teaching aids and other materials for their practice teaching under the supervision of mentors. They are also encouraged to use ICT and taught how to prepare PPT for practice teaching.

The names of few students, who delivered their lessons in the school using ICT are given below:

| S. No. | Year | Name of student | PPT Name |
|--------|------|-------------------|-------------------------------------|
| 1 | 2012 | Madhuri | Elements of story |
| 2 | 2012 | Tansukh | Rain Water Harvesting |
| 3 | 2012 | Suresh C. Meena | Parts of Flower |
| 4 | 2012 | Ashwini Charan | Main Freedom Fighters & Jannayak |
| 5 | 2012 | Hemlata Meghwal | Structure Of Blood Group |
| 6 | 2012 | Mahendra K. Salvi | Proper Noun |
| 7 | 2012 | Deva Ram Meghwal | Projects on Irrigation in Rajasthan |

| S. No. | Year | Name of Student | PPT Name |
|--------|------|-----------------------|-------------------------|
| 1 | 2013 | Ajay lakhara | Biography & Its Element |
| 2 | 2013 | Mallaram | Canal Syatem of Narmada |
| 3 | 2013 | Meenakshi Salvi | Man Booker Prize |
| 4 | 2013 | Rajani Sahu | Nalanda University |
| 5 | 2013 | Sushil Kumar Meena | Kavya Raas |
| 6 | 2013 | Tushita Baxi | Elements of Poetry |
| 7 | 2013 | Vinod Meghwal | Digestive System |
| 8 | 2013 | Bhumika Baiyola | Stem Cells |
| 9 | 2013 | Bhavana Ameta | E Reservation |
| 10 | 2013 | Chitra Prajapat | Indian Monsoon |
| 11 | 2013 | Praveen Kumar | 108 Ambulance |
| 12 | 2013 | Sunita Kumari Patidar | Swine Flue |

| S. No. | Year | Name of Student | PPT Name |
|--------|------|------------------------|--|
| 1 | 2014 | Dinesh Singh rao | E – Banking |
| 2 | 2014 | Kamlesh Dandor | Hudhud Cyclone |
| 3 | 2014 | Lochan Kumar Meena | Global Warming |
| 4 | 2014 | Lucky Chundawat | 7 Ages of a Man |
| 5 | 2014 | Malesh kumar | Rajasthani Art |
| 6 | 2014 | Prerena Meghwal | Animal cell |
| 7 | 2014 | Rambinta | Kota Dusherra Mela |
| 8 | 2014 | Rohit Upadhaya | Digital India |
| 9 | 2014 | Shalini Chaudhary | Elements of Story |
| 10 | 2014 | Virdhi Chand | The effect of Historical Serials on Public |
| 11 | 2014 | Mohanlal | Parts of letter |
| 12 | 2014 | Sunil Kumar | Folk Dance |
| 13 | 2014 | Sangeeta Salvi | Means of People Communications |
| 14 | 2014 | Sharda Kumari Taibiyad | Bio Gas Generator |
| 15 | 2014 | Pukhraj Meghwal | Ram devra mele se judi pratha |
| 16 | 2014 | Shravan Kumar | Role of Maharana Pratap in India History |
| 17 | 2014 | Anita Suthar | Symbols of electric current |

| S. No | Year | Name of Student | PPT Name |
|-------|------|---------------------|---------------------------------------|
| 1 | 2015 | Ajay Kumar | Visual Arts |
| 2 | 2015 | Chetna Mali | Nature of Business |
| 3 | 2015 | Kamini Choudhary | Financial Accounting |
| 4 | 2015 | Modh.Raza | NCF-2005 |
| 5 | 2015 | Divya Thakur | Stages of Development |
| 6 | 2015 | Nadeem Hussain | Child Labour |
| 7 | 2015 | Ritu Rot | Meaning & Nature of Education |
| 8 | 2015 | Vinod Patidar | NCFTE (2009) |
| 9 | 2015 | Alifiya Khan | Language policy |
| 10 | 2015 | Kesar Singh Chouhan | Eminent Indian and western Scientists |
| 11 | 2015 | Sandhya | Inquiry approach |
| 12 | 2015 | Sneh Lata Sharma | Individual differences |
| 13 | 2015 | Deepika Dave | J. Bruner and Hilda Model |
| 14 | 2015 | Jyoti Nagda | Nature of Computer science |

| | | | |
|----|------|---------------------|---|
| | | | as a subject |
| 15 | 2015 | Jitendra Kumar Mali | Theories of language development |
| 16 | 2015 | Monil Swarnkar | Annual Plan, Unit Plan |
| 17 | 2015 | Vinod Kumar Meena | Reading skills |
| 18 | 2015 | Swati Damor | Geography club |
| 19 | 2015 | Mahipal Bamniya | Hindi language concepts |
| 20 | 2015 | Bhavana Dangi | Continuous and comprehensive evaluation |

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.

The teachers are appointed as Mentor and attached to one school; they visit the school and assess the teaching needs of the school. During pre teaching workshop held in the college they guide the students about planning and preparation of their school teaching. Also the students during a weeklong observation of school learn about the school's needs and discuss their teaching plan. The teaching plan & contents of the lessons are discussed with the school staff before delivery of lessons. The School teachers observe the lessons delivery and give necessary suggestions on their teachings.

Besides practice teaching, the students are also deputed to help the schools in teaching, whenever requested. The Principal Government Secondary School, Loyra wrote a letter on dated 13.2.15, requesting to depute Mr. Suresh Sharma- a student of B.Ed. Course to teach mathematics to student of class X. He was deputed for 15 days from 16.2.15 to 2.3.15. He also taught English in Hansawas Upper Primary School, Dewali on the request of the Principal.

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

Total 100 students are divided in five local Government and public schools for practice teaching in B. Ed. I year. A group of about 20 students go in each school for Teaching Practice. The student supervisor ratio to identified practice teaching school is about 1:20. In B. Ed. II year they are allotted schools in their home towns.

The practice teaching schools are allotted by the District Education Officer as per the policy of the state government. The schools allotted during previous years are listed below:

| Year | School name |
|----------|--|
| 2013- 14 | <p>I Practice Teaching Round Ravindra Secondary School , Dewali Khalsa Public School, Sikh Colony Government Secondary School Baluchistan Government Secondary School Police Line Jyoti Shishu Secondary School Mulla talai</p> <p>II Practice Teaching Round - Government Upper Primary School Panchawati Pandit Khemraj Government Upper Primary School Ayad Government Secondary School Baluchistan Jyoti Shishu Secondary School Mulla talai Ravindra Secondary School , Dewali</p> <p>Block Practice Teaching Government Secondary School Gudli Government Secondary School Vijanvas Government Secondary School Bhesera Kala Government Secondary School Chandesera Government Secondary School Nauva</p> |
| 2014-15 | <p>I Practice Teaching Round Government Secondary School Baluchistan Government Upper Primary School Khempura Government Upper Primary School Brahmipole Government Upper Primary School sabari Colony Hansawas Secondary School Dewali</p> <p>II Practice Teaching Round Government Secondary School Baluchistan Government Upper Primary School Khempura Government Upper Primary School Brahmipole Government Upper Primary School Sabari Colony Hansawas Secondary School Dewali</p> <p>Block Practice Teaching Government Senior Secondary School Bhuwana Government Senior Secondary School Badgaon Government Senior Secondary School Chikalwas Government Senior Secondary School Loyra</p> |

| | |
|---------|--|
| 2015-16 | Government Girl's Sr. Sec School, Sunderwas .Government Girl's Sr. Sec School, Ayad,. Government Sindhi Sr. Sec School, PratapNagar Government upper Primary School Sabari, Government upper Primary School Khempura |
| 2016-17 | <ul style="list-style-type: none"> • B. Ed. First Year: Government Girl's Sr. Sec School,Sunderwas Government Girl's Sr. Sec School, Ayad,. Government Fateh School Udaipur Government Upper Primary School Krishna Colony Government Upper Primary School Ganesh Nagar Government Upper Primary School Tekari Government Upper Primary School Raoji ka Hata Government Secondary School Bhatiyani Chouhta Government Senior Secondary School, Sobhagpura • As per policy of the state government, the B. Ed. II year students have been deputed in the schools in their home town for 96 days internship. |

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

The Mentor accompanying the student gets the feedback from the school students, subject teachers and the Principal of the school. The comments are also written on the lesson plan book of the student. The feedback so obtained is analyzed and discussed with the students to improve their performance. The Peer group also gives their feedback during the delivery of lessons.

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 policy direction and the education needs are discussed at length in the orientation programme at the beginning of the academic year. The college subscribes to the magazine "*Shivira*" published by the Department of School Education, Government of Rajasthan which contains government policy on education, recent developments in school curriculum, subjects and teaching methodologies.

The mentors also know about the needs of the schools during the yearly meeting with the school Principals, which is shared with the students.

The college organizes a meeting of heads of the practice teaching schools, academicians, eminent persons and faculty members with the students to discuss the needs of school and education policy, last such meeting was held on 12th February 2016.

An orientation workshop was held during October 17-19, 2016 for B. Ed. II year students, in this programme also they were apprised about these before going for 96 days internship. They will learn about these during their stay in a school for 96 days.

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

The magazine “*Shivira*” published by the Department of School Education, Government of Rajasthan contains recent developments in school curriculum and teaching methodologies. Apart from it the college organizes seminars and workshops, where school Principals / Head Masters / Senior Teachers are invited to acquaint the teachers and the students about the recent trends in school subjects and innovative teaching methodologies and techniques.

In the meeting held on 12th February 2016, teaching methodology, recent developments in education and needs of education were discussed.

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

The staff members are provided, every year, opportunities to attend & organize the seminars, workshops, FDP (Faculty Development Program) and refresher courses and also organizing these activities in the college, which are mentioned in this SSR. In the staff meeting important documents and educational issues are discussed. The following staff attended FDP also during the current year 2016-17:

| | |
|--|---|
| FDP - On Art and Drama in Education was Organized by the college | Attended by all teachers of ACES B.Ed. Course & other B. Ed. colleges |
| FDP - Organized by Mohanlal Sukhadia university- September-October 2016 | Dr. Rashi Mathur and Ms Minika Bhadviya |
| FDP - Organized by Mohanlal Sukhadia university- September-December 2016 | Dr. Rashi Mathur Dr. Laxmi Narayan Chubisa and Dr. Bhavika Jain |

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

The society has a HR policy which is applicable to the college too. According to the HR policy, there are provisions of reward and motivation for the teachers, which includes appreciation and cash prize. A teacher is recognized as “Teacher of the Month”, “Mentor of the Month;” for regularity, best results and many other.

Scheme of Incentive:

| Achievement | Incentive |
|---|---|
| Excellent Result of the University examination In theory paper. All students getting more than 60% marks & in practical above 75% | Appreciation and one day's salary as incentive |
| Presenting Paper in National Seminar | Appreciation |
| Not taking single day's leave throughout the academic year | Appreciation and Cash Prize of Rs. 1100 |
| Associating in activities other than organized in the institution | Appreciation and cash prize |
| Associating in activities organized in the institution and sponsored activity | Appreciation and memento |
| Organization of National/International event and getting funds from the other agencies | Chairman's Appreciation with memento and cash incentive |
| Creative teaching and motivating students for study | Appreciation |
| Best teacher/Mentor of the month on the basis of feedback from the students and Management committee assessment | Chairman/ Principal's Appreciation. |

The college provides financial support and relaxation in duty hours to attend regional, national and international seminars conducted by other institutions. The good performances of the staff members are also appreciated by management and head of the institution.

2.5 Evaluation Process and Reforms

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

Apparently as per Feedback from the pass-out students no barrier or difficulties in accessing the facilities have been reported. The physical

as well as psychological environment of the college is democratic, apolitical and conducive. The college has a beautiful and spacious campus with adequate facilities. The classrooms, library, staff rooms and administrative block are well constructed and comfortable to provide an environment conducive to academic growth. The library is partly automated and digitized.

To access the new technology the college has fully equipped Computer, Language, E.T. and Psychological Laboratories. In addition mentors discuss with the students their needs and address the issues or report to the management. The students can use new technologies such as computer lab, Smart Campus and language lab for enhancing their knowledge.

The feedback given by the pass out students of 2013-14 & 2014-15 batches and taken after declaration of their result did not report any such barrier. Such feedback is collected regularly by the college.

2.5.2. Provide details of various assessment/evaluation processes (internal assessment, mid-term assessment, term end evaluations, external evaluation) used for assessing student learning?

The one year B. Ed. Programme followed till academic year 2014-15 had internal and external evaluation components in theory and practical subjects, which was almost similar to two years programme.

The two years B. Ed. curriculum has provision of 6 theory papers of 100 marks each making total of 600 in I year of which 20% is assessment on the basis of midterm test.

In addition, there are 4 courses in first year for internal assessment, which includes drama & art in education, critical understanding of ICT, open air session and school internship. The school internship also has External assessment of 100 marks. The total marks for the first year is 900.

The students have three theory courses in II years, of 100 marks each with 20% internal assessment. They are also required to choose one optional course in second year of 50 marks and two pedagogy courses of 50 marks each, thus making total of 450. With two courses of internal assessment and External assessment of internship the total marks is 800.

The University has framed the rules for pattern of University question paper and also guidelines for internal and external assessments.

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

The assignment & test papers are shown to the students and the solution of the question paper and deficiencies are shared with them by the subject teachers. The answer books of internal examination are also shown to the students. This information is also given to the mentor who communicates with the students and makes suggestions for improvement. The information is also displayed on the Notice Board.

The analysis of the university result is also done and shared with the students during orientation and by the mentors.

The performance of the students is also observed throughout the Practice Teaching and the Criticism Lesson and discussed with them with suggestions for improvement.

2.5.4 How ICT is used in assessment and evaluation processes?

The performances of the students in internal assessment, assignments, class tests, details of attendance, milestone completion and teaching practice planning are displayed on the Smart Campus, which are also seen by the parents.

The university examination forms and the result are also communicated through use of ICT. The award list of the practical is submitted to the University online.

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

At the beginning of the academic session the teaching planning is done through development of courseware which includes week-wise teaching (Milestone), course objective & outcome, reference material, pattern of question papers & assignments etc. The subject teacher prepares the PPT on some of the topics of their subjects using the material available in the text books, open source learning and journals.

Innovative methods are used for teaching, learning and evolution as explained in criteria 2.5. Tutorials system ensures individual attention and more participation by students in discussions. ICT is used by the teachers and students in teaching and information sharing.

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

The teachers deliver few lectures using ICT. Similarly materials are also developed by the students which are used during the teaching learning process. They are encouraged to do so by making everything easily accessible. The library has a rich collection of the lecture CDs down loaded from open source learning resources.

The College provides full support and created ICT facilities for preparing lessons thus making the teaching learning process more effective.

3.1 Promotion of Research

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

The college has an active research cell for promotion of research. The management has made a provision of Rs. 1 Lac in the society's budget for providing seed money for preparing the research proposal and is also ready to contribute its share in the sanctioned research projects up to 25% of total cost, in addition to providing all facilities of the college. During the year 2014-15 the management organized a FDP on "How to write a research project" by the senior faculty of MLSU, which was attended by all the teachers of the college and teachers from other institutions as well. This helped & motivated the Faculty members to take up and pursue research work. The management has also taken a decision to grant study/academic leave, relax office hours, purchase of books / journals / software required for the research work.

The college encourages the faculty as well as the students to participate in various Seminars / Conferences / Workshops etc. The college provides conducive environment to enhance the research work by providing library facilities, study circle and ICT facilities.

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

The college offers only UG course, even then it has prioritized the thrust areas for undertaking the research works. These areas include research in early child and nursery education, child's psychology for learning & food, school dropout, education technology etc. The college also gives opportunity to the teachers to take part in Seminars/ Workshops/conferences which are organized by the college and other institutions and to identify more thrust areas.

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

The need of action research is discussed with the students from time to time. In two years curriculum an optional course has been introduced on *Innovation & Action research*. The society has setup an Aishwarya Public School offering play group, nursery & classes up to 5th Standard. The in-charge of school referred some problems which have been studied and analyzed by the faculty members & the students, such as:

- The kids who were admitted in play group & nursery and remained with the school for two years then shifted to other school for study.

The survey was conducted and report containing reasons & remedial suggestions submitted to the society in the year 2014-15.

- The In-charge of nursery group reported that many kids remain inactive during stay in the school. The students conducted study of the children and the families and discussed the report with Dr. Rashi Mathur, who examined the kids and suggested their activities at home & diet plan during stay in the school. The follow-up study showed the measures have resulted in improvement in the kids' activity.

The teachers and students are also encouraged to identify the problems in the school during block teaching and conduct action research.

These studies are shared with students who develop their knowledge of action research, which is provided as a part of the internship programme and prescribed in the university curriculum.

3.1.4 Give details of the Conference / Seminar / Workshop attended and/organized by the faculty members in last five years.

The details of Seminars/Conferences organized by the college, which were also attended by the all teachers of the college and the students, are given below:

| S. No. | Seminars/ Conferences/ Workshops | Topic | Year |
|--------|----------------------------------|--|------|
| 1. | National Seminar | Human Rights and Gender | 2012 |
| 2. | International Conference | Management of Innovation and Technological Change | 2014 |
| 3. | National Conference | VII National Conference on "Emerging Trends in Industry, Education and Modern Society(ETIEMS-2015) | 2015 |
| | National Conference | "Dimensions for Sustainable Growth among working women in India" | 2016 |



International Seminar

A national conference on “Dimensions for Sustainable Growth among working women in India” has been organized during November 18 – 19, 2016. During the conference, the society also gives the National Nirupama Women Award.

All the teachers attended the National Conference on “Dimensions for Sustainable Growth among working women in India” organized during November 18 – 19, 2016 by the college .The details of other Seminars/Conferences which were attended by the faculty are given below:

| S. No. | Name of Faculty | Conference /Seminar / Workshop / Symposium | Organized by | Year |
|--------|--------------------|---|---|------|
| 1 | Dr. Rashi Mathur | Paper presented in’ National Conference” “Developing To Developed Nation. | Aishwarya College of Education Sansthan | 2011 |
| | | Attended& presented paper in National Seminar on Education and Gender Sensitivity | Rajasthan Mahila Teachers Training College, Udaipur | 2015 |
| | | Attended& presented paper in VII National Conference on “Emerging Trends in Industry, Education and Modern Society(ETIEMS-2015) | Aishwarya College of Education Sansthan | 2015 |
| | | Attended State Level Workshop for Teacher Educators on Art & Drama Education | Aishwarya College of Education Sansthan | 2015 |
| 2 | Dr. Tunisha Sharma | Presented Paper in National Conference “Developing To Developed Nation. | Aishwarya College of Education Sansthan | 2011 |
| | | Presentation & attended paper Innovation in Education by Technology in Management of Innovation & | Aishwarya College of Education Sansthan | 2014 |

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|---|-------------------|--|---|------|
| | | technological changes : A global prospective | | |
| | | Attended& presented paper in National Seminar on Education and Gender Sensitivity | Rajasthan Mahila Teachers Training College, Udaipur | 2015 |
| | | Attended& presented paper in VII National Conference on “Emerging Trends in Industry, Education and Modern Society(ETIEMS-2015) | Aishwarya College of Education Sansthan | 2015 |
| | | Attended State Level Workshop for Teacher Educators on Art & Drama Education | Aishwarya College of Education Sansthan | 2015 |
| 3 | Dr. Poonam Sharma | Attended Workshop on “Devolvement of new studies in social science. | V.B.G.S.T. College, Udaipur | 2013 |
| | | Attended in National Seminar on “Innovative Aspects in Teacher Education. | Krishna Mahila T.T. College, Udaipur | 2013 |
| | | Presentation & attended paper Innovation in Education by Technology in Management of Innovation & technological changes : A global prospective | Aishwarya College of Education Sansthan | 2014 |
| | | Attended& presented paper in National Seminar on “Education and Gender Sensitivity” | Rajasthan Mahila Teachers Training College, Udaipur | 2015 |
| | | Attended& presented paper in VII National Conference on “Emerging Trends in | Aishwarya College of Education Sansthan | 2015 |

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|---|----------------------|---|--|------|
| | | Industry, Education and Modern Society (ETIEMS-2015) | | |
| | | Attended State Level Workshop for Teacher Educators on Art & Drama Education | Aishwarya College of Education Sansthan | 2015 |
| | | Attended & Presented paper on Global warming at Xth DGSI International Geography Conference | Dept. of Geography, Faculty of Earth Science, MLS University | 2015 |
| 4 | Mrs. Monika Bhadviya | Attended& presented paper in Symposium on Contemporary Issues. | Ankur B.Ed. College, Nathdwara | 2013 |
| | | International Conference on Re-Examining Teacher Education in the Light of Global Perspective | Lokmanya Tilak Teachers Training College (CTE) Dabok | 2013 |
| | | Attended in National Seminar on “Innovative Aspects in Teacher Education. | Krishna Mahila T.T. College, Udaipur | 2013 |
| | | Attended& presented paper in National Seminar on “Prospect in social sciences. | Mohanlal Sukhadia University, Udaipur | 2014 |
| | | Presentation & attended paper “तकनीकी से बदलता शिक्षा परिवेश” International Conference on Management of Innovation & technological changes : A global prospective | Aishwarya College of Education Sansthan | 2014 |
| | | Attended& presented paper in National Seminar on “Teaching & Learning: Issues & Challenges” | Vivekanand College of B.Ed., Dabok | 2014 |

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|---|-------------------|---|---|------|
| | | Attended Workshop on “Research Methodology and Capacity Building. | Government Meera Girls College, Udaipur | 2014 |
| | | Attended& presented paper in National Seminar on Education for Enhancing Ethics & Excellence. | Pacific University, Udaipur | 2015 |
| | | Attended& presented paper in National Seminar on “Aphelion Growth of the Pupil-Teachers through Open Ambience in Teacher Education” | Krishna Mahila T.T. College, Udaipur | 2015 |
| | | Attended& presented paper in VII National Conference on “Emerging Trends in Industry, Education and Modern Society(ETIEMS-2015) | Aishwarya College of Education Sansthan | 2015 |
| | | Attended& presented paper in National Seminar on Education and Gender Sensitivity | Rajasthan Mahila Teachers Training College, Udaipur | 2015 |
| | | Attended State Level Workshop for Teacher Educators on Art & Drama Education | Aishwarya College of Education Sansthan | 2015 |
| 5 | Mrs. Dimpi Sharma | Attended& presented paper in National Seminar on “Aphelion Growth of the Pupil-Teachers through Open Ambience in Teacher Education” | Krishna Mahila T.T. College, Udaipur | 2015 |
| | | Attended& presented paper in National Seminar on Education and Gender Sensitivity | Rajasthan Mahila Teachers Training College, Udaipur | 2015 |

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|----|-----------------------------------|---|--|------|
| | | Attended State Level Workshop for Teacher Educators on Art & Drama Education | Aishwarya College of Education Sansthan | 2015 |
| | | Attended& presented paper in VII National Conference on “Emerging Trends in Industry, Education and Modern Society(ETIEMS-2015) | Aishwarya College of Education Sansthan | 2015 |
| 6. | Dr. Laxmi Narayan Choubisa | Attended & presented paper in NCTE Sponsor International Conference on “Promoting Social Cohesion Through Peace Education | Janardan Rai Nagar Rajasthan Vidhyapeet (Deemed) University, Udaipur | 2011 |
| | | Attended & presented paper in UGC sponsored National Seminar on “Participation of Women in Games and Sports | Government Meera Girls, College Udaipur | 2011 |
| | | Attended & presented paper in National Seminar on “ Vedic Ideology” | Janardan Rai Nagar Rajasthan Vidhyapeet (Deemed) University, Udaipur | 2011 |
| | | Attended & presented paper in National Seminar on – Teacher Education-Challenges of 21 st Centaury | Faculty of Education: MLSU, Udaipur | 2012 |
| | | Attended & presented paper in National Seminar on “ Challenges of Quality Management” | Mantram Teachers Training college | 2012 |
| | | Attended & presented paper in National Seminar on “Women Empowerment: A | Rajasthan Mahila Teachers’ Training College, Udaipur | 2012 |
| | | | | |

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|--|--|--|--|------|
| | | Challenge of 21 st Century | | |
| | | Attended International Seminar on Microvita Research(ISMR-2012) | RNT Medical College, Udaipur | 2012 |
| | | Attended & presented paper in International Conference on Ancient Indian Economic Thought(Sanskrit Arthshastra:Sanatan Sandarbh) | Department of Sanskrit, MLSU, Udaipur | 2013 |
| | | Attended & presented paper in International Conference on Re-Examining Teacher Education in the Light of Global Perspective | Janardan Rai Nagar Rajasthan Vidhyapeet (Deemed) University, Udaipur | 2013 |
| | | Attended & presented paper in Symposium on “Contemporary Issues” | Faculty of Education: MLSU, Udaipur and The Ankur B.Ed. College, Nathdwara | 2013 |
| | | Attended & presented paper in National Seminar on “Innovative Aspects in Teachers Education” | Krishna Mahila Teachers Training College | 2013 |

3.2 Research and Publication Output

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

The teacher educators use LCD projector, OHP and Slide Projector as per need during demonstration and extension lectures. The students

prepare their teaching aids & lessons using ICT for presentation during practice teaching rounds, criticism lessons & final lessons. The teaching aids are preserved and presented to the concerned schools where practice teaching is conducted.

During last three years some of the Teaching Aids prepared by the students are given below:

| S. No. | Year | Type of T.A. | Remarks |
|--------|---------|--|---------------|
| 1. | 2011-12 | Heart | Still Model |
| 2. | 2011-12 | Balanced Diet | Still Model |
| 3. | 2012-13 | PH Scale | Still Model |
| 4. | 2014-15 | Cross Section of Nuclear Power Station | Still Model |
| 5. | 2014-15 | Electric Circuit | Working Model |
| | | Composition of Bio-Gas | Still Model |
| 6. | 2014-15 | Structure of Teeth | Still Model |
| 7. | 2014-15 | Water Harvesting | Working Model |
| 8. | 2015-16 | Volcano Eruption | Working Model |
| 9. | 2015-16 | Wind Mill | Working Model |

3.2.2 Give details on facility available with the institution for developing instructional materials?

The college hires the services of carpenter, electrician and other technician to provide help and education to the students, when required. The facilities for preparing teaching aids such as educational charts, models, AV aids, PPT etc. are available in the college. The computer and the Audio-Visual unit have all necessary support for preparing the instructional materials and teaching aids, besides the students can use internet (Wi-Fi system), language lab & library. Two teachers have received elementary training on animation film making/multimedia and the staff prepared the following presentations:

1. Dharma
2. Food journey
3. Hiroshima
4. English Grammar & Comprehensive

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

The teachers have prepared and delivered several lectures using ICT. The students are also encouraged to use ICT in their presentations in the college and also during internship in school. They also make such

presentation during the final practical examinations. The detail list of the materials is as below:

| S. No | Year | Type of T.A (ICT) | Remark |
|-------|---------|------------------------------------|--------|
| 1. | 2011-12 | Elements of Poetry | PPT |
| 2. | 2011-12 | Elements of Story | PPT |
| 3 | 2012-13 | Digestive System | PPT |
| 4 | 2014-15 | Story Telling | PPT |
| 5 | 2014-15 | Hudut Cyclone | PPT |
| 6 | 2014-15 | Global Warming | PPT |
| 7 | 2014-15 | Digital India | PPT |
| 8 | 2015-16 | Packaging | PPT |
| 9 | 2015-16 | Alankar | PPT |
| 10 | 2015-16 | Advertisement | PPT |
| 11 | 2015-16 | Communication | PPT |
| 12 | 2015-16 | Letter Writing | PPT |
| 13 | 2015-16 | What is Power Point Presentation ? | PPT |
| 14 | 2015-16 | Structure of An Atom | PPT |

3.2.4 Details on various training programs and/or workshops on material development (both instructional and other materials)

- a. Organized by the institution**
- b. Attended by the staff**
- c. Training provided to the staff**

Training Programmes and / or workshops on material development are regular features, organized before practice teaching.

a. Organized by the institution

A State Level FDP for Teacher Educators on Art & Drama in Education was organized by the college during December, 2015,

conducted in technical sessions on Visual Arts and Crafts (practical), Performing Arts: Music and Dance, Drama: Creative drama.

b. Attended by the staff

The affiliating university in collaboration with NAAC organized a FDP on “NAAC Awareness workshop for Non – Accredited Colleges” during March 1-2, 2015. Dr K. Rama of NAAC addressed about the quality assessment, which was attended by two one teacher of the college.

The FDP on Art and Drama in Education was attended by Rashi Mathur, Tunisha Sharma, Dr. Poonam Sharma, Monika Bhadviya and Dimpi Sharma.

The affiliating university organized an FDP on orientation of the faculty for two years curriculum where also lessons/practical on development of teaching aids were demonstrated. The FDP was organized during March 10-19, 2016 was attended by all the faculty members. Dr Q. A. Bohra was a resource person in this workshop.

Two FDPs have been organized by Mohanlal Sukhadia University, one was attended by Dr. Rashi Mathu & Ms. Monica Bhadviya during September-October 2016 and Dr. Rashi Mathur, Dr. Laxmi Narayan, and Dr. Bhavika Jain attended during November - December 2016.

c. Training provided to the staff

The affiliating university in collaboration with NAAC organized a FDP on “NAAC Awareness workshop for Non – Accredited Colleges” during March 1-2, 2015. Dr K. Rama of NAAC addressed about the quality assessment. The university allowed two representatives from the society to register in the programme. The ACES runs four colleges, as such it was decided to depute two teachers from the group, who were expected to train all others. A two days training was organized by the ACE Society for all the teachers of group colleges. The programme started with opening talk by Dr. I. V. Trivedi, who is on expert’s panel of NAAC and was the Vice Chancellor of the affiliating University, Thereafter, one college of the group was accredited by NAAC in the May 2015. This is second college to apply for accreditation.

Besides above, the following programmes were organized/attended by the teacher of the college:

Ms. Monika Bhadviya

- Attended ICSSR, New Delhi, sponsored National Seminar on “Innovative Aspects in Teacher Education, Krishna Mahila T.T. College, Udaipur 2013.
- Attended ICSSR, New Delhi, sponsored Workshop on “Research Methodology and Capacity Building, 2014 Government Meera Girls College, Udaipur.
- Attended & presented paper in ICSSR, New Delhi, sponsored National Seminar on “Aphelion Growth of the Pupil-Teachers through Open Ambience in Teacher Education” 2015 Krishna Mahila T.T. College, Udaipur.
- Attended the FDP was organized by Mohanlal Sukhadia University during September-October 2106 on ‘Promotion of Entrepreneurship amongst the students.’

Dr. Poonam Sharma

- Attended ICSSR, New Delhi, sponsored National Seminar on “Innovative Aspects in Teacher Education, Krishna Mahila T.T. College, Udaipur 2013.
- Attended & presented paper in ICSSR, New Delhi, sponsored National Seminar on “Aphelion Growth of the Pupil-Teachers through Open Ambience in Teacher Education” 2015 Krishna Mahila T.T. College, Udaipur.
- Attended & Presented paper on Global warming at X DGSI International Geography Conference 2015, Dept. of Geography, Faculty of Earth Science, MLS University, Udaipur.

Ms. Dimpi Sharma

- Attended & presented paper in ICSSR, New Delhi, sponsored National Seminar on “Aphelion Growth of the Pupil-Teachers through Open Ambience in Teacher Education” 2015 Krishna Mahila T.T. College, Udaipur.

Dr. Laxmi Narayan Choubisa

- Attended & presented paper in NCTE Sponsor International Conference on Promoting Social Cohesion Through Peace Education in 2011 at Janardan Rai Nagar Rajasthan Vidhyapeet (Deemed) University, Udaipur.

- Attended & presented paper in UGC sponsored National Seminar on “Participation of Women in Games and Sports” in 2011 at Government Meera Girls College Udaipur.
- Attended & presented paper in International Conference on Ancient Indian Economic Thought (Sanskrit Arthshastra: Sanatan Sandarbha) in 2013 at Department of Sanskrit, MLSU, Udaipur.
- Attended & presented paper in International Conference on “Re-Examining Teacher Education in the Light of Global Perspective” 2013 at Janardhan Rai Nagar Rajasthan Vidhyapeeth (Deemed) University, Udaipur.
- Attended ICSSR, New Delhi, sponsored National Seminar on “Innovative Aspects in Teachers Education” 2013 Krishna Mahila T.T. College, Udaipur.

Ms Madhubala Jain:

- Attend symposium at Nimbark teachers Training College, Udaipur, sponsored by All India Federation for Teachers Organization during ‘New Education policy 2015’ during September 11-12, 2016.

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

The list of journals where the papers have been published is as given below:

| Name of Journal | Title of Paper | Date of Publication | Faculty Name |
|--|---|--|-------------------|
| AJERT-Asian Journal of Education Research and Technology | “A comparative study of Impact of Education on Cultural Traditions of Adolescent School going tribal students in Rajasthan and Gujarat” | Volume 3, No-2 July 2013 ISSN No 2249-7374 | Mrs. Rashi Mathur |

| | | | |
|---|---|--|--|
| Gujarat Manovigyan Darshan-Journal of Psychology and Education ISSN : 2320 – 737 | “A comparative study of Impact of Education, State, Gender on the Teej Taiyoha values of Adolescent school going tribal students in Rajasthan and Gujarat” | Volume 2, Issue 1, July-August 2013 | Mrs. Rashi Mathur, Dr. Shobha Golwalkar |
| IOSR-Journal of Research and Methods in Education ISSN:2320-737 | "A comparative study of Impact of Education, State, Gender on the Adjustment of Adolescent school going tribal students in Rajasthan and Gujarat" | Volume 2, Issue 1, July – August, 2013 | Mrs. Rashi Mathur, Dr. Shobha Golwalkar |
| Journal of Aishwarya Shiksha Sansthan ISSN : 2249 – 2100 | "A comparative study of Impact of Education, State, Gender on the Dharmik and Astha values of Adolescent school going tribal students in Rajasthan and Gujarat" | Volume 2, August, 2013 | Rashi Mathur, Dr. Shobha Golwalkar |
| International Research Journal Vachariki (ISSN 2249-8907) | जनजाति एवं सवर्ण विद्यार्थियों के मानसिक विकास का शैक्षिक उपलब्धि पर प्रभाव का तुलनात्मक अध्ययन । | Volume III Dec.2013 | Mrs. Tunisha Sharma |
| International Research Journal Sodha Pravaha (ISSN 2231-4113) | जनजाति एवं सवर्ण विद्यार्थियों के समायोजन का शैक्षिक उपलब्धि पर प्रभाव का तुलनात्मक अध्ययन । | Volume III Oct.2013 | Mrs. Tunisha Sharma |

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| National Research Journal Aishwarya Shikshan Sansthan (ISSN 2249-2100) | नवाचारी शिक्षा द्वारा बढ़ता बालक का मानसिक विकास | Volume IV Aug.2014 | Mrs. Tunisha Sharma |
| International Research Journal Research Analysis and Evaluation (ISSN No 0975-3486) | Environment Conservation | Volume II Issue 17, Feb., 2011 | Dr. Poonam Sharma |
| International Research Journal Shodh Samiksha aur Mulyankan (ISSN No 0974-2832) | Sampling | Volume I Feb., 2011 | Dr. Poonam Sharma |
| National Research Journal Aishwarya Shikshan Sansthan (ISSN 2249-2100) | "तकनीकी से बदलता शिक्षा परिवेश" | Volume IV Aug.2014 | Dr. Poonam Sharma & Monika Bhadviya |
| Research Article in Souvenir (Janardan Rai Nagar Rajasthan Vidhyapeet (Deemed) University, Udaipur) (ISSN No-0975-4636) | A study of Task Values of Higher Achievers | Dec.2012 | Dr. Laxmi Narayan Choubisa |
| Research Article in International Research Journal for Multidisciplinary Studies (ISSN No-2394-2908) | ग्रामीण एवं शहरी विद्यार्थियों के प्रोत्साहन स्तर का शैक्षिक उपलब्धि पर प्रभाव का अध्ययन | Vol.No 1/Issue-2/Dec - 2014 | Dr. Bhavika Jain |
| Research Article in International Research Journal for Multidisciplinary Studies (ISSN No-2394-2908) | उच्च माध्यमिक स्तर के विद्यार्थियों के तनाव व समायोजन में संबंध का अध्ययन | Vol.No 1/Issue-2/Nov-2014 | Dr. Bhavika Jain |

Dr. Q. A. Bohra has published few books.

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

One of the faculty member Ms. Rashi Mathur got appreciation certificate twice on Teachers Day from Dainik Bhaskar one of the renowned National Hindi News paper (2009 & 2013).

Dr. Q. A. Bohra is Honorary Member, State Level Steering Committee under the chairmanship of Prof. M.A. Khadar, to guide and oversee the formulation of school & pre- teacher education curriculum and text book development, constituted by the Government of Rajasthan. (Tenure of the committee was three years from Oct. 2011), he is also an Honorary Member, Expert Committee of the N.C.T.E. on developing norms and standards for Diploma course on Art and Music Teachers and to frame regulations there on for session 2009-10 and an expert in selection of teachers in B Ed colleges nominated by the VC MLSU.

Mrs. Monika Bhadivya stood fifth in Mohan Lal Sukhadia University in MA Political Science and got the cash prize.

Mrs. Dimpi Sharma secured fifth position in Master of Education from Mohan Lal Sukhadia University in 2011.

The Hindustan Times organized a function to felicitate the teachers during September 2016; three teachers of the group were awarded Certificate of Excellence.

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

The following staff members of the college have completed their research work & some cases leading to award of Ph.D. Degree:

| S. No. | Name of Faculty | Research Topic | Status |
|---------------|------------------------|---|---------------|
| 1. | Dr. Q. A. Bohra | A study of Art Appreciations, Creativity and Cognitive Styles of Secondary Students of Rajasthan | Completed |
| 2. | Dr. Rashi Mathur | “A Comparative study of Impact of Education, State , Gender on the Cultural Tradition of Adolescent School going Tribal Students in Rajasthan & Gujarat”. | Completed |

| | | | |
|----|----------------------------|---|---------------------------------------|
| 3. | Dr. Poonam Sharma | “Agricultural Modernization & Ecosystem in Alwar District.” | Completed |
| 4. | Dr. Tunisha Sharma | Rajasthan ke Madhyamic Vidhyalon Me Adhyayanrat Sawarna avam Janjati Chatron Ke Mansik avam Samayojan Ka Shaikshik Upalabdhi Par Prabhav” | Completed |
| 5. | Ms. Vandana Sahu | माध्यमिक विद्यालयों के शिक्षकों की संवेगात्मक अभिवृत्ति और व्यवसायिक संतुष्टि का शिक्षण पर प्रभाव का अध्ययन | Likely to completed by February, 2017 |
| 6. | Dr. Laxmi Narayan Choubisa | A Study of Personality Factors- A study Habits and Task Values of High Achieving Students | Completed |
| 7. | Dr. Bhavika Jain | A Study of Incentive Level, Stress, Adjustment of Students | Completed |

The faculty has also completed three minor/action research projects.

3.3 Consultancy

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

The college has been providing consultancies to various educational institutions on development and delivery systems.

The college has taken up a project for the development of a school in tribal area of Jhadol Tehsil, in the village Hunar Garh. The Hunar Garh school project was taken up involving the students who developed the teaching aids, delivered lectures and setup the teaching facilities in the school.

Dr. Rashi Mathur has acted as consultant to Pacific University for modernization and strengthening of subjects of graduate & post graduate courses in view of recent advances.

During 2014-15 the NCTE invited proposal for setting up B.Ed. Institution in the Rajasthan. Two groups of Institutions approached Dr. Rashi Mathur & Dr. Tunisha Sharma to prepare their proposals and help in planning of the college.

Mr. Suresh Kumar Sharma, alumni of the college planned to open a secondary school. Dr. Rashi Mathur & Dr. Tunisha Sharma helped preparation of the DPR and provided all required information for affiliation to RBSE / CBSE.

The college has been approached by some institutions to provide them consultancy for accreditation, the management has framed the rules for such work.

Besides the faculty members do provide suggestions during visit to schools for block teaching.

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.

The following staff members have been identified as resource persons to provide consultancies in the areas of their expertise.

| S. No. | Name of Staff | Area of competence | Efforts made by the college |
|--------|----------------------------|---|--|
| 1. | Dr. Q. A. Bohra | Curriculum and Institution Management | The college has published on its website about the expertise available. The Management has resolved to allow retaining the full amount of consultancy. The rules for accreditation consultancy framed. |
| 2. | Dr. Rashi Mathur | Curriculum Development & Institution Planning, Accreditation. | |
| 3. | Dr. Tunisha Sharma | Institution Planning | |
| 4. | Dr. Poonam Sharma | Teaching Aid | |
| 5. | Mrs. Monika Bhadviya | Teaching Aid | |
| 6. | Dr. Laxmi Narayan Choubisa | Yoga Instructor | |
| 7. | Mrs. Pooja Tripathi | Science Projects | |

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 management of the society has framed rules for Consultancy, according to which the staff & teachers can retain full amount of consultancy, if college facilities are not used. The amount is directly

paid to the concerned person. For other, consultancy the amount is shared in the ratio of 40:60 between staff and management.

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

The revenue of consultancy has been considered as an incentive to those who worked and have developed on expertise to earn a good reputation for the college.

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 college has setup the Aishwarya Goldenshake Computer Club through which the college has run 8-10 computer literacy programs for the senior citizens benefitting 850 people.
- The college was a venue for preparation of AADHAR CARD for neighbors.
- The Rotaract Club Aishwarya – an NGO involved in social service has tie-up with the college for organizing social service activities for the community.
- During the past five years it has organized Blood Donation Camps (06), Dental & Eye Checkup Camp (22 Schools) for students, faculty & neighbor,
- The college has organized tree plantation in nearby villages every year.
- Distribution of sweet in slum area, tree plantation etc.
- The College has taken up a project for development of a school in tribal area of Jhadol Tehsil, in the village Hunar Garh. The Hunar Garh school project was taken up and involves the students who developed the teaching aids delivered lecture and setup the teaching facilities in the school, besides taking up activities for the community.

The Computer Learning programme for the senior citizens has been planned from 16 December 2016, where women will be admitted first time. During the programme the college will organized Yoga camp, health check up camp and digital payment learning for the students and senior citizens.

The college has also served the schools other than practice teaching, thus serving the community during the report period:

- In collaboration with the District Education Department the teachers of the college were deputed to take some classes in schools with the shortage of teachers for teaching a particular subject or topic.
- The principal Govt. Sec. School, Loyra wrote a letter on dated 13.2.15, requesting to depute Mr. Suresh Sharma-a student of B.Ed. course to teach mathematics to student of class X. He was deputed for 15 days from 16.2.15 to 2.3.15. He has also taught English in Hansawas U. P. School, Devali on the request of the Principal.



- The College organized a Vaak Peeth of 70 Principals of upper primary schools during 4-5 March 2016 on the request of Block Education Officer. It has provided the registration material to all the Principals attending the meet, besides providing all other facilities.
- The Block Teaching schools have been provided items of their needs such as arrangement of drinking water (earthen pots, steel glasses) items of stationery, pen etc.
- A talk by the BAAL SHRAM Ministry has been arranged for the school principals and teachers on 8 March 2016.
- The college participated in the Cancer Awareness Rely on 22 Sept.2016.
- A district level scout and guide camp was organized in College from 24th Sept to 30 Sept 2016.
- “How the child’s dream comes true” the dream comes true when Aishwarya College organized “Joy of giving campaign On 28th October 2016 in which toys, chocolates, clothes were distributed and they also enjoy long drive in BMW.

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

The college is benefitted by the advice of citizens, resource persons and academicians through organization and participation in the activities. The following extension activities organized during the year with the support of the society, which was in the form of sponsorship in addition to the resource persons:

| Date | Activity | Theme | Community support |
|----------------|-------------------|---|---------------------------------------|
| 2012-13 | | | |
| 12-10-2012 | Discussions | Understand the new dimensions of teacher education. | Prof. A. B. Pathak & Dr. M. P. Sharma |
| 29-11-2012 | Extension Lecture | ABC of time management and various issues. | Mr. Chetan Paneri |
| 31-01-2013 | Camp | Stress Management | Dr. V L Parmar, Principal ACES |
| 28-02-2013 | Debate | "Our educational system is the only responsible factor for demolition of moral values shown in our present Indian social scenario". | Intercollegiate |
| 08.03.2013 | Brain Storming | "Women Empowerment". | Rotarians & Students of the college |

| Date | Activity | Theme | Community supported through |
|----------------|---------------------|--------------------|--|
| 2013-14 | | | |
| 12-08-2013 | Interactive Seminar | Creative Writing' | Freelancer and Editor of Financial Research Institute Ramesh Modi. |
| 11-09-2013 | Seminar | Financial Planning | Ms. Neel Kamal Agrawal, Center Head, Financial Planning Academy |

| | | | |
|------------|---------------------|---|---|
| 16-09-2013 | Practice Session | Art of Reiki Exercise | Mrs. Sarankala, Member “Art of Living |
| 25.09.2013 | Extension Talk | Awareness about Voting Rights | District Administrative Authority |
| 18-11-2013 | Interactive Seminar | Youth and Success | Mr. Sumit Inani, MD, Satyam Syncotex, Bhilwara. |
| 28-11-2013 | Practice Session | Personality Development | Mr. Mukesh Janwa (Director-Titanium) |
| 09.12.2013 | Extension Lecture | Women Health Schemes, Janani Suraksha Yojana, Child vaccination and free medicines | Medical Officer, Saraswati Hospital, Udaipur |
| 12-01-2014 | Interactive Seminar | DMI Test | Dinesh Prakash Solanki |
| 22-04-2014 | World Earth Day | Save the earth, tree plantation, recycling of wastes and disposal of hazardous waste. | All Students of the Group college |
| 19.11.2013 | Panel Discussion | Election Awareness | Ms. Apoorva Vyas, The Art of Living. |
| 10.3.2014 | Extension Lecture | “Multimedia & Education.” | Dr. Vineet Soni University Science College. |
| 04-04-2014 | Extension Activity | Dental Check –Up- for the college and Neighbours | Dr. H. L Narula |

| Date | Activity | Theme | Community supported through |
|----------------|---------------------|--|--|
| 2014-15 | | | |
| 24-09-2014 | Interactive Seminar | Women Health & Hygiene | Dr. Mansi Agarwal (MS Gynecologist) |
| 26-09-2014 | Extension Lecture | Interview Skills objective of personality and career development | Ms. Dhwanika Arya (Prof. in Management at IBS,Ahmadabad) |

| | | | |
|---------------|-----------------------------|---|---|
| 07-10-2014 | Brain Storming Session | “Relevance of Gandhian Philosophy of Education in Present National Scenario.” | Students of the college |
| 17.10.2014 | Extension Lecture | General Election & Constitutional provisions with role of election commission | Mrs. Monika Bhadviya. |
| 21.11.2014 | Awareness & Poster | Swacchach Bharat Abhiyan | College |
| 08-12-2014 | Practice Session | Environmental Photography | Mr. Shailendra Sitwala |
| 10-12-2014 | Extension Talk (With CIPLA) | Female health issues, exercise and health, the current position of women in our society and sexual offences awareness | Dr. Madhubala Chouhan (Prof. RNT Medical College) |
| 12-12-2014 | Extension Lecture | Hindu philosophy was discussed with present scenario | Swami Agnivesh |
| 17-12-2014 | Extension Lecture | Soft Skills Development | Mr. Amit Mathur and his team |
| | | Job Fair | |
| 06.01.2015 | Extension talk | Geeta Darshan - Relevance of Geeta in foreign countries and in India | Mr. Sunil Patel from Florida, USA |
| 12-01-2015. | Practice Session | Tips on road safety | Ms. Nisha Bagga Muskan |
| 19-02-2015 | Value added workshop | Communication skill | Dr. Dharmendra Joshi |
| 28-02-2015 | Science day | National Science Day - Importance of Science in daily life. | Dr. S. P. Purohit |
| 02-03-2015. | Visit | Farmer's fair | Vidhya Bhawan Krishi Kendra |
| 03-03-2015 | Extension Talk | Eco friendly Holi – Concept of Tilak Holi | Staff & Students |
| 30.03.2015 | Awareness | Swatch Bharat- Oath to the students and teachers | College Students |
| 07-05-2015 | Extension Lecture | The new policies for Student Teacher are in the present Scenario.” | Dr. R. P. Bhatnagar |
| 10/12-05-2015 | Practice Session | Use of colours in teaching aids | Pidilite Fabric Colours Company |

| Date | Activity | Theme | Community supported through |
|----------------|--------------------------|--|--|
| 2015-16 | | | |
| 20-08-2015 | Oath | Sadbhavana Day | Dr. Archana Golwalkar |
| 25.08.2015 | Practice Session | Yoga Education | Yoga Teacher of MLSU |
| 28-10-2015 | Practical | Road Safety Rules | Vodafone and College |
| 29-10-2015 | Extension Lecture | Moving towards corruption free society | Mr. Arun Kumar Regional Commissioner, EPF |
| 06-11-2015 | Brain Storming Session | Swami Vivekanand's thoughts and its utility for Youth | Art of Living Group |
| 30-11-2015 | Workshop | Career in Accounting | Shri Dinesh Dargar Chairman, Shri N.K. Soni Member & Shri Priyanka Mehta Executive Member, Institute of Cost Accountant of India,. |
| 03-12-2015 | Career Guidance Workshop | Time management, planning for competitive exams and role of discipline | Mr. Pancham Mehta, Tirupathi Career Point. |
| 10-12- 2015 | Panel Discussion | Female health, exercise and the current position of women in society and sexual offences | Dr. Madhubala Chouhan, Prof. RNT Medical College, Ms. Archana Shaktawat and Ms. Saroj Patel |
| 12.12.2015 | State level Workshop | Curriculum implementation planning for the "Drama and Art in Education" | Dr. Q. A. Bohra and Shri Raja Ram |

| | | | |
|---------------|-----------------------------|--|---|
| 24.12.2015 | Extension Lecture | National Consumer Rights Day | Dr. Ajayvardhan Acharya, Assistant Regional Director, IGNOU, Jodhpur. |
| 24-12-2015 | Panel Discussion | 7 Steps of Success | Dr. Arvind Singh, CEO, Arth Diagnosis |
| 11/12-01-2016 | Workshop | Dance and Music | Mr. Vineet Talesara, Film Producer and Director |
| 14.01.2016 | Extension Lecture | E-Commerce, Internet Marketing and Net Banking | Ms Sonali Pokhra |
| 12.02.2016. | Group Discussions | Expectation of the community | School Principals and Teachers |
| 16-02-2016 | Alumni meet | Discussions on Curriculum | - |
| 08-03-2016. | Extension Lecture | BAAL SHRAM – A talk for School Principals and Teachers | Ministry of Women & Child Development, GOI |
| 2015-16. | Faculty Development Program | Bloom Taxonomy Teaching – Learning Aid” | Dr. Q. A. Bohra and Shri Raja Ram |
| 4/5-03-2016 | Vaak Peeth | Vaak Peeth of 70 Principals of Upper Primary Schools | Block Education Officer |
| 14/16-03-2016 | Awareness | International Women’s Week | Rajasthan Patrika and 95 FM Tadka |
| 15-03-2016 | Extension Lecture | Importance of Music in Education | |

| Date | Activity | Theme | Community supported through |
|----------------------------|-----------------------|---|-----------------------------|
| 2016-17 | | | |
| August 29-08 to 04-09-2016 | Orientation Programme | | All Faculty |
| 14 th Sep.2016 | Essay Completion | Hindi Diwaswas - The relevance of Hindi in Present Scenario | Practice Schools |

| | | | |
|--|-----------------------|--|---|
| 15 th Sept 2016 | Teachers Felicitation | Principals & Teachers Felicitation Award | Hindustan times |
| 17-09-2016 | Extension Lecture | Women and Health | Dr. Mukesh Bavishi and Dr. (Mrs.) Vidula |
| 19/20.Sept.2016 | Awareness Camp | Jandhan Yojna Account Opening | Canara Bank, Udaipur |
| 20 th .Sept 2016 | Extension Talk | Environment Cell - The importance of botanical plants | Prof. S.D. Purohit HOD of Botany |
| 21 st -22 nd Sept.2016 | Extension Talk | Govt. of India - Scholarship Schme- Online Filling Process | |
| 22 nd .Sept.2016 | Awareness | Talk and organization of Cancer Rely | Dr. Ritu Vaishnav, Rotaract Udai & Hadirani |
| 24 th to 30 th Sept.2016 | Activity | Scout & Guide Camp | Hindustan Scout |
| 8 th Oct 2016 | Celebration | Air Force Day - Activities | Lt. Col. (Rtd.) D. S. Chundawat |
| 12-10-2016 | Extension Lecture | Career in Industrial Chemistry | Dr. A. K. Goswami, Professor, MLSU |
| 20 th October 2016 | | Water Traditions Wisdom and New Generation Perspectives | Mr. Sudhindra Mohan Sharma |
| 24-10-2016 | Collaboration | Women's Skill Development Activities | Archana Industries and NICC |
| 3 rd .Nov 2016 | Awareness | Moving towards corruption free society- Oath Taking | Punjab National Bank |



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

The students become members of the Aishwarya Rotract Club and NSS to conduct the social service activities. The college organizes all community based activities such as village adoption, blood donation, rallies for Swachh Bharat, AIDs & Cancer awareness, women empowerment, tree plantation etc. The Hunar Garh project was aimed at giving community orientation to the students.

An initiative has been taken from the year 2015-16 to invite the principals, subject teachers & eminent citizens of various schools of the neighborhood and the students to apprise them about the expectation of the community. The meeting was held on 12.02.2016.



International Rotarians Visiting Hunar Ghar

The college encourages the artists for organizing the cultural activities through holding open events; the first activity conducted was for schools for vocal music & song in May 2015, in which 5 artists participated. The Society has signed a MOU with Navbharat Industries for launching of a project named as Sugandh, where the students will be involved to impart skill trainings to women.

All social activities through the Aishwarya Rotaract Club will continue to be organized for the community and to be attended by the students.

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

The faculty and the student teachers in association with Rotary Club Meera planned a project in the year 2012-13 named as “Hunar Garh”

for the village in Kotda tehsil of Udaipur district. The project was funded by Rotary International at a cost of Rs. 8 Lakhs. The community also participated in the project.

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

The college has displayed for the students the ethics, moral values and code of conduct. In the beginning of each theory lecture the faculty member talks about social and citizenship values. Besides regular talks and lectures are also organized on issues such as women and the society, dowry menace, abuse of childhood, road discipline etc. These are also inculcated through organization of various activities, talk, open air etc.

The students have to fabricate their teaching tools/aids with minimal external support. The college has hired the services of a carpenter, electrician and other technician to provide help and education to the students, if needed.

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 college has linkage with NCERT, NIEPA and NCTE through sharing the developments and visiting their websites. The teacher students visited the Regional Institute of Education, Ajmer during the year 2013-14 and National Educational Planning & Administration, New Delhi during 2014-15. The students learnt about national education scenario.

The college has linkages with the District Education Officer and other government schools and has been providing support to them. All the TEIs of district interact at a common platform. The Principals of all TEIs were involved in revision of syllabus of two years B. Ed. program. The college provides faculty for a refresher course for the teachers of State Government schools organized by SIERT.

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 college, through the Rotaract & Interact Clubs (Under Rotary International) involves the students regularly in community based social activities establishing strong linkages with these international organizations. During the year 2013-14 the colleges had done social & voluntarily work in the deaf and dumb school on International Disabled Day. They were provided with financial aid and gifts during the visits. This linkage has resulted in sanction of Hunar Garh School development project by Rotary International.

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

- **Curriculum Development**
- **Teaching**
- **Training**
- **Practice Teaching**
- **Research**
- **Consultancy**
- **Extension**
- **Publication**
- **Student Placement**

Curriculum Development: The Principals and other visiting dignitaries (such as from Rotary international) discussed the curriculum followed in the B.Ed. program Based on their discussion Dr. Q. A. Bohra who is a member of BOS made suggestions to the University.

Teaching: The students are observed for the teaching during block teaching and also in Hunar Garh School. The suggestions were received from Rtn. Roger J.R. Chadpourn (Rotary Club of Langport), Rtn. Ed. Forrest (Rotary Club of Somertone) and Rtn. Dr. Sweetey Chhabra, Rtn. Kavita Modi, Rtn. Dr. Seema Singh & Rtn. Madhu Sareen on use of computer and other teaching aids.

Training: The curriculum already has provision of training in school teaching. Also Hunar Garh project was training for students in setting up and developing school in remote rural area.

Practice Teaching: The students learn new teaching ideas from the visiting experts.

Research: The College has limited scope for research. The association with the affiliating university did help in learning about research methodology.

Consultancy: The students' learn about the planning, which can be used to provide consultancy in planning & preparation of the report.

Extension: The Rotary Club & Art of Living conducted personality development and stress management programs for the students.

Publication: The linkage gave an opportunity for the teacher to publish their work.

Student Placement: The majority of students are from outside the region therefore they prefer placement in their area only, as such the linkage developed has not been used for placement.

3.5.4 What are the linkages of the institution with the school sector? (Institute-school-community networking)

The college has linkage with many local government & private schools. The Block Education Officer is requested to grant permission for practice teaching. As such there is strong linkage with school education department.

The students have been deputed to take classes in some Government Schools for teaching some subject/topics which has received appreciation from the local community for the gesture.

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

The faculty during practice teaching is well engaged with the teachers and Principal, who also attend the lessons and put comments in the practice teaching diary. The comments include the design of lesson, teaching skill and teaching aids used.

The teachers also suggest the students to have a discussion with the subject teachers of the school for deciding the content to be taught.

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

During the school observation and teaching the college faculty directly collaborates with schools. They also interact during the organizations of seminars, workshops, extension lectures and club activities in the college.

The college also organizes Intercollegiate Aishwarya Chal Vajayanti Competition during which the faculty members have interaction with

the faculty of other Colleges & University, for the year 2015-16 it was organized during March 17-19, 2016.

During last four years the following activities have been organized:

| Year | Essay | Poster | Debate | Winner |
|-------|--|--------------------------------|---|---|
| 11-12 | “Conservation of Cultural Heritage and Education” | “Save Earth” | In the opinion of the house “Foreign University in India is Essential to enhancing the quality in Education2013” | Maharaja T.T. College Jyoti ba Phule T.T. College ACES B.Ed. Course |
| 12-13 | “Right to Recall” | “Beti” | In the opinion of the house “Our Educational system is the only responsible factor for demolition of moral values in our present Indian social.” scenario | Rajasthan Mahila T.T.College Maharaja College of Art and Education Mateshwari T.T.College |
| 13-14 | “Applicability of Lokpal Bill in Indian circumstances” | “Vision of The World” | In the opinion of the house “Article 370 is contextual for the people of Jammu and Kashmir at present scenario.” | Ramkrishan T.T.College Ramkrishan T.T.College Vidhya Bhawan GS T.T.College |
| 14-15 | “Conservation of Indian Culture and Senior Citizen.” | “Maa! Kya main Abhisha ap Hu”? | In the opinion of the house “In building a clean and clear India, Campaign started by the Prime | Ramkrishan T.T.College Sanjeevani T.T.College |

| | | | | |
|-------|-------------------------------------|---------------|---|--|
| | | | Minister of India is be the Milestone.” | Guru Nanak Girls P.G. College |
| 15-16 | Increasing Intolerance and Humanity | Save Humanity | In the opinion of the house “Increasing State of Intolerance at Global Level may be the root cause of decaying humanity.” | Maharishi Education & Research Center Vidhya Bhawan Gandhian Institute of Education Studies The Scholar Arena Girls B.Ed College |

The teachers of the college have also been regularly nominated as external examiners by MLS & other private universities, so they are regularly visiting other TEIs.

The Principal & faculty members are also invited as experts in events organized in other schools/TEIs.

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?

- Budgetary Provision of seed money for meeting the initial expenses for preparation & submission of research projects.
- Wherever required by the funding agency college can contribute up to 25% of the cost of project.
- Teachers are allowed relaxation in duty hours, visit & consultation with senior academician for collaborative projects.
- Organized an FDP for the faculty on preparation of research projects in Sept. 2014.
- Full amount of consultancy to be retained by the faculty & students.
- Through Aishwarya Goldenshake Computer Club, Rotaract & Rotary club organized several social & cultural extension activities.

- Provided support to the district education authority for taking classes in the schools with shortage of teachers.
- Provided support in the form of stationery, other facilities and financial aids to the schools & rural area.

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

- Completed two action research projects to give guidance to the students on research.
- Four faculty members completed research projects of importance in teaching.
- One faculty member provided consultancy in curriculum development to the University.
- Consultancy was provided for opening of a school.
- Regular support to the district education authority for organizing meets, arranging makeup classes and completing syllabus.
- Support to schools and families in rural areas.

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 college has more than adequate physical infrastructure as per NCTE norms. The master plan is enclosed.

| | As per NCTE Norms | Available | Amount Invested |
|----------------------|-------------------|-------------|---|
| Total Land | 3000 Sq. M. | 5868 Sq. M. | The facilities were created during 2005-06 with the setting up of the college. There after regular up gradation is done as per requirement. |
| Total built up area | 1500 Sq. M. | 3000 Sq. M. | |
| Principal office | 01 Room | 01 Room | |
| Office | 01 Room | 01 Room | |
| Staff Room | 01 Room | 01 Room | |
| Class/Tutorial Rooms | 02 Room | 05 Room | |
| Laboratory | 03 Lab | 05 Lab | |
| Multipurpose Hall | 01 Hall | 01 Hall | |
| Open Air Theatre | - | 01 | |
| Library | 01 | 01 | |

In addition to mandatory facilities required as above the facilities available with the society such as Auditorium, Language Lab, Multimedia Room, Visitor's lounge, Canteen, Parking etc. are also available to the students.

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

The available space is sufficient to accommodate the new courses such as BA/B.Sc. - B. Ed; and integrated B.Ed. / M.Ed.; however, there is possibility of addition of one floor in the existing building.

Furthermore, the society has procured a land measuring 20,000 sq. m; about one km from present location, where the construction has already been started keeping in view Two Years B. Ed. program and starting of integrated B.A, B. Ed. / B. Sc. B. Ed. and M. Ed. courses. The total floor area of the proposed building is more than 38,000 sq.ft.

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

The college has play grounds for basket ball, volleyball and indoor hall for table tennis, chess. The open air theatre, a multipurpose hall and one conference hall are also available for curricular, co-curricular and sports activities.

Further, the college can use the facilities of other colleges and affiliating university, which are located at a distance of 500 m. During the year 2016-17, it organized the teacher's felicitation programme in association with Hindustan Times and the function was organized in auditorium of the affiliating university.

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

| | |
|--|---|
| Shared with parent society | Basketball, Volleyball, indoor hall for table tennis, chess, carom etc besides the open air theatre, Board Room, Computer/Language lab, two multipurpose halls and one conference hall. |
| Shared with University & other Institution | Auditorium, All play grounds, gymnasium, indoor stadium, swimming pool etc. |

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

The following facilities are available for health & hygiene for staff & students:

- Girl's common room.
- Separate staff room for female & male teachers.
- Separate rest room for girls, boys and female & male teachers.
- Canteen.
- Tie-up with 50 bedded private hospital, 500 m away.
- Safe drinking water with RO.
- Safe disposal of effluent, solid & e-waste.
- Rain water harvesting.
- First Aid Facility with emergency needs.

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

There are number of affordable private hostels around the college. The college has tie-up with two private hostels for boys & girls which are available to the students. The college and university facilities can be used for recreation. The facilities of two private well maintained gym are available to the students. The services of the private hospital located near the institution can be availed in case of urgency and needs.

It is proposed to construct a hostel on the new campus of the college which is 500 m away from the present campus. The campus will have all recreational facilities including a gym.

4.2 Maintenance of Infrastructure

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

- **Building**
- **Laboratories**
- **Furniture**
- **Equipments**
- **Computers**
- **Transport/Vehicle**

The college gives priority to up keeping the academic, building, services and students amenities. The maintenance budget is provided for maintenance of Vehicle, Building & Equipment; modernizing of Laboratories, Furniture, Computers, water & electrical systems and student's amenities. The annual expenditure on all these activities, every year, is around Rs. 4 to 5 lakh which amount to 6.0 to 6.5% of the total budget. It is also evident from the present status of the building, laboratories, computer, equipment etc which are in good condition.

The details about the average budgetary provision and approximately expenditure for last five years are as below:

| Item | | Budget Provision / Expenses | | | | |
|--------------------|----------|-----------------------------|-------|-------|-------|-------|
| | | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
| Building | Budget | 25000 | 8000 | 10000 | 15000 | 15000 |
| | Expenses | 2400 | 10000 | 10550 | 16500 | 12350 |
| Laboratories | Budget | 8000 | 10000 | 8000 | 10000 | 10000 |
| | Expenses | 3000 | 9500 | 9774 | 8884 | 8900 |
| Furniture | Budget | 5000 | 10000 | 10000 | 15000 | 15000 |
| | Expenses | 4800 | 9231 | 11980 | 16700 | 3000 |
| Equipments | Budget | 8500 | 10000 | 12000 | 15000 | 15000 |
| | Expenses | 5100 | 6550 | 8650 | 14400 | 7000 |
| Computers | Budget | 8500 | 15000 | 13000 | 15000 | 29000 |
| | Expenses | 5320 | 6850 | 11880 | 12000 | 35000 |
| Transport /Vehicle | Budget | 10000 | 17000 | 20000 | 5000 | 30000 |
| | Expenses | 7800 | 10430 | 18850 | 8500 | 35000 |

Besides, the budgetary provisions the society sanctions additional amount as per need for maintaining the facilities. During last five years, the budget utilization is almost 100%.

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

Among available infrastructure the class rooms & laboratories are exclusively dedicated for B.Ed. as such these are not used for other purposes, except its optimal utilization for the activities of the society and conducting university examinations. The college is the examination centre of affiliating university and other examinations conducted by RPSC or the state government. The other facilities are shared with the activities of the society. As such the facilities are fully utilized for conducting academic activities.

During 2015-16 the college was a centre for the examination of REET conducted by RBSE, Ajmer besides for Patwari, Jail Prahari, Vanpal conducted by state government. During 2016-17, it was the centre for Civil Services Examinations (UPSC) on 7th August 2016.

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

The environment related issues associated with the infrastructure are always kept in view and new development adopted for conserving the environment, such as:-

- Prepared and maintaining a green campus.
- Ventilated class rooms and offices.
- Ventilated Labs and Library.
- Installed power saving devices such as CFL / LED equipments.
- All electrical gadgets (Genset, RO) have five star ranking.
- Rain water harvesting system.
- Off campus plantation through Rotaract & Rotary Club in rural area and its new campus.
- Safe disposal of effluent, solid & e-waste.

4.3 Library as a Learning Resource

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

The college has a qualified Librarian and required supporting technical staff. The Librarian is M. Lib. with expertise in ICT. The Librarian works under one teacher, who is Library In-charge. The Librarian has downloaded & collected several lectures from the open source learning. He also supervises the operations of the computers placed in the library.

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

The library is well stocked with 7153 books, 15 National journals, 4 International Journals, 12 daily newspapers and 5 Magazines.

List of International Journal – 04:

International Journal of Education Administrative, International Journal Of Psychology And Counseling, International Journal Of Education And Info Studies, International Journal Of Vocational And Technical Education

List of National Journal – 15

Shiksha-Vimarsh, Proudth Shiksha, Prathmik Shikshak, School Science, Journal Of Indian Education, Bhartiya Adhunik Shiksha, Primary Teacher, Vigyan, Samaj Kalyan, Gujarat Manovigyan Darshan, Journal of Well being, Mool Prashan, Yojna, Teachers Pride, Indian Educational Abstract.

The library has also the collection of 56 audio-video CDs downloaded from open & other sources. The staff & students can avail the facility of software and also access to internet in the library & college.

As per library rules a student can borrow two books on reader's card for two weeks, whereas staff can get books of their subjects for the required period. The staff can also get two other books for a period of two weeks.

The staff & students can also avail the audio-video reading of the lectures available on CDs downloaded from open and other sources. The college has all software required as per curriculum besides some advanced software. The college provides internet access to faculty members.

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

The books are classified for easy access. The library has adopted open access system. The library rules provide systematic opportunity for utilization of library resources. The majority of materials procured are relevant to the curriculum & for overall knowledge development.

The procurement of resources is done through following mechanism:

- Requisition by the subject teachers & Principal
- Requisition by the students to the Principal.

The procurement is done after approval of the Library Committee.

The college has a library committee, which is headed by the Principal with adequate representation from faculty & students. The composition of committee for the year 2016-17 is as below:

| | | |
|----------------------------|---|------------------------------|
| Principal | : | Chairman |
| Mrs. Madhubala Jain | : | Member |
| Dr. Laxmi Narayan Choubisa | : | Member |
| Mrs. Raksha Sharma | : | Representative of Management |

Besides above, two students topper of I and II year in merit are co-opted every year. The committee may co-opt one more male/female student if required to give equal gender representation.

The Librarian is Member Secretary of the Committee.

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

It is partially computerized and linked to Smart Campus ERP, DELNET as such the student can have access to the library resources.

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.

The library has been provided with three computers with internet connectivity which can be availed all the time during library hours by the student & staff. The reprographic facility is also available for reasonable use by the staff and students.

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

The society has subscribed to DELNET facility which is available to staff & students.

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

The library remains open throughout the year including summer vacations, except on government holidays. The working hours of the library are from 10.00 am to 5.00 pm.

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

The library has been provided with notice boards for display of information and the jackets of new arrivals.

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

The college has a book bank with 331 books; six books are issued to the students on payment basis for the full session. Only few students avail library book bank facility.

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

The physically challenged students can have access to the library through Smart Campus and also a ramp has been provided. For the now no such admissions are allotted by the State Government.

4.4 ICT as Learning Resource

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

The university curriculum has a course on Critical Understanding of ICT; as such ICT laboratory is fully furnished as per need of the syllabus. Besides ICT laboratory, the facilities available in the college such as well equipped computer laboratory with required software, internet facility with 8 MBPS broadband and Wi-Fi campus can be used by the students. The Smart Campus is a special feature of the college, and audio visual aids like CD's, Audio Cassettes and Video Cassettes etc are also available in the College.

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, in the one year curriculum the paper VIII was on Computer Literacy, which was a compulsory qualifying paper. In two years B.Ed. program there is a compulsory paper on "Critical Understanding of ICT", besides one unit on use of ICT in some subjects.

The ICT/Computer practical classes are conducted for developing the computer skills. The students are making their own PPT, slides & give their presentations in study circle meetings.

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

The use of ICT based resources & ICT use in school is included in the syllabus of course VIII. It is also embedded in the mission of college and the students are encouraged to make excessive use of the available facilities.

There is an ET room and a computer lab. The students learn handling of ICT equipment & the internet. They can have access from any part of the campus. The teachers train the students for the use of the new technologies.

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

In beginning during the pre block teaching workshops organized in the college the students are explained about lesson preparation and the use of ICT in preparing their lessons. All the required facilities are provided to the students keeping in view the facilities available in schools and the level of students. They are shown some PPT which has been prepared for the students in the past. The best lesson plans of previous batches are discussed and its critical analysis is done including possible improvement.

They are also shown the video highlighting the best delivery system. The library has number of CDs on delivery of lessons by national institutions.

They prepare the teaching material using technologies which are shown to the Mentor for his approval.

4.5 Other Facilities

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

The facilities meant for the B.Ed. program are used exclusively & optimally for it. The schools adopted for block teaching have full access to the infrastructure facility available in the college.

The resources available in the college can also be used for other programmes offered by the society and by the practice schools teachers. Similarly the facilities available with the society & other colleges are freely available for B. Ed. program.

The infrastructure facilities available are also used by the affiliating university for intercollegiate tournament. The society has hosted intercollegiate tournament of Table Tennis as allotted by the university in the past and again during the year 2016-17. The affiliating university facilities are also available to the college as per need and payment.

The facilities are fully utilized by the community for various programmes such as golden hand shake computer learning programme, Rotract Club activities etc. During the year 2015-16, the college hosted/co-sponsored a programme on March 14 & 16, 2016, organized on the occasion of International Women's Week in collaboration with Rajasthan Patrika and 95 FM Tadka. The college has provided its venue to the retired officers of the bank to hold their quarterly meeting.

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?

Television, Radio, CD player, CD's, audio cassettes, overhead projector, slide projector, computer, internet etc. are available in the college and required as per syllabus. These are used during micro teaching, demonstration and Practice Teaching lessons. The resource materials related to the course have also been downloaded from the open sources on CDs and are used by the faculty & the students.

The college has a good collection of charts and models procured or prepared by the students. The colleges also administers the test to

judge the intelligence, creativity, personality and aptitude etc. in the Psychology lab, which is included in the curriculum as practical work of paper II, “Development of the learner and Teaching Learning Process”. The language lab is used to improve grammar and communication skill.

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

The college has general labs for Language, Computer skill, ET, psychology etc. These labs are well equipped to meet the curriculum requirement. The college has created method labs for geography, music, science & social studies. The society has setup a multimedia lab also.

The management provides full support & funds for regular enhancing the facilities available in these labs, such as it has procured one more OHP's and LCD projector in the Educational Technology Lab.

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

Assembly Hall: The college has a well equipped assembly hall of seating capacity of 300, besides an open air auditorium to organize various activities. These facilities are used for various curricular and co-curricular activities like extension lectures, seminars, group discussions, study circle meetings, creative activity classes etc.



Music Room: The College has a music club known as Harmony Music & Dance Club to orga

Sports and Games facilities: The College has created limited facilities for games and sports. The campus has basket ball and volleyball courts besides facilities for indoor games. The college has

been using the facilities available in the university campus for sports and games activities, which are available on prescribed rent.

Transports: The College has adequate fleet of transport vehicle, including 3 buses and three cars, which can be used for various activities.

Workshop: The students use the services of the ET room and small workshop for preparing the model and charts. The services of carpenter and electrician are available whenever required.



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

The society has created the facilities of two class rooms equipped with LCD projectors which can be used any time. It has planned to setup smart class rooms in its new campus.

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 instruction, including the use of technology?

The college has prepared several visuals highlighting the renowned personalities such as Dr. S. Radhakrishnan, Dr. APJ Abdul Kalam etc. The teaching faculty during their instructions also highlights the modern teaching technologies and teaching models available in the country.

The ICT facilities are frequently used by the faculty.

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

- Delivery of lessons through power point presentations.
- Use ICT by students in their practice teaching and final lessons.
- The presentation of work using ICT including in the examinations.
- The collection of CDs in the library on Expert's lectures.

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

The library has DELNET facilities through which learning material can be downloaded. The college has a collection of many CDs available in open source learning which has enhanced the learning resources. The procurement of books on latest technology is attended urgently by the college. The students use language lab for improving their communication skill.

The college has planned to create the auditorium with latest audio video systems. For now the facilities available are more than those required under NCTE / affiliating University norms.

5.1 Student Progression

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

The college conducts an orientation program of five days where the admitted students are required to make a brief presentation about them, this year the programme was conducted during Aug 29- September 4, 2016. Their preparedness is assessed through the Talent Hunt & Teachers Aptitude Test given during orientation.

The Principal & the faculty members talk about the importance of education, expectation of society from the prospective teachers, rules and regulations of the university, curriculum prescribed by the university and expectation of NCTE. They also learn about various phases of micro teaching, simulation teaching, practice teaching and theory. The objectives of the education & expected outcome of the course are also discussed during orientation. The co-curricular activities are also conducted besides those organized throughout the session.

The college has a practice of conducting pre-activity workshop where the students are given full training about the proposed activities. Before starting school teaching, they learn in the workshop about the micro teaching, skill demonstration, its methodology, objectives, expected outcome, feedback etc.

From time to time, the IQAC also takes feedback from students after completion of every event for future improvements. The college also gets feedback at the end of the course. The overall performance of the students is assessed round the year including their skill in teaching and they are suitably recognized in the annual function.

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

The college has a mentor system where each student is assigned to a teacher. The student is expected to meet the mentor frequently. The mentor motivates and guides the students for academics. The teachers also regularly motivates them in the beginning before starting subject teaching. For enhancing their performance the bridging of the gaps &

tutorial classes are conducted, where the teachers interact with small group of students. The remedial and learning beyond syllabus classes are also held on the request of the students. To acquaint the students about the university examination system the college conducts class tests at regular interval. The adequate academic inputs such as library, computers etc. help students for developing their capabilities and help them to grow

The experts talk on various subjects, personality development and enhancing skills are also conducted regularly. The students get an opportunity to attend the seminars and present papers.

The college organizes curricular and co-curricular activities to create confidence and conducive environment so that they feel confident as well as relaxed to proceed further. This makes every student feel motivated and satisfied.

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

| Year | Male | Female | Reason |
|-------------------|---|-----------------|--|
| 2011-12 | Vardi Chand Lur | Uttam Kumari | Govt. Job/ Marriage |
| 2012-13 | Nil | Divya Choudhary | Personal |
| 2013-14 | Moti Ram | Kiran Hasanani | No information or Joined service |
| 2014-15 | Vinod kumar Damor Deepak Meena Samundra Gupt Maurya Manish Jethwani Pawan Kumar Dhakar | Nil | 4 students did not turn up and Pawan Kumar selected as police constable. |
| 2015-16 I Year | No dropouts | | |
| 2016-17 | No drop out in I and II years. B. Ed. II - Year Three students did not fill university Examination form but did not apply to drop. In 2016-17 B. Ed. I year all 100 students allotted by PTET reported. | | |

In majority of the cases the personal & family problems were the reasons of the dropout. In case of female students the migration from the town and role of the in-laws were the major reasons.

The college also grants relaxation in fee and arrange support from outside agency, if needed, to retain a student. The mentor on knowing of such case conducts counseling of the student and assures the possible help for completion of the course. They are also told about the conducive and encouraging environment in the college.

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

The faculty guides the students about various opportunities available to them and how to prepare for such competitions. Besides teaching, the students can also compete for other government, banking sector and private jobs.

The students of B.Ed. are not eligible for SLET & NET examinations; however, those admitted with post graduate qualification (M.A., M.Sc.) are eligible. The students selected in NET are as under:

| S. No. | Year | Student |
|--------|---------|---|
| 1 | 2011-12 | Bharati Chouhan, Bhupendra Arya and Anita Choudhary |
| 2 | 2012-13 | Poonam Kumawat |
| 3 | 2013-14 | Chitra Prajapat, Jas Raj |
| 4 | 2014-15 | Mubeena Bee |
| 5. | 2015-16 | Vivek Bhatt |
| 6. | 2015-16 | Nitin Roat |

Majority of the students appear in state level teacher's recruitment tests, REET, TET etc conducted by the state government and every year about 10-15% pass the tests. The college guides the students on how to crack the examinations of first/second grade teacher's. Many pass out students have cleared these examinations.

Every year about two to three students qualifies in SLET / NET. The students also prepare for central / state services after completion of B. Ed.

5.1.5 What percentage of students on an average go for further studies/ choose teaching as a career? Give details for the last three years?

Majority of students after completion of course opt for teaching as a career, some students are already having experience in teaching in private schools. About ten to fifteen percent opt for M. Ed / PG The information is available from few students, which is as below:

| Year | No of students admitted | Opted teaching as career | Went for higher studies |
|---------|------------------------------|--------------------------|-------------------------|
| 2012-13 | 99 | 17 | 24 |
| 2013-14 | 100 | 10 | 09 |
| 2014-15 | 100 | 16 | 15 |
| 2015-16 | Admitted in Two Years B. Ed. | | |

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

Yes, the alumnae are free to visit and use any facilities (ICT, Library, and Infrastructure) available in the college. So far only few students approached for guidance and requirement for starting of their own school.

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

The college has a Placement Officer and a Counseling and Placement Cell, which provides information about available jobs and guidance to the students. During last two years, the cell provided following services:

- Displayed the information on job availability
- Information on competitive examinations- REET, RPSC
- Information for private placements.
- Visited private schools and handed over the list of students
- Encouraged the students to participate in job fair organized by the University in collaboration with state government department.
- Organized job fair on 20th December 2014.



Registration in Job Fair

The Nineteen students benefitted / got jobs during last two years are:

| S. No. | Name of Student | Job | Batch |
|--------|----------------------|---|---------|
| 1. | Ajay Lakhara | Digamber Jain Sr. Secondary School as English Teacher | 2013-14 |
| 2. | Bhawana Ameta | English Medium School, Udaipur | 2013-14 |
| 3. | Chanda Kumawat | 2 nd Grade Teacher in Govt. Sr. Secondary School | 2013-14 |
| 4. | Chitra Prajapat | I Grade Lecturer | 2013-14 |
| 5. | Dhruvshankar Patidar | 3 rd Grade Teacher in Govt. Secondary School | 2013-14 |
| 6. | Hitesh Salvi | 2 nd Grade Teacher in Govt. Sr. School | 2013-14 |
| 7. | Lalit Latta | Constable in Rajasthan Police Dept., Rajasthan | 2013-14 |
| 8. | Madhukar Pancholia | Analysis at Zinc Smelter, Debari, Udaipur | 2013-14 |
| 9. | Mahendra Parmar | 3 rd Grade Teacher in Govt. Sr. Secondary School | 2013-14 |
| 10. | Sonal Agrawal | Central Academy as Senior Teacher | 2013-14 |
| 11. | Vinod Meghwal | SSC – Bank P.O., Delhi | 2013-14 |
| 12. | Anjula Kothari | Teacher Job at MMVM School, Udaipur | 2014-15 |
| 13. | Avinash Patidar | Constable in Rajasthan Police Dept., Rajasthan | 2014-15 |
| 14. | Azad Kumar Damor | 3 rd Grade Teacher in Govt. Secondary School | 2014-15 |
| 15. | Himmat Singh Rathore | Constable in Rajasthan Police Dept., Rajasthan | 2014-15 |
| 16. | Pawan Kumar Dhakar | Constable in Rajasthan Police Dept., Rajasthan | 2014-15 |

| | | | |
|-----|-----------------|--|---------|
| 17. | Prerana Meghwal | Entrepreneurship – Coaching Centre | 2014-15 |
| 18. | Rakesh Veerwal | Sub-Inspector in Rajasthan Police Dept., Rajasthan | 2014-15 |
| 19. | Suman Meena | Forest Guard in Rajasthan Forest Department | 2014-15 |
| 20. | Tilak Raj | Constable in Rajasthan Police Dept., Rajasthan | 2014-15 |
| 21. | Vikas Ninama | Cleared Pre-Patwari | 2014-15 |
| 22. | Nitin Roat | Cleared Pre-Patwari | 2014-15 |

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

The maximum placement opportunity to the B. Ed. qualified students is a job in the school or starting own tuition centre/school. The schools never prefer to participate in the job fair; rather they prefer advertising the post or fill up by direct contact. Secondly, major difficulty is the location choice of the students, majority of students prefer to get job in their home town as such they hardly approach the placement cell.

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

Most of the practice teaching schools are government owned as such they cannot hire directly. The private practice teaching schools get an opportunity to identify students suitable for placement in their school. Few such students have been placed every year, during the year 2013-14 two students of the college have been placed in same school.

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

One Placement and Counseling Officer has been appointed for the work, he has been provided an office and ICT facilities, including financial support. The college also organizes and participates in job placement fairs organized by the affiliating university & other colleges.

5.2 Student Support

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

The college prepares its almanac which includes the planning of year round activities keeping in view the university academic calendar and state government admission process.

The almanac is classified in three parts. These are – curricular activities, co-curricular activities and supplementary activities. The almanac is discussed in the meeting of faculty and thereafter in the orientation program with students. Thereafter the calendar is displayed on notice board & Smart Campus.

The provisions are kept for teaching learning process such as curriculum teaching, lesson planning, simulation lesson, block teaching etc. The provisions for Open Air Session are also made in the almanac.

The annual co-curriculum activities which find place in the annual calendar are cultural and sports week celebration, inter collegiate-Aishwarya Chal Vajayanti- poster, essay and debate competitions, extension lectures of prominent educationalist, annual prize distribution function, alumni meet and quarterly publication of our news letter '*Sankalp*' etc.

For organizing the activity the IQAC has developed a process initiated by the respective in-charges, which includes the detailed objectives, schedule as per calendar, reasons for re-scheduling if any, budget required etc. The activity is organized thereafter. On completion of the event feedback is received and kept on record for subsequent reference. The feedback is evaluated whether the objectives of the program have been fulfilled and corrective measures, if any, are taken care for future.

In order to achieve the objective of the curriculum efforts are centered at all-round development of the student.

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

The extensive uses of Smart Campus and ICT learning have been found very friendly by the physically challenged students. They are always given all required facilities and support, which could made it possible that one of our physically handicapped won the prize in singing competition in the year 2010-2011. For practice teaching the schools are selected which have facilities for such students. During the year 2013-14 & 2014-15 such students were allowed to give practice teaching in nearby schools, Pandit Khemraj Upper Primary School, Ayad, Udaipur about 200 m. from the college.

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

Yes, the college has a well established system of mentoring of the academics and other activities including school practice teaching.

The Daily Administrator monitors each & every class and activity and submit report to the Principal. Besides, college time table has a slot wherein the students are required to meet the mentors for any other information such as academic, co-curricular, university regulation etc. The mentors also support the students for organization of various programs and their participation in activities.

5.2.4 What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and monitoring of students?

The teachers are provided with the opportunities to attend the lectures delivered by eminent educationists of the town such as Dr. M. P. Sharma, Dr. A.B. Pathak, Dr. Q.A. Bohra etc. They also attend the various workshops and seminars to enhance their teaching skills. The teachers also get opportunities to organize seminars, group discussions, symposium, brainstorming sessions, creative activities, conference and other events.

Besides, the curriculum based time-table; provision has been made to keep two additional tutorial periods every week where the teachers interact with the small group. The periods are used for solving individual difficulties, preparing for lesson, sessional assignments etc.

In addition to the feedback taken by the IQAC and mentors, the teachers are also actively involved in taking feedback of the courses they teach and about the activities organized in the college. The feedback is analyzed by the IQAC and action taken.

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?

The college has its own website: www.attcudaiipur.org.in besides the Smart Campus through which all the information is posted. The website & Smart Campus are fully dynamic and updated regularly as it hosts day to day information about the college, activities, practice teaching, university circulars, student's performance etc.

The college has also its own Face book account which keeps one to one contact with the students & stakeholders.

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

During the orientation program at the beginning of the session the mentors assess each student and prepares the areas where additional teaching is required to bring them at par with the other students. This helps in bridging the knowledge gap.

On the basis of academic assignments and unit tests the subject teachers identify the reason and topics where students have not performed well. Many students are from tribal areas, they need all the time support during the session. As such the remedial classes are held, the practice has been introduced since 2011-12.

At the end of academic session one more opportunity is given to the students to suggest the topics on which they want additional teaching, which has been well received by the students.

The remedial classes for language deficiency are provided through Language Lab to those students who have problem in pronouncing and speaking in English or Hindi.

5.2.7 What specific teaching strategies are adopted for teaching (a) Advanced learners and (b) Slow Learners

Two sections each of 50 students are formed based on merit in PTET, keeping advance learners in section A and others in B. This helps in giving special attention to slow learners. The advanced learners are

given opportunity of teaching through PPT or other visuals, deputed for lessons in the renowned schools such as CPS, The Study and Seedling Public School. These students also interact with the experts visiting the college and present paper/attend the seminar, conference outside college.

The slow learners are given special tutorials, practical assignments, project & practical works and prepare small presentation on various topics. They also prepare and present a talk on some academic topic in the college and also a paper in seminar and workshop. This enhances their interest and potentialities. These are besides holding remedial classes and communication skill lab.

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

The college has a Guidance and Counseling Cell where the information about career planning, personality development, opportunities, placement etc. are available.

The cell also regularly prepares a report on the services provided to the students.

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 college has developed and implemented grievance redresser mechanism by forming a Grievance Committee under one of the senior faculty member, which has representation of students and female members.

The grievances related to the facilities such as physical, games, library classrooms etc. are resolved by the concerned authority and reported to the committee.

The grievances regarding academics are resolved by the committee but the students members are not invited to attend.

The Principal is the Appellant Authority.

The nature of grievances during last year includes issues related to practice and block teaching schools/timing, library, academic, etc which were resolved to the satisfaction of complainant.

The students can submit the grievances in the box provided in the library, to mentor or in person to any authority of the college.

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

At all the stages the students are monitored for their academic and other activities through the mentor, teacher in tutorials and by the schools where they are assigned block teaching. The academic performance of the student is regularly assessed through tests, assignment, terminal examinations conducted before university examinations. They are advised for improvement by the teachers and mentors.

All the phases of Practice teaching, sessional works and practicum are assessed by the respective in-charges.

The complete record of student is maintained in the Performa devised by the college.

The students are kept well aware of their progress & performance round the year and also advised to take remedial measures to improve.

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

To ensure the student's competency in practice teaching and pre-practice teaching preparation college conducted the following programmes:

A. Pre-Practice Preparation-

- The students are taught about lesson planning and preparing the teaching material through organization of pre teaching workshop.
- Organizing micro teaching activities for 5 major skills like- Introduction, questioning, explanation, stimulus variation and use of chalk board in simulated situation.
- The demonstration lessons are also given by the faculty members in simulated situation.
- The preparation of models, visuals and use of ICT in classroom teaching are also explained.
- To assess the knowledge acquired by the students they are required to deliver lessons in the college under simulated

situation. In addition the student prepares the lesson and discuss with the subject teacher before delivery in the school.

- The performance of the students is evaluated and feedback provided by the experts, whether the student is fully prepared for practice teaching.

B. Practice Teaching

- Before starting school teaching, the student observes the teaching in the school for a week.
- Every student has to teach assigned number of lessons in both the subjects. These lessons are organized in 5 practicing schools in real classroom situation.
- One supervisor (mentor) on about 20 students is appointed for supervision of the lesson of the student during the practice teaching programme organized in practicing schools.
- The Principal of the school and subject teacher also supervise during practice teaching.
- The students are observed by peer group and they are provided with feedback during the teaching and observed for follow up.

The university conducts the external examination on school internship in both years.

5.3 Student Activities

5.3.1 Does the institution have an Alumni Association? If yes,

- List the current office bearers**
- Give the year of the last election**
- List Alumni Association activities of last two years.**
- Give details of the top ten alumni occupying prominent position.**
- Give details on the contribution of alumni to the growth and development of the institution.**

Yes, College has its Alumni Association with its constitution & by-laws.

According to the constitution election to the post of President and Secretary are held every two years. The other office bearers are nominated or are ex-officio members.

The Last meeting of the Alumni Association held on 16th February 2016 on the occasion of annual function 2015-16. The Executive was reorganized during 2016-2017.

The current office bearers of the current Executive are:

| S. No. | Name | Post |
|--------|---------------------------------|----------------|
| 1. | Shri Vishvender Singh Niderwala | President |
| 2. | Ms Ashwini Chouhan | Vice President |
| 3. | Ms Madhubala (F) | Secretary |
| 4. | Dr. Laxmi Narayan (F) | Treasurer |
| 5. | Ms Siji Simon (F) | Member |
| 6. | Ms Ankita Kothari | Member |

Alumni Association conducts one annual meeting on the occasion of annual function of the students of current batch. During alumni meet, alumnae talk to students, share their experiences, help and give feedback to them and the college. Most of our alumnae are placed in government as well as private institutions.

The alumni association has instituted a best student award on all round performance during the year 2014-15, for which the association has deposited Rs. 5000/- as corpus fund.

The association has donated books worth Rs. 10000/- to the library during year 2014-15.



The ten top alumnae are:

01. Mr. Vishvendra Singh Needarwal (2012-13), MD, Own School
02. Mr. Suresh Kumar Sharma (2014-15), MD, own school
03. Mr. Satpal Singh (2007-08), Sainik School, Chittorgarh.
04. Mr. Nitin Roat (2014-15), Own Coaching Centre, Udaipur
05. Ms. Shainili Choudhary (2014-15), Pidilite Hobby Classes
06. Mr. Ritesh Chahar (2011-12), Own Coaching Centre, Udaipur
07. Mr. Dharmendra Singh (2007-08), Kendriya Vidhyalaya
08. Ms. Monika Jain (2009-10), Government School, Udaipur

09. Ms. Deepika Jain (2009-10), Government School, Udaipur
10. Mrs. Santosh Upadhyay (2007-08), Vidhya Bhawan G.S.T.T. College, Udaipur

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 participation of students in extra & co curricular activities is mandatory and is ensured through the formation of four societies. The students can participate in any activity of choice during the sports week, cultural week, open air and annual function at the college level.

For participation in academic activities provisions have been made in the time-table keeping two regular periods for cultural, literary, library and creative activities.

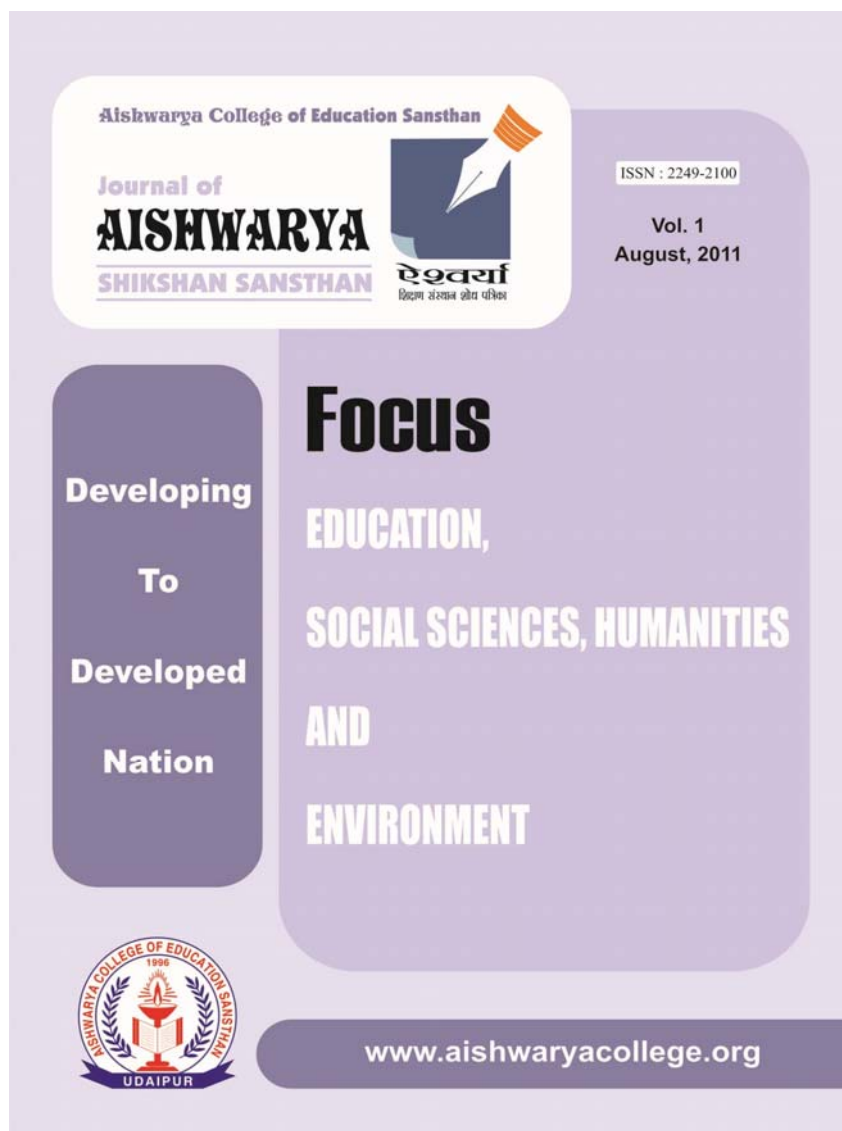
The students can avail round the year the games facilities available in the college. The students also participate in inter-collegiate competition organized by the affiliating university. They can also represent the university, on selection, in Inter Zone University competition. The following students attended intercollegiate meets and received awards during last three years or won medal at the university level:

- 2014-15 - Nitin Roat, Vivek, Ashwini (Dance and Debate)
2015-16 - Participation in Group song in Railway Training Institution
Swati Damor in solo song in My FM 94.3 Campus Jung,
Nadim Hussain in EPF Debate
Participated in Intercollegiate Chal Vajayanti Debate and in university cultural festival- Sargam



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

The college publishes an annual journal named as “Aishwarya Shikshan Sansthan” ISSN No.: 2249–2100 where the students and teachers from any college / university can publish their papers. The



papers published during previous years are:

| S. No. | Student Name | Topics | Name of Journal |
|--------|---------------------|---|---|
| 01. | Rohit Upadhyay | Use of information and communication technology in Education: Impact and challenges | Journal of Aishwarya Shikshan Sansthan Vol. 4, August 2014 |
| 02. | Nitin Roat | Child Abuse | Attended & Presented paper in National Seminar on Innovation in Education by Technology in Management of Innovation & technological changes: A global prospective on 21-22 Nov., 2014 |
| 03. | Vinod Kumar Patidar | Health Care | Attended & presented paper in VII National Conference on “Emerging Trends in Industry, Education and Modern Society(ETIEMS-2015) on 27-28 November,2015 |
| 04. | Alifiya Khan | Tourism | |
| 05. | Pooja Suthar | Digital India | |
| 06. | Swati Damor | Dance – An Art | |
| 07. | Sandhya | Biometric and their current & future uses in Education | |

The college also brings out a quarterly news letter named ‘*Sankalp*’. The students and faculty members contribute their articles and creative writings in this newsletter. The previous published article’s list is given below:

| क्र. सं. | विद्यार्थी का नाम | कहानी / कविता / प्रसंग का नाम |
|--|----------------------|--|
| 2011-12 / अंक 01 (सितम्बर से नवम्बर 2011) एक सच्चा शिक्षाकर्म | | |
| 1 | मोहित भट्ट | चेतना |
| 2 | तेजाराम मेघवाल | देश की शान |
| 3 | केशाराम | चरित्र के लिए शिक्षा ही सच्चा शिक्षाकर्म |
| 4 | भारती चौहान | सच्चा शिक्षाकर्म : जीवन जीने की शिक्षा |
| 5 | रोशन लाल खटीक | प्रेरणा कविता |
| 6 | अजय प्रजापत | सच्चा शिक्षा कर्म |
| 7 | हुसैना मंसूरी | शिक्षा एक माध्यम है –सही जीने की राह दिखाने का |
| 8 | हेमन्त देवड़ा | सच्चा शिक्षा कर्म |
| 9 | भावना भोई | भारतीय आधुनिक शिक्षा के बदलते आयाम |
| 10 | भरत सिंह चारण | शिखा से अपेक्षा |
| 11 | अशोक कुमार मीना | योग शिक्षा की विश्व को देन |
| 12 | महिपाल सिंह चारण | अनुवाद की भाषा बन कर रह गई है हिन्दी |
| 13 | अनिता चौहान | शिक्षा का सच्चा स्वरूप |
| 14 | लोकेश कुमार | सच्चा शिक्षा कर्म |
| 15 | भरत लाल डामोर | असंभव कुछ भी नहीं |
| 16 | देनू कुमारी मीणा | और राजू प्रथम आया |
| 17 | लोगर लाल मीणा | सच्चा शिक्षा कर्म |
| 18 | भावना भोई | जीवन क्या है ? |
| 2011-12 / अंक 02 (दिसम्बर-2011 से फरवरी 2012) सृजनात्मकता | | |
| 1 | प्रदीप सिंह यादव | ध्यान रखने योग्य बातें |
| 2 | रविन्द्र सिंह राठौड़ | माँ |
| 3 | सुरेश कुमार कलाल | बी. एड. करते –करते |
| 4 | राणा राम देवासी | राजस्थान का जीवन |
| 5 | नूतन सालवी | सृजन |
| 6 | रितेश सिंह चाहर | सफलता के सूत्र |
| 7 | रोशन सिंह | मनुष्य के कर्म |

| | | |
|--|-----------------------|------------------------------------|
| 8 | रोशन लाल खटीक | काश ! हम मिनिस्टर होते |
| 9 | विनोद कुमार दवे | मास्टरजी |
| 10 | राहुल | आज का विद्यार्थी |
| 11 | भरत लाल डामोर | चंद अशरार बिखरे हुए |
| 12 | तेजा राम मेघवाल | अरावली V/S ऐश्वर्या |
| 13 | भुवनेश पाटीदार | The Creation of animals |
| 2011-12 /अंक 03 (मार्च से मई 2012) | | |
| 1 | चेताराम चौहान | स्वप्न |
| 2 | फरहा नाज | सृजनशीलता को प्रोत्साहन |
| 3 | महिपाल राजपुरोहित | सरहद से जब पत्र आता है |
| 4 | निर्मल मेघवाल | कभी –कभी दिल चाहता है। |
| 5 | सुशीला कुलमी | इन्सान |
| 6 | गोविन्द गर्ग | सच्चा वीर बना दे माँ |
| 7 | विनोद सालवी | मेरे सपनों का कॉलेज –ऐश्वर्या |
| 8 | सुरेश मेघवाल | आज का परिदृश्य |
| 9 | विनोद कुमार भाटी | शिक्षक का महत्व |
| 10 | लीलाधर गोयल | माँ |
| 11 | लोकेश मापारे | एक बार लौट आओ |
| 12 | राजेन्द्र कुमार सुथार | माँ का दर्द |
| 13 | कमला मेघवाल | हमारा प्रिय महाविद्यालय – ऐश्वर्या |
| 14 | मनीष कुमार सुथार | वक्त नहीं |
| 2012-13 /अंक 01 (अगस्त से अक्टूबर 2012) | | |
| 1 | चन्दा यादव | मानव कहलाना अक्षम्य है । |
| 2 | गोविन्द लाल माली | मौसम |
| 3 | महेन्द्र सिंह राठौड़ | न जाने कब कैसे सब कुछ बदल गया |
| 4 | नन्द किशोर धाकड़ | दिल की तमन्ना |
| 5 | विक्रम सिंह राठौड़ | एक कविता माँ के नाम |
| 6 | सुरेश कुमार मीणा | बात बनें |
| 7 | भागीरथ सिंह थुम्बा | कामयाबी की राह |
| 8 | रीना रेगर | कन्या भ्रूण हत्यारा – महा हत्यारा |
| 9 | किरण कुमावत | इंसान |
| 10 | उदय राम जाट | चींटी के जीवन से ले प्रेरणा |

| | | |
|---|---|--------------------------------------|
| 11 | शबनम खान | प्रेरक विचार |
| 12 | विश्वेन्द्र सिंह नीदरवाल | मजबूरी और लाचारी |
| 13 | स्वाती जोशी | Do you want to be an - ACHIEVER then |
| 14 | नितेश वैष्णव | विजय मिली विश्राम न समझों |
| 15 | मनोज कुमार धाकड़ | मंहगाई व पत्नी |
| 16 | पारस डाँगी | माँ |
| 17 | दलपत सिंह देवड़ा | आत्म विश्वास |
| 18 | दिनेश मेघवाल | शिक्षक |
| 2012-13 /अंक 02 (नवम्बर 2012 से जनवरी 2013) हमारी सांस्कृतिक विरासत एवं शिक्षा | | |
| 1 | दिनेश मेघवाल | महाभारत से सबक |
| 2 | राजेश चौधरी | पर्यावरण से सुरक्षा |
| 3 | भूपेन्द्र सिंह चौहान | संस्कृति |
| 4 | किशन लाल राणा | आँखों में क्या है ? |
| 5 | रमेश प्रजापति | लाल किले पर अमर तिरंगा |
| 6 | महेन्द्र कुमार सालवी | महाराणा प्रताप |
| 7 | सूरज सिंह राठौड़ | भारत का भविष्य.... |
| 8 | देवा राम मेघवाल | वो गुजरा जमाना |
| 9 | भागीरथ सिंह राठौड़ थुम्बा | हारें हुए प्यादों को |
| 10 | दिनेश चन्द्र रोट | हमारी संस्कृति |
| 11 | प्रहलाद सिंह राव | FORTS GLORY OF DAST ! |
| 12 | खेमराज माली | नदी की धारा |
| 13 | राम लाल कड़ेच | भारत माँ |
| 14 | महेन्द्र राणा | संस्कार |
| 15 | विश्वेन्द्र सिंह नीदरवाल (छात्र संघ अध्यक्ष) | मर्द जात |
| 16 | शाहिद हुसैन अंसारी | नगमें |

| | | |
|---|----------------------|----------------|
| 2012-13 /अंक 03 (फरवरी से अप्रैल – 2013) मुस्काता जीवन | | |
| 1 | भूपेन्द्र सिंह चौहान | हे मानव ! |
| 2 | किशन लाल राणा | चुनावी क्रिकेट |
| 3 | गोविन्द लाल माली | मंहगाई की मार |

| | | |
|---|---|---|
| 4 | चुननी लाल भार्गव | भारत माता |
| 5 | देवा राम मेघवाल | सुनहरें दिन |
| 6 | विश्वेन्द्र सिंह नीदरवाल (छात्र संघ अध्यक्ष) | नेता का बेटा |
| 7 | उदय राम जाट | मुस्कुराता जीवन |
| 8 | राजेन्द्र कुमार | मुस्कान |
| 9 | दिनेश मेघवाल | न जाने क्यों मुस्मुराते हैं हम ! |
| 10 | सादिक खान | गज़ल |
| 11 | तामल तँवर | प्यार (LOVE) |
| 12 | दिनेश चन्द्र रोट | सूरज का डूबना |
| 13 | प्रकाश शर्मा | मैं कवि नहीं |
| 14 | शिव शंकर जोशी | मानव कितना विचित्र है ? |
| 15 | सुरेश कुमार मीणा | सपनों की सेज |
| 16 | सूरज सिंह राठौड़ | जलाऊ हँसकर जीवन दीप |
| 17 | महेन्द्र सिंह राठौड़ | सुविचार— जीवन का मंत्र |
| 2013–14 / अंक 01 (सितम्बर – 2013) | | |
| 1 | रजनी साहू | माँ |
| 2 | नीतू बैरवा | एक बेटी की पुकार |
| 3 | हिना पालीवाल | मेरे जीवन की कल्पनाएँ |
| 4 | सुशील कुमार मीणा | गुनहगार |
| 5 | विगेश कुमार | स्मृतियाँ |
| 6 | साँवर मल उपाध्याय | मेरी पहचान |
| 7 | चन्दा यादव | शिक्षार्थी से शिक्षक तक हमारी आशा |
| 8 | हेमलता मेघवाल | हमारा ऐश्वर्या कॉलेज |
| 9 | स्वाती जोशी | अनकही : इक दास्तान |
| 2014–15 | | |
| 1 | गजेन्द्र भट्ट | अंतरिक्ष में मनुष्य का सफर |
| 2 | चन्द्रप्रभा सालवी | हिन्दी भाषा के संरक्षण व विकास से ही राष्ट्रोत्थान सम्भव। |
| 3 | मूला राम | वो चिड़िया जो |
| 4 | लक्की चुण्डावत | हे प्यारे राजस्थान "तुझे शत-शत नमन" |
| 5 | रोहित उपाध्याय | कदम मिलाकर चलना होगा। |

| 2015 – 16 | | |
|-----------|-------------------|-------------------------|
| 1 | दिव्या दवे | नारी शक्ति –कविता |
| 2 | अलेफिया | माँ क्या मैं अभिशाप हूँ |
| 3 | चेतना माली | मैं भी जीना चाहती हूँ |
| 4 | दिव्या दवे | आधुनिक नारी |
| 5 | कमिनि चौधरी | नारी व समाज |
| 6 | केसर सिंह | नारी तू अबला नहीं है । |
| 7 | महिपाल बामनिया | नौकरी पेशा नारी |
| 8 | प्रीति शर्मा | मैं एक गृहिणी हूँ |
| 2016 – 17 | | |
| 1 | अनिता गवारिया | भारतीय उत्सव |
| 2 | चेतना कुमारी मीणा | जीवन में उत्सव का महत्व |
| 3 | कल्पेश तेली | कविता –दिवाली |
| 4 | लोकेश कुमार खत्री | उत्सवों का बदलता स्वरूप |
| 5 | राधेश्याम रेगर | उत्सव व खर्चा |
| 6 | रवीना वैरागी | मौज –मस्ती और उत्सव |
| 7 | शुभ्रा भट्टाचार्य | बंगाल में दुर्गा पूजा |
| 8 | किरण रेगर | दिवाली क्यों मनाएँ |

The students are required to bring out a wall paper every fortnight highlighting the academic, social, cultural and other news.

The information about the college activities are also published in the year book “Reflection” brought out by the society every year.

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

Yes, there is a student council in the college known as Central Students Council, with approved constitution.

According to the constitution adopted in the year 2015-16 (with two years programme) the council consists of elected representative of all the societies of the college. The office bearers are elected from among these representatives by all the students through voting for one year.

The council is actively involved in all co-curricular and extra-curricular activities in the college. Besides the council members the committees formed for activities includes the teachers and other students. The seminar, conference and workshop are also organized with the support of council members & students. Each student contribute Rs. 50/- towards the activities of council besides budgetary support of Rs. 25000/- by the college.

5.3.5. Give details of the various bodies and their activities (academic and administrative), which have student representation on it?

The activities in the college are run through various committees/cells which have representation of staff and the students. These bodies have organized several extension activities, as per their objectives, which are:

| Name of Body | Objectives | Nature |
|--|---|------------------------------------|
| Women and Sexual harassment Cell | To cater to the problems and grievances of women in the institution and to sensitize the women students of the Institute about their individual growth like nutrition, health, hygiene and sanitation. | Extension and Administrative |
| Environment Education Cell | To plan and implement environment related activities. | Extension and Academic |
| Human Rights Cell | To act as the focal point for Human Rights practices. | Extension and Administrative |
| Library Advisory Committee (Cell) | To monitor library activities, procurement of books and frame library rules. | Administrative & financial |
| ICT Advisory Committee | To enable the College to provide an inspirational learning experience for students and to provide staff with access to a managed technology venture, allowing the effective teaching and administrative process of the Institute. | Extension and Academic & financial |
| Student Council | To involve the students in organization of activities, provide psycho-social counseling to the students. | Extension and Academic & financial |

| | | |
|---|--|----------------------------|
| Grievance Redressal Cell | To develop a responsive and accountable attitude among all the stakeholders in order to maintain a harmonious educational atmosphere in the institute. | Administrative |
| R & D Advisory Committee | To promote quality Research so that the institute will stand as an institute with strong emphasis on research and teaching and encourage publication of papers. | Administrative & financial |
| Institutional Social Responsibility Cell | To prepare code of conduct, ethics values etc. and inculcate among the students and faculty. | Extension and Academic |
| Counseling and Placement Cell | To guide the students and provide them opportunities for the various competitive opportunities available to the students after completing B. Ed. The students have already graduate degree as such they can appear in the various examinations or face interviews. | Administrative & financial |
| Alumni Association of Aishwarya College of Education Sansthan (AAACES) | To establish and maintained linkages of all ex students with the Alma matter and ensure their active participation in growth of institution and academics. | Academic |

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 college gets the feedback about the course and the teachers from the students as per NCTE norms; the IQAC analyzes it and take suitable action. The mechanism of seeking feedback & advice from the other stakeholders such as employers and parents are also in practice. The Parents Teachers Meetings (PTM) are also arranged to get their feedback. The employers are occasionally contacted to get their feedback about the graduates of the college.

There is a practice to make analysis of the suggestion and initiate suitable measures. The students while leaving the college fill up a

Performa about overall assessment of the college and also give suggestion for its growth & development. The feedbacks are discussed by the management.

5.4 Best practices in Student Support and Progression

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

- Holding of Pre Teaching preparation through organization of workshop, hands on training on use of preparation of models & visuals, use of ICT and further improvement through simulated practice and experts comments.
- Organizing the activities through Study Circle where the students and teachers deliberate on some academic topics to enhance the knowledge of the students. The experts attending the study circle talk on the issue and give their comments.
- The activities in the college are managed by involvement of the students and their participation through the four societies. This ensures involvement of all students through small groups thereafter at the higher levels. This also leads to formation of Central Students Council through election. The centralized activities management system has been found very useful and interactive.
- The feedback systems developed for various activities during end of the year ensures the full satisfaction of the students in academics, skill development and overall growth.
- Conducting the motivational & coaching of the students to face various competitive examinations for placement such as REET, CTET, Admission to M.Ed., S.I., Patwari, Bank P.O. etc.

6.1 Institutional Vision and Leadership

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

The main purpose of the setting up of the college was to provide an opportunity to the youths, keeping rural & tribal belt of the region in view, to become quality & moral education provider and college has worked on it. This are also reflected in the objectives, vision & mission of the college.

Besides the vision and mission of the society, the college has its own statements to achieve the purpose, objectives, goals & values of the setting up of this college.

The vision & mission of the college are discussed with the students, faculty, alumni and management before adoption. The vision, mission, goal, values, objective & course outcome were revised n the year 2014-15 with introduction of two years B.Ed. program.

VISION

To shape a teacher architect to prepare the nation for better and higher quality of life through academics.

MISSION

- To evolve as a world class Institution providing highest standards of value based learning and education.
- To contribute new dimensions to the world of education to empower the youth to assume leadership.
- To develop critical thinkers, who can contribute to the national integration and creating a learning society.
- To enhance professionalism, humanism and social responsibility through quality education aimed at complete development of student.
- To promote education that would be secular, liberal and progressive in outlook and enhance respect for pluralistic and multi-cultural ideals. Endeavor to stretch the intellectual and creative capacity of the youth.
- To inculcate qualities of discipline, hard-work, team-spirit, scientific temper and love for learning for overall development of the youth

OBJECTIVES OF THE COURSE

1. To develop competence to teach subjects of their specialization on the basis of an adequate theory of learning and a sound knowledge of the subjects.
2. To develop interest, attitude and knowledge which will enable them (i) to foster the all-round growth and development of children under their care and (ii) to provide guidance to individual pupils?
3. To develop an understanding of the aims and objectives of education in the Indian background and to promote an awareness of the role of the school and the teacher in realizing these aims and ideals.
4. To develop an understanding of the close relationship between societies and the school, between life and school work.
5. To become self-regulated learners; develop professional commitment and work as responsible professionals.
6. To make them comfortable with content and pedagogical effective use and utilization of ICT.
7. To enable them to critically analyze the various evaluation tools to serve CCE.
8. To reflect on teacher practices and interface with societal resources
9. To build up professional consciousness.

VALUES

The values prevalent in our working environment are expressed by:-

- Academic excellence and integrity.
- Outstanding teaching and service.
- Innovation in every area and recognition of the innovative efforts of faculty members as well as student teachers.
- Strong commitment to the Vision, Mission and Goals of the Institution. Mistakes help us to do better next time but never discourage.
- Individual and collective excellence.
- Creating and encouraging the democratic environment so that everyone works with an inner drive.
- Striving complete professional attitude among our budding teachers.
- Democratic ideals regarding our dealing with our students, our stakeholders and our resources.
- Scholarly research and professional leadership.
- Integration of teaching, research, and service.

LEARNING OUTCOMES

1. Competence to teach effectively two school subjects at the secondary/senior secondary level.
2. Ability to translate broad objectives of secondary/senior secondary education in terms of specific programmes and activities in relation to the curriculum.
3. Ability to understand children's needs, motives, growth pattern and the process of learning to stimulate learning and creative thinking to foster growth and development.
4. Ability to use (a) individualized instruction and (b) dynamic methods in large classes.
5. Ability to examine pupil's progress and effectiveness of their own teaching through the use of proper evaluation techniques.
6. Use of Equipment for diagnosing pupil's difficulties and deficiencies in achievement and dealing with them through remedial work.
7. Readiness to spot talented and gifted children and capacity to meet their needs.
8. Ability to cater to the need of children with special needs.
9. Ability to organize various school programmes, activities for pupils.
10. Ability to provide guidance in educational, personal and vocational matters.
11. Ability to assess the all round development of pupils and to maintain a cumulative record.
12. Development of certain practical skills such as: (a) Black board work (b) Preparing improvised apparatus (c) Preparing teaching aids
13. Developing professional competence.
14. Readiness to participate in activities of professional organizations.

The vision & mission statements are widely publicized at prominent places in the college, library, year book, publications and website and shared with the stakeholder.

6.1.2 Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?

The mission statement centered to achieve the vision of the college. The objectives are broad and incorporate the training requirement of the students to serve the education sector and the society. The statements provide an opportunity to the students to learn the ethics & values, latest technologies and future scientific developments prevailing in the society.

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

The management is actively involved in planning the activities and get brief from the Principal and IQAC regularly. Besides giving suggestions in the Executive Committee meetings the Principal presents the college report highlighting the academic & other activities. The executive has provided full powers to the Principal including finance & administrative.

The functioning of the college is looked after by the various cells / committees which work under the leadership of senior faculty and report to the Principal / Group Director or Management. The committees have on it the representation from students and faculty. The Board of Management is the Executive Committee of the society, which meets frequently where the Principal is also invited.

Thus the top Management of the society is fully committed to render physical, moral and financial support required for achieving the goals and objectives and play leadership role and involvement for effective and efficient transaction of teaching and learning processes in accordance to the Vision and Mission of the College.

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

Each working committee has been given the defined task, through scope of the committee, plan of activities and working methodology.

The duties and responsibilities regarding the academic and co-curricular activities to be organized during the session are also discussed in the staff meeting in the beginning of the session. The committee reports the actions taken to the Principal & IQAC through the Performa developed.

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

The management is apprised of the information regarding the academic, activities, feedback from the students, visiting parent's views, financial progress etc. through the communication or presentation of the report by the Principal in the Executive Committee meetings. The executive members are always invited and they attend the various activities in the college to get first hand information. The IQAC also frequently gives the feed back to the management.

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

The vision & mission statements are discussed in the staff meeting in the beginning of the session every year vis-a-vis the achievement during the previous year. The activities reports submitted by the In-Charges have a provision of identified barriers and suggestion for the future. Keeping in view the barriers reported, the future activities are planned to avoid any problem. The students and alumnae also give their feedback on the achievement of these statements.

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 has adopted decentralized approach on organization of the activities, which are accomplished through various committees having active participation and involvement of the staff. They are free to take any decision for effective implementation of the assigned task. The decision taken by the staff members are also reflected in the report submitted to IQAC.

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

The college Principal is the administrative head with full powers and actively involved and provides academic leadership to prepare energetic, versatile and dynamic teachers. The Principal encourages and stimulates everyone to work enthusiastically and be a role model.

For effective governance and involvement of the students and faculty, in-house workshops and meetings are conducted where the teachers and students can freely give suggestions and present innovative ideas. With the introduction of two years curriculum, during 2015-16, a weeklong FDP was conducted on the new course named *Drama and Art in Education*.

For academic monitoring of the college the Principal gets report from Daily Administrator (DA) on the progress of the implementation of the curriculum and status of course coverage as per milestone.

The Executive Committee approves the annual budget of the college proposed by the Principal, who has been delegated full powers to incur the expenditure as per budgetary provisions. For special requirement the Executive Committee provides additional funds.

6.2 Organizational Arrangements

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

College Management Committee: The College has constituted College Management Committee as per policy of the state government comprising of teachers, students, alumni, academicians and representatives of the society. The committee for the year 2016-17 is as given below:

| ACES B.Ed. Course | | |
|-------------------|-------------------------------------|-------------------------------|
| 1. | Chairman | Dr. A. N. Mathur |
| 2. | Ex Officio-Principal | Dr. Rashmi Mathur |
| 3. | Society Nominee | Shri Laxmi Lal Tak |
| 4. | Faculty Members | Dr. Q. A. Bohra |
| 5. | Academician | Dr. D. S. Chundawat |
| 6. | Academician | Dr. M. P. Sharma |
| 7. | Academician (University Nominee) | Dr. P. R. Vyas |
| 8. | Donors & others | Shri Nana Lal Vaya |
| 9. | Donors & others | Ms. Raksha Sharma |
| 10. | Donors & others | Shri Naval Ram |
| 11. | Donors & others | Ms. Reena |
| 12. | Donors & others | Ms. Monica Bhadviya |
| 13. | Donors & others | Ms. Lovely Bhati |
| 14. | Student's Parents | Shri Subir Kumar Bhattacharya |
| 15. | Ex Student | Shri Suresh Sharma |

The committee meets minimum once in the year.

IQA Cell: The cell is directly responsible for planning and quality assurance of the college and report to the management of the society.

College Staff Committee: The College has staff Committee which meets frequently to discuss day to day issues.

The decisions taken by above committees during the years are listed below:

| | |
|------------------------------|---|
| College Management Committee | Discusses and approves curricular and co-curricular activities, annual plan, college building at new campus, annual budget, and review of the year round activities. |
| IQA Cell | Recommended introduction of four societies for student's activities and Central Council. Ensured timely, efficient and progressive performance of academic, administrative and financial tasks. Suggested and introduced optimization and integration of modern methods of teaching, learning and evaluation. Ensuring the adequacy, maintenance and functioning of the support structure. |

| | |
|-------------------------|---|
| College Staff Committee | Assignment of duties for orientation and mentors, cell and activities in charges, verification of documents, orientation for two years B. Ed. course, planning for NAAC accreditation, requirement of use of ICT in teaching, maintaining records such as mile stones, master file, assignment, internal etc. Organization of activities, placement talks, state level workshop & FDP, Revised Blooms Technology, Principal's Walk peeth on two years curriculum, extension talks. Planning for the open air and chal Vajeyanti, internship & final lesson. |
|-------------------------|---|

Besides above the activities are organized through various cells and committees constituted by the Principal, which has also taken several decisions during previous years, listed below:

| Name of committee | Term of reference | Meetings held during last year | Important reported items |
|-----------------------------------|--|--------------------------------|---|
| Women and Sexual harassment Cell | To cater to the problems and grievances of women in the college and to sensitize the women students of the Institute about their individual growth like nutrition, health, hygiene and sanitation. | 16.01.2016 17-10-2016 | To organize women day on 8 th March 2016. Conducted lecture on Women & Health on 17 September 2016. To Hold talks on gender sensitive and health and hygiene |
| Environment Education Cell | To plan and implement environment related activities. | 20.01.2016 | To celebrate science day on 28 th Feb., and organized environment related activities. |
| Human Rights Cell | To act as the focal point for Human Rights practices. | 18.11.2015 | Plan to organize talk / seminar on National Consumer Day. |
| Library Advisory Committee (Cell) | To monitor library activities, procurement of a books and frame library rules. | 18.11.2015 | Finalized the list of books to procure for two years program. |
| ICT Advisory Committee | To enable the College to provide an inspirational learning | 22.02.2016 | Arrange special classes for ICT, providing Internet |

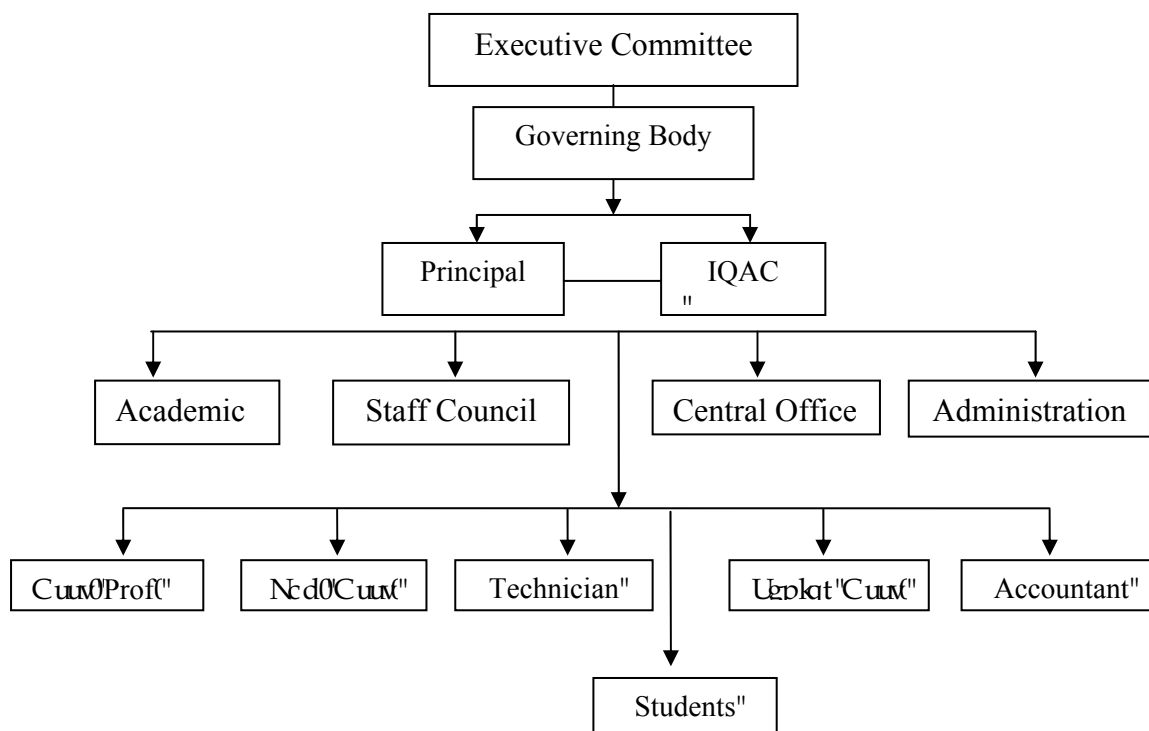
| | | | |
|--|--|--------------------------|---|
| | experience for students and to provide staff with access to a managed technology venture, allowing the effective teaching and administrative process of the Institute. | | ID & password to every students and preparation of PPT. |
| Student Council | To involve the students in organization of activities, provide psycho-social counseling to the students. | Meets regularly | Organized annual function (16.02.16), Chal-Vaijayanti (17-19 March 2016). |
| Grievance Redressal Cell | To develop a responsive and accountable attitude among all the stakeholders in order to maintain a harmonious educational atmosphere in the institute. | Meets regularly. | Resolved the grievances of the students on practice teaching, change of school, organized separate sports activities. |
| R & D Advisory Committee | To promote quality Research so that the institute will stand as an institute with strong emphasis on research and teaching and encourage publication of papers. | 05.11.2015 | Proposed to organize national conference during 27-28 Nov., 2015. Invite articles for JASS. |
| Institutional Social Responsibility Cell | To prepare code of conduct, ethics values etc. and inculcate among the students and faculty. | 26.10.2015 | During orientation the students be explained the rules, ethics, values. |
| Counseling and Placement Cell | To guide the students and provide them opportunities for the various competitive opportunities available to the students after completing B. Ed. The students have already graduate degree as such they can appear in the various examinations or face interviews. | 16.11.2015 27.01.2016 | Planned to participating job fair to be conduct by MLSU. Holding classes for preparing competitive examinations. |

| | | | |
|--|--|------------|---|
| Alumni Association of Aishwarya College of Education Sansthan (AAACES) | To establish and maintained linkages of all ex students with the Alma matter and ensure their active participation in growth of college and academics. | 16.02.2016 | Appraised about running of two years B.Ed. program and discussed the suggestions on practice teaching to be done in government schools to avoid shortage of teachers. |
|--|--|------------|---|

Thus IQAC takes the initiative regarding the development of self expression, value inculcation and social sensitivity among the students.

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

The Principal coordinates and monitors all the activities of the college with the help of various committees and faculty members. This ensures the smooth and democratic functioning of the college. The Executive Committee provides necessary directions to the Principal, if required. The accounts of the college are maintained in the Central Office. The structure of the organization is as below:



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

The Principal of the college enjoys full administrative, financial & academic powers. The working of the college is managed through various Committees and Daily Administrator who work independently and reports to the Principal. The following procedure has been adopted for day to day working of the college which ensures the smooth and democratic functioning:

1. The Principal provides guidance and leadership.
2. The programmes are chalked out in consultation with the faculty and concerned committees/cells.
3. Faculty in charge of each laboratory has freedom to list priorities in procuring stocks.
4. Implementation of all academic programmes is discussed with faculty.
5. Budget allotments are made after getting proposals and discussions with faculty.

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

The college has active liaison with stakeholders, alumnae, state education departments and practice teaching schools. The college has linkages with Block Education Officers, who allots the schools for practice teaching. The BEO has earlier requested for deputation of students in other schools to teach a subject. The college has deputed faculty and students for makeup teaching in nearby schools as per needs. This collaboration ensures the quality education to the students and also the schools.

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

The IQAC analyses the feedback obtained from various stakeholders. The feedback obtained during practice teaching are analyzed and shared with the students for improving their performance. The students also give feedback on the activities and actions are taken, if required. The students at the time of leaving the college also give feedback which is critically analyzed and evaluated for further decision making & doing needful.

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

The faculties are allowed to avail the facilities of University Central Library and also visit to the leading education institution of town such as Vidhya Bhawan G.S. Teachers Training College, Lokmanya Teachers Training College.

The college organized a FDP for the faculty in the newly introduced course on *Art and Drama in Education*.

Dr. Rashi Mathur, Ms Monika Bhadviya, Dr. Laxmi Narayan and Dr. Bhavika Jain have attended FDP organized by MLS University during September-December 2016.

The teachers are free to use the internet facilities for downloading lectures from open source learning. Periodically discussions are organized on current topics related to education where the teachers and students share their knowledge. The Expert's talks are also organized regularly.

The teachers willing to acquire higher degree are provided relaxation in timing and also allowed to visit national libraries for consultation. During the year 2015-16 one teacher has been granted study leave to complete the course work for Ph. D.

The teachers performing well are appropriately rewarded on several occasions.

The college organizes at least one national level conference, seminar or symposium every year where all faculty members actively participate and present the papers. They are also supported to attend such meetings in other institutions and are provided sponsorship.

6.3 Strategy Development and Deployment

6.3.1 Has the institution an MIS (Management Information System) in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?

The college has Smart Campus with MIS. The activities are monitored through DA who collects all information regarding academics and submit to the Principal for taking further necessary actions. The

information includes the course coverage, attendance, assignments, performance in internal tests, administrative matters etc. and uploaded on Smart Campus.

The various cells also submit reports, on the activities they have organized, to the Principal for further action or IQAC record.

The teachers are closely monitored for their performance and these are reflected in their APR.

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

The human resources are provided as per the mandatory requirement of NCTE. Besides, additional human resources are provided to support various activities and infrastructure; these include office assistant, driver, electrician, computer operator etc.

The resource based annual budget of the college is prepared by the Principal and approved by the Executive Committee. The budget is worked out in view of the fee collected & action plan required for meeting the academic goals. The management provides additional funds on need based demands.

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

The number & cadre of the teachers are decided as per NCTE guidelines and selected by the Selection Committees constituted as per affiliating university rules, having representation of experts / members nominated by the Vice Chancellor. The teachers are assigned the various tasks to fulfill the vision and mission. The college conducts teaching learning, training programmes, curricular and co-curricular activities, seminars, conferences, workshops etc. for which these resources are assigned. To support organization of the events and the implementation of the mission and goals the management provides support.

The financial resources are provided out of the fee collected from students and additional support from management, which are enough in view of the adopted mission & objectives.

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

The college academic plan is prepared during the staff meeting conducted at the beginning of the session. The Almanac is also discussed with the students during orientation program. The milestone is drawn which includes the course objective, pre knowledge required, bridging the gap, week wise teaching, expected outcome and details of reference, assignment, internal test etc. This academic plan for each subject is strictly followed and monitored by the DA, Principal and the IQAC.

The slot for the school teaching is decided after the organization of the pre lesson plan workshop. The students are given knowledge about the lesson planning, its preparation & delivery and supporting visuals. The lesson plans are also discussed with school Principal & subject teachers.

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

Every teacher is involved in administration and development of the college through participation in various committees and cells. The vision, mission & objectives are developed in consultation with the staff members as such they are partner to the adopted statements. The faculty members are responsible for organization of various activities of the college which helps in growth of the college.

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

The vision, mission & objectives are periodically discussed and revised appropriately.

The statements were first adopted in the year 2011-12; revised in the year 2013-14 and last revision was done in the year 2015-16, with introduction of two years B. Ed. course. The IQAC has monitored the implementation of the vision & mission.

The academic plans including the milestone are monitored by the D.A. and by the Principal on daily basis & periodically by the IQAC. The report to the Executive Committee by the Principal also includes the implementation, monitoring and status of academic plan. The revision can be done as & when required.

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

The college uses all the innovative techniques as required for teacher's education, which are also included in the two years B.Ed. curriculum. In view of the national policy the ICT, communication, learning, drama & art, internship etc. have been given due importance. They all use the new technologies and innovative ideas which are evident from the lectures, lesson delivered by the students and the visuals displayed in the college.

6.4 Human Resource Management

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

Faculty members have free access to the Management & Principal with the new ideas, constraints and requirement for career progression.

The facilities provided are publication of journals, organization of workshop / seminar, and deputation in activities organized by other colleges. The facility to visit other colleges is freely available to the teachers. The teachers are regularly persuaded to acquire higher academic qualification. During the year 2013-16, three teachers completed their Ph. D. and at the moment 2 teachers are registered for Ph.D. The college has sanctioned two years study leave to Mrs. Monika Bhadviya for completing course work under UGC JRF scheme.

| Faculty Name | Status of Ph, D. |
|----------------------------|--|
| Dr. Rashi Mathur | Completed Ph.D. |
| Dr Q. A. Bohra | Completed Ph.D. |
| Dr. Mukesh Shrimali | Completed Ph.D. |
| Dr. Tunisha Sharma | Completed Ph.D. |
| Dr. Pooja Tripathi | Completed Ph.D. |
| Dr. Laxmi Narayan Choubisa | Completed Ph. D |
| Dr. Bhavika Jain | Completed Ph. D |
| Ms. Dimpri Sharma | Completed course work and working on thesis. Likely to submit thesis by June 2017. |
| Ms. Monika Bhadviya | College granted leave to complete the residential requirement and course work |

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

The NCTE approved appraisal form is filled by the teachers every year which are assessed by the Principal & management. The form contains information on academic research & extension activities.

Appraisal of teacher's performance is done on the basis of:

- a) The self assessment report which is initiated by the teacher & non teaching staff, weighted by the Principal and accepted by the management.
- b) The university examination result is analyzed and necessary feedback is given to the concerned teacher.
- c) The comprehensive evaluation of the teachers is also reflected in the feedback given by students at the end of the session.
- d) The feedback given by the teachers & Principals of practice & block teaching schools are also reviewed, which reflect the efforts of teacher in-charge.
- e) A complaint box has been provided where the students can give their opinion about academic & others.

The assessment from above is shared in the staff meetings for subsequent improvement. The teachers with good performance are announced as best mentor, best teacher, best cell member and best worker.

During the previous year, Dr. Rashi Mathur, Dr. Tunisha Sharma and Dr. Poonam Sharma performed well in sponsorship and were given cash incentive of Rs 2,000 to Rs 3500.

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

The welfare measures adopted by the college are as below:-

- Excellent working environment.
- HR rules incorporating the facilities of all type of leaves such as CL, EL, medical & Maternity.

- Facilities of payment of travel expenses once in three years for visiting any place in country.
- Encouraging faculty members to participate in refresher, orientation & seminars etc.
- Support for pursuing Ph. D.
- Appropriate ventilated seating & storage arrangement.
- Support for medical checkup.
- Provide financial help in emergency cases without interest.
- Gifts & treats on festivals.

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

The college has conducted following program in last two years:

- Training on Use of DELNET – December 2013 by visiting expert.
- Computer training to the staff – January 2015 by the faculty of IT institute.
- Training on formulation of research projects – November 2012 by faculty of MLS University.
- Tools & technique use in research – January, 2013 by Mr. Kapil Shrimal.
- National Faculty Development with emphasis on How to write Research Project- September 2014 by Dr. Karunesh Saxena, Director FMS of affiliating university.
- FDP on the newly introduced course of *Art and Drama in Education*.
- Organized training on digital payment on the direction of MHRD.

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

The recruitment of the permanent faculty is done as per directive of the affiliating University. The university experts besides the subject specialists on selection committee are nominated by the Vice Chancellor. The University follows the qualification as prescribed by the NCTE. The strategy includes the publicity in the newspapers and personal contact with the experts working in other institutions.

The Principal & management hold an exit meeting with the teachers leaving the college and persuade to retain them. The majority of teachers have left due to shifting from town or on appointment in the state services.

The selection process includes the review of CV and a demo lecture, where the students also give their opinion followed by the interview by the Selection Committee.

The service conditions are teacher & employees friendly. The salary paid to the permanent teachers is as per decided norms.

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

As of now the faculties are regularly selected. The society rules provide powers to the Principal to appoint a teacher on ad-hoc basis after conducting in house interview and demo class in urgency, for a short period. As per university rules such teachers are paid as per work load and lecture basis and recruited for one academic year only.

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

Faculty members are supported for advanced study, research as well as participation in FDPs, seminars, conferences and workshops by providing them the leaves / OD as per their requirement. They can actively involve themselves in local, state, national and international professional association's activities. One of the regularly selected teachers Ms. Monika Bhadviya is on study leave for Ph. D. course work (2016-17). Two teachers (Dr Rashi Mathur and Dr. Tunisha Sharma) were granted leave and relaxation in duty to complete their Ph. D. (2012-2015). Some other teachers are registered for pursuing Ph.D. from different Universities are also allowed such facilities. From time to time management also organizes capacity enhancement programmes across different disciplines. The college provides support to the staff for leave travel. Five teachers attended FDPs organized by the university during September-December 2016.

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).

Faculty members are provided with well maintained seating and storage facilities for a functional office. The method laboratory is used to prepare any instructional material, besides well equipped library and computer laboratory with network facility.

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

The college has the transparent system where the faculty and other stakeholder can have access to required information. The information is also displayed on the Smart Campus and the college website.

The teachers & stakeholders can make any complaint to management or Principal personally or in writing any time which are looked into by the Grievance Committee or by appropriately authority.

6.4.10 Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

The teacher's workload is as per norms of UGC & NCTE. They find enough time for involvement in other activities of the college and working in the various cells. They are also deputed to monitor school teaching and also for teaching in the schools other than block teaching and guide the students for social & community activities through Rotaract Club, Interact Club, Goldenshake Computer Club.

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

- Recognition through award, certificate and cash incentives.
- Support through seed money for research projects.
- Grant of special leave, OD etc. for knowledge enhancement.
- Use of computer and library facilities.
- Publication of news appreciating the work of teacher.
- Publication of their article in college journal and *Sankalp*.
- Participation in conferences/seminars in the college or outside.

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 three years under different heads. If no, give details of the source of revenue and income generated

No, the college is a self-financing institution and does not get any financial support from the government. The only source of revenue is the fee of students. The society also provides financial support as & when required.

| Source | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17* |
|--------------------------|--|---------|---------|---------|----------|
| Fee collected | 2217600 | 2240000 | 2245000 | 2688000 | 5350000 |
| Other income | 88423 | 87221 | 80470 | 87234 | 140000 |
| Support from the Society | The society provided support for construction of new campus and also to the library as per need of the curriculum. | | | | |
| Total | 2306023 | 2327221 | 2325470 | 2775234 | 5490000 |

* Tentative

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

The college does not get any type of donations.

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

Yes, the operational budget is adequate to meet all the expenses. Even if any deficiency arises, the management provides the support.

6.5.4 What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)

The budget of the college is proposed by the Principal to the EC for approval. In addition to the budget provisions, if any additional demand is submitted it is discussed and provisions are made separately. The construction of new campus is in full swing and the society is incurring the expenses.

The approved budget provisions for five years are given below:

| Head | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|--|----------------|----------------|----------------|----------------|----------------|
| Salary and Allowances | 1550000 | 1570000 | 1700000 | 1900000 | 2900000 |
| Electricity and Water | 35000 | 45000 | 50000 | 52000 | 55000 |
| Telephone, Postage & Internet | 40000 | 55000 | 56000 | 60000 | 70000 |
| Maintenance & Operation of Vehicle | 55000 | 65000 | 50000 | 50000 | 50000 |
| Printing & Stationery | 150000 | 125000 | 120000 | 120000 | 150000 |
| Construction and Maintenance of Building | 25000 | 13000 | 13000 | 15000 | 1100000 |
| Computer and Internet Charges | 25000 | 25000 | 25000 | 25000 | 50000 |
| Maintenance of Equipment, Laboratories, Furniture Transport /Vehicle | 20000 | 35000 | 37000 | 60000 | 550000 |
| University Affiliation fee | 140000 | 110000 | 115000 | 115000 | 300000 |
| Students Activities | 140000 | 125000 | 130000 | 130000 | 160000 |
| Events and Workshops | 40000 | 45000 | 47000 | 50000 | 60000 |
| Audit & Bank Charges | 18000 | 20000 | 20000 | 20000 | 20000 |
| Library books, Journals and News Papers | 35000 | 45000 | 50000 | 50000 | 50000 |
| Depreciation | 52000 | 50000 | 50000 | 30000 | 30000 |
| Total | 2306000 | 2330000 | 2350000 | 2855000 | 5545000 |

As per balance sheet, the actual expenditure incurred during last five years:

| Income | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|--|----------------|----------------|----------------|----------------|----------------|
| Course Fee | 2217600 | 2217600 | 2240000 | 2245000 | 2688000 |
| Society Grant | - | - | - | - | |
| Other income | 78071 | 88423 | 87221 | 80470 | 87534 |
| Total Income | 2295671 | 2306023 | 2327221 | 2325470 | 2775534 |
| Expense | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
| Salary and Allowances | 1323764 | 1465723 | 1570735 | 1439571 | 1425329 |
| Electricity and Water | 80861 | 76515 | 50994 | 71071 | 115870 |
| Telephone, Postage & Internet | 54065 | 80357 | 56696 | 69943 | 84030 |
| Maintenance & Operation of Vehicle | 58838 | 64257 | 72281 | 88549 | 111363 |
| Printing & Stationery | 109865 | 45332 | 86821 | 124481 | 136681 |
| Maintenance of Building & Equipment, Building construction, Laboratory Equipments, Furniture, Computers, Transport / Vehicle | 28420 | 52561 | 71684 | 76838 | 100690 |
| University Affiliation fee | 110000 | 140000 | 110000 | 115000 | 115000 |
| Students Activities | 135906 | 45543 | 45387 | 39637 | 127813 |
| Events and Workshops | 40822 | 59484 | 53259 | 69585 | 88560 |
| Audit & Bank Charges | 11669 | 30952 | 30829 | 22363 | 20133 |

| | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|
| Library Supplies, Journals and News Papers | 57047 | 47928 | 30660 | 47361 | 59627 |
| Depreciation | 58960 | 54915 | - | 40959 | 64742 |
| Misc. Operating Cost | 204691 | 81110 | 128390 | 113939 | 212303 |
| Excess of Income over Expenses/(-) Deficit | 20763 | 61346 | 19485 | 6173 | 113393 |
| Total | 2295671 | 2306023 | 2327221 | 2325470 | 2775534 |

Additional support was provided by the society for library as per need of the curriculum. It is proposed to construct college building on new campus and adding of new UG & PG courses in education, for which the expenditure shall be incurred by the society.

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

The college had the following audit systems.

- Pre audit of the bill.
- Internal audit.
- CA audit

No significant objections & audit para have been raised during last two audits.

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

The college has computerized its finance management systems through use of Tally software. The Finance Secretary of the society supervises the accounts.

6.6 Best practices in Governance and Leadership

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

- (a) The functioning of various cells, committees and societies are among the best practices in Governance and Leadership. This mechanism is helpful in democratic functioning of different committees and ensures better climate and cordial inter personal relationship
- (b) The active role of IQAC in enhancing and improving the academic environment of the college.
- (c) The mechanism of submission of daily and monthly reports by all the faculty members as well as the head of the college to management and feedback and open discussion among faculty members and management in monthly meetings. This helps in ensuring better accountability and cordial relations among the college team.
- (d) The employee friendly HR policy.

7.1 Internal quality Assurance System

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

The college has an Internal Quality Assurance Cell (IQAC), which was established in the year 2011-12. The activities of the cell are defined in the office order which included the facilitating in organization of various activities, trainings, analysis of reports & feedback and record keeping for quality assurance. The detailed composition of cell is as given below:

| Year | Composition |
|-----------------------|---|
| 2011-12 to 2013-14 | Worked under the direct control of the Society |
| 2013-2014 and 2014-15 | Dr. A. N. Mathur, Group Director Dr. Q. A. Bohra Ms. Raksha Sharma Mr. Bhupendra Rajwaniya Dr. Archana Golwalkar Ms. Rashi Mathur Ms. Lovely Bhati |
| 2015-16 on wards | Dr. A. N. Mathur, Group Director Ms. Raksha Sharma Dr. Rashi Mathur Mr. Bhupendra Rajwaniya Dr Laxmi Narayan Choubisa (July 2016 onwards) Dr. Bhavika Jain - (July 2016 onwards) Mr. Nitin Roat – Ex-student Dr. Sweety Chhabra Stakeholder Shri Ramesh Chandra Sharma – Parent |

The External Academic & Administrative Audit of the college was carried out during 2015-16.

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

The achievement of goals and objectives are evaluated by the analysis of the outcome, feedback and reports at the end of the session. The reports of cells are also reviewed by the IQAC. The achievements for last few years are given below:

| <u>Objectives and Goals</u> | <u>Achievements</u> |
|---|---|
| To develop the effective and appropriate teaching skills based on the cognitive development of the prospective teachers. | The university curriculum provides ample opportunities for development of the teaching skills, as the syllabus has been prepared keeping this in view. |
| To create the learning environment among the trainees that encourages inquiry which includes the questioning and evaluating of evidences, justifying assertion scientifically..... | The college has followed tutorial system, where the students are free to learn and interact with the faculty members. They also get opportunity to listen the talks delivered by the eminent educationists. |
| To engage the pupil teachers in meaningful teaching strategies and simulation activities using contemporary technology tools and experience with faculty | There are provisions for development of meaningful teaching skills through simulation, micro and block teaching. They use ICT in teaching, which are assessed internally and by the External Examiner. |
| To enable the prospective teachers to understand specific and innovative pedagogical knowledge grounded | The students are required to study six pedagogy courses related to their specialization during two years; this helps in developing pedagogical knowledge. |
| To impart the quality among pupil teachers to implement the teaching plans which assess and reflect on the learning outcomes, and adjust their teaching to enhance the understanding of their students. | The teachers prepare the teaching plan and share it with the school teachers, where they are observed during the block teaching. They are also guided for improvement to enhance the understanding of the students. |
| To understand how to find and use credible information on the school community, on the curriculum and on safe and effective | The students are required to share all the responsibilities in the schools during practice teaching which helps them to learn the effective use of the information. |
| To collaborate with a community of including expert teachers, teacher educators and scholars of the various field, for effective education of prospective Teachers. | The college has been organizing seminars, group discussions, brain storming sessions, expert's talks, where they interact with eminent experts. |

| | |
|--|--|
| To promote the development of needed teaching skills, knowledge and attitudes. | They also develop their knowledge and learn teaching skills during two years curriculum. The students are active members of various cells and the student's council. |
| To conduct research, innovations and extension work in the field of secondary education and elementary teacher education. | The college offers UG course only, even then they are given opportunity to learn about action/study research. They also study about Action Research. |
| To develop competence to teach subjects of their specialization on the basis of an adequate theory of learning and a sound knowledge | The two years curriculum has provision of 96 days internship, which give student ample opportunity to act as teacher. |
| To develop an understanding of the close relationship between societies, disadvantage group | These are included in curriculum. They work in the society and also participated in the activities in the college and of the practice schools |
| To become self-regulated learners; develop professional commitment | Learning is students centric as such they are encouraged to learn self to become good teacher. |
| To make them comfortable with content and pedagogical effective | Taught pedagogies of the subjects and critical use of ICT and new technologies such as computer. |
| To enable them to critically analyze the various evaluation tools | The topic included in the syllabus. |
| To reflect on teacher practices and interface with societal resources | Learn during internship preparation workshop and practice teaching. |
| To build up professional consciousness. | Organize several activities to develop professionalism. |
| To develop competence to teach subjects of their specialization on the basis of an adequate theory of learning and a sound knowledge ... | Adopted new syllabus with adequate theory & practical's to develop sound knowledge of the subject. |
| To develop an understanding of the close relationship between societies, disadvantage group | Worked in the society and also participated in the activities of the practice schools |

| | |
|--|--|
| To become self-regulated learners; develop professional commitment | Learning is students centric as such they are encouraged to learn self to become good teacher. |
| To make them comfortable with content and pedagogical effective | Taught pedagogies of the subjects and critical use of ICT and new technologies such as computer. |
| To enable them to critically analyze the various evaluation tools | The topic included in the syllabus and they learn evaluation during internship. |
| To reflect on teacher practices and interface with societal resources | Learn during internship preparation workshop and practice teaching. |
| To build up professional consciousness. | Organize several activities to develop professionalism. |

7.1.3 How does the institution ensure the quality of its academic programme?

The university examination results of all previous years have been about 90-100% and majority of the students pass with higher percentage. The students attend regular classes and interact with the teachers freely. The feedback given by the students on academics and teachers have any adverse comment, which speaks of quality of academic delivery mechanism. Further, all the seats as per sanctioned intake are filled up during last 4 – 5 years.

The affiliating university has adopted new syllabus from the year 2015-16 and preparation for teaching of new courses has already been started from the beginning, as per details given below:

| Course Name (Only New) | Action taken |
|-------------------------------|---|
| Art and Drama in Education | Organized State level FDP |
| Critical Understanding of ICT | Set up laboratory and conducted classes |
| Understanding the Self | Guided the students regarding the procedure such as collection of resource material during internship, conduct psychological test – multidimensional personality inventory, biographies of best teachers, interviews of successful teachers, professionals and report making. |

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

The management has decentralized the powers which are used by the Principal and IQAC. The college also follows the principle of participatory management wherein all the faculty members are part of the administration, which is effectively implemented. The college follows the HR policy which is employees friendly. The management has not received any complaint about any administrative matter. This automatically ensures the quality of its administration.

The Finance Secretary of the society himself is a man of finance who supervises the financial management. During previous years, the budget has been utilized effectively, systematically and in time. This is also reflected in the audit reports of the Chartered Accountant.

The college follows the fee structure as per state Government guidelines and accordingly makes the budgetary provisions.

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

The various activities, academics and good practices are uploaded on Smart Campus, published in Quarterly News letter, displayed through wall papers and also discussed during interaction with the students and faculty members. The Principal shares these with management, alumnae & other stakeholders during meetings. These are also placed on the college websites. These measures help to identify innovative and good practices. This has resulted in filling of all the seats. During 2016-17, all the seats in the college were filled despite of more than 20000 seats lying vacant in the state. The college has successfully deputed all the students of B. Ed. II Year for internship as per government policy.

7.2 Inclusive Practices

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

The one year curriculum has subjects of *Education in Emerging Indian Society* and *Education in India and School Organization*, while in two years curriculum two subjects introduced are *Contemporary India and Education (Including Gender, School and Society)* and *Education Management and Creating an Inclusive School*. The national issues are prominently brought to the notice of all the faculty, students and staff through the wall papers and organization of events. These issues are also discussed and debated in the classroom & seminars. To sensitize the teachers they are required to write articles in “*Sankalp*.”

During the report period the following national issues were discussed in the class and presented in poster:

1. Digital India
2. Pradhan Mantri Jan Dhan Yojana (Canara Bank Organised a camp for opening accounts during September 20-22, 2016)
3. Swachh Bharat Abhiyan
4. Make in India
5. Saansad Adarsh Gram Yojana
6. Oath on Corruption Free Society – Punjab National Bank on 3rd November 2016
7. Cycle Marathan Race for Clean India – 19th November 2016
8. Digital Payment systems.

All the teachers, students & staff members signed a commitment to maintain cleanliness and obey rules of Swachh Bharat mission.

The students during block teaching & Open Air speak on such national issues. A rally was organized on Swachh Bharat by the students along with the school children in 2015 & on 30th September 2016 to mark two years of the programme, besides a rally on cancer awareness on World Tobacco Day on 22 September 2016. The college follows the guidelines issued by the government and the university.

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

The teachers discuss in detail the issues of inclusion, exceptionalities, gender differences and their impact in regular classes in various papers. Regarding inclusion, there are provisions in the B.Ed. curriculum. The curriculum has contents about educational developments and social system, gender disparities; regional disparities, social disparities, inequalities of educational opportunities, education as an agent of social change, social change influencing the trend of education etc. In the course “*Contemporary of India and Education*” such disparities are taught to the students. Activities like society meetings, open air camps, get together etc. also provide an opportunity to understand the need and importance of inclusion; particularly in educational institutions. The teachers also organize the awareness regarding these issues through community discussions, posters, rallies and street plays in Open Air Camps and in intercollegiate competitions.

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.

As provided in university curriculum the college prepares the Almanac at the beginning of each session, which includes creative & academic activities and are conducted throughout the year. The students are also provided opportunities to participate in these activities through societies. The curriculum based activities which help in creation of learning environment includes extension lectures, debates, panel discussions, group discussions, brain storming sessions etc. This has resulted in participation of the students in seminars and presentation of papers as listed earlier. Every year about 5-9 students presents papers.

The day begins with morning assemble and prayer creating serene environment.

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

Besides teaching in the subject Psychology of Learner and Teaching Learning Process; provided in the university curriculum, the teachers also share with the students the art of dealing with such children. They are explained with some case studies on issues during teaching of the subject. The students also get practical experience in this regard during practice teaching and internship.

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

The Physically challenged students are treated as normal students and dealt psychologically. One of our students (Mohan Meena of Batch-2012-13) has been benefited with “Motor Tricycle” by Social Justice & Empowerment Department of Rajasthan. The college tries to cater to their needs by arranging their lessons in nearby schools. The seating arrangement and other comforts are ensured as per their needs. Above all, their talents are identified and numerous opportunities are provided to showcase their talents and uplift their confidence and self-esteem.

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 college has setup a women cell for dealing with gender sensitive issues. The subject is also included in curriculum which is taught in the paper *Education in Indian Society and Contemporary India and Education*. A talk on Women and Health was organized on 17th September 2016, where Dr. Mukesh Bavishi and Dr. (Mrs) Vidula Bavishi from Ahmadabad explained in detail women’s health and sanitation aspects using PPT.

During the orientation and class teaching psychological counseling is also done to handle the gender sensitive issues. The college has also organized seminar, panel-discussions and poster competitions on the issues like women empowerment, gender prejudices and female feticides.

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?

All the information related to academic, activities and infrastructure are uploaded on college website and also available on Smart Campus. The information can be easily accessed by the stakeholders. The required informations are also available to them during the meetings of parents, alumnae and the management. The academic and administrative head of the institution has also been directed to provide any information required by the stakeholders.

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

The students provide such information through various feedback forms they fill and also through time to time suggestions. These comments are analyzed by IQAC and shared with concerned management, administrative heads, cell in-charges, and action taken to resolve and bring about qualitative improvement. The IQA cell also considers the feedback, if any, provided by the stakeholders. The faculty & students are also free to make suggestions during the interaction or in writing.

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

Feedback regarding the programme quality is obtained in the following manner:

- Feedback from students through NCTE approved format and through Performa developed by the college.
- Alumni get together and Parent Teachers Meeting
- Principal & teachers of practice teaching schools.
- Professional community members are invited as guests in our curricular and co-curricular programmes. They provide their feedback / suggestions.
- Suggestions and feedback of the distinguished external examiners at the time of Final annual practical examinations.

Every information, feedback or suggestions are considered by the Principal & faculty and further action is taken whenever required.

MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

(1st Year B.Ed. 2015-16)

| Weeks | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Admission and Orientation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Theory | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tutorials/ Seminars | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sessional Work – Tests & Assignments | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Practical Work | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Preparation of Internship: Demonstration/ Observation of lessons/ micro teaching/ simulations | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Practice Teaching/ Internship | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Co-curricular Activities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Working with community/ project work | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| End-Term Examination | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Admission
Orientation

Theory

Seminar

Tutorial

Sessional Work – Tests & Assignments

Practical Work

Demonstration/ Observation of lessons

Micro Teaching

Simulations

Practice Teaching/ Internship

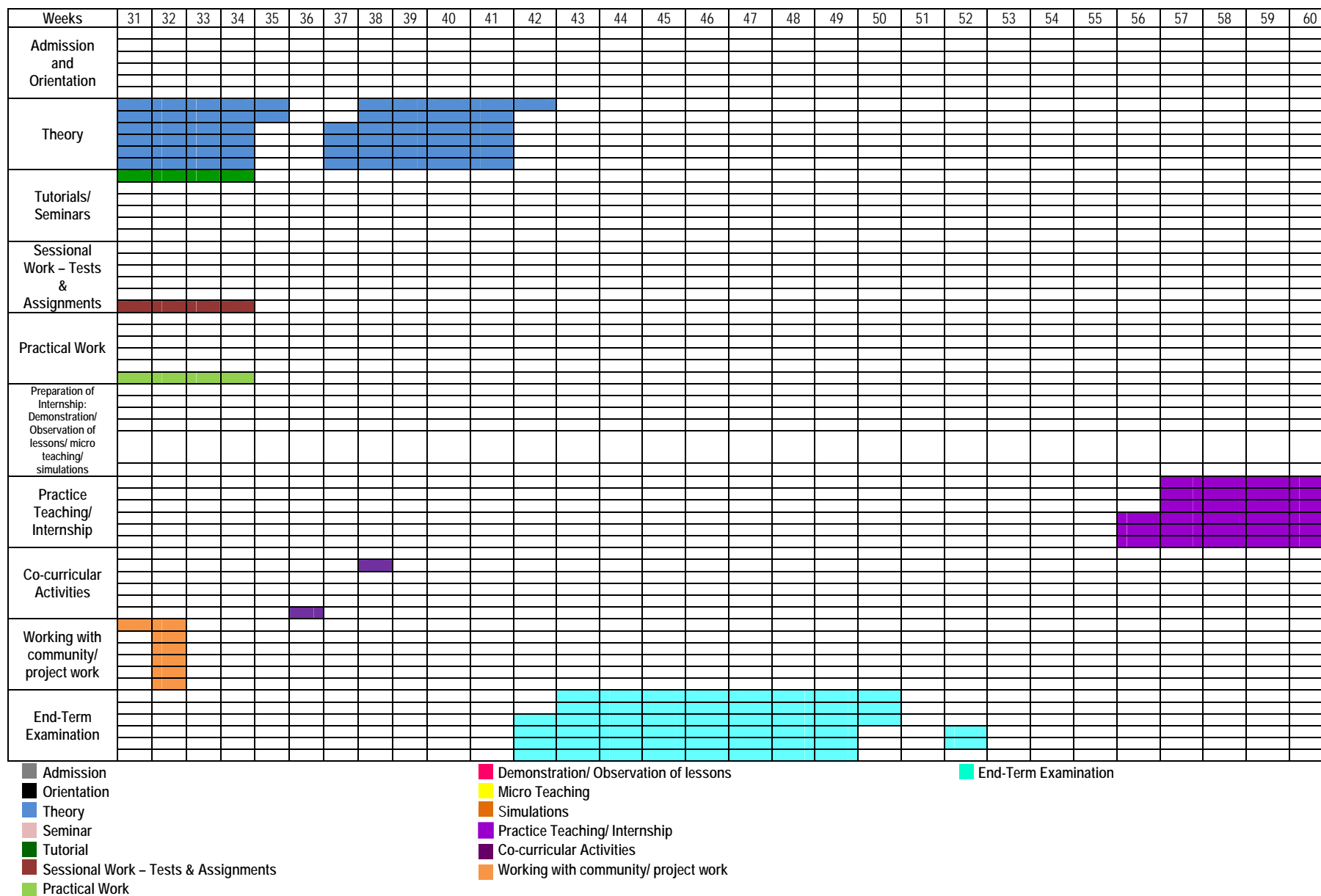
Co-curricular Activities

Working with community/ project work

End-Term Examination

MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

(2nd Year B.Ed. 2016-17) Upto November 2016



MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

(1st Year B.Ed. 2016-17) up 30th November 2016

| Weeks | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Admission and Orientation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Theory | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tutorials/ Seminars | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sessional Work – Tests & Assignments | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Practical Work | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Preparation of Internship: Demonstration/ Observation of lessons/ micro teaching/ simulations | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Practice Teaching/ Internship | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Co-curricular Activities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Working with community/ project work | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| End-Term Examination | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Admission
Orientation

Theory

Seminar

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Demonstration/ Observation of lessons

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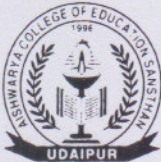
Co-curricular Activities

Working with community/ project work

End-Term Examination



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AISHWARYA COLLEGE

of Education Sansthan

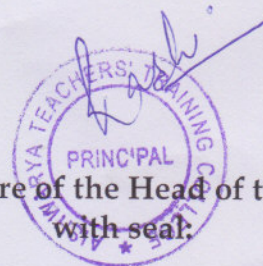
Declaration by the Head of the Institution

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

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

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

Signature of the Head of the institution
with seal:



Place: Udaipur

Date: 04.01.2017



AISHWARYA COLLEGE OF EDUCATION SANSTHAN

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