MAHARAJA SURAJMAL TEACHERS TRAINING COLLEGE

PAKKA BAGH, ACHHANERA ROAD, BHARATPUR (RAJ.)

Ph. No.:- 05644-231576 Mobile: +919414877640, +917073640611

E-Mail: msttcollege_btp21@rediffmail.com

Website: www.mstt.co.in

SELF APPRAISAL REPORT

Submitted to

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

P.O. BOX NO. 1075, NAGARBHAVI, BANGALORE-560072

CONTENTS

A	Part- I: Institutional Data	Page No.
1.	Profile of the Institution	
2.	Criterion wise Inputs	
	Criterion I : Curricular Aspects	
	Criterion II : Teaching- Learning and Evaluation	
	Criterion III : Research, Consultancy and Extension	
	Criterion IV : Infrastructure and Learning Resources	
	Criterion V : Student Support and Progression	
	Criterion VI : Governance and Leadership	
	Criterion VI : Innovative Practices	
B	Part- II: The Evaluative Report	
3.	Executive Summary	
4.	Criterion- Wise Analysis	
	Criterion I : Curricular Aspects	
	Criterion II : Teaching- Learning and Evaluation	
	Criterion III : Research, Consultancy and Extension	
	Criterion IV : Infrastructure and Learning Resources	
	Criterion V : Student Support and Progression	
	Criterion VI : Governance and Leadership	
	Criterion VI : Innovative Practices	
5.	Mapping of Academic Activities of the Institution	
6.	Declaration by the Head of the Institution	
7.	Glimpses	

Annexures		
1.	Copy of the recognition order issued by NCTE	Page No.
2.	Copy of Affiliation Order	
3.	Academic Calendar	
4.	Time – Table	
5.	Society Registration Copy	
6.	Audited Reports	
7.	Feed Back Forms	
8.	Practice Teaching Schools List	
9.	Results Information	
10.	Syllabus	
11.	Building Plan	
12.	Teaching Staff List	

Profile of the Institution

1.	**Name and Address of the Institution**	:	**MAHARAJA SURAJMAL TEACHERS TRAINING COLLEGE, BHARATPUR**
2.	**Website URL**	:	www.mstt.co.in
3.	**For Communication**	:	**MAHARAJA SURAJMAL TEACHERS TRAINING COLLEGE, PAKKA BAGH, ACHHANERA ROAD, BHARATPUR (RAJ.)**

Office

Designation	Name	Tel. No. & STD	E-Mail Address
Principal	Dr. ANIL KUMAR SRIVASTAV	**05644-231576**	**msttcollege_btp21@rediffmail.com**
Self-Appraisal Co-ordinator	Dr. DEEN DAYAL SHARMA	**05644-231576**	**msttcollege_btp21@rediffmail.com**

Residence

Designation	Tel. No. & STD	Mobile No.
Principal **Dr. Anil Kumar Srivastav**	**05644-231576**	09414877640
Self-Appraisal Co-ordinator **Dr. Deen Dayal Sharma**	**05644-231576**	09461695423

4. **Location of the Institution:**

Urban ✓ Semi-urban Rural Tribal

Any other (specifies and indicates)

5. **Campus area in acres:** **1.54**

6. **Is it a recognized minority institution?**

Yes No ✓

7. **Date of establishment of the institution:**

Month	Year
07	1985

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

Maharaja Surajmal Brij University, Bharatpur (Raj.)

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

M M	Year
06	2012

10. **Type of institution:**

a. By funding
   i. Government
   ii. Grant-in-aid
   iii. Constituent
   iv. Self-financed. ✓

b. By Gender
   i. Only for Men
   ii. Only for Women

	iii. Co-Education.	✓
c. By Nature	i. University Dept.	
	ii. IASE	
	iii. Autonomous	
	iv. Affiliated College	✓
	v. Constituent College	
	vi. Dept. of Education of Composite College	
	vii. CTE	

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:

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of Instruction
i)	Secondary	B.Ed.	UG	Degree	2 Year	Hindi

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

Level	Programme / Course	Order No. and Date	Valid up to	Sanctioned Intake
Secondary	B. Ed.	**NRC/NCTE/F-7/RJ-20/2015/105873 Dt. 27/05/2015**	Till Further Notice	150

Criterion – Wise Inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision	Yes	✓	No	
Mission	Yes	✓	No	
Values	Yes	✓	No	
Objectives	Yes	✓	No	

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

Yes	✓	No	

If yes,

a) How many programmes? One (01)

b) Fee charged B.Ed. programme. 27,000

c) Fee charged M.Ed. programme. -

3. Are there programmes with semester system

No

4. Is the institution representing/participating in the curriculum development/ revision process of the regulatory bodies? If yes, how many faculties are on the various curriculum development/vision committees/ boards of the universities / regulating authority?

Yes		No	✓

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

B. Ed.	13

6. Are there any Programme offered in modular from

Number	NIL

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

Yes	✓	No	

Number	01

Assessment of teachers by students of course is done regularly as per the prescribed Performa.

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

Yes	✓	No	

Number	05

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

- Head of practice teaching schools

Yes	✓	No	

- Academic peers

Yes	✓	No	

- Alumni

Yes	✓	No	

- Students

Yes	✓	No	

- Employers

Yes	✓	No	

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

No

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

Yes		No	✓

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

Yes	✓	No	

Number	01

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

Yes ✓ No

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

Yes ✓ No

Criterion II: Teaching and Evaluation

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

a)	Through an entrance test developed by the institution	
b)	**Common entrance test conducted by the university/ Government**	✓
c)	Through an interview	
d)	Entrance test and interview	
e)	Merit at the qualifying examination	
f)	Any other	

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

a)	Date of start of the academic year	01/07/2014
b)	Date of last admission	02/09/2014
c)	Date of closing of the academic year	09/07/2015
d)	Total teaching days	210
e)	Total working days	235

3. Total number of students admitted 2014-15 year

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	99	19	118	47	09	56	52	10	62

4. **Are there any overseas students?** No

If yes, how many? NA

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 2968/-

b) Unit cost including salary component 22247/-

6. **Highest and Lowest Percentage of marks at the qualifying examination (PTET) considered for admission during the previous academic session.**

Programs	Open		Reserved SC/ST	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed. (2014-15)	82%	57%	73.20%	51%

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

Yes	✓	No	

8. **Does the institution develop its academic calendar?**

Yes	✓	No	

9. Time allotted (in percentage)

	Theory	Practicum &Tutorials	Practice Teaching
B.Ed.	**52%**	**27%**	**21%**

10. Pre- Practice teaching at the institution

a) Number of Pre-practice teaching days allotted by the Institution — 0 5

b) Minimum number of pre-practice teaching lessons given by each student. — 0 5

c) Discussion lessons after practice teaching. — 02

11. Practice Teaching at School

d) Number of schools identified for practice teaching — 1 0

e) Minimum number of practice teaching days — 4 4

f) Minimum number of practice teaching lessons given by each student — 4 0

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

No. of Lessons in simulation	05	No. of Lessons Pre-practice teaching	05

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?

✓

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

Programmes	Internal	External
B.Ed.	20 %	80%

16. Examinations

a) Number of sessional tests held for each paper | 0 | 1 |

b) Number of assignments for each paper | 0 | 1 |

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

	Yes	No
Computers	✓	
Intranet		✓
Internet	✓	
Software/Courseware(CD's)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	
Any other (specify) LCD & OHP	✓	

18. Are their courses with ICT enabled teaching – learning process?

Yes	✓	No		Number	01

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/ NET and their percentage to the total faculty strength.

Number	07	Percentage	70%

2. Does the institution have ongoing research projects?

Yes		No	✓

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

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

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

NIL

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

a) Teachers are given study leave ✓

b) Teachers are provided with seed money ✓

c) Adjustment in teaching schedule ✓

d) Providing secretarial support and other facilities ✓

e) Any other (Incentive granted for acquiring additional research degree) ✓

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

Yes ✓ **No**

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

a) Ph. D. 04

b) M. Phil. 01

c) NET 01

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

Yes - No -

Not applicable

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

	Yes	No	Number
International Journals	✓	-	08
National Journals Referred Papers Non-referred Papers	✓ ✓	-	04
Academic articles in reputed magazines/ new papers	✓	-	12
Books	✓	-	04
Any other (Specify and indicate) Articles in various magazines	✓	-	10

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):

	Presented		Participated	
	Staff	Students	Staff	Students
National Seminars	40	10	30	45
International Seminars	15	02	24	01
Academic Forum	05	-	-	-

11. What types of instructional materials have been developed by the institution? (Mark for Yes ✓ &for No X)

Self-instructional Materials	✓
Print Materials	✓
Non Print Materials	✓
Digitalized (Computer aided instructional materials)	✓
Question Bank	-

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

Yes ✓ No

If yes, indicate the nature of the post.

Full-time Part-time Additional Charge ✓

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

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

05

16. Does the institution provide consultancy services?

Yes ✓ No

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

Only free consultancy is provided

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

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

Criterion VI: Infrastructure and Learning Resources

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

3200

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

a) Methods Lab	Yes	✓	No	
b) Psychology Lab	Yes	✓	No	
c) Science Lab	Yes	✓	No	
d) Educational Technology Lab	Yes	✓	No	
e) Computer Lab	Yes	✓	No	
f) Workshop for preparing teaching aids	Yes	✓	No	

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

30

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

Rs. 25,000/-

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

Rs. 23490/-

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

Rs. **78073/-**

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

Rs.156121/-

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

Yes ✓ No

9. **Total Number of posts Sanctioned**

	Open		Reserved	
	Male	Female	Male	Female
Teaching	04	04	01	01
Non- Teaching	00	01	03	00
Administrative	00	00	02	00

10. Total number of posts vacant

Nil

a) Number of regular and permanent teachers: (Gender – wise)

	Open		Reserved	
Lecturers	M	F	M	F
	03	04	01	01
Readers	M	F	M	F
	01	-	-	-

Professors	M	F	M	F
	-	-	-	-

All are regular, full time and permanent

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

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

c) Number of teachers from

Same State 09

Other State 01

11. Teacher Student ratio (program- wise)

Programme	Teacher student ratio
B. Ed.	10:120

a) Administrative staff/ Non-teaching staff

	Open		Reserved	
Permanent	M	F	M	F

Temporary	M	F	M	F
	-	-	-	-

b) Technical Assistants

	Open		Reserved	
Permanent	M	F	M	F
Temporary	M	F	M	F
	-	-	-	-

12. Ratio of Teaching – non – teaching staff

10:08

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

86.5%

14. Is there an advisory committee for the library?

Yes ✓ No

15. Working hours of the Library

On working days	6 hours
On holidays	Open if required
During examinations	8 hours

16. Does the library have an Open access facility

Yes		No	✓

17. Total collection of the following in the library

a) Books	6500
- Textbooks	5875
- Reference books	1250
- Magazines	11
b) Journals subscribed	
- Indian journals	12
- Foreign journals	00
c) Peer reviewed journals	00
d) Back Volumes of journals	08
e) E-information resources	
- Online journals	04
- CDs/ DVDs	125
- Databases	00
- Videocassettes	60
- Audio cassettes	54

18. Mention the

Total carpet area of the Library (in Sq. Mts)	1715 Sq. Feet
Seating capacity of the Reading room	60

19. Status of automation of Library

Yet to intimate	
Partially automated	✓
Fully automated	

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

Circulation	✓
Clipping	✓
Bibliography Compilation	✓
Reference	✓
Information Display & Notification	✓
Book Bank	✓
Photo Copying	✓
Computer and Printer	✓
Internet	✓
Online Access Facility\	X
Inter Library Borrowing	X
Power Backup	✓
User Orientation / Information Literacy	✓
Any other (Air conditioned)	X

21. Are students allowed to retain books for examinations?

Yes	✓	No	

22. Furnish information on the following

Average number of books issued/returned per-day: 40-50

Maximum number of days books are permitted to be retained

By students: 15

By faculty: 30

Maximum number of books permitted for issue

By students: 04

By faculty: 05

Average number of users who visited/consulted per month: 400

Ratio of library books (excluding textbooks and Book bank facility) to the number of students enrolled.: 1:48

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

As Per NCTE Rules & Regulation

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

Year ⟶	I 2013-14		II 2014-15		III 2015-16	
Categories ↓	Number	Total cost (in	Number	Total cost (in	Number	Total cost (in

		Rs.)		Rs.)		Rs.)
Text books	114	15,377	122	14269	625	610125
Reference books	19	3600	20	3100	75	16000
Journals/ periodicals	09	3435	12	3700	24	11530
Other books	-	-	-	-	-	-

Criterion V: Student Support and Progression

1. Programme wise "Dropout rate" for the last three batches

Programmes	Year(2012-13)	Year(2013-14)	Year(2014-15)
B. Ed.	03	06	03

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

Yes ✓ No

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

14 To 15 Students

3. Does the institution offer Remedial instruction?

Yes ✓ No

4. Does the institution offer Bridge course?

Yes No ✓

5. Examination results during past three years (Provide year wise data)

	UG (B. Ed.)			PG		
Year	2013	2014	2015	I	II	III
Pass Percentage	97.43	98.24	99.13	-	-	-
Number of first classes	112	111	113	-	-	-
Number of distinctions	35	53	52	-	-	-
Exemplary performances	The award of University Ranks for the B.Ed. Degree Examination.					

6. Number of students who have passed competitive examinations during the last three years.

	I	II	III
NET		-	-
SLET/SET	-	-	-
RPSC/Oth	35	48	30

Data not available

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

Financial Aid	2010-11	2011-12	2012-13
Merit Scholarship	03	03	03
Merit-cum-means scholarship	-	-	-
Fee concession	-	-	-
Loan facilities	-	-	-
Any other specify and indicate (ST/SC/SBC/MINETRIOS Given Scholarship by State Govt.)	All Reserve Category	All Reserve Category	All Reserve Category

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

Yes ✓ No

9. Does the institution provide Residential accommodation for:

Faculty	Yes		No	✓
Non-teaching staff	Yes		No	✓

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

Yes	✓	No	

If yes, number of students residing in hostels

Men		Women	

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

	Yes	✓	No	
Sports fields				
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 Event (Last year data) in which the institution participated/organized.

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	✓		04	✓		08
Inter-University		✓			✓	
National		✓			✓	
Inter Institutions Cultural Programme	✓		18			110

18. 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	Nil	NIL
Regional	Nil	NIL
National	Nil	NIL
International	NIL	NIL
Inter Institutions Tournament	10	04

19. Does the institution have an active Alumni Association?

Yes ✓ No

If yes, give the year of establishment

2012

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

Yes ✓ No

21. Does the institution regularly publish a college magazine?

Yes ✓ No

22. Does the institution publish its updated prospectus annually?

Yes ✓ No

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

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher Studies	17	23	28
Employment (Total)	64	68	58
Teaching	18	23	34
Non teaching	46	45	24

24. Is there a placement cell in the institution?

Yes ✓ No

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

2012-13	2013-14	2014-15
26	36	28

25. 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 functional Internal Quality Assurance Cell (IQAC) or any other similar body/ committee?

Yes ✓ No

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

Governing Body/ Management	03
Staff Council	10
IQAC/ or any other similar body/ committee	02
Internal Administrative Bodies Contributing to quality improvement of the institutional processes.	03

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

	Yes	No
Loan Facility	✓	
Medical Assistance	✓	
Insurance	✓	
Other Welfare Schemes	✓	

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

NA

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 institution:

National	02
International	00

c) Number of faculty development programmes organized by the institution:

02

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

Seminar	02
Workshop	02

e) Research Development Programmes attended by the faculty:

04

f) Invited/ endowment lectures at the institution:

16 Approx.

g) Any other are (specify the programme and indicate)

-

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

Staff Training Programs

a) Self-appraisal

Yes	✓	No	

b) Student assessment of faculty performance

Yes	✓	No	

c) Expert assessment of faculty performance

Yes	✓	No	

d) Combination of one or more of the above

Yes	✓	No	

e) Any other (specify and indicate)

Yes		No	✓

7. Are the faculty assigned additional administrative work?

Yes	✓	No	

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

2-3 hours per staff on an

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

Grant - in – Aid	-
Fees	26, 69,750/-

Donation	-
Any Other	55092/-

9. Expenditure statement (for last two years)

B. Ed.	Year 1 2013-14	Year 2 2014-15
Total sanctioned Budget		
% spent on the salary of faculty		
% spent on the salary of non-teaching employees		
% spent on books and journals		
% spent on development activities (expansion of building)		
% spent on telephone electricity and water		
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.		
% spent on maintenance of equipment, teaching aids contingency etc.		
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.		
% spent on travel		
Any other		
Total expenditure incurred		

Enclose C.A. Report session 2013-14 & 2014-15

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

	Surplus in Rs.	Deficit in Rs.
2012-13		
2013-14		
2014-15		

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
Examination / Evaluation	Yes ✓	No
Assessment	Yes ✓	No

Any other (Workshop) Yes ✓ No

14. Does the institution have an efficient internal coordinating and monitoring mechanism

Yes ✓ No

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

Yes ✓ No

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

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

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?

B.Ed. (2015-17)

	Category	Men	%	Women	%
a)	SC	15	12.5%	08	6.66%
b)	ST	09	7.5%	05	4.16%
c)	OBC	28	23.33%	24	20%
d)	SBC	-	-	01	0.83%
e)	Physically challenged	01	0.83%	02	1.66%
f)	General Category	13	10.83%	11	9.16%
g)	Rural				
h)	Urban				

4. What is the percentage of the following category?

(2015-17)

	Category	Teaching Staff	%	Non – teaching Staff	%
a)	SC	01		01	
b)	ST	00		00	
c)	OBC	02		06	
d)	Women	07		01	
e)	Physically challenged	-		-	
f)	General Category	09		01	

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

B.Ed.

Category		At Admission		On completion of the course	
		2013-14	2014-15	2013-14	2014-15
a)	SC	22	27	22	26
b)	ST	12	14	12	14
c)	OBC	43	42	42	42
d)	SBC	06	03	06	03
e)	Physically challenged	01	02	01	02
f)	General Category	32	23	32	23
h)	Any Other (Specify)				

DECLRATION BY THE HEAD OF THE INSTITUTION

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

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

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

Place: Signature

Date: Head of the Institution

Maharaja Surajmal Teachers Training College

The Executive Summary

The institution, Maharaja Surajmal Teachers Training College, Pakka Bagh Bharatpur (Rajasthan) was established in the year 1985 by Maharaja Surajmal Educational Society with a well defined motive of serving the society by making their humble contribution to education especially through Teacher Education. The institution situated in calm and beautiful natural surrounding at Bharatpur-Agra state high way of B.Ed. courses in Teacher Education. It is recognized by the National Council for Teacher Education (NRC) and permanent affiliated to Maharaja Surajmal Brij University, Bharatpur. Co-Education in nature at present it has intake capacity of 120 seats in B.Ed. course.

The institution follows all the norms and standard as per the regulatory bodies. NCTE and Maharaja Surajmal Brij University Bharatpur , Rajasthan for the required physical infrastructure, requirement of the faculty, admission procedure, fee structure and cubiculum.

The building of the institution is a lively example of good architecture. The campus of the institution is beautified with lush green lawns. It is spread over land of 1.54 acres with 3200 sq.mtr. of built up area located in the overall campus. The institution has an excellent

infrastructure including spacious class rooms, stacked library, multipurpose hall, modern well equipped laboratories, Seminar room, staff room, common room for girls and boys, Games facility, canteen, drinking water, uninterrupted power supply, internet, photocopier, phone etc.

The institution has its prime ambition to get acknowledge as a premier institution with a difference. The difference is being created by providing conductive environment to teaching, learning, research and innovation, liberty to teacher and student teachers of their maximum potential actualization with novel, ICT and value imbedded academic practices.

The board of Governors, academic and administrative bodies, various committees of the institution and the student of all sadan (Houses) and tutorials work doing efforts whole heartedly for realizing this mammoth ambition, So focus of the institution is at creating and sustaining the environment, which prospective teacher will develop an attitude for teaching, scientific and teaching learning skills. This is being done here under visionary leadership of President, principal with competent and committed faculty in team. The members of management committee are well educated, socially responsible and humble human being strongly determined and dedicated to the cause of social welfare through providing quality teacher education.

The faculty members are well qualified, experienced, enthusiastic and sincere towards their profession, always ready to learn how to chisel out the best among their student teachers. The teacher educators themselves use and encourage the student teachers to use the ICT in their classroom teaching to meet the emerging needs and problems of the

school education in global context. The value of oriented practices in teacher education enables the student teachers and teachers to make harmony among different sections of the society. The institution encourages and sponsors the teacher as well as student teachers for participation in professional development programmers, seminar, conference, workshop and inter colleges competition of academic and co-curricular activities respectively.

The institution practices the best in teaching learning in collaboration with practice teaching schools, academic members, educationists, education department, alumni, and parents of student teacher and person of local administrative bodies. These are involved in positive social interaction through various prominent institutional curricular, co-curricular and extension activities.

Thus the institution stands out as a unique college of teacher education for its distinct emphasis an imparting the sound the critical knowledge of curriculum subjects, teaching and training methods including practical exposure to actual teaching with a humanistic touch to groom the student teachers should be capable of carving out and drawing out the best in humans who would contribute in shaping the future.

Criterion I: Curricular Aspects

1.1 Curricular Design and Development

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

The curriculum is designed by the University of Rajasthan, Jaipur in the year 2014 has been adopted by the new established university by the state Govt. act Maharaja Surajmal Brij University, Bharatpur and the college has to abide by it. Still keeping in view the institution at objective sand mission, the extracurricular activities has been so designed that it imparts theoretical training in class rooms as well as practical training in practice teaching school, Laboratories, Local stakeholders and remote areas of society wherever necessary.

Vision

To emerge as globally recognized leading educational institution by setting the standards of innovation and excellence in teaching, research and training.

Mission

• To offer students an access to quality education in teacher education and other career building areas of national and international relevance.

• To motivate students to acquire highest level of intellectual, analytical, Interpretative and evectional competencies with an attitude of lifelong learning and serving the society.

• To embrace a culture of service and engagement with our communities and professions.

• To create world class facilities and ambience for advance level of teaching and practical training.

Values

• We focus on Academic excellence and integrity.

• We encourage Scholarly research and leadership.

• We believe in Diversity, Equity and Social Service.

• We teach and follow environmentally responsible and ethical practices.

Objectives

- To integrate and make learning student centric.
- To develop intellectual level of the students by helping they acquire information knowledge and wisdom.
- To imbibe ethical global trends.
- To make youth self reliant and build their confidence.
- Theoretical and practical knowledge so that they can cooperate with other and can plan, execute and evaluate learning and teaching.

- To make the teacher capable of following recent trends in the teaching methods.
- To increase employability of our students through value added education.
- To contribute to human resources at national and international levels.
- To adopt teaching profession as a means of social service along with education.
- To motivate individuals towards excellence.

Major consideration in this regard include

Intellectual – To equip the student teachers in bringing desired social changes and to develop skills to work in future for the welfare of the society and social cohesion by achieving intellectual stability and creating new knowledge.

Training – The board objective of training is to empower and embolden the prospective teachers for effective teaching, research, extension and consultancy.

Access to the Disadvantaged- The institution aims at the general uplift of the disadvantaged groups such as backward students, students from SC/ST communities, physically handicapped, and economically weak.

Equity- Providing equal opportunities to all students without any discrimination such as caste, religion, economic condition etc.

Self Development – The student teachers are expected to become acquainted with different methods of teaching different techniques for assessment and to acquire skills in teaching.

Community and National Development – To equip the student teachers by developing various practical skills that help them to perform the social responsibilities entrusted on them, leading to community and National Development.

Global trends and Demands – The student teachers are expected to become capable of applying modern techniques and practices in teaching by obtaining a total perspective of the role of technologies in modern educational practice.

Besides this following majors are also carried out by the institution:-

- Holding social camps for developing a sense of nationalism and social service, protecting mother earth through programs and initiatives on environment protection, etc.
- Delivery of moralistic speeches and motivating lectures by teachers during morning assemblies and on special occasions.
- To enable students become self employed by guidance and counseling sessions.

- To apprise the students of the latest developments at national and international level through inter class quiz competitions and poster making competitions held at college.

Self development

- By providing decentralized management system and encouraging being the part of various committees and cells.
- By motivation to participate in activities which are being organized in the institution.
- By inspiring for voluntary participation in outreach activities.
- Community and National development
- By organizing important and national and international days.
- By conducting various outreach activities i.e.
- Literacy awareness programme
- Women empowerment programme.

Issues of Ecology and environment

- By organizing "environmental perfection issues" in several workshops.
- Implementation of in-campus and off-campus programmes to promote Eco friendly activities i.e. plastic free zone, save electricity, enhances Use of solar light.
- By organizing workshops, seminars and conferences on contemporary Environmental concentrating issues.

Value Orientation

1) By including value based short stories in assembly and prayer

2) By observing birth anniversaries of eminent national personalities

3) By displaying "Thought of the day" in notice board.

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).

As the curricular is approved and provided by the state Government, But the Feedback is gathered through various sources such as Meetings, Interactions with experts & educationists, Parent- Teachers Meeting and meetings with prospective employers like Principals of schools during teaching Practice schedules and forwarded to Curriculum Development Committee as suggestions. Suggestions are forwarded time-to-time to BOS (Board of Studies) of the University.

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 role of teachers educator and pupil teachers has been redefined us to the global trends and emerging needs of the schools children. Through a balanced blending of traditional methodology with ICT and new technology, we prepare the pupil teachers to become independent, creative and confident enough to face the world. The

institution and faculty members are prompt in guiding the student teachers to integrate the technology like OHP, LCD Projector, Slide Projector, Internet, Computers, Radio, T.V & Other audio-visual aids with face to face sessions to present the content effectively.

Teacher educator demonstrates and justifies the judicious use of appropriate methodology in handling and mastery learning by ICT. The faculty members are the 'Model user of ICT'. They make good use of power point presentations and projects based instructional resources for instructions, orientation & for conducting different curricular and co-curricular activities. The student teacher imitates and learns different skills during their work education classes especially during Chalk Board Writing, Handling of equipments & preparing teaching aids.

Besides ICT, the emerging need is value enriched teacher. The institution has a value oriented system of working. We initiate the session with Hawan. Morning assembly is organized by student teacher of respective "sadans" (Houses) on every day.

The captions, thought of the day, prayer and role models, code of conduct of teachers are exemplary for student teachers. They discuss and share their views on various religious, spiritual & moral ideals. The Administrator, Principal and all faculty members

are leading examples. They review the code of ethics regularly to maintain values in the behavior of the student teacher.

Various co-curricular activities spontaneously encourage the student teachers to learn in them work and integration.

The personality development and communication skills are also in demand globally. So, the institution provides the exposure to the student teacher through its cultural, sports and literary activities to acquire these skills and groom their personality.

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

The curriculum of B.Ed. course bears thrust on National issues like value education, Gender equality, Human rights Equality, Social cohesion, Secularism, Environmental degradation, National integration, Population explosion, Women education, education of disabled children and ICT.

To receive the student inter-active student- teacher community on the pattern of ancient Indian Gurukuls and Ashrams, institute maintains the morality and healthy relation of the society.

The institution conducts morning assembly daily where moral & social values are propagated and developed through prayers and short speeches on social & moral issues. Environmental Education and ICT are a part of the curriculum and the institute participates in rallies to aware the people on national issues (like Pollution , Population Control, Girl Child Education Etc.) workshops, seminars and other events on such issues.

Micro teaching and Case study methods are adopted and use of Internet for learning and recording is encouraged.

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

Yes, the institution makes adequate use of ICT for curricular planning since its establishment.

The institution uses ICT to plan teaching and reading material. The students and faculty prepares teaching aids, Power point presentations, assignments and projects based on ICT. The faculty and students also surf the internet for procuring information on recent trends and in the development of curriculum and for preparation of innovative teaching aids. Demonstration lessons by teacher-educators and micro teaching and practice teaching lessons by pupil teachers are planned and presented with the use of LCD & OHP.

1.2 ACADEMIC FLEXIBILITY

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

The institution provides practical experience through teaching practice schedules twice a year in which local schools are contacted and the students engage their classes along with conduct of contest, competitions and other student through other practices such as Micro Teaching, simulated teaching & action research.

Teachers are motivated to use ICT with traditional method of teaching. All the facilities like computers, OHP, Projectors, slide projectors, etc, are provided to the teachers for making their lesson as successful one.

The student teachers are motivated to use ICT in their notes preparations, lesson planning for practice teaching, power point presentation for class seminar. The institution provides a platform to all student- teachers to participate in various literary, cultural and community service practice. The institution has conduct micro-teaching, Practice teaching and block teaching program. These entire programs give sufficient experience to the students so that teaching becomes more reflective practice.

1.2.2 How does the institution provided for adequate flexibility and scope in the operational curriculum for providing

varied learning experience to the student both in the Campus and in the field?

The institution provides adequate flexibility and scope in the Operational curriculum by providing experience to the students through tours to various places for education, recreation and interaction. Apart from this, the extension lectures are held on different topic. The students are also made to organize In- House competitions & faculty is also encouraged to pursue research work. Flexibility in the operational curriculum is also ensured by providing options to students to choose crafts/options & prepare Teaching Aids as per their interests/ aptitudes.

For the effective implementation of curricular aspect of course all the faculty members use various innovative and technological demonstration, lecture and problem solving are used with wide range of teaching aids such as OHP, Computers, slide projectors, charts, models etc. While providing effective teaching learning environment to the student teacher in the campus and in the classroom they are being motivated to do work with community and in the community. There is provision of field work in the curriculum of B.Ed. course. The institution offers flexibility in the operational curriculum and arranges:-

A Competition:

1. Folk song

2. Patriotic Song

3. Folk Dance

4. Best from waste material

5. Rangoli

6. Essay writing

B Celebrates various days :(Social, Religious and National)

1. Teachers' day

2. Guru Purnima

3. Hindi day

4. Science day

5. International Women's day

6. Vasant Panchami

C. ICT Usage

D. Laboratories experiments

E. Assignments

F. Psychology experiments

G. Workshops & Guest lectures

H. Pre-practice teaching session

I. Practice teaching session

J. SUPW

K. Sports activities

L. Awareness rallies

M. Social service activities

1.2.3 What value added courses have been introduced by the institution during the last three years which were for example: develop communication skill (verbal & written), ICT skills, Life skills, community orientation, social responsibility etc.

In the institution there is proper provision to develop communication & ICT skills, community orientation and social responsibility skills among the student teachers.

Communication and ICT skills are developed through the effective implementation of curriculum of Paper computer education. The basic knowledge about communication skills, skills, its principles, effective communication, basics of ICT, uses of computers and networking are discussed in detail and thus theory and practical aspects are implemented well.

Student-teachers professional skills are developed through the effective implementation of method subjects which include the skills of chalk board writing, preparing teaching teachings aids, handling of available equipments and work experience.

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

1. Interdisciplinary/Multi disciplinary

2. Multi skill development.

3. Inclusive education.

4. Practice teaching.

5. School experience/Internship

6. Work experience/SUPW

7. Any other (Specify and give details)

i. Interdisciplinary/Multidisciplinary

B.Ed. course is inter-disciplinary by nature. The curriculum is involved interdisciplinary and activity approach, non-formal method of teaching along with various method of teaching such as, team teaching, programmes learning, micro teaching, simulated teaching, Direct methods, group discussion and Inductive & Deductive method. Moreover the necessary correlation is precisely drawn upon between the taught subjects while teaching. The institution also ensures inclusion of development of various aspects of the learner through the subjects taught.

Field work is assigned to each Pupil teacher for the research purpose the research purpose that is apart from syllabus. For this purpose they approach to the society or community to gather the raw data, by which they interact with the practical problems of the society.

ii. Multi-skill development

It is developed through Work Experience Programmes, School Experience Programmes, practical work in various Laboratories, through SEC (Simple Expressional Competencies) which is a part

of the curriculum and through various Intra College competitions like debates, declamation, poetry recitation, dramatics, skill-in-Teaching & Teaching Aid Preparation competitions.

iii. Inclusive education

In the teaching learning process the individual differences (gender differences, Economic status, Intellectual level, family backgrounds etc) among the students are taken care of and equal educational opportunities are provided to the students. Though no need has arisen yet the facility of ramp is there for physically challenged students.

iv. Practice Teaching

As a preparation for actual practice in schools, microteaching sessions are organized to develop teaching skill. The faculty meticulously organizes intricate sessions of microteaching and students practice under their watchful eyes. Lesson planning is considered an important input in the preparation for teaching practice. Faculty members take good care of training students in lesson planning too. Before the students are sent to schools, for practice teaching, the College organizes confidence building programmes such as pedagogical content analysis, lesson planning, developing core teaching skills, through micro teaching under simulated conditions, observation of model lessons etc.

Demonstration lesson are given by each subject teacher in the presence of other staff members and students. Every student observes 10 demonstration lessons. Each student teacher has to give 40 practice lessons in school by taking 20 lessons in each Method of Teaching. All the lessons are supervised and checked by institutional teachers as well as school teachers and feedback is given to students.

There are 10 school attached with college for practice teaching. Each student gives one lesson per day. Sometimes the Practice school teachers are present in the class and give informal feedback to the Pupil teachers as well as teacher educators. During practice teaching, each lesson is checked before delivering to students in the class and observed by the Method Specialist (Faculty). The student teacher stays for the whole time in the school during practice teaching days and takes part in all activities of the school.

v. School Experience

There is a provision of both theoretical and practical aspects of school experience or school management. In the theory paper student teachers are given conceptual knowledge about the management of school facilities and problems, library, infrastructure, time table, human resource etc. At the time of practice teaching at school, student teachers apply all their

knowledge in actual situation. In block teaching student-teachers organizes morning assembly, make arrangements for teaching learning situations, manage man & material resources, and manage funds at school level and scholarships. At the end of the block teaching at school every student-teacher writes a details school plant report, prepares time table & S.L.C., complete observation lessons and provide their suggestions to the school for providing their suggestions to the school for providing better learning experience to the students.

vi. Work experience/SUPW

Various crafts are taught in the college like gardening, home craft, card-board making, candle making, interior decoration, art and painting, model making etc are also organized in the college from time to time.

vii. Others

Various Inter house competitions like dance, music, declamation, debates, mimicry etc. are organized in the college. The programmes and the courses are incorporated in the college calendar.

1.3 Feedback on Curriculum

1.3.1 How does the institution encourage feedback and communication from the students, alumni, employers, community, academic pears and other stakeholders with reference to the curricula?

The institution has adopted well oriented mechanism of getting feedback and exchange of information with regards to the curricular and co-curricular aspects of the B.Ed. course being run in the institution. For getting feedback on curriculum following practices are in vogue:

1. **Feedback on curriculum by the student-teacher:**

The institution has tried its best to cater the needs of the students, society and nation through best practices in curriculum. Pupil Teachers views and suggestions are invited on the curriculum for necessary modifications & improvement in the current curriculum. For this purpose the institution is working with two tools: first one is inviting student-teachers feedback on a Performa, through which Pupil Teachers rate the complete course and the curriculum of the various subjects. The second tools are the suggestion box available in the college campus, where student-teachers can put their suggestions regarding the improvement in the curriculum.

2. **Feedback on curriculum by the Alumni:**

The view and suggestions of old students of the institution are also invited with reference to the curriculum. These students are encouraged and motivated to provide feedback on the curriculum of the B.Ed. course. They are asked to post/disclose their views in following manner:

- Oral expression of their views about the curriculum to the Principal or the subject teacher.
- Writing their suggestions/ideas directly to the principal or subject teacher.
- Provide their suggestions through suggestion box.
- Giving their suggestions through E-mail.

3. Feedback on curriculum by Employers:

Employers of the institution indirectly participate in the curriculum development by providing man & material resources, moral and financial support to organize extension lectures and to attend workshop and seminars regarding curriculum development.

4. Feedback on curriculum by teaching Staff:

- The institution has its Internal Curriculum Review & Reform Committee consisting staff members as subject experts. This committee analyses the existing curriculum of the B.Ed. course, Finds out the needs & difficulties of the student- teachers and

provide suggestive measures for the modification in the curriculum.

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

5. Feedback on curriculum by the Community:

The institution has established a cordial linkage with the community and the community comes together. At the time of every meeting formal & informal feedback is received from the community regarding the curriculum. Some of the activities are:

- The institution has established extension linkages with Community and local educational institutions i.e. practice teaching schools & college. We also organize various services/activities in the community such as vaccination camp, awareness program, Tree Plantation etc. and also received feedback and suggestions from the community members at that time.

- The institution always invites Heads & staff of the practice teaching schools, parents of the student- teachers & community members in various activities, function exhibitions and competitions of the college on Teaching aids skill in teaching, cultural activities, talent search, sport meet etc, where they provide their valuable feedback & suggestion to the course.
- The feedback from the school teachers, during practice teaching about the B.Ed. course and their experience at practice teaching on prescribed Performa (developed by the institution) is collected and reviewed.
- The institution is planning to organize a meeting and workshop with school Principals and teachers of the neighboring schools to share their views on the methodology and curriculum of the B.Ed. course.

Thus institution is trying its best, to communicate & receive feedback from all its stake holders, with regards to curriculum.

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

Feedback is discussed in faculty meetings and with the employers and changes and suggestions are forwarded to curriculum revision committee. Changes are implemented at the college level in

pedagogy (teaching styles and requirements) to make teaching learning process more effective.

1.3.3 What are the contributions of the institution to curriculum development, (member of BOS /sending timely suggestions, feedback etc)

The feedback so collected is deeply analyzed by the Principal with the faculty members. The worth full suggestions are discussed with the subject faculty members then submitted to the university in the meeting of Board of Studies.

1.4 Curriculum Update

1.4.1 Which courses have undergone a major curriculum revision during the last five year? How did these changes contribute to quality improvement & satisfaction?

No, major changes in curriculum was made by the university of Rajasthan, Jaipur.

1.4.2 What are the strategies adopted by the institution for curriculum revision and update? Check assessment, student input, Feedback from practicing schools etc.

As we stated earlier that there is no major changes made by the university in last five years but still the institution adopts several strategies to assess the need and areas for curriculum revision and updating through tutorial meetings, class room discussion, staff

meeting and feedback from practicing schools in the form of reports.

1.5 Best Practices in curriculum Aspects

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

- The teachers are motivated to prepare their teaching plan at the beginning of the session and cover their syllabi in accordance with the plan
- The students are given regular home assignments which are corrected by the concerned teacher and necessary suggestions are given to the students.
- In addition to the term tests at the end of every term, the teachers frequently take class tests in their class itself.
- At the end of important topics or chapters the students are promoted to makes student's presentation in the class room related with the topic recently covered.
- Distinguished educational experts are invited to deliver extension lectures to the students by which not only the students but the faculty members are also quality benefited.
- Student performance is regularly checked on the basis of results in terminals and unit tests. Feedback from the students ensures the sustenance of quality.

1.5.2 What innovations / best practices in curriculum aspects' have been planed/ implemented by the institution?

Best practice in curricular aspects which have been implemented are use of technology in Education i.e. Micro teaching, Simulated teaching, Group Discussion, developing lesson plans ,etc. use of LCD, Power Point presentations, OHP, teaching aids etc. preparation and use of teaching aids in various teaching subjects.

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 Admission Process and Student Profile

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

Admission Process for B.Ed. Course

Criteria for admission –

As per the policy of the State Government, the College admits students through a Common Entrance Test (PTET) conducted by the Co-coordinator PTET (e.g. MDS University Ajmer).The students have a choice to opt for any B.Ed. college, depending upon their merit score. Pre-Teacher Education Test consists of four sections, namely, Mental Ability, Teaching Attitude and Aptitude Test, General Awareness, and Language Proficiency (Hindi or English). And assesses abilities like, Reasoning imagination, Judgment and Decision Making, Creative Thinking, Generalization, Drawing Inferences etc. Teaching Attitude and Aptitude Test consists of 50 multiple choice type items. Language Proficiency (Hindi or English) consists of 50 multiple choice questions.

Eligibility-The general candidate has to score 50% marks and reserve category candidate has to score 45% in UG or PG course

otherwise she or he will not eligible for admission into B.Ed. Programme. The eligibility as prescribed by NCTE for B.Ed. Programmes is followed strictly. The reservation policy of Rajasthan State Government is being followed. The students are allotted by the co-ordinator PTET. The college admits students on the basis of the list of qualified candidates received form co-ordinator PTET.

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

The Programme is advertised and notified through popular newspapers. College Web site also shows detailed information about the college. Information about the faculty members, subject combinations, infrastructure and facilities in the college, pervious result & activities organized by the College is also included in advertisement.

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

B.Ed. admissions are strictly on the basis of State Level Test. Statutory body of test conduct is allotted the candidate on merit basis. Qualified candidates are reported to the college after issuing

allotment Letter. Institute made the online reporting to Statuary body.

2.1.4 Specify the strategies if any, adopted by the institution to retain the diverse student populations admitted to the institution. (E.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)

The institution has a privilege of its location, that's why its students fauna has diverse backgrounds. The Pupil-teacher from different economic, cultural, religious, linguistic backgrounds and physical challengers enjoy their individuality in harmony of great diversity in Institution's academic environment. The following strategies are in vogue for the great cause:

1. The institute assisted the economically weaker Pupil-teacher by facilitating them to avail state scholarships. The additional numbers of library books are issued especially to them through book banks. The uniform and transport aid are also provided.

2. Religious festivals and events are celebrated by Pupil-teachers for integration of their faith and believe. Every student is encouraged to share and represent her culture and sect in various cultural activities as well as in morning assembly. Lohari, Diwali, Holi, Basant Panchmi and Christmas are celebrated in the institutions.

3. Institute has a conductive academic environment for the expression, joyful study and celebration of life for the female Pupil-teachers through various cultural and co-curricular activities.

4. The linguistic diversity has been facilitated in teaching learning process by educating through both medium- Hindi and English. There is an equal respect and attitude towards various languages and dialers of the students. The teacher educators take care of their emotional attachments to the languages and dialects so that students feel comfortable in a learning friendly environment.

Seats are set apart for differentially able and economically weaker sections as per state government rules. Pre –examination counseling is given to SC/ST and OBC students.

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

Yea, Student's knowledge is assessed through the B.Ed. Entrance Test conducted centrally by any one of the Universities from the State. In the starting of every session fresher talent hunt programme is also conducted by the college, in which the strength and weakness of the students are gathered by various competitions.

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 authorities of the institution try their level best to create an environment conducive to learning and development of the students by providing them the best of infrastructure, facilities, Computer & Qualified faculty and instructional material.
- ❖ The students are psychologically prepared for learning through orientation in the beginning of session. Excursions discussions, seminars, competitions and guest lectures are held from time to time to motivate and encourage them.
- ❖ A friendly atmosphere is created in the class by he concerned teacher so that the communication and interaction with the students become easy. This device helps the teachers to assess the quality of the students.

  After orientation session, college arranges various curricular and co-curricular activities to create environment for learning and development of skills.

(a) Prayer Session – Major activities of prayer session is as follows-

- Saraswati Vandana
- News paper reading with current events.
- Thought of the day.

- Noble story telling.
- Teacher educators' views.
- Vandematram/ National anthem.

(b) Mentor group- Each year college constitutes six groups for 120 students of B.Ed. for personal counseling. Each group constitutes 20 pupil teachers and selective faculty members lead one counseling group. Once in a month two hours are allotted for counseling.

(c)Various Laboratories- Through the practice in various labs viz. psychology lab, ICT lab, Curriculum Lab, Art & Craft lab, social study room, the students are exposed towards the practical aspects of teaching.

(d) Liberty of Library- Library and information services are upgraded to provide latest technology to the pupil teachers through E-journals, audio-visual aids & downloaded CD's. They are also issued books for a limited period.

(e) Liberty of meeting with the staff members- The College gives liberty to pupil teachers for counseling at any time.

(f) Various Competitions-

- Patriotic song competitions
- Poetry recitation
- Historical play
- Quiz competition
- Elocution
- Extempore on the spot debate
- Rangoli

(g) Community Services- Rallies, Nukkad Natak.

(h) <u>Campus beautification</u>.- Plantation, Painting of Pots.

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

Pre-examination counseling is given to SC/ST and OBC students. Bridge courses, Extra classes, Spoken classes etc. are offered to the needy students. issuing books during annual exam, arrangement of seminar, Organizing Extension Lectures etc. Special attentions are paid to advance learner and they are being guided properly.

- ❖ Extra Classes for week and needy Pupil-teachers
- ❖ Issuing books to Pupil-teachers during annual examinations.
- ❖ Organizing the Extension Lectures by prominent educationist
- ❖ Assignment and projects are assigned to the Pupil-teachers.
- ❖ Pupil –teachers need for academic areas and discussed through the tutorial and are also provided with remedies.
- ❖ Remedial teaching is given after every class/unit test and house examination.
- ❖ Proper orientation about examination and evaluation system.
- ❖ Appropriate demonstration is given to the Pupil-teachers for model lessons in different skills & teaching practices etc.

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?

While teaching in class, emphasis is given on inter and intra individual differences. All the students are treated equally and are given equal opportunities. Black board presentation on various topics, by each student is essential to enhance their confidence level.

Other curriculums oriented activated are:-

- ❖ reparation for practice teaching
- ❖ Lesson Planning
- ❖ Developing core teaching skill through simulation
- ❖ Observation & discussion of demonstration lesson
- ❖ Practice teaching
- ❖ Observation & supervision at practice teaching
- ❖ Interaction & Participation within community
- ❖ Educational Tour
- ❖ Extension Lectures
- ❖ Provision for work experience
- ❖ Creating learning situation through tutorials

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

All the faculty members are well qualified having specialization in their concerned subjects. Feedback from students is taken by the authorities and the teachers are advises to bring about necessary changes to make their teaching more effective.

- Teacher educators are encouraged to participate in seminars and workshops to update their knowledge.
- Guest lectures are provided to share, increase and update their knowledge.

• Teacher educators are also appraised through feedback Performa filled by pupil teachers. In these feedback forms, pupil teachers give feedback about teachers knowledge of content, methodology, use of teaching aids, guidance and other facilities provided to them.

• Instead of chalk and talk method teacher educators also use LCD and OHP presentation, project work and interactive lectures, frequently carried through LCD & OHP.

• In departmental meetings, discussions are held on the problems of students to ensure knowledge & sensitivity to their needs.

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

The college provides a wide variety of such practices which enables student teachers to be innovative & skillful and adopt human values.

Some activities are:

1. Organizing daily morning assembly where all the faculty members and students teachers assemble for prayer and other assembly activates. The morning assembly includes followings activists.
   - Prayer and Saraswati Vadnana
   - Thought of the day
   - View of prominent/ eminent personality on values education or any national concerns
   - Preparation of self composed of inspired poetry
   - Daily news
   - Devotional Song/ Patriotic Song
   - National Anthem

2. Every session and important functions are started with the Hawan and prayer, organizing various social and cultural programmes.

3. Celebrating days of national, international and social importance such as Republic day, Independence day , Teachers Day , Youth Festival , Science day etc.

4. Organizing Extension lectures

5. Daily display of thought of eminent thinkers& Educationist on display board.

6. While organizing any activates / function at college level student teachers are assigned duties/ responsibilities to provide them opportunity to organize various activates under the supervision of the concern tutor.

8. While organizing various competitions at college level student teachers are assigned different responsibilities.

9. In maintaining the greenery at the campus students teachers are motivated to plant free and flowering plants and also they are assigned duties to protect them

10. Student teachers are provided guidance & counseling service by faculty members

2.3 Teaching –Learning Process

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

The college organize three day orientation programme at the commencement of each academic session. During this programme students are explained the syllabus, the philosophy of Teacher Education, facilities of the college, Practice teaching Micro Teaching an on the last day Methods of Teaching subjects is finalized. The college starts with the theory classes for a month. This is followed by 10 days of Micro Teaching sessions .Each student gives 2 lessons per skill. The skills with the practiced are introducing a lesson, Probing Questioning, Demonstration Stimulus Variation and Reinforcement Besides these each student is given practice in Black Board Writing Skill. Each faculty gives one Demonstration Lesson per Method of Teaching Subjects. Now, students prepare for the first round of practice teaching about 15-20 students go in each school for 20 days. Each lesson is checked and supervised by the Method Teacher. Students are required to submit charts made during the first round of practice teaching to the college. Then and midterm test is held. Students Teachers take part in Inter section cultural activates and social service camps. The social service camps are held in nearby villages.

The Second round of practice teaching of 20 days follows this. This is also organized in the same way as the first round of Practice Teaching. Again theory classes are held for one month. The University conducts the Computer Practical exam. The medium of instruction is Hindi and English.

In B.Ed. Part I paper No.01.,02,03 and 07 carrying 100 marks (80 for theory 20 seasonal) each paper 04 ,05 and 06 and EPC 1&2 carrying 50 marks (35 theory 15 seasonal) 225 in B.Ed. Part 1 . Practice Teaching and related work is of marks is of marks .Out of 225, 150 marks

The detailed bifurcation is given in the syllabus. For each student 80% attendance is compulsory paper and 90% in Practical. The teachers use teaching aids like, OHP so as to create effective and motivating environment for the transaction of theory, Academic calendar of various activities is prepared in the beginning of academic session and given to the students of B.Ed. class.

Each of B.Ed. student teacher has to give 40 lessons in school by taking 20 lessons in each method of Teaching .During practice teaching each lesson is checked before there are taught to students in the class and observed by the Method expert, only one lesson per day in given. The Pupil-Teachers stay for the whole time in the school during practice teaching days and take part in all activities of the school. Each student has to observe 10 lessons of the peers. In schools, the subject observes in the class and gives feedback to the student teachers.

Seasonal work which is evaluated by their conduct and performance on various co-curricular activities and assignments which includes:

a. Supervision of Practice Teaching
b. Research Filed work
c. Working on Fender's Teaching Model
d. Observation of teaching Competency

To create an overall environment conducive to learning and development of the students the institutions organized curricular as well as co-curricular activities. Such as Group Discussion Seminar SUPW camps, open air session games, yoga classes etc. To impart value education good thoughts are written on the board daily, celebrate national festivals, morning assembly etc.

The institution inculcates civic responsibilities among the trainers by cleaning of college campus and nearby village's plantation of tree and organization of street play. The institution has good community orientation. It organized for the activities like talks by the experts which are also arranged for the community as well as students. The institution encourages learning to learn, communication skills use of information technology and learning to work together as well as independently over all personality development of students is also carried.

Besides this all students are regularly used the reference books and Encyclopedia for the various topics.

Internet: Internet access is always available for the students.

Case studies are given by the teachers are completed by the available resources of the Institute.

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

The college always aims at the overall development of personality of the Pupil teacher which includes social, cultural intellectual metal academic and physical development so as to make effective & competent teacher as well as vigilant and valuable citizen .A variety of programme has been organized and planned by the college to follow the student centered approach which are mentioned as under:-

1. Almost every student teacher is variably involved in various activities /programme of the college for developing their talent in the field of their interest. Student's teacher's participation in various activities is ensured through the organization of morning assembly.
2. Tutorial groups and guidance & counseling cells are established to solve the student teachers academic, personal, career and social problems.
3. Every faculty member caters the needs of the student teachers while developing the content matter in classroom. As per the need of the student teachers the teacher's educator changes his/her methodology and uses various teaching aids to make concept easy& understandable to the student teachers.
4. Teachers educators precisely diagnose the problems of the student teachers by oral testing , written test, class test and house examination and then provide them necessary remedies accordingly
5. Seminars, projects and case studies are conducted by the student teachers themselves under the guidance of the respective teacher's educators.
6. Pupil-Teachers are motivated to visit library regularly to keep them updated by reading newspapers, magazine, journals, reference books& periodicals etc.
7. Regularity, punctuality and discipline in the college are maintained by a body of student teachers and discipline committee as well
8. Organize SUPW camp/ Open-air session .
9. Extension lectures & competitions are organized to cater the student teachers need.
10. Training in handling hardware and software is also provided to the Pupil teachers, in order to meet the requirements of the

modern classroom. During this training, student teachers are taught about the use of OHP & LCD projectors using CD.-ROM or DVD and T.V. in the class room.

11. Student's teachers are offered a variety of options in all optional papers where student teachers are free to choose any option as per the requirement or interest.

Thus all the above mentioned activities and many others are successfully organized to cater the student teachers need and to make learning more easy and reliable to them. Every effort has been made to make learning student centered and community oriented.

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

Different methods are used for teaching different topics like lecture method, project method, lecture cum demonstration method and problem solving method. Teacher also uses Co-operative Approach while teaching. The innovative Approach introduced by college teachers is Co-operative learning.

As in the B.Ed. curriculum 70% Weight age is given to theory and rest 30% Weight age is given to pedagogical skill to development, practical work, filed work, teaching practice etc. All necessary steps have been taken for the effective implementation of the curriculum aspect, theory as well as practical .Different type of Psycho Test and apparatus are available to conduct the Psychological Test for the different type situations.

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

No, there is no such programme provide in the B.Ed. curriculum to provide training in models of teaching in model, but our Institute uses servile of methodologies and approach to provide effective learning experiences to the student teachers.

Lesson Plan

Special sessions are being devoted for the preparation of lesson plans and related requirement. Various aspects of lesson planning such as stating objectives in behavioral terms, division of content matter, using appropriate methodology, use of various A.V. aids how to present the content matter , dealing with the students, controlling classroom activities, using chalkboard etc, are discussed in details.

Micro-Teaching

Student teachers are provided with adequate training in delivery of model lesson presentation before starting their micro teaching and teaching practice in the schools. Before the commencement of micro teaching lesson, student teachers are well known about the micro teaching its concept, requirement & various teaching skill .Demonstration lesson in each skill and in each teaching subject is presented before the student teachers by the teachers prepares and delivers five micro lessons in each teaching subject and two criticism lesson in simulation .Micro Teaching lesson has the duration of 5-7 minutes, where as Comprehensive & discussion lesson have time duration of 20 and 40 minutes respectively.

2.3.5Does the student teachers use micro teaching technique for developing teaching skills? If yes, list the skills practiced and number of lesson given by each student per skill.

Yes, the student teachers do use micro teaching techniques for developing teaching skills, each student given 2 lessons per skill. The skills practiced are Introducing a lesson Probing Questioning, Demonstration , Stimulus Variation and Reinforcement Besides these each student is given practice is Black Board Writing Skill.

2.3.6 Detail the process of practice teaching in schools. (Lessons a student gives per day, lesson observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

As a preparation to actual practice in schools, microteaching session is organized. The faculty meticulously organized intricate sessions of micro teaching and students practice under their watchful eyes. Lesson planning is considered an important input in the preparation for teaching practice. Faculty members take good care of training students in lesson planning too. Before the students are sent to school, for a practice teaching, the College organizes condolence building programmes such as pedagogical content analysis, lesson planning developing core teaching skills, through micro teaching under simulated conditions observation of model lesson etc. Demonstration lessons are given by each subject teachers in the presence of other staff members and students. Every student in the observes 10 demonstration lessons. Each student teacher has to give 40 practice lessons in school by taking 20 lessons in each method

of teaching All the lesson are supervised and checked by Faculty members as well as school teachers and feedback is given to the students.

There are 10 schools engaged with us for practice teaching. Every student given one lesson one day. The school teachers also observe lesson sometime in the class and give informal feedback to the Pupil teachers as well as teacher's educators, during practice teaching, each lesson is checked before those are taught to students in the class and observed by the Faculty. The student teachers stay for the whole time in the school during practice teaching days and take part in all activities of the school.

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

A group of students are attaching with the particular school which is selected by the institution. In that schools are acquire knowledge about the system of school management. They acquire knowledge about admission procedure accounts and preparation of time table, debates and competition. They participate in co-curricular activities also. On the other hand they also watch the teaching procedure with school teachers and each day of block teaching they teach lesson per day in different classes in the presence of school teachers. Total time for block teaching is 15 days.

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

The Pupil Teachers frame individual lesson plans with the suggestion and co-operation of school teachers and mentors keeping in view he requirements of the students of the schools and the school syllabus left in the practice schools.

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

The Teachers Educators keep pace with recent developmental trends in education and the increasing range of student's behavioral tendencies and needs by attending workshops, seminars, reading journals. Surfing internet and transfer this information to Pupil teachers through orientation and workshops. Remedial and Diagnostic Teaching a followed by Teachers Educators and its is made sure that student teachers modify their teaching by following the suggestions given by the Teachers Educators.

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

Students-teachers are well trained to use modern technological equipments like computers, OHP, slide projectors, T.V., LCD projector etc. for making teaching-learning process more effective. In this training, they are taught about how to prepare, handle and use various kinds of teaching aids & modern technological equipments. Student-teachers are encouraged to use various ICT devices in their practice teaching lesson and in annual skill in teaching examinations

2.4 Teacher Quality

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

Yes, Teaching Practice plans are developed in collaboration with 10 cooperating schools. During meetings with school heads, the educational needs of the schools and the policy directions are communicated. School teachers are oriented about guiding and assessing student performance. The methodology teachers interact with guide teachers, observe and guide student performance in teaching and other areas.

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

The average ratio of students and faculty is 14:1 depending upon student strength of the school and whether the school is upper primary, secondary and higher secondary.

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

The mechanism of giving feedback to the students is manual. During micro teaching session conducted in simulations, the teacher educator and the peers provide feedback about the lesson presented by the student teacher and also during the practice teaching session, mentor teacher involves head and teacher of practice teaching school, peers group of student teachers with him for manual observation and to give feedback.

At the time of actual practice teaching teacher educator as well as school teacher sits in the class room. After giving lesson teacher educators as well as school teacher give oral feedback to student teacher so that they improve their performance. The teacher educator gives written feedback in their lesson diaries. The feedback mechanism is plan-teach-feedback-replans-reteach-refeedback-confirmation.

Principals and heads of the schools also provide their dynamic feedback during practice teaching to the Pupil Teacher. The mentor teacher guides

the student teacher about what to observe, how to observe and how to get feedback to their peers. The desired classroom interaction and teacher behavior and teaching learning activities to be organized are enlisted and distributed to all the student teachers to help them in observation and give feedback.

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

The institution keeps itself updated with latest policy direction by holding discussion session with schools from time to time and from other sources like seminars, workshops, journals newspapers, and internet. The Teacher Educators ensure that the Pupil Teachers consult the school Teachers regarding requirements of the curriculum and educational needs of the schools.

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

The institution subscribed various journals, magazines, paper of education fields. All these materials are provided all of them so that they keep pace with recent development in the school subjects and teaching, methodologies.

The faculty members study the educational journals and reference books in school subjects for the knowledge of updates in content and methodologies. The recent development in school education like grading system, concept of smart class and various common entrance examinations etc. have been discussed with student through wall magazine, morning assembly and discussion.

The members of the faculty are in direct contact with the teachers of different practice teaching school to get acquainted with the change in school education system through meetings and personal interaction.

The faculty members are given opportunities to attend and participate in seminar, conferences, workshop and extension lecturer in colleges to keep pace with the recent developments in the school subjects and teaching methodology. They develop their own teaching methods module for teaching, teaching aids and make use relevant tools and techniques.

Before starting actual practice teaching curriculum of concerned education board is provided to the entire student teacher as well as teacher educator.

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 activities,) etc.?

The institution sends the teachers to various seminars and workshops for their personal and professional growth and development.

Leave and other assistance, like use of resources (Computer, printer, Internet etc.) are provided to the teaching staff for research.

Refresher courses on use of ICT are conducted by the experienced faculty from the other institute of Parent Society.

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

Yes, staff members are rewarded & motivated for good performance by way of giving them honor and money. Every year there are many prizes

for staff members. Teachers are rewarded by the college for good performance of their students in written exams, practice teaching, participation in cultural increments and incentives, involving them in decision making, giving academic leave, providing transport facility etc.

2.5 Evaluation Process and performs

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

The institution has a strong commitment for quality teacher education and every challenging situation encountered on this path is properly defined and all the necessary measure is taken. The barriers to student learning are checked immediately. The environment of the institution is conducive to the student teachers potential actualization. All faculty members are motivated and devoted for the welfare of student teacher. The student advisor in-charges have a keen watch to make them feel comfortable and contended in term of learning outcome. Student teacher's class room problem and campus experience are invited to share y the tutor and all the student teacher in-charge. Their requirement, suggestion, needs and problems related to sitting arrangements, books, transport, and canteen facility, medical facility, learning barriers, peer group disturbance or any other personal problem are properly identified and addressed. These problems are solved with the help of teachers, principal, Academic Counselor, management committee of the college. The faculty members walk an extra mile for solving the learning problems of student. Personal attention and care of faculty members facilitate all the student teacher to share his/her learning problem. Faculty member provide remedial teaching, repeat or modify the instructions delivered already and make change in their lesson plans and teaching aids and methodology. SUGGESTION BOX is also providing

an extra space to student teachers to share their view on different learning barriers in campus.

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

According to the curriculum, each student has to take eight compulsory theory papers. These are: Two Methods of Teaching of Teaching subjects from Hindi, English, Sanskrit, Social Studies, History, civics, Geography, Mathematics, Physics, Chemistry, Biology, General Science, Home Science, Economics, Book-keeping, and Commercial Practice. Out of which One Teaching subject in B.Ed. I and other Teaching subject in B.Ed. II. In B.Ed. part-I These are: Childhood and growing up, Contemporary India and Education, Learning and Teaching, Language across the Curriculum, Understanding discipline and subject, Knowledge and curriculum Part-1. EPC-I and EPC-II and In B.Ed. part-II- Each student has to take six compulsory and one optional. These are: Knowledge and curriculum Part- II, Gender school and Society, Assessment of learning creating and exclusive school, EPC-III and EPC-IV and optional papers are peace education, physical education and yoga, consonance and cousinly, Health and Physical education and environment education out of which one paper should be needed.

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

The Assessment/Evaluation outcomes are communicated to students through marks and remarks on answer sheets, assignments are corrected and remarked are returned to students for improvement of performance of students. We also motivate the students by announcing the results of

various competitions in Morning Assembly and giving prizes on Annual Prize Distribution.

The result of Sessional Examination and University Examination are displayed on college notice board also acknowledge the achievements of student teacher.

All internal marks keep confidential as per University norms. These marks are known to only faculty members. On the basis of these marks faculty members evaluate the performance of student and take necessary action to improve the performance of the student.

2.5.4 How ICT used in assessment and evaluation processes?

Computers are used for the question paper setting, result recording and analysis. LCD projector, OHP, audio video recorder with T.V. and tape recorder are used for seminar presentation and skill in teaching lesson plans. Tape recorder is used for analyzing and making correction in linguistic skills.

2.6 BEST PRACTICES IN TEACHING – LEARNING AND EVALUATION PROCESS

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

In the beginning of the academic year Principal's address is arranged to give general instruction and academic plan of the college to the students. Methods of evaluation, code of conduct are communicated to the students. The printed prospectus gives all the necessary information.

Periodic tests, Pre-annual examination are conducted for traditional courses. Students also prepare project wherever it is necessary. Final examination is conducted by the University. Performance of students in co-curricular and extra-curricular activities is also assessed.

Before the commencement of academic year, a diary is given to all the teachers, it is mandatory for all the teachers to prepare an annual teaching plan. It is communicated to the students. Annual teaching plan is implemented by all the teachers. The progress is checked by HOD on the last day of every month Shortcomings/suggestions, if any, are discussed in Faculty-wise co-ordination committee meetings. A copy of individual time-table is also submitted to the office. The syllabus is unitized according to the teaching schedule.

Lecture method of teaching is supplemented with other methods. In these methods there is greater involvement of teachers and students in the teaching learning process. This is done through drilling method, demonstration method, and use of maps, charts and models. On line teaching method is also used with the help of LCD projector in audio-visual unit. The college is well equipped with media facility. Teachers are taking benefit of these to make their lecture more meaningful and interesting.

The students after admission are assessed through periodic test, quiz program, seminar, workshops, terminal examination, viva-voce examination, project work evaluation and University's Theory/Practical examination (s). Examination system is annual.

Extra periods are conducted by teachers for educationally disadvantaged students. Personal attention is also given to slow learners.

Advanced learners are challenged to work ahead of the rest by different means such as

- Additional borrower's ticket is given to them.
- Cash prizes are given to them.
- Financial help from donors is given to them.

- Students are also encouraged to take part in different activities organized by their associations and to appear for various competitive/entrance examination.
- Personal guidance is given to the students.
- Progress of the students is communicated to the parents from time to time.

The college has introduced evaluation of teacher by students. College also has a method of evaluation of teacher on the basis of teacher's self appraisal report, which is submitted at the end of every academic year. Principal goes through this appraisal report and suggestions, if any, are communicated to the concerned teacher. Every month Principal visits every class in order to obtain feedback from the students.

Innovative programs are discussed in the coordination committee meetings. In the college good relations are maintained amongst teaching staff, and students. The college authority sees to it that harmony is maintained among all the units (teaching and non-teaching). All post of teaching staff is filled.

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

For the smooth delivery of instructional and curricular activity one full time person is designated as Academic counselor .The institution prepares a calendar of events. To provide interactive teaching learning, the methods followed are inductive, deductive, demonstration etc. The college prepares teaching aids in the workshops held regularly in the college. The college has 30 computers, a TV, Audio and Video Cassettes, DVD player, CD's, OHP, Slide and LCD Projector etc. The college gives liberty to all its Faculty members & Students to use ICT.

The institution has established linkages with NCTE, **Maharaja Surajmal Brij University, Bharatpur** and other colleges of Education in the state. The college has procured Reports and journals from the University and other colleges of education of the state. The University staff is invited to give lectures to the students and staff. These are mostly on topic related to the courses of study of B.Ed. programme. The college also subscribes to the NCERT journals. Printed and non-printed materials also produced by the college for use of the trainees. Extension lectures by experts are also arranged for the students which are mostly on topic related to the curriculum.

Criterion III

Research, Consultancy and Extension

3.1 Promotion of Research

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

The institution tries its best of motivate the teachers to take up research in education to keep abreast of the current knowledge and development in the field of Teacher Education. The library is equipped with vast variety of books and surveys. Various National and International journals are also subscribed for the library. Broadband internet access is available to the Teacher Educators.

The college recently establishes Research Activity Cell under the Guidance of Principal and Academic Counselor. The major roles of the cell are-

1. To maintain a record of the research activities undertaken by faculty members.
2. To initiate and organized college- supporting teacher- student projects.
3. Recommendation of teacher – student projects for financial supports.

   The institution encourage teaching staff for research work by adjusting their work load in the timetable. The institution supports to the extent of Rs. 5000/- to a teacher for completing their research projects.

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

The main area of research prioritized by the institution:-

- Action Research
- Importance of Co-Curricular Activities
- Problems Facing by Children
- Social Research
- Psychological Research
- Importance of Ancient Indian Education
- Society Health Research
- Impacts of technology on School Children
- Legal aspects of Indian Education
- Importance of Library
- Education of mentally Retarded Child
- Importance of Educational Society
- Teaching Methods
- Case Study

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

Yes, the institution encourages Action Research. From the last two sessions Action Researches were performed by the pupil Teachers.

In each session Pupil Teachers are divided into groups with allotted topic at least every student in each group of performed Action Research on one topic.

3.1.4. Give details of the conferences/ Seminal / workshop attended and organized by the faculty members in last five years.

Detail of Seminars/Workshops Attended.

	Organized	Participate
National Seminar	05	86

Work Shop	02	38
Conference	01	48

Following are details of the Conference/Seminar/Workshop attended by the faculty members in last five years:

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 past three years.

All pupil teachers learn to prepare teaching aids before commencement of practice teaching session. Well equipped social science lab, psychology lab, physical science, biological lab, ICT, ET lab and language lab are provided for effective teaching learning process. This process is done in following manner:-

• All methodology reference books are collected from library.

• Print out of notes and pictures of graph, time – line, bar diagram, chronology chart, geographical map pictures, historical maps, Pie diagram are shown to the pupil teachers.

• At the end of the academic session, the notes prepared by the teacher educators are converted in form of soft copies and hard copies are kept safe in the library for ready reference.

• Teacher educators use Hi-tech audio- visual aids such as LCD projectors as a supplement for the lecture method.

• Teacher educates incorporates camera (still & move), tape recorder, radio, Microphone, DVD, television & sound system for enhancing the quality of teaching.

• Teaching aids viz. charts; models, audio visual aids & power point presentation are displayed & kept ready for reference.

• Photos of scientists, social reformers, freedom fighters, noble laureate, Educationists, psychologists are arranged in collage way.

• Working and static models are kept ready to exhibit.

3.2.2. Give detail on facilities available with the institution for developing instructional materials?

Following facilities are provided to the pupil teachers for preparing instructional material:-

(a) Infrastructural material –

- Library resources
- Computer lab with internet facility
- Social science lab
- Psychology lab
- Science lab
- ICT lab

(b) Workshop

- Workshops are conducted frequently to share information to develop Instructional material.
- Guest lecturers are invited to provide methods & techniques to prepare Instructional articles.

(c) Material Resources –

- Roll up boards.
- Drawing sheets
- Card boards
- Thermo coal
- Painting material
- Colors (oil & water color)
- Colored pencil
- Set of sketch pens
- Arts craft material

Orientation - Pupil teachers are given orientation towards development of**:**

- Power point presentation
- SUPW articles
- Teaching learning aids

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

The faculty members have developed certain instructional materials. They are given below**:**

-Power point presentations on **Various Topics related to Education.**

-OHP transparencies for orientation to micro teaching.

-Instructional materials like transparencies and slides are developed by the teacher-educators for classroom teaching, micro teaching and pre practice teaching session.

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

It is need of the hour to provide methodology & ICT knowledge to teacher educators & pupil teachers for this purpose.

College organizes-

-Workshops for preparing teaching aids viz.

- Maps, charts and model, timeline, graphs etc.

-Workshops for creative writing.

-Workshops for preparing teaching aids i.e. the best out of waste.

-Workshops for learning other languages than the mother tongue.

-Workshops for imparting ICT.

-Workshops for taxonomy of teaching.

3.2.5 List of journals in which the faculty members have published paper in the last five years. Details of Paper Published

NERI-05, ISSN No. 2454-5643

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

No such awards were received.

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

The college has not been able to undertake any research project so far but intend to undertake in near future.

3.3 Consultancy

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

Yes, the institution regularly provides consultancy services to surrounding secondary schools to impart better teaching in the classroom & to solve academic problems at free of cost.

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

Yes, the institution has many areas of competency such as-

- Teacher training & interaction.
- Learning disabilities
- Pollution awareness
- Personality development
- Career Guidance
- School Administration & discipline

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?

Free consultancy is provided for the welfare of the organization & society as a whole.

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

There is no revenue generated in the institution for this purpose.

3.4 Extension Activities

3.4.1 How has the local community benefited from the institution? (Contribution of the institution through various activities, outreach programmes, partnering with NGO, s & GO, s)

The local community is benefitted by the institution in varied manner. Under social service programme various educational /awareness campaigns are organized by the institution viz.

- Adult education
- Deprived class education.
- Girl child education
- Campus beautification
- AIDS Awareness.
- Education
- Health & hygiene
- Eradication of social evils through rallies.
- Global warming
- Female feticide
- Career guidance is provided to the students of neighboring schools.
- During practice teaching session pupil teacher are advised to follow **'each one teach one'** practice.
- Faculty members provide extension activities at various practice teaching schools.

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

Through the efforts of the institution and organization of various extension activities, the college has received recognition & acceptance in the local community. Institution promote community networking through the practice of **"each one teach one"** to get rid of illiteracy in the villages located around the institution. Lectures are arranged to create awareness about AIDS, save girl child etc.

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 major areas to be addressed are

- ❖ Planting and preserving trees
- ❖ One week teaching to the weaker section of the society
- ❖ General awareness camps of AIDS, Polio etc.
- ❖ Promoting cleanliness and social development programmes
- ❖ Eradication of plastic things specially polythene bags.
- ❖ Value oriented co-curricular activities in schools.
- ❖ Promoting girl child education
- ❖ Campaigning women empowerment

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.

Yes, the institution has completed many project relating to the community development which are given as

- ❖ Pollution awareness project
- ❖ Human right awareness project
- ❖ Awareness about female feticides and AIDS.

3.4.5 How does the institution developed social and citizenship value and skill among its students.

The institution develop social and citizenship values and skill among its students by promoting a series of awareness oriented training programmes such as-

- Plantation programmes
- Arranges activities with the help of NGOs i.e., blood checkup/donation camp.
- Lectures in AIDS awareness.
- Celebration of national festivals
- Organizing important national and international days.
- Extra-curricular & co-curricular activities to interact with each other
- Events such as debate, elocution and antakshari.

3.5 Collaborations

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

The institution has linkage with NCTE (NRC), NCERT, Maharaja Surajmal Brij University, and Other Teachers Training Institutes, Govt. & Non Govt. Schools. This linkage helps institution in enhancing the quality of teaching.

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

There is no direct linkage with any international organization so far but in near future the institution plans for such collaboration.

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

_ Curriculum development

_ Teaching

_ Training

_ Practice teaching

_ Research

_ Consultancy

_ Extension

_ Publication

_ Student Placement

Linkage with different organization helped the teacher educators to get insight into teaching learning process wherein they become familiarized with latest methodology of teaching:-

-Linkage with neighboring schools helped in developing understanding of their requirements and problems faced by students and teachers at the school level and in the teaching learning process.

- ❖ Linkage with NCERT, NCTE & SCERT provided journals & study material to the institution so that faculty members and pupil teachers get research updates.
- ❖ Eminent scholars of Maharaja Surajmal Brij University, Bharatpur visited time to time in college premises and share their valuable experiences with faculty members and students.- Staff members and students are engaged in various extension activities organized by Maharaja Surajmal Brij University Bharatpur.
- ❖ Placement cell of institution is in touch with the reputed public schools of Bharatpur, and nearby cities for fulfilling their requirement of trained teachers. College plays a vital role to fulfill this demand.

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

The college works in conjunction with the govt., aided and self financing secondary and senior secondary schools affiliated to CBSE and Rajasthan Board of Secondary Education, Ajmer. An open invitation was given to most of the schools to collaborate with an educational exchange programme (EEP). With those responded, a MOU is obtained for issue on classroom instruction. This collaboration helped the institution for the following purpose:-

-Training

- Practice Teaching
-Action Research
- Criticism & final lesson
-Placement
- Internship/Block Teaching

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

Yes, the entire faculty members are actively participating in teaching practice. They guide the students while they are going for teaching practice and observe the students & give suggestion to amend their daily lesson plan.

- During the internship program the teacher trainees actively participate in all the school activities, fill in the gap of absent teachers.
- The school personnel and faculty coordinate the practice teaching activity ensuring that quality in lesson planning & practice teaching is maintained.

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

The faculty collaborates with school and other college or university faculty as-

Collaborate with school – The faculty of the college collaborates with schools where the students undergo for teaching practice in planning and preparing curriculum, lesson plan and teaching aids for teaching practice.

Collaborate with college – The faculty members are invited as resource persons and experts by other colleges of education to share their expertise in teaching methodology, planning and research by conducting guest lectures and workshops.

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.

To enhance the quality of consultancy and extension work the institution adopts the following steps:

- College provides more and more opportunities for faculty members and pupil teachers to attend seminars and workshops.
- Academic leave provision for the extension of research work.
- Library with digital sections, internet facility, E-learning facility, a number of good journals available at college.
- The college encourages staff members for research work by adjusting their time table work load.
- Participation of different stakeholders in the decision-making process related to teaching methodology and functioning of the institution.
- Collection of feedback from the stakeholders about the efficiency and transparency in the administration of the institution.
- The institution supports and promotes extension activities partnering with village panchayats and other stakeholders.
- Academic achievement and other such feats of faculty and students are encouraged by providing publicity and recognition.
- Students are given training through entrepreneurship development programmes so as to facilitate work culture among them.
- The institution regularly organizing local trips to rural areas and trying to create awareness among the students about the

importance of ancient monuments pertaining to Indian culture and heritage.

These educational trips and tour are helping the student teachers to aware about conservation of antiquities pertaining to Indian culture and heritage.

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

The significant innovations of institution in research, consultancy and extension services are as follows:

1. To motivate the faculty members to try out some research work and to attend and write research paper.
2. To organize workshops on development of research tools and data analysis through computers.

CRITERION IV-

Infrastructure and Learning Resources

4.1 Physical Facilities

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

The infrastructure of the institution is according to the NCTE norms.

Maharaja Surajmal Teachers Training College, Bharatpur is spread over **1.54** acre out of which teachers education unit having total build up area is **3200** sq Mts. The college has 08 numbers of spacious class rooms with modern teaching gadgets.

- Well equipped modernized laboratories for psychology lab.
- Science lab, computer lab, ET lab, Curriculum Lab and workshop for preparing teaching aids.
- Well ventilated auditorium
- Spacious playground

(Detail of Infrastructure facilities in the campus Room no. Description Length in Feet Breadth in Feet Basement (Enclose Room & Facility list)

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

This institution regularly plans to meet the needs of augmenting the infrastructure to keep pace with the academic growth. Additional

infrastructure and resources are added every year according to the need of the hour. The classrooms, laboratories, library, multipurpose hall etc. are furnished with adequate furniture and equipments to facilitate better teaching learning process. The institutional management is well aware about the new developments in education and academics. It tries its best to make available the infrastructure needed for pursuit of high academic growth. The institution ensures utilization of its infrastructural facilities to its maximum. The institution invariably encourages the use of its academic and physical facilities by organizing different educational activities.

4.1.3 What infrastructure facilities are available for co-curricular activities and extracurricular activities including games & sports?

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

- College has work experience room. Students make socially useful productive work.
- Sophisticated ET lab, well equipped science & mathematics lab, psychology lab well furnished computer lab with modernized & improvised gadgets peripherals & instruments.
- Auditorium for cultural activities
- Games room for indoor games.
- Audio visual facilities for events.

4.1.4 Give detail of the physical infrastructure shared with other programs of the institution or other institution of the parents society or university.

The physical infrastructure is Separate for Teachers Training programme. No share other institutions.

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

- The college has separate common rooms female students.
- Modernized canteen which provides hygienic foods.
- Pure drinking water facility with Aqua guard
- Health care centre with basic amenities are provided.
- College has a tie-up with nearby hospital which will provide medical aid as well of ambulance facility.
- Separate wash room facilities are available in campus.

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

There is no separate hostel for teacher education dept.

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
- Budget allocation and utilization

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

- The optimal utilization of infrastructure is ensured by the management that facilitates smooth and regular functioning of the college.
- Maintenance committee ensures that the budgetary allocations are used optimally. A part of the budget is spent on the upkeep and maintenance of the infrastructure.
- Meetings at the college level and departmental level are held to plan for the optimal utilization of the available infrastructure.

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

- The college infrastructure take seriously the problem of pollution, electricity and water management so that our college has got number of trees and plants which are watered regularly to reduce the emission of carbon- di-oxide.
- The college has clean and good ventilation, litter free atmosphere.

- The waste, polythene bags are strictly banned within the campus.
- Environmental awareness programmes are conducted time to time by the institution.

4.3 Library as a Learning Resource

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

Yes, the college has a qualified librarian and sufficient members of technical support staff to help the librarian to handle the computer services & material collection.

4.3.2 What are the library resources available to the staff and the students; number of books volumes and titles, journal-National and international, magazines, audiovisual teaching learning resources, software, internet access, etc

The college has rich library resources available to the teacher educators and B.Ed. Details are given below:-

Library at a Glance

S.No.	Particular	No. of Book
1	**Books**	**6500**
2	**Text Books**	**5875**
3	**Reference Books**	**1250**

4	**Magazines**	**11**
5	**Indian Journals**	**12**
6	**Foreign Journals**	**00**
7	**Peer Reviewed Journals**	**00**
8	**Back Volumes of Journals**	**08**
9	**Online Journals/E-Journals**	**04**
10	**Databases**	**00**
11	**Video Cassettes**	**60**
12	**Audio Cassettes**	**54**
13	**Any Others(Educational C.D)**	**125**

S.No	**Designation**	**Name**	**Qualification**
1.	Librarian	Mrs. Mamta Agrawal	M.Lib.

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

Yes, the College has a library committee to review the various library resources & it is empowered with the following:

- To discuss the suggestion received.

- To give suggestion for improvement of library services.
- To give suggestion for necessary infrastructure like furniture, computer etc.
- Budgeting and Purchasing of library books and journals annually and periodically.
- Annual stock verification.
- Book-bank for Needy students.

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

Yes, our library is partially automated, well stocked. Partially automation includes assessing cataloging and circulation of documents.

4.3.5 Does the institution library have computer, internet and reprographic facilities? If yes, give the detail on the access to the staff and students and the frequency of use.

Yes, the college library has computer internet and reprographic facilities for information relating to books, their titles, authors, their availability, e-journals and E-materials, Bar code printer etc. Student & teacher both can get benefited from these facilities. Pupil teachers use internet for preparation of projects assignments, downloading, and web search and to various ppt. on different issues of education.

4.3.6 Does the institution make use of Inflibnet/DELNET/IUC facilities? If yes give detail.

The institution has the facility of DELNET as it has signed agreement and joined consortium. And future it has decided to join the UGC consortium i.e. Inflibnet / ernet.

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

Library is open on all working days and for 06 hours in a day.

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

The staff and students come to know of new arrivals i.e., New books, journals by various means like circular, clippings, display boards etc.

- A circular is send to the staff members about the new arrivals.
- New arrivals (Text books, reference and journals) are displayed in a separate show case. Front page of latest books are displayed there.

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

Yes, the college library has a book bank facility. Books are issued to Needed B.Ed. students. Students can use the book for the whole academic session without giving any fee charges or paying extra money. The books are to be returned after completion of University exams.

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

In our college there is no visually challenged person but one physically challenged student is there, for her easy access for library and the book is ensured. Extra time for returning the book is also given, if required.

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 college has a computer laboratory with internet connectivity. There are 25 PCs with LAN connection. It also provides-

OHP with screen

LCD player with projector

Radio

Tape recorders

Digital Camera

Televisions

White boards

Amplifier

Cordless mike

Hand mike

Video cassettes

The students get ICT training to operate the above. The mentor in-charge of the Educational technology Lab trains them & help to prepare ppt. Record is maintained by the students.

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.

No, there is no provision in the curriculum for imparting computer skill to all students but the extra-curricular activities in the time table

provides ample span for the entire student teachers to undertake training in educational technology & computer skills to train in MS office and basic internet.

4.4.3 How and what extent does the institution incorporates and make use of the new technology ICT in curriculum transactional processes?

The College makes the use of the new technologies in the curriculum transaction process not only in the campus but also in practice teaching schools. Most of the faculty members are well proficient in the use of ICT. They impart the ICT knowledge to the pupil teachers in their respective teaching subjects by using OHP & LCD projector. Usually, PowerPoint is used for preparing notes, lesson planning and presenting papers for seminars & workshops**.**

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

The major areas in which the pupil teacher use technology in practice teaching are:-

- The pupil teachers take help of the ICT lab for preparing their ppt.
- Teacher educators are encouraged for the development of ppt for important topics from their respective compulsory as well as teaching subjects. Almost all teachers have developed power-points in their concerned subjects.

- For evaluation of pupil teachers, teacher educator maintains their records/ marks in excel sheet.
- For preparation of teaching aids, pupil teachers download important teaching aids from concerned educational websites and after amendment it is shown to the students. Pupil teachers also prepare slides related to the school curriculum which is to be taught in the classroom.

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 instructional infrastructure is used by the department itself for the purpose of curricular, co-curricular, extracurricular activities. Laboratories are also maintained with sufficient number of equipments required as per norms. The institution shares its facilities during seminars, workshop, yoga sessions etc.

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?

Various audio-visual facilities/materials (CDs) are used on a large scale for learning & teaching (theory & practice). Our teacher educators have

adopted an innovative approach in this field. They have developed a downloaded CD's bank on various aspects of teacher education. These CDs work as a reference material to the pupil teachers. Pupil teachers are encouraged to use audio-visual materials to develop micro plans, daily lesson plan, teaching aids and instructional methods.

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 equipments and other facilities?

The college has the following laboratories as per NCTE guidelines.

- (ICT) Information and communication Laboratory
- Psychology Laboratory
- Science and mathematics Laboratory
- Curriculum Laboratory
- Teaching aid Laboratory
- Art & craft room resource centre

In each lab, NCTE norms are kept in hard and soft form for ready reference. It is the duty of Lab assistant and concerned teacher educator to maintain the requirements of laboratory equipments as per NCTE guidelines. The requirements are reviewed from time to time by the management. The management allocates the required fund for maintenance and up gradation of the laboratories.

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

The college has facilities like:

- Multipurpose hall for conducting conferences and seminars with well equipped audio-visual facilities.
- Workshop to make innovative project from waste material.
- Audio-visual room.

- Music room with well furnished instruments.

- Sports room providing facilities to the trainees.

Transport facilities available for all the students

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

Yes, the classrooms are equipped for the use of latest technologies like

1- OHP

2-LCD Projector

3-LCD Screen

4-Video Camera

5-Sound system

6-Computer

4.6 Best Practices in infrastructure and learning resources.

4.6.1 How the faculty seeks to model and reflect on the best practices in the diversity of instruction, including the use of technology.

Faculties are encouraged to use innovative models, methods, strategies and techniques to enhance the teaching learning process. Further for enhancing the quality of teaching learning, they use ICT in their day to day teaching process. Each teacher has to prepare ppt. for important topics. The AV aids, OHP, LCD projectors are frequently used during classroom, demonstration lessons and in seminars.

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

The innovative practices related to the use of ICT that contribute to the quality enhancement are-

- Preparation of transparencies and slides.
- Increasing use of LCD in teaching, workshop and seminar
- sharing of information through Email
- Preparation of power point presentation
- Collection of educational information from websites
- Use of Curriculum lab.

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

i) The institution has computerized library

ii) Well equipped ICT Lab with internet facility

iii) Preventive maintenance schedules

iv) Audio-visual aids for teaching & learning.

v) Well spacious & airy seminar hall where more than 200 people can sit at a time.

vi) Curriculum lab with all Teaching Materials.

CRITERION-V

Student Support and Progression

5.1 Student Support Progression

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

The institution organizes many competitions, time to time, in order to access and enhance the professional competency of the student – teachers. These competitions include flower arrangement, preparation of teaching aids, chart making, chalk making, chalk board writing, preparing best out of waste, post decoration, Rangoli, Essay Writing , Hand writing Speech etc. Students – teachers are encouraged and sponsored to participate in the inter college competitions, organized by different colleges of Rajasthan, like skill in teaching, poetry recitation, singing, dancing, quiz, shlok Uchcharan, poster making, model making etc., For developing teaching skills the college organizes various training programme of "Micro Teaching". In this training session, micro lessons and mega lessons in simulation and observation lessons are practiced.

After this the student teachers are sent to school for their practice teaching in real situation, where the student – teachers are encouraged to

participate in administrative as well as academic activities of the school like organization of competition, organizing morning assembly, participation in Mid-Day meal Programme and maintaining discipline etc., They also find out the deficiency and realities of classroom and possible efforts are done by the student teachers to minimize the problem faced by them with the help of their supervisor (mentor) and school staff. The schools heads and the teachers provide suggestions to the student – teachers about teaching and managerial skills during their practice teaching.

In order to prepare them for the development of various aspects of their personality, inherent potential and interest, a Talent Hunt programme is organized in the beginning of the session. They are encouraged to participate in various activities of the programme. The programme includes cultural activities like Solo Dance, Group Dance, Drama, Mimicry, speech, Poetry recitation, Solo song, Group Song, Poster making, Mono acting etc. College magazine, Mathematical Club, Science Club, Eco Club, Language Club etc. are other resources of learning and progression. In order to develop the quality of leadership and sense of responsibility student teachers have "Educational Society" in which two members of each house are nominated.

Teacher-educators observe the micro teaching sessions, sessional work and academic achievement through class tests and house examinations to ensure that they are receiving appropriate academic and professional advice.

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

The institution makes all efforts to nurture a learner-friendly environment to promote motivation, satisfaction, and development and performance improvement of the students.

- The institution is situated in green and pollution-free area. This creates a conductive atmosphere for teaching learning process.
- The classrooms are spacious & furniture is adequate and comfortable.
- LCD Projectors are installed in classrooms which makes teaching learning effective.
- Guest lecturers and speakers are invited to speak on contemporary and burning issues.
- The faculty has to follow the academic year plan and time-table for curricular and co-curricular activities.
- Awards are given to meritorious students.
- Morning assembly encompassing English speech, G.K. information and news to develop the confidence level of pupil teacher's.
- Various competitions and cultural festivals are being organized.
- The faculty members provide guidance to under achievers. Their progress is regularly monitored in formative evaluation. They are motivated for better performance.

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

The dropout rates in the last Three years were as follows:

Academic Year	Case of drop outs 2012-13	Case of drop outs 2013-14	Case of drop outs 2014-15
Programs (B.Ed.)	03	06	03
Total	03	06	03

5.1.4 What additional services are provided to teacher trainees for enabling them to compare for the job and progress to higher education? How many teacher trainees appeared/qualified in SET/NET; Central/State services through competitive examination in the last two years?

The institute provides additional services to pupil teachers for enabling them to compare for the job and progress to higher education. Following measures are taken to ensure this:

- There is a career guidance cell, which helps the students in seeking jobs and progress towards higher education.
- The College supports and facilitates the students by keeping competitive books and magazines in the library.
- Institute provides personality development session for better presentation during interview.

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

After completion of B.Ed. programmes, most of the pupil teachers opt teaching as a career, some opt jobs in professions other than teaching only few of them continue further studies.

5.1.6 Does the institution provide training and access of 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 detail of the same.

There is no such provision of training to the pass out students. In future we shall provide some provisions for this purpose.

At the beginning each session the students are well oriented about the functioning, rules, facilities and resources available in the college library and in the campus. The students can easily access the library facilities during the working hours. They can easily get the library resources like books, encyclopedia, journals, survey report, language learning resources (CDs, Books and Manuals etc.), magazine, etc. Student teachers are allowed to use Internet facility & computers available at the library. These facilities are also easily accessible to the old students by the permission of the Director / Principal. Student-teachers are provided the facility to keep the books for annual examinations. Student-teachers are also allowed to use various software & hardware resources available

at E.T. & Computer Lab. They are also trained in handling the equipments and to use them in their teaching learning. They can use these resources for their unit plan, Lesson Planning and developing instructional aides.

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

The placement cell collects the information of job opportunities from various schools of Bharatpur and adjoining cities. Some of our students who have scored well are referred to some of the nearby institutions to consider their candidature on requirement.

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

There are three major problems faced by the placement cell in previous years.

(i) Poor communication.

(ii) Poor knowledge of ICT

(iii) Poor subject knowledge.

(iv)College developed a language lab for correct & flawless pronunciation of English language. College also developed an ICT resource centre where they can get adequate knowledge of IT.

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

Teacher educators always remain in touch with practice teaching schools and the students are placed in these schools if vacancies exist in these schools.

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

Resources provided by the institution to the placement cell are:-

- Placement cell is financed by the institution.
- All the required human facilities are provided.
- All the facilities i.e. print material, office equipments & various lab facilities are provided.

5.2 Student Support

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

- For effective implementation of curriculum, teacher educators prepare course outline in their lecturer diaries.
- These course outlines are prepared well in advance by the teacher educators. Before commencement of the classes and this planning has been done month wise basis by keeping in view the resources and availability of time.
- The practice teaching sessions which starts only after the pupil teachers have commands in the theoretical aspects of teaching and

transactions of lessons are planned after taking into account the availability of the nearby practice teaching schools.

- Further, for checking and monitoring the implementation of curricular plans, the teacher diaries are verified monthly by the head of the department. Regarding co-curricular activities a list of co-curricular activities is prepared after discussion in staff meeting. For this purpose college provides indoor, outdoor sports fields & equipments to pupil teachers for games like basketball, badminton, volleyball, chess and carom.
- All the curricular, co-curricular and extracurricular activities are evaluated in terms of fulfillment of objectives for which they were planned.

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

No special curricular planning is done for physically challenged students.

- Physically challenged student is provided with necessary facilities for learning at ease.
- Facilities are provided according to the needs of physically handicapped students.

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

Yes, all the pupil teachers are divided into six groups of 20 each under six faculty members to solve educational and personal problems of pupil teachers and to provide adequate guidance whenever required.

The institution has mentoring arrangement. For this purpose the college has following arrangement:-

1. Tutorial Groups:

All the students of the college are divided into various Tutorial Groups. Each tutorial group has a mentor (teacher incharge) to solve the educational, social and personal problems of the students and provide help and support to them. In addition teacher educator encourages the students for the participation in various activities of the college.

2. Houses System:

The institution has introduced House system from the beginning of the College. There are mainly six houses. All the students of B.Ed. are assigned to different houses according to their roll nos. having two or more house incharge (Teacher Educators). Every week a house on duty organizes the various activities of the week including daily Morning Assembly, Displaying News, Thoughts, and Current Events etc. Regular house meetings are provisioned in the time table to discuss & plan the activities of the week. Students are encouraged to participate in the various activities and competitions of the college in these house meetings by the mentor teachers.

3. Guidance & Counseling Cell:

The college has Guidance & Counseling Cell for providing appropriate academic guidance, career guidance and professional guidance to the students. They are also provided counseling services if they face any problem in their social, cultural or family environment. This cell has also mentor (teachers) to provide these services.

4. Women Cell:

The institution has a Women Cell to sensitize the teacher educator and student teachers about gender issues. This cell organizes different activities regarding gender sensitization and role of women in the society. This cell is headed by a female teacher and to assist her there are some other teachers.

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

The faculty members are encouraged to attend and participate in various international, national and state level seminars and workshops. Resource person are invited in the institution to provide updated information and knowledge in the field of education.

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

Yes, the college has updated website '**www.mstt.co.in** the information posted on site are:-

Home This is the index page of the website. It lists all the information tabs along with link to NCTE, **Maharaja Surajmal Teachers Training**

College, Bharatpur, News and Events and link to sister institutions, webmail and contact detail of the college.

About It contains information about college, details of Affiliation & Recognition, vision, mission, principal's message and contact information of the college.

Admission It contains information about admission procedure, sanctioned intake, eligibility criteria, Duration and fee structure and documents to be submitted for each course along with admission from.

Staff It contains information of teaching as well as non-teaching Staff.

Infrastructure Detail available **Labs** It contains information about different labs **Photo gallery** It contains albums of different events. Website is updated time to time.

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

Yes, the institution has a remedial programme for academically low achievers. Institution follows these steps to overcome the problem of low achiever:-

1. Intensive special classes in which remedial teaching is given for slow learners.
2. Mid-term tests are conducted.
3. Career guidance & counseling cell has one to one interaction with the slow learner.
4. Supply of old question papers, question bank.

5. Parents are invited time to time in the institution to inform their wards' progress.

5.2.7 What specific teaching strategies are adopted for teaching (a) advanced learner and (b) slow learners?

A) <u>Advanced Learner</u> – For advanced learners the following strategies are adopted for teaching.

a. Extra Projects

b. Action research

c. Seminar preparation

d. Discussion

e. Some excursion program

f. Rallies

g. Mentoring and tutorial responsibilities

B) <u>For slow learner</u> –

a. Extra classes

b. Remedial teaching

c. Additional notes

d. Interaction between the faculty members & the slow learners are arranged to pull them up.

e. Encouraged to participate in cultural & sporting events.

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

The college has maintained a guidance and counseling cell to provide various services such as-

Personal guidance by cell-

- To invite career consultant to provide career guidance to pupil teachers.
- To provide social guidance on social issues.
- To provide communication skills
- To organize personality development sessions.

Counseling is given to the pupil teachers at the proper time that helps them to complete the course satisfactorily. The mentor system provides opportunity to all teachers to participate in academic and personal counseling.

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?

"Grievance redressal cell" has been formed in the college for students & staff which is the form of suggestion/ complaint boxes kept at important places. This cell comprise of one (1) head and two (2) teacher educators. The minor problems are solved by faculty members at their level through mutual cooperation & consent where as major problems are heard by this cell and after prolong discussion and consent, it is forwarded to the principal of the college for final solution. Major Grievance redressed during the last two years:-

- Facility of pure drinking water facility
- Multiple copies of reference books.
- Free conveyance facilities for staff.

5.2.10 how is the progress of the candidates at different stages of programs monitored and advised?

The progress of the students are measured by conducting activities such as –

(a) Curricular

_ Micro teaching

_ Block teaching

_ Open-air teaching

_ Mid-term exam

_ Model examination/Pre-university exams

_ Daily lessons

_ Criticism lessons

(b) Co curricular

_ Quizzes

_ Assembly Programme

_ Debates

_ Inter-house competitions

_ Paper presentation in seminar

_ Inter-collegiate competitions

(c) Extracurricular

_ Sports competitions

_ Rallies

_ Dance

_ Educational Play

_ Nukkad Natak on contemporary themes.

After evaluating performance, teacher educators provide feedback for further improvement.

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?

The institute ensures the students competency at the beginning of practice teaching through skill development, micro teaching and simulation. Each pupil teacher practices at least five teaching skills in each subject before going to practice teaching. A teacher educator remains in school full time to support and supervise lesson plans and other practice teaching activities.

Follow-up support - The Teacher Educator Supervise practice teaching and give suggestions for the improvement of lesson planning, presentation and use of teaching aids.

5.3 Student Activities

5.3.1 Does the institution have an alumni association? If yes,

(i) List the current office bearers

(ii) Give the year of the last election.

(iii) List Alumni Association activities of Last Two years.

(iv) Give details of the top ten alumni occupying prominent position.

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

Yes, the institution has an alumni association.

(i) Current office bearers:- president :- Abhishek Katara

Secretary :- Mahipal

Tresurer :- Manish

Member :- Beena

(ii) Year of the last election-

2013

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

- Alumni association was started in the year 2012.
- For get-together, they arrange programmes with the help of management, principal and faculty members.
- Office bearers post the invitation letters to all the members.
- During get-together, they share their experiences about the academic atmosphere, teacher training programme, schedule, teaching and non teaching staff.
- One of office bearer records the present addresses & status (whether they are working or studying further).
- Take decision for the next meeting.

(iv) Details of the top ten alumni occupying prominent position-

S.No	Name of alumni	Present position	Year of study
1	Abhishek Katara		2011-12
2	Mahipal		2011-12
3	Manish		2004-05

4	Beena		2014-15
5	Ved Prakash		1999-2000
6	Sonu		2014-15
7	Ghanshyam		2011-12
8	Prasant		2014-15
9	Subodh		2014-15
10	Tej Pratap		2012-13
11	Harendra Singh		2012-13
12	Raj Kumar		2007-08
13	Vinod Sagarwal		2007-08
14	Vikram		2007-08
15	Dinesh		2005-06

(v) Contribution of alumni to the growth and development of the institution-

An alumnus gives some suggestions towards academic & non academic matters. Remedial measures are taken according to the discussion.

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 (institution level/inter collegiate (inter university).

Students, proficient in sports and extracurricular activities are identified at the time of orientation and talent search session. Talented and interested students are motivated to practice in different events. Based on the talent and interest, they represent the college in inter-collegiate sports and cultural activities.

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 students are encouraged to publish their work in college magazine and they are also involved in the editorial board of magazine which is published at college level.
- Pupil teachers regularly write and display on the bulletin board according to their area of interest.
- In assembly prayers pupil teachers give presentation in the form of article.
- Educational exhibitions provide them platform.

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

Yes, the student representatives are elected/nominated from each section to constitute a student council which takes care of student managed programme and evaluation.

Office bearer's Post	**Office bearer's Name**
President	Ms. Surbhi Ramya
Vice president	Mr. Sunil Chaudhari
Secretary	Mr. Tarun Sharma
C.R.-I	Ms. Priyanka Gupta
C.R.-II	Ms. Priyanka

5.3.5 Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

For the smooth functioning of the institution and to bring in a proper co-ordination between the institution and pupil teachers, various committees have been formed. These committees are consulted when

any decision has to be taken for the students whether it is selection of uniform or organizing educational excursion or organizing any academic/ curricular, co-curricular and extracurricular activities. The various committees, which have student representations on it, are:-

Committee Important Activities

- ❖ Discipline committee To Maintain discipline and anti ragging activities
- ❖ Sports committee To conduct sports events and competitions
- ❖ Cultural committee To conduct morning assembly and culture programme
- ❖ Academic committee To give suggestions to improve curricular activities
- ❖ Alumni association To organize alumni meet.

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?

Yes, the college has installed Complain boxes at various places where pupil teachers can put their suggestions and feedback without giving their names. From the last session college has devised to collect feedback from pupil teachers, teacher educators, teachers from the practice teaching schools, alumni & other stake holders. They are:-

- ❖ Students' feedback on course content
- ❖ Students' feedback on teacher educators

- ❖ Students' feedback about college activities
- ❖ Students' overall evaluation of the programme and teaching
- ❖ Feedback on practice teaching learning

After analysis of feedback forms, data is used for the improvement of the existing programmes.

5.4 Best practices in students support and progression

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

- The best practices of the institution in student support and progression are:-Students representation in various committees
- Suggestion and complaint box for students
- Recommendation of students for scholarships
- Alumni association
- Student council
- Mentor system
- College website
- Guidance & counseling cell
- Grievance redressal cell
- College magazine
- Feedback for various aspects
- Book bank facility
- Remedial programmes
- Tutorials
- Orientation programmes

- Organization of workshop
- Educational excursion

The institute strives to provide quality education to the pupil teachers with the facilities of books, journals, e-books, internet and use of ICT. Pupil teachers are provided with the opportunities to acquire learning through various models, class teaching (Lecture), group discussion, tutorial, cultural activities, sports and games there by leading to an all round development of the pupil teachers.

Criterion VI: Governance and Leadership

6.1 Institutional vision and Leadership

6.1.1 What are the institutions' stated purpose, vision, mission and values? How are they made known to the various stake holders?

Vision

To emerge as globally recognized leading educational institution by setting the standards of innovation and excellence in teaching, research and training.

Mission

• To offer students an access to quality education in teacher education and other career building areas of national and international relevance.

• To motivate students to acquire highest level of intellectual, analytical, Interpretative and exceptional competencies with an attitude of lifelong learning and serving the society.

• To embrace a culture of service and engagement with our communities and professions.

• To create world class facilities and ambience for advance level of teaching and practical training.

Values

• We focus on Academic excellence and integrity.

• We encourage Scholarly research and leadership.

• We believe in Diversity, Equity and Social Service.

• We teach and follow environmentally responsible and ethical practices.

Objectives

- To integrate and make learning student centric.
- To develop intellectual level of the students by helping they acquire information knowledge and wisdom.
- To imbibe ethical global trends.
- To make youth self reliant and build their confidence.
- Theoretical and practical knowledge so that they can cooperate with other and can plan, execute and evaluate learning and teaching.
- To make the teacher capable of following recent trends in the teaching methods.
- To increase employability of our students through value added education.
- To contribute to human resources at national and international levels.
- To adopt teaching profession as a means of social service along with education.
- To motivate individuals towards excellence.

6.1.2 Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?

Yes, the institution is committed to provide the excellence in education covering its vision and mission through teaching learning and extension activities based on requirement of the society. In teacher education programme institute endeavors to impart modern and sound education inculcating humanity, spirit of values, national integration, democratic outlook to develop multi-dimensional personality.

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

The management of the college is committed to provide high quality academic programmes, training activities and research facilities. Adequate infrastructure with modern facilities, various laboratories, seminar hall, ICT enabled classrooms were given by the management to achieve higher grading in teaching learning process. Gym, playground and sports facilities are also provided to achieve good health as we know without health it is not possible to have sound education. Good hostel and canteen facilities are also provided to the students.

Role of management committee:-

1. <u>Chairman-</u>

- Overall supervision.
- To give direction to director and principal for organizing academic activities.
- Allocation of fund.

2. Director-

- Coordinate between chairman and college staff and liaising with other apex bodies of education.
- General administration.

3. Principal-

- Supervision of academic activities
- Co-curricular activities
- Extra-curricular activities
- Examinations
- Functioning of various committees
- Performance of teaching & non-teaching staff
- Distribution of fund
- To look after performance of teaching & non teaching staff of their concerned department
- Class room teaching
- Practice teaching
- Conducting internal examination
- Supervision of various committees

4. Faculty-

- Orientation
- Teaching
- Mentoring
- Tutorial
- Organizing curricular, co-curricular & extracurricular activities

- Conducting activities of various cells & committees
- Internal examinations
- University examinations

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

The management and head of the institution discuss, decide, assign and allocates the roles and enumerates the responsibilities of the staff members on the basis of their academic record, potential, aptitude and interest as well as institutional regime, experience in curricular, co-curricular & extracurricular activities, creative and constructive aspects of personality, specialization, communication style and motivation level. The allocated responsibilities are communicated to the staff through staff meeting and circulars.

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

The management concentrates on all activities of the institution. The activities are reviewed by the management with the principal periodically. Necessary guidance and valuable suggestions are given for effective functioning of the institution. The feedback of the pupil teachers and that of stakeholders are also taken for this purpose. This feedback helps the college to keep abreast of the changing time.

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

In the beginning of the academic year the institution has to put in extra efforts in making the pupil teachers aware about the routine activities to be carried out throughout the year as we receive a heterogeneous group which comprises of students from different disciplines and strata of the society. We overcome this barrier through a week-long orientation programme, remedial teaching, different task and several activities.

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 college management encourages and supports the staff for their professional growth. Management permits teaching staff to attend and participate in seminars, workshop and refresher courses. It also appreciates achievement in the form of felicitation through the local management committee. The faculty is also felicitated in the annual program for their achievement and contribution in the field of education.

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.

Principal as a head of the institution leads the staff and students toward the vision and mission. She fulfills this role through consultation and interaction with staff members and those involved in decision making.

She motivates and inspires the faculty members and students. She acts as a bridge between management and students. She conveys the message from the management to the staff and massage from the staff and students (particularly grievance) to the management.

Duty of principal:-

- To coordinate all the activities
- To identify the needs of the college and convey it to the management.
- Conduct frequent meetings with the heads of various committees.
- To prepare academic calendar for the college.
- To decide interview panel for selection of appropriate teaching and non-teaching staff.
- To strive for laurels of the management, benefit of the teaching and non-teaching staff.
- To provide ICT facilities to staff and students for improving teaching learning process.
- To monitor all the activities of the college and provide feedback whenever required.

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, linkages and examinations during the last year.

For the effective implementation of curricular, co-curricular and extracurricular activities the institution has constituted different committees with in-charges.

(i) IQAC Committees

(ii) Admission Committee

(iii) Academic committee

(iv) Administrative committee

(v) Discipline committee

(vi) Cultural activities committee

(vii) Examination committee

(viii) Sports committee

(ix) Alumni association.

(x) Grievance redressal cell

(xi) Women cell

(xii) Library committee

(xiii) Guidance & placement cell

The above said committees are constituted in joint consultation of head of the institution, faculty member and pupil teachers. Committees are framed in democratic way. Meeting of the various committees are held in order to plan and execute various programmes of the institution. In order to execute the entire programmes of the institution, the administrative work is decentralized. At the beginning of an academic year, a special meeting of staff member is organized by the head of the institution to decide the academic calendar for successful and smooth

functioning of the institution. After healthy discussion on all aspects of the programmes, various activities are assigned to the faculty members. Following responsibilities and tasks are assigned to the faculties in turn by rotation.

- Assembly & prayer.
- Orientation session.
- Preparing and implementing academic calendar
- To prepare and execute timetable.
- Micro teaching session.
- Practice teaching
- Celebration of special days
- Submission of assignments
- Seminars & workshops
- Student development programmes
- Guest lectures.
- Enhancing library facilities
- Sports activities.
- Cultural activities.
- Examination.

With regards to financial aspects, the institution itself is a self-financed college and thus depends on the fees collected from the students. Regarding the infrastructure, the trust provides financial support as and when required. The institution has sufficient well qualified faculty for teaching programme. The institution is always ready to adopt innovative

practices. In order to remain in touch with recent trends faculties, eminent persons, speakers are invited as a resource person. Institution faculty members are encouraged to attend seminars and workshops for upgrading their knowledge. Research is an integral part of curricular activities. Pupil teacher are guided in various activities like.

- Case study
- To provide ICT knowledge.
- Psychology tests

Following extension activities are provided by the faculty members,

- Guidance to school teachers
- Educational guidance to pupil teachers.
- Vocational guidance
- Subject expert
- Resource person.

Faculty members render their services as a paper setter, mentor, guest lecturer, internal and external examiner for practical's conducted by University of Rajasthan, Jaipur & Maharaja Surajmal Brij University, Bharatpur (Raj.).

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

ORGANIZATIONAL HIERARCHY OF Maharaja Surajmal Teachers Training College, Bharatpur.

Pakka Bagh, Achhanera Road, Bharatpur.

Maharaja Surajmal Shiksha Samiti, Bharatpur.

(Regd. under Societies Registration Act, 1958)

COLLEGE MANAGEMENTCOMMITTEE

PRESIDENT

MANAGING DIRECTOR

PRINCIPAL

CORE COMMITTEE / OTHER COMMITTEES

1. IQAC
2. Admission Committee
3. Academic committee
4. Administrative Committee
5. Discipline Committee
6. Examination committee
7. Cultural activities
8. Sports Committee
9. Grievance redressal cell
10. Women Cell
11. Library Committee
12. Guidance & Placement Cell
13. Alumni Association

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

Various committees and cells have been constituted for smooth functioning of the institution. Each committee comprises of Head/ Convener and other members. They design and workout for curricular, Co-curricular and extracurricular activities conducted in the institution. They keep a record of the activities undertaken by the department and finally submit it to the principal. Due to this decentralization process, academic work is distributed equally & effectively.

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 invites experts from other departments who provide necessary guidance to the faculty members & students for their improvement. These experts deliver lectures to the students on some important contemporary topics. The institution also sends its faculty to the other neighboring colleges to deliver lectures on some relevant topics and also invite principals of practice teaching schools in order to seek suggestions towards quality enhancement.

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.

Yes, the college uses various data and information from feedback in decision making and performance improvement. Institution gets feedback from subject experts and academic peers to find out faults,

wastage of resources and under performance. To sort out the problems, remedial measures are used which are as follows:-

- Organizing staff development programs.
- Meetings.
- Suggestions & comments from senior members and colleagues
- Arranging more facilities.
- Organizing discussion sessions.
- Arranging outside experts for workshops guest lecturers etc.

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 college uses following methods for cooperation, sharing of knowledge, innovation and empowerment of the faculty:-

- Special sessions are organized for the faculty members related to ICT skills, personality development & methodology.
- Assigning challenging responsibilities to the faculty members to uplift their working potential as an educator.
- Duty leaves are given to attend seminars & workshops.
- Involvement of faculty members in different development programmes
  organized by other faculties of the college.

To acquaint with the recent trends eminent persons, scholars, speakers are invited from other departments of the same college and from the other esteemed institutions.

6.3 Strategy Development and Deployment

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

Yes, the institution has MIS. Through this the college collect suggestions and feedback, information regarding students staff, service particulars etc on academic and administrative aspects of the institution.

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

Allocation of human resources in the institution is ensured by principal. Financial resources are managed by the management committee and resources are made available according to the need of the programmes.

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

For implementation of the missions and goals, the principal and the management prepare a plan in accordance with the rules and regulations of the university and the governmental bodies. The management has made ample arrangements of faculty members, supporting staff, infrastructure and financial commitments to achieve the mission and

goals. As and when required, additional staff and logistics are provided from the sister institutions managed by the Society.

6.3.4 Described the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

At the end of an academic year, a special meeting of principal, faculty members and non-teaching staff is organized. Suggestions and observations offered by student teachers, faculties and non-teaching staff, a healthy discussion is carried out and required innovations/improvements are planned out for effective execution of academic and administrative operation of the institution for the next academic year. Annual schedule is prepared according to the guideline of the principal of the institution and inputs received from the principals of practicing schools. At the beginning of the new academic session, the principal plans out various activities and shares the planning with faculties and assigns various tasks to the concerned faculty which are changed every year by rotation. Various committees formed at the beginning of the year, list the activities to be carried out throughout the year with tentative schedule. Then academic calendar come into existence in printed form.

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

Major decisions are taken during staff council meeting. The information is passed to the staff members through circulars and it is displayed on notice board for students. The communication and deployment approach of the institutional objectives is individualized. It adopts a hierarch icy top to bottom. The objectives of the institution are communicated to the pupil teachers through prospectus, orientation classes, events organized, and meetings of tutorials, web site, and wall magazine and specifically through the display of the vision, mission and objectives in the institution. The management, the Director & the Principal deploy the faculty and pupil teachers to achieve the objectives by organizing meaningful events, along with its curricular, co-curricular and extra-curricular activities.

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

Vision, mission and implementation plans are monitored, evaluated and revised by following:-

1. Academic committee carries out a monthly review whether all activities are going on as per planed or not. If required, then suitable changes are made and other remedial measures are taken.
2. Every year staff council meeting is held to monitor the vision, Mission and implementation.
3. Staff is contacted periodically by the management to ensure and improve their efficiency in teaching. The students and academic

achievements are monitored by the secretary and the principal and staff members.

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

By establishing ICT & ET Resource centre according to the norms of NCTE. It is well equipped with LCD, OHP, Slide Projector, TV, E-Learning Recourses, Sound System Internet facility, specific number of computers power backup etc. Staff begins to use the technology and the students are apprised of the innovation. Most of the administration work is computerized. College takes care of organizing ICT training to teaching and non-teaching staff members as per need identification basis.

6.4 Human Resource Management

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

The needs of faculty development and career progression of the staff is identified by –

1. Feedback of the students.
2. Performance of the students.
3. Faculty development programmes arranged by the Principal of the institution.
4. Career progression is done by encouraging the faculty to grow academically.

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 ways to evaluate the performance of the faculty and the staff are:

1. Feedback from the students.
2. Personal appraisal reports of the supervising officers.
3. Self appraisal report from staff.
4. Personal report given by the Principal for the faculty members.
5. Encouraging the teaching and Non-teaching staff for higher studies i.e. academic training programmes.

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)

Welfare measures provided by the institution for the staff and faculty –

1. Financial help - Through fees concession for staff children, loan facility.

2. Study leave - For higher studies.

3. Transport facility - By providing free bus services to reach college from home and vice-versa.

4. Duty leaves - To attend seminars, workshops, Ph.D. Works etc.

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.

Yes the institution has conducted staff development program for skill up gradation and training for the teaching and non-teaching staff.

1. Seminars are organized for improving the competencies of teacher educators.

2. Workshops are organized to develop skill in conducting research and enrich our teacher educators.

3. ICT training to update their knowledge according to the latest technology.

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.)?

- Teachers in the institution are recruited by giving advertisement in regional & National news paper in the specified format.
- Interview are conducted by the panel constituted by the university comprises of V.C. nominee Educationist and subject experts.
- Candidates are selected as per desired qualification and subject knowledge and after that they get appointment letter.
- Salary is given to staff members by A/c payee cheques and salary structure is as per norms of NCTE and state Govt. of Rajasthan.

6.4.6 What are the criteria for employing part-time/Adhoc faculty? How are the part time/ Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).

For employing Part-time /Adhoc faculty, Advertisement is published in the leading newspapers and applications are invited. The panel selects the candidates on the basis of their qualification, experience and subject knowledge. The management pays them consolidated salary.

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 advised to present their papers for seminars & conferences and providing them study leaves, travel expenses and reimbursement of Seminar Registration fees as per their requirement.

6.4.8 What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

The college has adequate physical infrastructure as per norms of NCTE & Maharaja Surajmal Brij University, Bharatpur . The physical facilities provided to faculty members are:-

- Well furnished staff room.

- Well furnished administrative setup.
- Highly modernized ICT resource center, psychology lab, educational technology lab, science lab and workshops for Art & Craft room.
- Library facility is available to staff members. Where they can get books, reference books, journals magazines, e-resources and internet facility.

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

- A suggestion box is kept for the students, staff and visitors in which they drop their grievances and suggestions.
- The Principal conducted a midterm review and Exit meeting with the students at the end of the year in which students express their views regarding the efficiency through which the teachers express the course content, guidance services etc.
- College website is uploaded with to provide all information.

All notice and information are pasted on the display board which is placed at the entrance gate and outside the office.

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.

Work load policies are adopted according to the university. The Principal is the link between the staff and the management for effective

distribution and delegation of work to all the teacher educators and to ensure that work load is evenly distributed.

- All the teacher educators are involved in visiting the practice schools for supervising practice teaching lessons of the student teachers.
- Staff meetings are held to welcome suggestions from other teacher educators. All problems can be expressed and ideas are brain stormed to solve the problems.

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

Yes, the institution has mechanism to reward and motivate its teacher educators for their hard work, dedication etc.

• For best results of the college.

• For publishing paper, book etc.

• For organizing seminars etc.

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 institution does not get any financial support from the government. The revenue is generated from the fees collected from the students.

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

No donation is accepted.

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?

No, the deficit is met by the Managing Society.

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)

To fulfill the missions and to offer quality programme the budgetary resources i.e. the fee collected from the students is not enough. As the fees is constant which the expenditure is continuously increasing day by day.

Budget allocation/ Utilization (in Rs.)

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).

Yes the accounts are audited regularly by chartered Accountant appointed by the management of the institute Internal audit is done annually and external audit is done by the auditor.

The information on the outcome of the last two audits is made available in the concerned annexure.

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

Yes the institution has computerized its finance management system. Through Tally Software.

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?

- There is a feedback process regarding the performance of the faculty which is evaluated and the best teachers are given award.
- Qualitative and quantitative improvement is done through internal quality assurance cell.
- Regular meetings of the staff are organized for the upliftment of the academic performance.
- Formation of Committee and cells
- Establishing democratic governing body.
- Alumni association

CRITERION VII- INNOVATIVE PRACTICES

7.1 Internal quality Assurance system

7.1.1 Has the institution established internal quality assurance cell (IQAC)?, If yes, give its year of establishment, composition and major activities undertaken.

Yes, the college established internal quality assurance cell (IQAC) in 20/08/2014 so as to respond to the changing social and educational demand. Its composition is-

- The cell looks after and assesses different aspects of the functioning of the college. This cell also examines and addresses the suggestions received through different models such as verbal, written, suggestion box or through some other channels. Its major activity includes monitoring, administration & examination.
- Establish benchmark for academic and other activities of the college.
- Facilitating the conducive atmosphere to its learners.
- To provide feedback responses from students, school teachers, parents & other stake holders.
- Dissemination of information from top level of management to subordinates as per hierarchy.
- Organization of seminar, workshops, conferences in the institution.
- Development and maintenance of database through MIS for enhancing the institutional quality.

- To make sure about preparation of documents of various activities to be conducted in college premises.
- Development of quality culture atmosphere.
- To ascertain all round development of students.
- All committees and cells are being developed with the consent and consultation of IQAC members.

Our College IQAC

Sr. No.	Name of Member	Designation
01	Dr. Anil Kumar Srivastav	Chairperson
02	Dr. Rashmi Srivastav	Convener
03	Dr. Bharti Sharma	Staff Member
04	Dr. Jagriti Sharma	Staff Member
05	Dr. Deen Dayal Sharma	Staff Member
06	Dr. B.S.Solanki	Management Nominee
07	Dr. R.N. Sharma	Educationist
08	Dr. M. Pareek	Educationist
09	Smt. Mamta Sharma	Librarian
10	Mr. Mahipal	Alumni

7.1.2 Describe the mechanism used by the institution to evaluate the achievement of goals & objectives.

Steps are taken to impart quality education through conducive teaching learning environment. Entry level evaluation is done at the time of

orientation session. It is through interview command over specific activities and aptitude test.

- ❖ Students potential is carefully developed by providing training of three domains i.e. cognitive, affective and psychomotor/ co-native.
- ❖ Pupils teachers participate in various activities i.e. celebration of

Various days, club functions, cultural activities, sports activities apart from their routine teaching and learning process.

- ❖ Pupil teachers are also participated in various inter & intra college competitions which are being conducted in and outside the institution.
- ❖ Institute adopted feedback mechanism to get views of stakeholders about shortcomings & strength of the programmes.
- ❖ Psychology test helps the students to improve their personality and Learning techniques in good manner.
- ❖ Exit point evaluation through conducting pre-university examination.

7.1.3 How does the institution ensure the quality of its academic programmes?

To ensures the quality of its academic programmes the institution adopt the following strategy-

1. Staff meeting conducted by the Principal to discuss with respect to reviewing work done, evaluating and bringing modification wherever necessary.

2. Unit wise split of syllabus by the teacher educators.

3. Timely feedback on one to one basis and support rendered to improve student teachers educational performance.

4. Use of ICT, conducting of workshops, using innovative teaching methods.

5. Organization of debates and quiz competitions related with the subjects.

6. Micro teaching is organized to develop all the skills of teaching pupil teachers.

7. Demonstration lessons of practice teaching lessons by students.

8. Guest lectures are organized to give more knowledge to the pupil teachers as well as teacher educators so as to update their knowledge.

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

There exists a questionnaire seeking information from stake holders on the quality of college administration, their suggestion and criticism taken into considerations. The IQAC is also involved in ensuring the internal academic quality. As far as concern of finance, the institute has a strong mechanism for internal audit evaluation system under the supervision of college management. Annual auditing of the institution is being done through a Chartered Accountant.

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

The institution identifies various needs through feedback from students, teacher educators, teacher of practice teaching schools, non teaching

staff and alumni etc. Management, Director and Principal also observe the need of the institution. Suggestions of different committees & IQAC are provided to the management of the institution. After this, good practices are shared with various constituents of the institute.

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 institution sensitize teachers to issues of inclusion by –

1) Focusing on design and development of pedagogy activities.

2) By creating awareness among teachers.

3) By organizing different types of seminars based on moral education and democratic values.

4) Conducting discussion sessions for the teachers and student on various aspects.

5) Conducting classroom seminars on learning disabilities.

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 syllabus of B.Ed. also includes the subject educational psychology, topic-helping learner with special needs and remedial measures.

- ❖ Identifying learner with special needs.
- ❖ Difficulties and problem arising out of them.

- Physical disabilities, mental retardation, gifted, slow learners social emotional disorders such as delinquency, truancy. Withdrawal, day dreaming. **"Special education"** comes under additional specialization of B.Ed. syllabus prescribed by Maharaja Surajmal Brij University, Bharatpur.

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.

Various kinds of activities are envisioned in the curriculum to promote social interaction or inculcate social learning environment which are as follows –

1. Micro lessons are prepared in the college.
2. Eco-awareness programs are conducted.
3. Preparation and presentation of assignments.
4. Educational tours are organized.
5. Group discussions
6. Use of ICT in class room teaching.
8. Co-curricular and extra co-curricular activities are organized.

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

To ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities the institution takes some steps such as -

1) College is planning to tie-up with some NGOs working in the field of education.

2) Some special education based extension lectures are conducted.

3) Pupil teachers are used to do practice teaching in such schools where the children are from the most diverse backgrounds and exceptionalities

4) Group discussions to select the special curriculum for exceptional children.

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

- ❖ Efforts are being made to provide more facilities to the physically challenged and differently abled students.
- ❖ Integrated education is given to them.
- ❖ Library facility made accessible to these students.
- ❖ Instructional material was provided to these students.
- ❖ Extra classes are organized for such students.
- ❖ Their seating arrangement in the class is in the front line.

7.2.6 How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing gender sensitive issues)?

1. Institution has a women cell dealing with gender sensitive issued as –

- ❖ Guidance and counseling for the family issues.
- ❖ Counseling for stress problem of girls.

2. Gender sensitive and empowerment workshops have been conducted for women student.

3. Social awareness programmes are arranged.

4. Counseling for academically weak student.

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?

The institution ensures the access to the information on organizational performance (Academic and Administrative) to the stake holders.

- ❖ The institution displays information about its achievement pursuits and excellence of its students in college magazine, news letter, National and local newspaper and on its website.
- ❖ Students are participated in academic programs as far as learning and evaluation activities are concerned.
- ❖ Website is updated time to time.
- ❖ Time to time feedback from the students, parents and alumni.
- ❖ For weak students remedial teaching measures are also applied.

7.3.2 How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The institution involves following steps to evaluate the performance -

1) Through community participation and alumni association.

2) Time to time different meetings organized by the Institution.

3) Suggestions extended by stakeholders are welcome and these suggestions are reviewed from time to time.

4) Suggestions are accepted from the suggestion box and proper action is taken to remove the weak points.

5) Active participation of the students to organize seminars, workshops etc.

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?

To collect feedback from students on teaching, the institution has a feedback Mechanism.

1) Feedback performance of students regarding college faculty are filled up.

2) Feedback from practice teaching schools etc.

3) Feedback on the course subject, syllabus, infrastructure and basic facilities.

4) Feedback from the alumni by organizing alumni association or meeting.

5) Feedback from the pupil teachers regarding teaching of teachers or faculty members.

6) The data of feedback performance are processed and if some weakness are identified; proper action is taken through discussion with staff members.

ANNAXURE

UNIVERSITY OF RAJASTHAN,
JAIPUR

No.Acad.II/2015/765

Date:-16.7.15

TO WHOM IT MAY CONCERN

This is to certify that **Maharaja Surajmal Teacher's Training College, Near Pakka Bagh, Bharatpur** is affiliated to the University of Rajasthan, Jaipur Since years indicated against each courses.

S.N.	Name of the Course(s)	Affiliation		Period of Validity for the year(s)
		Permanent	Temporary	
1.	B.Ed. Course	Permanent		Permanent

Dy. Registrar,
Academic Branch
University of Rajasthan, Jaipur

Attested
16/7/15
Principal
Maharaja Surajmal
Teacher's Training College
Bharatpur

Attested
Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

Attested
Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

UNIVERSITY OF RAJASTHAN,
JAIPUR

No.Acad.II/2015/765

Date:-16.7.15

TO WHOM IT MAY CONCERN

This is to certify that **Maharaja Surajmal Teacher's Training College, Near Pakka Bagh, Bharatpur** is affiliated to the University of Rajasthan, Jaipur Since years indicated against each courses.

S.N.	Name of the Course(s)	Affiliation		Period of Validity for the year(s)
		Permanent	Temporary	
1.	B.Ed. Course	Permanent		Permanent

Dy. Registrar,
Academic Branch
University of Rajasthan, Jaipur

Attested
16/7/15
Principal
Maharaja Surajmal
Teacher's Training College
Bharatpur

Attested
Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

Attested
Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

UNIVERSITY OF RAJASTHAN, JAIPUR
Office Order

No. Acad. II/2008/Aff./ 14083 Dated: 24/1/08

On the basis of the recommendations of the Board of Inspection vide Resolution no. 5 date and further recommendation approved by the Vice- Chancellor on Permanent Affiliation has been grated to the following colleges in the course(s) and annual mentioned against each from the session 2006-07.

S. No.	Name of College	Course(s) with intake	Seats & Conditional/ Unconditional
1.	Maharaja Suraj Mal T.T. college, Bharatpur.	B.Ed.	120 Seats Conditional
2.	B.B.D. Govt. College, Chiman Pura, Jaipur	M.A. - Sanskrit & Hindi M.A./M.Sc. - Geography M.Com -ABST , Buss Admn., EAFM	

Your College will follow the rules and regulations/directions/guidelines of the NCTE/State Government/ University in admissions. Violations of the University instructions/rules may invite the position not to allow the students to appear at the University exams or the disaffiliation of the colleges.

Yours faithfully

Asstt. Registrar (Acad. II)

No. Acad. II/2008/Aff./ 14084-89 Dated: 24/1/08

Copy forwarded for information and necessary action to:-

1. The Commissioner, College Education, Govt. of Rajasthan, Jaipur.
2. The Controller of Exams/Dy. Registrar Exams, University of Rajasthan, Jaipur.
3. S.O. Enrolment, UOR, Jaipur.

Asstt. Registrar (Acad.II)

MSTT College BHARATPUR Receive No. 52 Date 30/1/08 May

Attested

Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

Attested

Principal
Maharaja Surajmal T.T. College, Bharatpur

Attested

Principal
Maharaja Surajmal College, Bharatpur

महाराजा सूरजमल बृज विश्वविद्यालय, भरतपुर

अस्थाई कार्यालय - एम. एस. जे. कालेज परिसर, भरतपुर - 321001
Ph. & Fax No. 05644-220560. Email- brijuniversitybtp@gmail.com
Website – www.brijuniversity.ac.in

क्रमांक क-3(13)MSBU/Acad/2015/33 दिनांक 11/8/2015

Speed Post

समन्वयक
पी0 टी0 ई0 टी0 2015
महर्षि दयानंद सरस्वती विश्वविद्यालय, अजमेर(राज0)

विषय :– महाराजा सूरजमल बृज विश्वविद्यालय से सम्बद्ध बी0 एड0 महाविद्यालयों में सीटों की सूचना भिजवाने के कम में।

सन्दर्भ :– आपका पत्र कमांक – क. एफ.( ) पीटीईटी/मदसविवि/2015/3454 दिनांक 01.08.2015।

महोदय,

आपके विश्वविद्यालय द्वारा चाही गई सत्र 2015–16 में 'अस्थायी सम्बद्धता' प्राप्त बी0 एड0 महाविद्यालयों एवं उन्हे आबंटित की गई सीटों की कुल संख्या निम्नलिखित है।

S.No	Name of College	No. of Seats
1.	आनन्द महिला शिक्षक प्रशिक्षण महाविद्यालय, सिमको के सामने भरतपुर	100
2.	आर्य विद्यापीठ महिला शिक्षक प्रशिक्षण महाविद्यालय, भुसावर, भरतपुर	140
3.	भारती टी.टी. कॉलेज, वेयर हाअस रोड, नदबई, भरतपुर	200
4.	चौधरी जगनसिंह एज्यूकेशनल इंस्टीट्यूट, तुहिया, भररतपुर	100
5.	एच0 डी. टीचर ट्रेनिंग इंस्टीट्यूट टेक्नोलाजी पार्क, आगरा–जयपुर बाईपास, सेवर, भरतपुर	100
6.	खण्डेलवाल टीचर्स ट्रेनिंग कॉलेज, जघीना रोड, भरतपुर	100
7.	लक्ष्मी शिक्षक प्रशिक्षण महाविद्यालय, मीराना रोड, बयाना, भरतपुर	100
8.	महाराजा अग्रसेन टी. टी. कॉलेज, नगर, भरतपुर	200
9.	महात्मा गॉधी शिक्षक प्रशिक्षण महाविद्यालय, जैन मंदिर के पास, सेवर रोड, भरतपुर	100
10.	मारूति नन्दन टी0टी0 कॉलेज नंगला चांदवाडी रोड पुष्पवाटिका कॉलोनी, भरतपुर	100
11.	मदर टैरेसा महिला टी.टी. कॉलेज, जसवंत नगर, भरतपुर	100
12.	परशुराम टी0टी0 कॉलेज, बयाना	100
13.	शौर्य एज्यूकेशनल इंस्टीट्यूट बी0एड0 कॉलेज, धौलपुर रोड, रूपबास, भरतपुर	100
14.	श्री कृष्णा एज्यूकेशनल इंस्टीट्यूट, तुहिया, मथुरा रोड, भरतपुर	100

15	श्री राधे टी. टी. कॉलेज, नदबई भरतपुर	100
16	श्री अग्रसेन शिक्षक प्रशिक्षण महिला महाविद्यालय, ए. क्लास रणजीत नगर, भरतपुर	100
17	श्री बाल विकास टी. टी. कॉलेज, अलवर रोड नगर, भरतपुर	100
18	श्री बांके बिहारी कन्हैयालाल महिला टी. टी. कॉलेज, भरतपुर रोड डीग, भरतपुर	100
19.	बी0 आर0 कॉलेज ऑफ एजुकेशन, सरकन खेड़ा, बुधरा, धौलपुर	100
20.	ब्रजेश महिला शिक्षक प्रशिक्षण महाविद्यालय, बाड़ी, धौलपुर	100
21.	डी0 आर0 एम0 कॉलेज, मनिया, धौलपुर	100
22.	महाराणा प्रताप टी. टी. कॉलेज, बसेड़ी, धौलपुर	200
23.	प्रकाश शिक्षक प्रशिक्षण महाविद्यालय, औडेला रोड, धौलपुर	100
24.	ऋषि गालव टी. टी. कॉलेज मिडवे होटल के पीछे, जी. टी. रोड, धौलपुर	100
25.	एस0 एन0 कॉलेज ऑफ एजुकेशन, एन0 एच0 3, बड़ा गाँव, मनिया, धौलपुर	300
26.	श्री कन्हैया लाल कॉलेज ऑफ टीचर्स एजुकेशन	100
27.	बी0 के0 त्यागी टी0 टी0 कॉलेज, धौलपुर	100
28.	बंश हायर एजुकेशन इन्स्टीट्यूट, मनिया, धौलपुर	100
29.	वर्धमान टी. टी. कॉलेज, एन. एच. 3, ए. बी. रोड, मनिया, धौलपुर	100
30.	विवेकानंद महिला शिक्षक प्रशिक्षण महाविद्यालय, धौलपुर	100

स्थाई संबद्धता प्राप्त बी0एड0 महाविद्यालयों एवं उन्हे आवंटित की गई सीटों की कुल संख्या निम्नलिखित है।

1	महाराजा सूरजमल टी0टी0 कॉलेज, भरतपुर	120
2	श्री बजरंग टी0टी0 कॉलेज डीग, भरतपुर	100

Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

भवदीय

कुलसचिव
महाराजा सूरजमल बृज विश्वविद्यालय,
भरतपुर

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

गुरुर्गुरुतमो धाम
NCTE

Northern Regional Committee
National Council for Teacher Education
(A Statutory Body of the Government of India)

F. No./NRC/NCTE/F-7/ RJ-20/2015 / 105873 Date: 27 MAY 2015

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4

ORDER

WHEREAS, in exercise of the powers conferred by sub-section (2) of Section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993) and in supersession of the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 01.12.2014.

2. AND WHEREAS, the institution i.e. **Maharaja Surajmal Teacher Training College, Mahal Khas, Fort, Bharatpur -321001, Rajasthan** has been recognized for B.Ed. by NRC vide order No. F.NRC/NCTE/F-7/ RJ-20/2009/4682 dt. 19.06.2009 for an intake of 120.

3. AND WHEREAS, the institution **Maharaja Surajmal Teacher Training College, Mahal Khas, Fort, Bharatpur -321001, Rajasthan** has by affidavit consented to come under New Regulations and sought for three basic units in B. Ed., which require additional facilities.

AND WHEREAS, it has been decided to permit the institution three basic units of 50 students each subject to fulfillment of the following conditions namely.

(i) The institution shall create additional facilities which include (a) additional built-up-area, (b) additional infrastructure, (c) additional funds, (d) adherence to staff norms as per Regulations, 2014 and inform the Regional Committees with required documents by October 31, 2015.

(ii) The applicant Institution for additional unit will be required to submit the required documents, such as land documents, Non-Encumbrance Certificate (NEC), Land Use Certificate (CLU) and the Building Plan (BP) in the format available on the website, to the Regional Committee in proof of having provided additional facilities, before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents, if available, otherwise it may be given to the Visiting Team at the time of inspection.

(iii) The Regional Committee shall arrange for verification of documents, inspection of the premises and check adherence to these conditions by 20 February, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.

(iv) In case any existing institution's matter is sub-judice under court direction/SCN under section 17 of the NCTE Act/ Complaint etc., the institution shall be required to submit a copy of the Hon'ble Court order/reply to SCN/complaint/already submitted alongwith the documents, if any together the documents referred above. In case the institution's request for shifting of premises is pending, such institution shall be required to submit the requisite documents as per provisions of the NCTE Regulations, 2014 with a copy of the order/NOC of the affiliating body/State Govt. and such other documents as indicated in the revised format recognition order. The final decision shall be subject to the directions given by the Hon'ble Court in the Writ Petition/case decided by the Northern Regional Committee in respect of Section 17/complaint cases etc.

5. Now therefore, in the light of the above, the Northern Regional Committee, NCTE hereby issues the revised Recognition Order **Maharaja Surajmal Teacher Training College, Mahal Khas, Fort, Bharatpur -321001, Rajasthan** for conducting B.Ed. programme of two years duration with an annual intake of 150 for three basic units of 50 students each from the academic session 2015-2016 subject to fulfillment of the conditions mentioned herein, before 31.10.2015.

Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

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

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

8. The institution shall maintain & update its website as per provisions of NCTE Regulations and always display following as mandatory disclosure.

(a) Sanctioned programmes along with annual intake in the institution.
(b) Name of the faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
(c) Name of faculty members who left or joined during the last quarter.
(d) Names of students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.
(e) Fee charged from students.
(f) Available infrastructural facilities.
(g) Facilities added during the last quarter.
(h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter.
(i) The affidavit with enclosure submitted along with application.
(j) The institution shall be free to post additional relevant information if is so desires.
(k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If the institution Contravenes any the above conditions or the provision of the NCTE Act, Rules, Regulations and Orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17(1) of the NCTE Act.

By Order,

(Dr. S.K. Chaturvedi)
Regional Director

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

Copy to:-

1. The Principal, Maharaja Surajmal Teacher Training College, Mahal Khas, Fort, Bharatpur-321001, Rajasthan.
2. The Principal Secretary, (Higher Education) Govt. of Rajasthan, Secretariat, Jaipur Rajasthan.
3. The Registrar, University of Rajasthan, JLN Marg, Dist. Jaipur-302004, State-Rajasthan.
4. The Secretary, Ministry of Human Resource Development, Deptt. of School Education & Literacy, Shastri Bhawan, New Delhi-110 001.
5. The US (Computer), National Council for Teacher Education, Hans Bhawan Wing-II, I. Bahadur Shah Zafar Marg, New Delhi- 110 002.
6. The Coordinator, PTET, M.D.S. University, Ajmer, Rajasthan.
7. Office order file/ Institution file

Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

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

गुरुर्गुरुतमो धाम
NCTE

Northern Regional Committee
National Council for Teacher Education
(A Statutory Body of the Government of India)

F. No./NRC/NCTE/ RJ-20/2015/12991-96 Date: 25 AUG 2015

TO BE PUBLISHED IN GAZETTE ON INDIA PART III SECTION 4

CORRIGENDUM

The name and address of the institution i.e. *"Maharaja Surajmal Teacher Training College, Mahal Khas, Fort, Bharatpur -321001, Rajasthan."* mentioned in the order No. F.No./NRC/NCTE/RJ-20/2015/105873-878 dt. 27.05.2015 may be read as *"Maharaja Surajmal Teacher Training College, Near Pakka Bagh, Bharatpur, Rajasthan"*.

Other contents of order No. F.No./NRC/NCTE/RJ-20/2015/105873-878 dt. 27.05.2015 shall remain unchanged.

By Order,
(Dr. S. K. Chauhan) 29/8/15
Regional Director

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

Copy to:-

1. The Principal, **Maharaja Surajmal Teacher Training College, Near Pakka Bagh, Bharatpur, Rajasthan.**
2. The Principal Secretary, (Higher Education) Govt. of Rajasthan, Secretariat, Jaipur Rajasthan.
3. The Registrar, University of Rajasthan, JLN Marg, Dist. Jaipur-302004, State-Rajasthan.
4. The Secretary, Ministry of Human Resource Development, Deptt. of School Education & Literacy, Shastri Bhawan, New Delhi-110 001.
5. The US (Computer), National Council for Teacher Education, Hans Bhawan Wing-II, I, Bahadur Shah Zafar Marg, New Delhi- 110 002.
6. The Coordinator, PTET, M.D.S. University, Ajmer, Rajasthan.
7. Office order file/ Institution file

Attested
Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

4th Floor, Jeevan Nidhi-II, LIC Building, Ambedkar Circle, Bhawani Singh Marg,
Jaipur -302 005 (Rajasthan), Phone:(0141)- 2744288, 2744635, Fax : 0141-2744173

Maharaja Surajmal T.T. College, Pakka Bagh, Bharatpur (Raj.)

B.Ed. (Academic Calendar) Session 2015-16

Month	Activites	Date	Holidays	Working Days
October	Theory Class	12 to 30	13 Navratra Sthapana 21-25 Dashahara	12
November	Theory Class	02 to 30	07-15 Deepawali Holidays 25 Guru Nanak Jayanti	17
December	Theory Class	01 to 31	24 Barabufat 26-31 Winter Break	19
January	Theory Class Micro Teaching Preparation for Teaching Practice	01 to 7 08 to 24 25 to 31	16 Guru Govind Singh Jayanti 26 Republic Day	25
February	Practice of Teaching	01 to 25	Nil	25
March	Theory Class Block Teaching	01 to 05 16 to 22 23 to 28	07 Mahashivratri 23 - 27 Holi 25 Good Friday	23
April	Theory Class Criticism Lesson Theory Class	01 to 02 04 to 07 08 to 30	08 Chettichand 14 Ambedkar Jayanti 15 Ramnavmi 19 Mahaveer Jayanti	22
May	Theory Class	02 to 31	Nil	26
July	Theory Class	01 to 31	6 Id -Ul - Fitar	25
Auguast	Term Test	01 to 13	15 Independence Day	12
			Total Working Days	**206**

Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

NAAC SAR
MSTTCOLLEGE BHARATPUR

Maharaja Surajmal T.T. College, Pakka Bagh, Bharatpur (Raj.)

Lecturer Time Table 2015-16

11:00 / 11:30	Section	I 11:30-12:15	II 12:15-1:00	III 01:00-1:45	IV 01:45-2:25	2:25 ---- 2:45	V 2:45-3:25	VI 3:25-4:10 Methodology	VII 4:10-5:00
P R A Y E R	A	Dr. D.N. Sharma (I -Paper) (1-3)	Dr. Harendra Kein (II -Paper) (1-3)	Dr. Rashmai Srivastava (III -Paper) (1-3)	Dr. D.D. Sharma (IV- Paper) (1-3)		VI- Paper Dr. D.N. Sharma (Monday) Smt. Sushila Singh (Tuesday) Smt. Krishna Sharma (Wednesday)	Dr. D.N. Sharma (Hindi, Sanskrit) ---------- Dr. A.K. Srivastava (Bio.)	EPC-II Aakriti Kulshreshtha (1-3)
		Smt. Sushila Singh (I -Paper) (4-6)	Dr. Bharti Sharma (II- Paper) (4-6)	Smt. Krishna Sharma (III- Paper) (4-6)	Dr. Jagriti Sharma (IV- Paper) (4-6)		EPC-I Dr. Harendra Kein (Thursday) Dr. Jagriti Sharma (Friday) Dr. D.D. Sharma (Saturday)	Dr. D.D. Sharma (English) ---------- - Dr. Harendra Kein (S.St.)	Smt. Krishna Sharma (4-6)
	B	Smt. Sushila Singh (I -Paper) (1-3)	Dr. Bharti Sharma (II -Paper) (1-3)	Smt. Krishma Sharma (III -Paper) (1-3)	Dr. Jagriti Sharma (IV -Paper) (1-3)		EPC-I Dr. Harendra Kein (Monday) Dr. Jagriti Sharma (Tuesday) Dr. D.D. Sharma (Wednesday)	Smt. Sushila Singh (History) ---------- Dr. Bharti Sharma (Civics)	Smt. Krishna Sharma (1-3)
		Dr. D.N. Sharma (I -Paper) (4-6)	Dr. Harendra Kein (II -Paper) (4-6)	Dr. Rashmi Srivastava (III -Paper) (4-6)	Dr. D.D. Sharma (IV -Paper) (4-6)		VI- Paper Dr. D.N. Sharma (Thursday) Smt. Sushila Singh (Friday) Smt. Krishna Sharma (Saturday)	Dr. Rashmi Srivastava (Gen. Sci., Chem.) ---------- Dr. Jagriti Sharma (B.K., C.P.)	Aakriti Kulshreshtha (4-6)

Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

Maharaja Surajmal T. T. College, Bharatpur
Income and Expenditure Account
From 01.04.2013 to 31.03.2014

Expenditure	Amount	Income	Amount
To Salary exp.(Teaching)	1,907,600.00	By Tuition fees	1,344,000.00
To Salary exp.(Non-teaching)	405,672.00	By Enrollment fees	6,800.00
To Advertisement		By Hostel Fees	30,000.00
To Bank Commission	1,311.00	By Comp. Exam fees received	3,114.00
To Building Repair exp.	2,600.00	By tuation fees due	672,000.00
To Enrollment exp.	6,800.00	By Interest from Bank	16,690.00
To Electric city exp	551.00	By Remuneration	32,592.00
To E. S. I. exp.	29,616.00	By Tuation Fees	274,400.00
To ET LABS Exp	1,850.00	By Excee expenditure	171,048.00
To Hostel Exp	36,000.00		
To Journal exp.	3,300.00		
To Library exp.	14,300.00		
To Light and Water exp.	16,251.00		
To Misc. exp.	682.00		
To News Paper & Magazines exp.	6,838.00		
To Phycholozy Lab	5,700.00		
To Other exp.	2,751.00		
To Practical Work exp.	46,820.00		
To Printing and Stationary exp.	5,554.00		
To Remuneration exp.	32,592.00		
To T. A./ D. A. exp.	3,334.00		
To Telephone exp.	10,022.00		
To Scine Lab	10,500.00		
To Excess Income over Exoenditure			
Total	2,550,644.00	Total	2,550,644.00

President
Maharaja Surajmal Educational Society
Bharatpur (Raj.) 321001

Principal
Maharaja Surajmal
Elementary T.T. College, Bharatpur

Audit Report

I have complied Income and Expenditure Account of M/s Maharaja Surajmal Teacher Training College, Bharatpur from 01.04.2013 to 31.03.2014, they are agree with Book of account produce before us

Place:- Bharatpur
Dated:-

For Dinesh Singhal & Associates
Chartered Accoutant

(Dinesh C. Singhal)
M.S. 070513

Attested
Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

Maharaja Surajmal T. T. College, Bharatpur
Balance Sheet
As on 31.03.2014

Liabilities		Amount	Assets		Amount
Games Fund			27,280.00 Land		
(Previous year)			(Previous year)		87,403.00
Libraty Fund			86,460.00 Lab Equipment		
(Previous year)			(Previous year)		357,192.44
Development Fund			160,330.00 Sport Equipment		
(Previous year)			(Previous year)		21,907.09
Caution Money			205,115.00 Furniture		
(Previous year)			(Previous year)		770,559.00
Hostel Fund			704,300.00 Fixer		
(Previous year)			(Previous year)		55,499.00
Computer Fund			118,000.00 D. G. Set		
(Previous year)			(Previous year)		20,500.00
Loan			1,036,749.00 Audio Vishual		
(Previous year)			(Previous year)		23,270.00
Scholarship Fund			292,638.00 Bio-craft		
Pre. Year	292,638.00		(Previous year)		70,000.00
add	-		Fixed Deposit		
	292,638.00		(Previous year)		17,536.80
Less this year	22,830.00				
Education Tour Fund			298,925.00 Telelphone Security		
(Previous year)			(Previous year)		2,000.00
Book Store Fund			101,885.97 Society		
(Previous year)			(Previous year)		6,930.00
Hostel Rent			352,200.00 Computer & Equipment		
(Previous year)			(Previous year)		166,625.00
Reading Room			51,370.00 College of Pharmacy		
(Previous year)			(Previous year)		705,714.00
M. S. E. T.T. College			325,000.00 Library		
(Previous year)			(Previous year)		291,177.80
Provision:-					
Audit Fees:-			Wall Fan		
Pre year	109,000.00		134,000.00 (Previous year)		1,325.00
Add this year	25,000.00				
Provision:-			Closing Stock		
			197,744.00 Canara Bank		
Excess Income			P.N.B.		655,355.00
over Expenditure:-			Indian Bank		
Pre year	296252		125,204.00 Post Office		
Lss	171048		Cash-in-hand		
			Fees Receivable		292,206.81
			(Previous year)		672,000.00
Total		4,217,200.97	Total		4,217,200.94

Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

Maharaja Surajmal T. T. College, Bharatpur
Receipt and Payment Account
From 01.04.2013 to 31.03.2014

Receipt		Amount	Payments	Amount
To Opening Balance		1,790,609.61	By Salary exp.(Teaching)	1,907,600.00
Canara Bank	819,882.00		By Salary exp.(Non-teaching)	405,672.00
P.N.B.	4,579.00		By Advertisement	
Indian Bank	133,188.00		By Bank Commission	1,311.00
Post Office	521.80		By Building Repair exp.	2,600.00
Cash-in-hand	832,438.81		By Enrollment exp.	6,800.00
To Tuition fees		274,400.00	By Electric city Exp.	551.00
To Enrollment fees		6,800.00	By E. S. I. exp.	29,616.00
To Tuation Fees 50%		1,344,000.00	By E.T.Lab Exp	1,850.00
To Comp. Exam fees received		3,114.00	By Hostel Exp	36,000.00
To Interest from Bank		16,690.00	By Journal exp.	3,300.00
To Hostel Fees		30,000.00	By Library exp.	14,300.00
To Remuneration		32,592.00	By Light and Water exp.	16,251.00
			By Misc. exp.	682.00
			By News Paper & Magazines exp.	6,838.00
			By Phycholozy Lab	5,700.00
			By Other exp.	2,751.00
			By Practical Work exp.	46,820.00
			By Printing and Stationary exp.	5,554.00
			By Remuneration exp.	32,592.00
			By Scince lab	10,500.00
			By T. A./ D. A. exp.	3,334.00
			By Telephone exp.	10,022.00
			By Closing Balance	
			Canara Bank	655,355.00
			P. N. B.	
			Indian Bank	
			Post Office	
			Cash=in-hand	292,206.61
Total		3,498,205.61	Total	3,498,205.61

Principal
Principal
Maharaja Surajmal
Elementary T.T. College, Bharatpur

President
Maharaja Surajmal Educational Society
Bharatpur (Raj.) 321001

Audit Report

I have compiled Receipt and Payment Account of M/s Maharaja Surajmal Teacher Training College, Bharatpur from 01.04.2013 to 31.03.2014, they are agree with Book of account produce before us

Place:- Bharatpur
Dated:-

For Dinesh Singhal & Associates
Chartered Accoutant

(Dinesh C. Singhal)
M.S. 070513

Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

Maharaja Surajmal T. T. College, Bharatpur
Receipt and Payment Account
From 01.04.2014 to 31.03.2015

Receipt		Amount	Payments	Amount
To Opening Balance		947,561.61	By Salary exp.(Teaching)	1,700,595.00
Canara Bank	655,355.00		By Salary exp.(Non-teaching)	420,024.00
Cash-in-hand	292,206.61		By Bank Charges	1,339.00
			By Building Repair exp.	130,551.00
			By Enrollment exp.	4,300.00
			By Electric exp.	25,570.00
To Tuition Fees		2,669,750.00	By E. S. I. exp.	36,658.00
To Enrollment fees		4,300.00	By ET Lab exp.	2,250.00
To Hostel Fees		69,000.00	By Hostel Exp	72,911.00
To Comp. Exam fees received		6,370.00	By Journal, Magazine &	6,210.00
To Other Income		2,200.00	News Paper exp.	
To Interest from Bank		17,504.00	By Library exp.	31,510.00
To Remuneration		35,388.00	By Cherity exp	100.00
			By Computer exp.	23,490.00
To Fees Received		672,000.00	By Open Air Session	85,356.00
			By Misc. exp.	22,740.00
To R/o off		0.23	By Phycholozy Lab	7,055.00
			By Other exp.	41,100.00
			By Practical Work exp.	55,968.00
			By Printing and Stationary exp.	10,470.00
			By Remuneration exp.	35,388.00
			By T. A./ D. A. exp.	3,269.00
			By Telephone exp.	8,705.00
			By Science Lab exp.	12,800.00
			By Building Con.	334,250.00
			By Provision	197,744.00
			By M.S.E.T.T. College	70,000.00
			By Closing Balance	
			Canara Bank	1,067,923.00
			Cash=in-hand	15,797.84
Total		4,424,073.84	Total	4,424,073.84

Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

President
Maharaja Surajmal Educational Society
Bharatpur (Raj.) 321001

Audit Report

I have complied Receipt and Payment Account of M/s Maharaja Surajmal Teacher Training College, Bharatpur from 01.04.2014 to 31.03.2015, they are agree with Book of account produce before us

Place:- Bharatpur
Dated:-

For Dinesh Singhal & Associates
Chartered Accoutant

(Dinesh C. Singhal)
M.S. 070513

Attested
Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

Maharaja Surajmal T. T. College, Bharatpur
Income and Expenditure Account
From 01.04.2014 to 31.03.2015

Expenditure	Amount	Income	Amount
To Salary exp.(Teaching)	1,893,485.00	By Tuition Fees	2,669,750.00
To Salary exp.(Non-teaching)	420,024.00	By Enrollment fees	4,300.00
To Bank Charges	1,339.00	By Hostel Fees	69,000.00
To Building Repair exp.	130,551.00	By Comp. Exam fees received	6,370.00
To Enrollment exp.	4,300.00	By Other Income	2,200.00
To Electric exp.	25,570.00	By Interest from Bank	17,504.00
To E. S. I. exp.	36,658.00	By Remuneration	35,388.00
To ET Lab exp.	2,250.00	By Excess Expenditure over Income	151,737.00
To Hostel Exp	72,911.00		
To Journal, Magazine & News Paper exp.	6,210.00		
To Library exp.	31,510.00		
To Cherity exp	100.00		
To Computer exp.	23,490.00		
To Open Air Session	85,356.00		
To Misc. exp.	22,740.00		
To Phycholozy Lab	7,055.00		
To Other exp.	41,100.00		
To Practical Work exp.	55,968.00		
To Printing and Stationary exp.	10,470.00		
To Remuneration exp.	35,388.00		
To T. A./ D. A. exp.	3,269.00		
To Telephone exp.	8,705.00		
To Science Lab exp.	12,800.00		
To Audit Fees	25,000.00		
Total	2,956,249.00	Total	2,956,249.00

Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

President
Maharaja Surajmal Educational Society
Bharatpur (Raj.) 321001

Audit Report

We have compiled Income and Expenditure Account of M/s Maharaja Surajmal Teacher Training College, Bharatpur from 01.04.2014 to 31.03.2015, they are agree with Book of account produce before us

Place:- Bharatpur
Dated:-

For Dinesh Singhal & Associates
Chartered Accoutant

(Dinesh C. Singhal)
M.S. 070513

Attested

Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

Maharaja Surajmal T. T. College, Bharatpur
Balance Sheet
As on 31.03.2015

Liabilities		Amount	Assets		Amount
General Fund		2,398,503.97	Land		87,403.00
			(Previous year)		
			Building		334,250.00
			Lab Equipment		357,192.44
			(Previous year)		
Loan		1,036,749.00	Sport Equipment		21,907.09
(Previous year)			(Previous year)		
			Furniture		770,559.00
			(Previous year)		
			Fixer		55,499.00
			(Previous year)		
M. S. E. T.T. College		255,000.00	D. G. Set		20,500.00
			(Previous year)		
Provision:-			Audio Vishual		23,270.00
Audit Fees:-		159,000.00	(Previous year)		
Pre year	134,000.00		Bio-craft		70,000.00
Add this year	25,000.00		(Previous year)		
Provision:-			Fixed Deposit		17,536.80
Salary payable		192,890.00	(Previous year)		
			Telelphone Security		2,000.00
			(Previous year)		
			Society		6,930.00
			(Previous year)		
			Computer & Equipment		166,625.00
			(Previous year)		
			College of Pharmacy		705,714.00
			(Previous year)		
			Library		291,177.80
			(Previous year)		
			Wall Fan		1,325.00
			(Previous year)		
			Closing Stock		
			Canara Bank		1,067,923.00
			Cash-in-hand		15,797.84
			Excess Income		
			over Expenditure:-		26,533.00
			This year	151,737.00	
			Less pre year	125,204.00	
Total		4,042,142.97		Total	4,042,142.97

Attested

Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

Principal

Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

President

President
Maharaja Surajmal Educational Socie
Bharatpur (Raj.) 321001

Audit Report

I have complied Balance Sheet of M/s Maharaja Surajmal Teacher Training College, Bharatpur as on 31.03.2015, they are agree with Book of account produce before us.

Place:- Bharatpur
Dated:-

For Dinesh Singhal & Associates
Chartered Accoutant

(Dinesh C. Singhal)
M.S. 070513

Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

Ph.: 05644-231576

Maharaja Surajmal Teacher's Training College

Near Pakka Bagh, Bharatpur (Raj.) 321001

Ref. No.: MSTT/ 201 / Date.....

Result Sheet of B.Ed. Session 2014-15

S. No.	Result	No. of Students
01	Appeared	116
02	Passed	114
03	First	113
04	Second	Nil
05	Third	Nil
06	Failed	01
07	Distinction	48

Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

Questionnaire No.1

Questionnaires for Feedback from Students

College Name; M.S.T.T.COLLEGE, BHARATPUR

Programme : B.Ed **Department** : Education

Year : 2012-13

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

	B	C	D
Very good	Good	Satisfactory	Unsatisfactory

Student Name:

Sr. No.	Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1.	Depth of the course content including project work if any(पाठ्यक्रम व प्रयोजन कार्य की गहनता यदि कोई हो तो)				
2.	Extent of coverage of course(पाठ्यक्रम किस सीमा तक पूरा हुआ)				
3.	Applicability/relevance to real life situations (व्यावहारिक जीवन की परिस्थितियों में औचित्य)				
4.	Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives) अधिगम मूल्य(ज्ञान अवधारणा हस्तकौशल विश्लेषणात्मक योग्यता के संदर्भ में)				
5.	Clarity and relevance of textual reading material पठन पाठ्यसामग्री की स्पष्टता एवं औचित्य				
6.	Relevance of additional source material (Library) अतिरिक्त स्रोत सामग्री की स्पष्टता एवं औचित्य (पुस्तकालय)				
7.	Extent of effort required by students विद्यार्थियों द्वारा किस सीमा तक प्रयास की आवश्यकता।				
8.	Overall rating सम्पूर्ण				

Questionnaire No.2

Student Feedback on Teachers

College Name: : M.S.T.T.COLLEGE, BHARATPUR

Programme: B.Ed. Department: Education

Year: 2012-13

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

A	B	C	D
Very good	Good	Satisfactory	Unsatisfactory

Name of the Teacher:

Sr. No.	Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1.	Knowledge base of the teacher (as perceived by you) अध्यापक का ज्ञान(जैसा आपको लगा)				
2.	Communication Skills (in terms of articulation and comprehensibility) सम्प्रेषण कौशल(उच्चारण एवं समझाना)				
3.	Sincerity / Commitment of the teacher अध्यापक की लगन/कर्तव्यनिष्ठा				
4.	Interest generated by the teacher अध्यापक द्वारा रूचि जागृत की गई।				
5.	Ability to integrate course material with environment / other issues, to provide a broader perspective विस्तृत दिशा देने हेतु पाठ्यक्रम को वातावरण व उसकी दूसरी समस्याओं के साथ समन्वित करने की योग्यता।				
6.	Ability to integrate content with other courses दूसरी विषयवस्तु के साथ पाठ्यक्रम को समन्वित करने की योग्यता।				
7.	Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class) कक्षा के अन्दर व बाहर अध्यापक की उपलब्धता (कक्षा–कक्ष के बाहर विचार–विमर्श व आगे के अध्ययन हेतु अभिप्रेरित करना)				
8.	Ability to design quizzes / Tests / Assignments / Examinations and projects to evaluate students understanding of the course छात्र अवबोध का मूल्यांकन करने हेतु प्रश्नोत्तरी परीक्षण, परीक्षाएं व प्रोजेक्ट बनाने की योग्यता।				
9.	Provision of sufficient time for feedback पृष्ठपोषण हेतु पर्याप्त समय की व्यवस्था।				
10.	Overall rating सम्पूर्ण				

Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

Questionnaire No.3

College Name: **M.S.T.T.COLLEGE, BHARATPUR**

Students Overall Evaluation of the Programme and Teaching

(To be filled only after the results are declared)

Department: Education **Course**: B.Ed.

Pupil Teachers Name: ..... **Year**: - 2011-12

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was: (प्रत्येक कोर्स का पाठ्यक्रम था।)

(a) Adequate (पर्याप्त) (b) inadequate (अपर्याप्त) (c)challenging (चुनौतीपूर्ण) (d) dull (नीरस)

2. Background for benefiting from the course was- (कोर्स से लाभान्वित होने का बैकग्राउंड था।)

(a) More than adequate (पर्याप्तसे अधिक) (b) adequate (पर्याप्त)

(c) inadequate (अपर्याप्त) (d)cannot say (कह नहीं सकते)

3. Was the course easy or different to understand? (कोर्स समझने में सरल था या कठिन।)

(a) Easy (सरल) (b) manageable (समझने योग्य) (c)difficult(कठिन) (d)very difficult(अत्यधिक कठिन)

4. How much of the syllabus was covered in the class? (कक्षा में कितना कोर्स पढ़ाया गया)

(a) 85to100% (b) 70 to85% (c) 55 to70% (d) less than55%

5. What is your opinion about the library material and facilities for the course? (कोर्स से संबंधित पुस्तिकाओं व पाठ्यक्रम की अन्य सामग्री के बारे में आपकी क्या विचार है।)

(a) more than adequate(पर्याप्तसे अधिक) (b) adequate(पर्याप्त)

(c) Inadequate (अपर्याप्त) (d) very poor

6. To what extent were you able to get material for the prescribed readings? (जहाँ तक आपको पाठ्यक्रम निर्धारित पुस्तकें व सामग्री मिल पाई।)

(a) Easily (सरलता से) (b) with some difficulty (कुछ कठिनाई के साथ)

(c) Not available at all (कुछ मिल नहीं पाया) (d) with great difficulty(कठिनाई के साथ)

7. How well did the teacher prepare for the classes? (कक्षा के लिए अध्यापक कितनी अच्छी तैयारी करते थे।)

(a) Thoroughly (पूर्णतया से) (b) satisfactorily (संतोषजनक)
(c) poorly (निम्न) (d) indifferent (कोई रुचि नहीं)

8. How far the teacher encourages student participation in class? (अध्यापक कक्षा में कितना छात्र भागीदारी को प्रोत्साहित करते थे।)

(a) Mostly yes (अधिकतर हाँ) (b) sometimes (कभी-कभी) (c) not at all (बिल्कुल नहीं) (d) always (हमेशा)

9. How well was the teacher able to communicate? (अध्यापक का संप्रेषण कौशल कैसा था।)

(a) Always effective (हमेशा प्रभावी) (b) sometime effective (कुछ समय प्रभावी)
(c) Just satisfactorily (कुछ संतोषजनक) (d) generally ineffective(सामान्यतया अप्रभावी)

10. If yes, which of the following methods were used? (यदि हाँ तो किस विधि के सहायक ली जाती है।)

(a) Encouraged to raise questions (सब सुनते हैं हाँसाहित करना) (b) get involved in discussion in class (क्या हैं होते हाँ विचार-विमर्श में शामिल करना) (c) encourage discussion out side class (क्या हैं शहर होते हाँ विचार-विमर्श में शामिल करना) (d) did not encourage (हाँसाहित नहीं करना)

11. How helpful was the teacher in advising? (अध्यापक सरासरी तौर से कितने सहायक थे।)

(a) Very helpful (बहुत सहायक) (b) sometime helpful (कभी-कभी सहायक)

(c) not at all helpful (बिलकुल नहीं) (d) did not advise (कोई सलाह नहीं)

12. The teacher's approach can best be described as (अध्यापक सहायक को किस रूप में दर्शाया जा सकता है।)

(a) Always courteous (हमेशा विनम्र) (b) Sometimes rude (कभी-कभी सख्त)

(c) Always indifferent (कोई सरोकार नहीं) (d) Cannot say (कह नहीं सकते)

13. Internal assessment was (आंतरिक मूल्यांकन होता था—)

(a) Always fair (हमेशा सही) (b) sometime unfair (कभी-कभी गलती)
(c) Usually unfair (हमेशा गलत) (d) sometime fair (कभी-कभी सही)

14. What effect do you think the internal assessment will have on your course grade? (आपके अनुसार आपके कोर्स ग्रेड पर आंतरिक मूल्यांकन का क्या प्रभाव होगा।)

(a) Helps to improve (सुधार में सहायक) (b) discouraging (हतोत्साहित)

(c) no special effect (कोई विशेष प्रभाव नहीं) (d) sometimes effective (कभी-कभी प्रभावी)

15. How often did the teacher provide feedback on your performance? (अध्यापक आपकी दीवारों पर प्रस्तुतिकरण कब प्रदान करते हैं।)

(a) Regularly (नियमित) (b) with helpful comment (सहायक सुझाव के साथ)
(c) often/late (अक्सर देर से) (d) without any comments (बिना किसी सुझाव के)

16. Were your assignments discussed with you? (आपके द्वारा प्रस्तुत कार्यों पर आपके साथ विचार-विमर्श किया जाता है।)

(a) Yes, fully (हाँ पूर्ण रूप से) (b) yes partly (हाँ आंशिक रूप से)

(c) not discussed at all (बिलकुल ही नहीं) (d) sometimes discussed (कभी-कभी किया जाता है)

17. Were you provided with a course contributory lecture too at the beginning? (क्या आपको प्रारंभ में सहायक पाठ्यक्रम का सहायक व्याख्यान दिया गया)

(a) Yes (हाँ) (b) no (नहीं)

4.	Shri Harendra Kain		Lecturer	19-04-1975	Philosophy, History	M.A., M.Ed., NET, Doing Ph.D.	04-11-2009	09 Yrs.	प.3 (29) मसूबुवि/अकाद/2015/2742 दिनॉक 01.04.2016
5.	Dr. Bharti Sharma		Lecturer	13-02-1978	S.St.	M.A., M.Ed. Ph.D.	01-10-2010	06 Yrs.	प.3 (29) मसूबुवि/अकाद/2015/2742 दिनॉक 01.04.2016
6.	Smt. Krishna Sharma		Lecturer	05-10-1978	Sanskrit	M.A., M.A. (Edu.)	01-02-2013	06 Yrs.	प.3 (29) मसूबुवि/अकाद/2015/2742 दिनॉक 01.04.2016
7.	Dr. Jagriti Sharma		Lecturer	23-12-1977	commerce	M.Com., M.Ed., Ph. D.	01-02-2014	14Year	प.3 (29) मसूबुवि/अकाद/2015/2742 दिनॉक 01.04.2016

8.	Smt. Sushila Singh		Lecturer	06-06-1979	History	M.A., M.Ed., Doing Ph. D.	17-11-2014	03 Yrs.	प.3 (29) मसूबुवि/अकाद/2015/2742 दिनॉक 01.04.2016
9.	Dr. Deen Dayal Sharma		Lecturer	01-11-1976	English	M.A., M.Ed., Ph. D.	01-07-2015	05 Yrs.	प.3 (29) मसूबुवि/अकाद/2015/2742 दिनॉक 01.04.2016
10.	Smt. Vijay		Computer Instructor	03-04-1975	computer	M.Com., PGDCA	01-08-2013	02 Yrs.	-

Principal

M.S.T.T. College, Bharatpur (Raj.)

Principal
Maharaja Surajmal T. College
Bharatpur (Raj.)

Mapping of Academic Activities of the Institution

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Admission and Orientation																				
Theory																				
Tutorials/Seminars																				
Sessional Work - Test & Assignments																				
Preparation of Internship: Demonstration/ Observation of lessons/ micro teaching/ simulations																				
Practice Teaching/ Internship																				
Co-curricular Activities																				
Working with community/ project work																				
End-Term Examinations																				

Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

Mapping of Academic Activities of the Institution

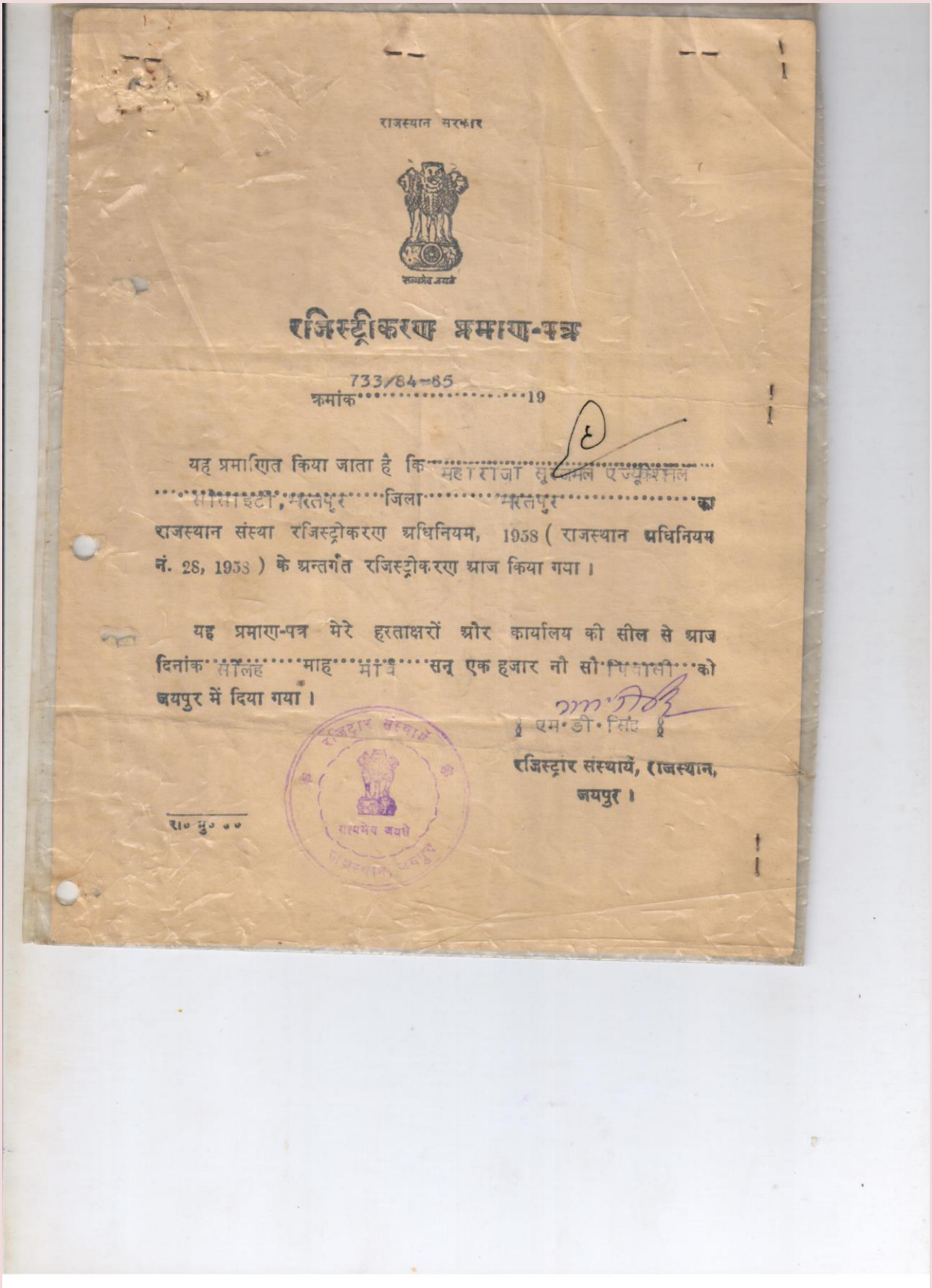
Weeks	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
Admission and Orientation																	
Theory																	
Tutorials/Seminars																	
Sessional Work - Test & Assignments																	
Preparation of Internship: Demonstration/ Observation of lessons/ micro teaching/ simulations																	
Practice Teaching/ Internship																	
Co-curricular Activities																	
Working with community/ project work																	
End-Term Examinations																	

Principal
Maharaja Suraimal T.T. College
Bharatpur (Raj.)

B.Ed. Non Teaching Staff

Sl. No.	Name with Date of Birth Age	Attested photograph of the appointed staff	Whether SC/ST/OBC/other Category	Designation	Qualification	Total Experience in Years	Date of Initial appointment and NCTE Regulation	Joining Date
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
DETAILS OF NON TEACHING STAFF								
I	Sh. Harendra Singh 01-12-1979		OBC	OS	B.A.	10 Years 02 Months	01-01-2005	01-01-2005
2	Smt. Mamta Agrawal 03-03-1973		GEN	Librarian	B.A., B.Lib.	10 Months	25-04-2015	25-04-2015
3	Sh. Roshan Lal 08-07-1968		OBC	LDC	Higher Secondary	23 Years 02 Months	18-12-1991	18-12-1991
4	Sh. Ramveer Singh 05-06-1981		OBC	4th Class	Non Matric	17 Years 06 Months	01-08-1999	01-08-1999
5	Sh. Gopal Ram 04-05-1979		OBC	4th Class	Secondary	15 Years 01 Months	02-01-2001	02-01-2001

Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)



राजस्थान सरकार

सत्यमेव जयते

रजिस्ट्रीकरण प्रमाण-पत्र

733/84-85
क्रमांक.....19

यह प्रमाणित किया जाता है कि महाराजा सूरजमल एजूकेशनल सोसाइटी, भरतपुर जिला भरतपुर का राजस्थान संस्था रजिस्ट्रीकरण अधिनियम, 1958 (राजस्थान अधिनियम नं. 28, 1958) के अन्तर्गत रजिस्ट्रीकरण आज किया गया।

यह प्रमाण-पत्र मेरे हस्ताक्षरों और कार्यालय की सील से आज दिनांक सोलह माह मार्च सन् एक हजार नौ सौ पिचासी को जयपुर में दिया गया।

एम॰ डी॰ सिंह
रजिस्ट्रार संस्थायें, राजस्थान,
जयपुर।

रा॰ मु॰ ००

Maharaja Surajmal T. T. College, Bharatpur
Receipt and Payment Account
From 01.04.2012 to 31.03.2013

Receipt		Amount	Payments	Amount
To Opening Balance		1,109,474.61	By Salary exp.(Teaching)	2,020,943.00
Canara Bank	802,288.00		By Salary exp.(Non-teaching)	400,048.00
P.N.B.	4,579.00		By Advertisement	1,200.00
Indian Bank	133,188.00		By Bank Commission	2,010.00
Post Office	521.80		By Building Repair exp.	40,070.00
Cash-in-hand	168,897.81		By Enrollment exp.	5,750.00
To Tuition fees		2,797,910.00	By Entertainment exp.	18,757.00
To Enrollment fees		5,750.00	By E. S. I. exp.	27,093.00
To Scholarship fees		19,490.00	By Exam exp.	198,960.00
To Comp. Exam fees received		12,036.00	By Games exp.	16,000.00
To Exam fees		210,760.00	By Journal exp.	1,765.00
To Interest from Bank		9,583.00	By Library exp.	19,917.00
To Remuneration		23,336.00	By Light and Water exp.	14,395.00
To Interest from Bank		7,601.00	By Misc. exp.	154.00
			By News Paper & Magazines exp.	5,114.00
			By Open Air Session exp.	70,944.00
			By Other exp.	14,316.00
			By Practical Work exp.	32,270.00
To Provision		168,362.00	By Printing and Stationary exp.	38,697.00
			By Remuneration exp.	23,336.00
			By Scholarship exp.	22,830.00
			By T. A./ D. A. exp.	10,349.00
			By Telephone exp.	15,235.00
			By Closing Balance	
			Canara Bank	819,662.00
			P. N. B.	4,579.00
			Indian Bank	133,188.00
			Post Office	521.80
			Cash=in-hand	406,198.81
	Total	4,364,302.61	Total	4,364,302.61

Principal

Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

President

Audit Report

I have compiled Receipt and Payment Account of M/s Maharaja Surajmal Teacher Training College, Bharatpur from 01.04.2012 to 31.03.2013, they are agree with Book of account produce before us

Place:- Bharatpur
Dated:-

For Dinesh Singhal & Associates
Chartered Accoutant

(Dinesh C. Singhal)
M.S. 070513

Maharaja Surajmal T. T. College, Bharatpur
Income and Expenditure Account
From 01.04.2012 to 31.03.2013

Expenditure	Amount	Income	Amount
To Salary exp.(Teaching)	2,020,943.00	By Tuition fees	2,797,910.00
To Salary exp.(Non-teaching)	400,048.00	By Enrollment fees	5,750.00
To Advertisement	1,200.00	By Scholarship fees	19,490.00
To Bank Commission	2,010.00	By Comp. Exam fees received	12,036.00
To Building Repair exp.	40,070.00	By Exam fees	210,760.00
To Enrollment exp.	5,750.00	By Interest from Bank	9,583.00
To Entertainment exp.	18,757.00	By Remuneration	23,336.00
To E. S. I. exp.	27,093.00	By Interest from Bank	7,601.00
To Exam exp.	198,960.00		
To Games exp.	16,000.00		
To Journal exp.	1,765.00		
To Library exp.	19,917.00		
To Light and Water exp.	14,395.00		
To Misc. exp.	154.00		
To News Paper & Magazines exp.	5,114.00		
To Open Air Session exp.	70,944.00		
To Other exp.	14,316.00		
To Practical Work exp.	32,270.00		
To Printing and Stationary exp.	38,697.00		
To Remuneration exp.	23,336.00		
To Scholership exp.	22,830.00		
To T. A./ D. A. exp.	10,349.00		
To Telephone exp.	15,235.00		
To Audit fees	25,000.00		
To Excess Income over Exoenditure	61,313.00		
Total	3,086,466.00	Total	3,086,466.00

Principal

Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

शिव देवी
President

Audit Report

I have complied Income and Expenditure Account of M/s Maharaja Surajmal Teacher Training College, Bharatpur from 01.04.2012 to 31.03.2013, they are agree with Book of account produce before us

Place:- Bharatpur
Dated:-

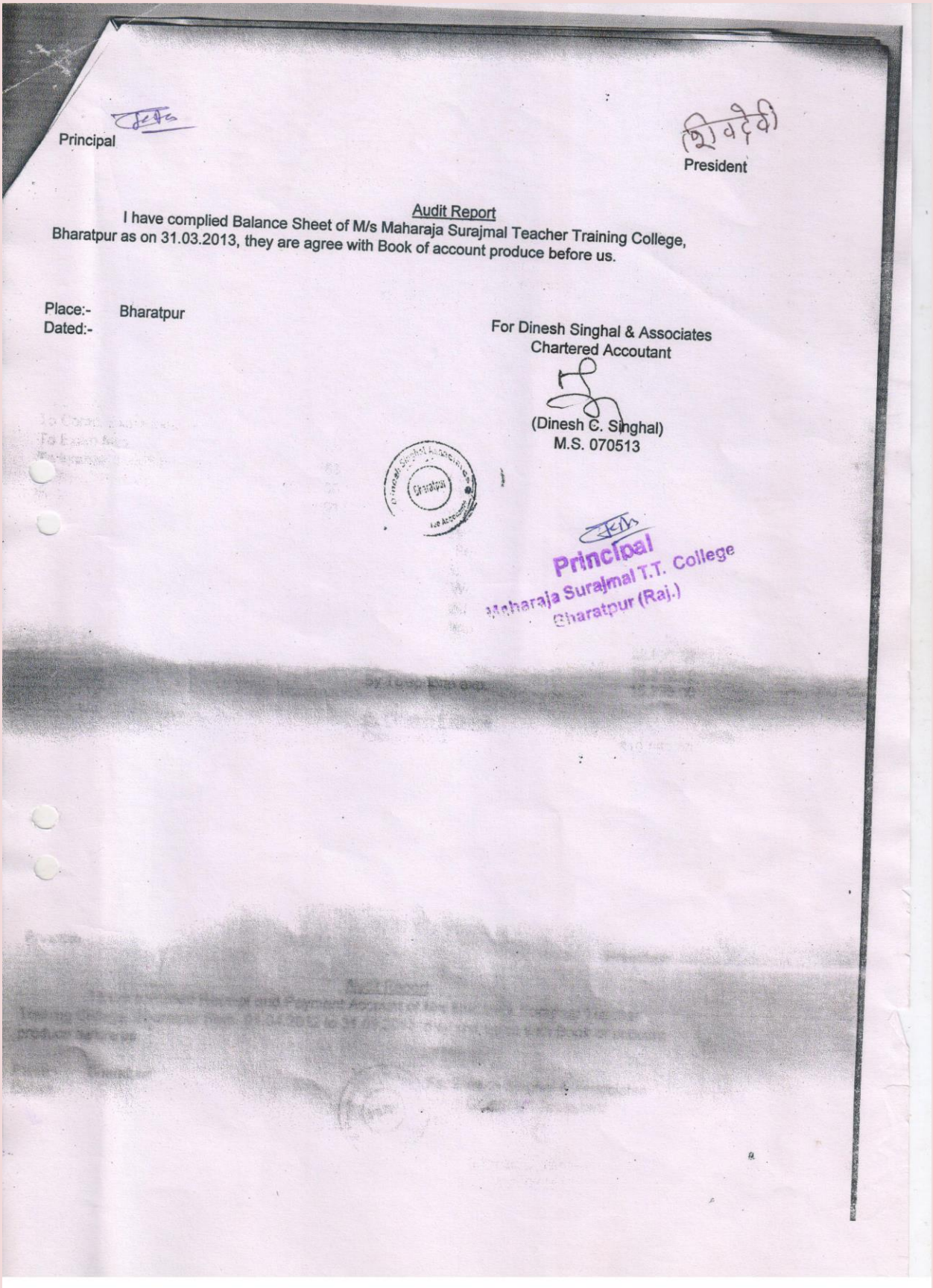
For Dinesh Singhal & Associates
Chartered Accoutant

(Dinesh C. Singhal)
M.S. 070513

Maharaja Surajmal T. T. College, Bharatpur
Balance Sheet
As on 31.03.2013

Liabilities		Amount	Assets	Amount
Games Fund		27,280.00	Land	87,403.00
(Previous year)			(Previous year)	
Libraty Fund		86,460.00	Lab Equipment	357,192.44
(Previous year)			(Previous year)	
Development Fund		160,330.00	Sport Equipment	21,907.09
(Previous year)			(Previous year)	
Caution Money		205,115.00	Furniture	770,559.00
(Previous year)			(Previous year)	
Hostel Fund		704,300.00	Fixer	55,499.00
(Previous year)			(Previous year)	
Computer Fund		118,000.00	D. G. Set	20,500.00
(Previous year)			(Previous year)	
oan		1,036,749.00	Audio Vishual	23,270.00
(Previous year)			(Previous year)	
Scholarship Fund		292,638.00	Bio-craft	70,000.00
			(Previous year)	
			Fixed Deposit	17,015.00
			(Previous year)	
Education Tour Fund		298,925.00	Telelphone Security	2,000.00
(Previous year)			(Previous year)	
Book Store Fund		101,885.97	Society	6,930.00
(Previous year)			(Previous year)	
Hostel Rent		352,200.00	Computer & Equipment	166,625.00
(Previous year)			(Previous year)	
Reading Room		51,370.00	College of Pharmacy	705,714.00
(Previous year)			(Previous year)	
M. S. E. T.T. College		325,000.00	Library	291,177.80
(Previous year)			(Previous year)	
vision:-			Wall Fan	1,325.00
Audit Fees:-		134,000.00	(Previous year)	
Pre year	109,000.00			
this year	25,000.00		Closing Stock	
Provision:-		168,362.00	Canara Bank	819,662.00
			P.N.B.	4,579.00
Excess Income			Indian Bank	133,188.00
over Expenditure:-		296,251.97	Post Office	521.80
Pre year	234,938.97		Cash-in-hand	406,198.81
Add this year	61,313.00		Fees Receivable	397,600.00
			(Previous year)	
Total		4,358,866.94	Total	4,358,866.94

Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)



Principal

President

Audit Report

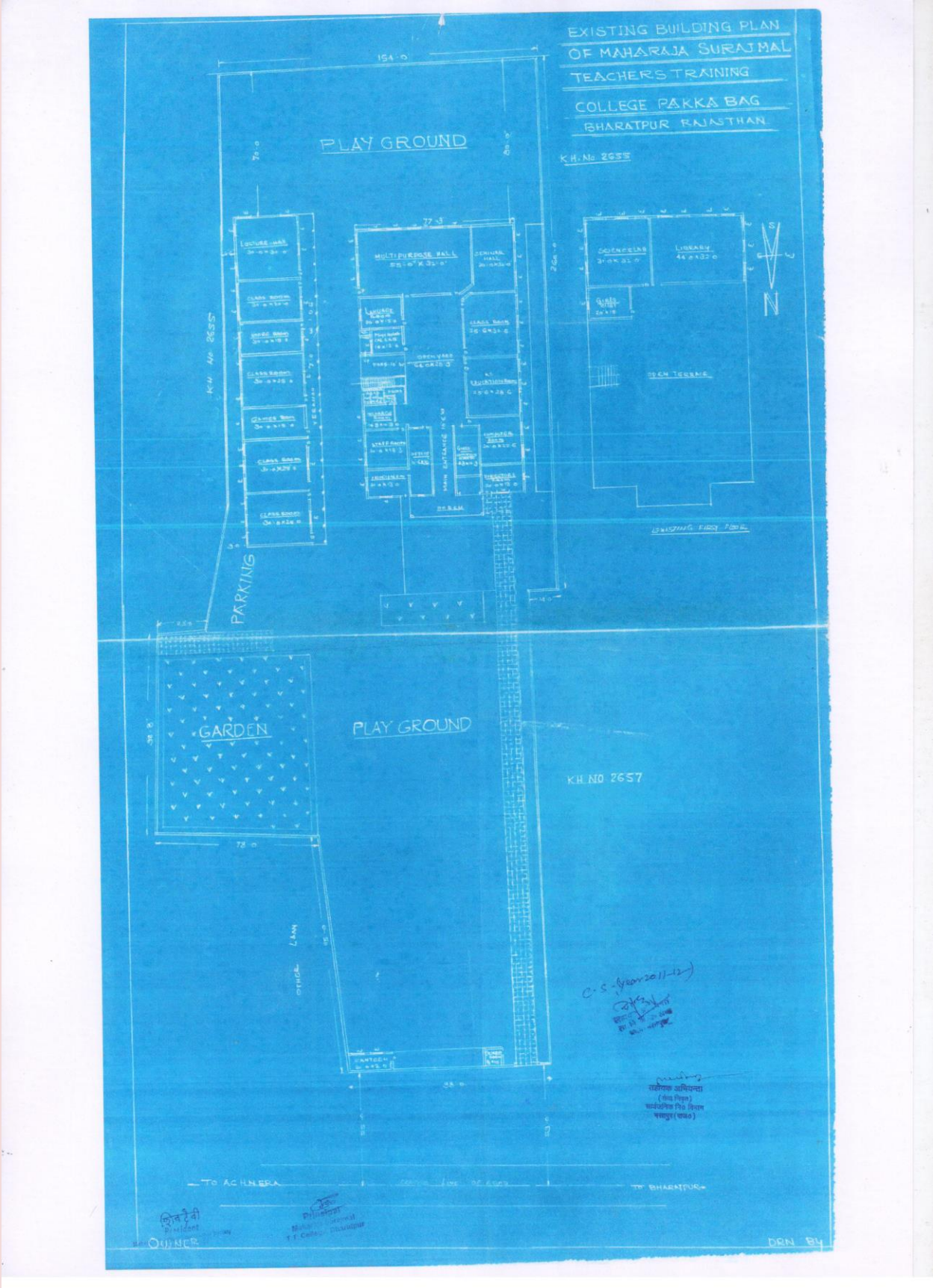
I have complied Balance Sheet of M/s Maharaja Surajmal Teacher Training College, Bharatpur as on 31.03.2013, they are agree with Book of account produce before us.

Place:- Bharatpur
Dated:-

For Dinesh Singhal & Associates
Chartered Accoutant

(Dinesh C. Singhal)
M.S. 070513

Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)


EXISTING BUILDING PLAN
OF MAHARAJA SURAJMAL
TEACHERS TRAINING
COLLEGE PAKKA BAG
BHARATPUR RAJASTHAN
K.H. No 2655
PLAY GROUND
MULTIPURPOSE HALL
SCIENCE LAB
LIBRARY
OPEN TERRACE
EXISTING FIRST FLOOR
PARKING
GARDEN
PLAY GROUND
KH NO 2657
OTHER LAWN
TO ACHNERA
TO BHARATPUR
DRN BY

2148

7. लीज डीड के आधार पर उक्त भूखण्ड को सरकार/जीवन बीमा निगम/शिड्यूल्ड बैंक, संस्था/एच.डी.एफ.सी. अथवा नेशनल हाउसिंग बैंक द्वारा अधिकृत ऋणदात्री संस्थाओं के पास भवन नि गिरवी रखा जा सकेगा ।

8. आवंटी द्वारा भूखण्ड विक्रय करने पर क्रेता द्वारा भूखण्ड का हस्तांतरण न.सु. न्यास, भरतपुर के निय से करवाना होगा ।

9. पट्टेदार उक्त भूखण्ड या उस पर बनाये गये भवन या भवनों को या उन दोनों के किसी भाग को किसी जो पिछले पद में निर्देशित आशय के असंगत है बिना सरकार या सरकार के ऐसे अधिकारी की लिखित स्वीकृति के, जो एतदर्थ नियुक्त किया गया हो, न तो उपयोग में लावेगा और न उपयोग में लाने की अनुमति ही देगा।

10. पट्टेदार द्वारा आवंटन पत्र की शर्तों एवं पट्टे की उपरोक्त शर्तों की पूर्ण पालना की जावेगी । यदि किसी भी शर्त या शर्तों का उल्लंघन किया गया तो उक्त भूखण्ड एवं उस पर बने हुए भवन, यदि कोई हो, सहित उक्त भूखण्ड बिना किसी मुआवजे की राशि के अधिग्रहण कर लिया जावेगा ।

11. उक्त पट्टा पट्टेदार द्वारा न्यास को प्रस्तुत समर्पण नाम व क्षतिपूर्ति बंध पत्र के अनुसार निर्विवाद स्वामित्व व कब्जा पट्टेदार का मानते हुए जारी किया गया है । किसी भी प्रकार के विवाद की स्थिति में पट्टा न्यास द्वारा रद्द किया जा सकेगा ।

नोट : इस भूखण्ड की नियमन राशि 3,75,633=00 रु. की पंजीकृत मूल्य राशि रु. 18050641 होती है । अतएव स्टाम्प नं. ..... स्टाम्प रुपये ..... संख्या ..... बहैसियत पट्टा इसके साथ लगाये जाते हैं ।

कस्बे का नाम : भरतपुर पूर्व भूमि ख.नं. 2659 पश्चिम भूमि ख.नं. 2653 भू.सं. शैक्षणिक संस्थान 7521.10 व.गज साइट प्लान संलग्न है

विस्तृत माप क्षेत्रफल 7521.10 व.गज] उत्तर सड़क 120'0" दक्षिण अन्य भूमि योजना का नाम ग्राम नौह तह. भरतपुर होटल व पाजकेपास ख.नं. 2655, 2657 व्यवसायी नौह तह. भरतपुर क्षेत्रफल 7521.10 व.ग. .....

इसके साक्षी के रूप में इसके पक्षकारों ने इसके बाद प्रत्येक दशा में निर्देशित स्थानों और तारीखों पर अपने-अपने हस्ताक्षर कर दिये हैं ।

सरकार की ओर से

आज सन् 200 ..... के ..... वें दिन ..... श्री इन्दर सिंह सोलंकी सक्षम अधिकारी नगर सुधार न्यास, भरतपुर सचिव ने निम्न की उपस्थिति में भरतपुर में हस्ताक्षर किये ।

सक्षम अधिकारी के हस्ताक्षर
सचिव
नगर सुधार न्यास
भरतपुर

साक्षी : –

1. नाम महेश चंद शर्मा
पिता/पति का नाम श्री भगवानदास शर्मा
व्यवसाय नौकरी
निवास स्थान भरतपुर

साक्षी के हस्ताक्षर

2. नाम श्री शेरनसिंह
पिता/पति का नाम स्व० पूरनसिंह
व्यवसाय नौकरी
निवास स्थान भरतपुर

साक्षी के हस्ताक्षर

आज दिनांक ..... 200 ..... को उप पंजीयक पंजीयक एवं मुद्रांक

निम्नलिखित की उपस्थिति में उक्त श्रीमती शिवदेवी, अध्यक्षा खरीददार द्वारा कार्यालय न.सु. न्यास, भरतपुर में हस्ताक्षर किये गये।

शिवदेवी (हस्ताक्षर)
खरीददार के हस्ताक्षर
President
Surajmal Educational Society
BHARATPUR (Raj.)

साक्षी : –

1. नाम हरेन्द्र सिंह
पिता/पति का नाम स्व० श्री मुन्नीसिंह
व्यवसाय प्राइवेट नौकरी
निवास स्थान 2-त-2, हाऊ०बोर्ड कृष्णानगर भरतपुर

साक्षी के हस्ताक्षर

2. नाम श्रीमती कृष्णा
पिता/पति का नाम श्री ओमप्रकाश
व्यवसाय गृहणी
निवास स्थान 2-क-15, हाऊ०बोर्ड कृष्णानगर भरतपुर

साक्षी के हस्ताक्षर

Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

नगर सुधार न्यास, भरतपुर

शैक्षणिक (संस्थागत)
~~आवासीय/व्यवसायिक~~ प्रयोजनों के लिये भूमि पट्टा – विलेख

(राजस्थान भू-राजस्व अधिनियम, 1956 की धारा 90 'ख' के प्रावधानों के अन्तर्गत पुनः आवंटित भू–खण्डों के उपयोग हेतु)

यह इकरारनामा जो आज दिनांक 06/04/2001 को, आवंटन पत्र संख्या 1846 को राजस्थान राज्य के राज्यपाल जिन्हें इसमें इसके पश्चात् सरकार कहकर संबोधित किया गया है और दूसरी ओर श्री/~~श्रीमती~~ महाराजा सूरजमल एज्यूकेशनल सोसाइटी भरतपुर जरिये अध्यक्षा ~~पुत्र/पत्नी~~ श्रीमती शिवदेवी जाति – व्यवसाय – निवासी भरतपुर

(जिनको इसमें इसके पश्चात् पट्टेदार कहकर संबोधित किया गया है और इस इबादत में जहां कहीं प्रसंग से वैसा अर्थ निकले, उनके उत्तराधिकारी,निर्वाहक,प्रबंधक,प्रतिनिधि और मुन्तकील अलैह भी सम्मिलित होंगे) के बीच लिखा गया है।

इस बात का साक्षी है कि रुपये 3,75,633=00 अक्षरे तीन लाख पिचहत्तर हजार छै सौ तैंतीस रु० रुपये ../.. पैसे मात्र की रकम के नियमन शुल्क जो पट्टेदार द्वारा अदा कर दिया गया है (और जिसकी रसीद सरकार इसके द्वारा स्वीकार करती है) और इसमें उल्लिखित शर्तों और करारों जो पट्टेदार द्वारा निष्पादित तथा पालन किये जावेंगे के एवज में सरकार इसके द्वारा पट्टेदार को जमीन का वह तमाम प्लाट (जो इसके बाद उक्त भूखण्ड कहकर संबोधित किया गया है) नियमन और पुनः आवंटित करती है जो (खसरा नं. 2655, 2657 चक नं. ../.. ग्राम नौह तह० भरतपुर) में ~~गृह निर्माण सहकारी समिति की~~ भरतपुर-अद्देनरा रोड होटल दी बाग के पास योजना में स्थित है और जो अपनी सीमाओं और क्षेत्रफल के साथ इसके अन्तर्गत लिखे गये परिशिष्ट में अधिक पूर्ण रूपेण वर्णित है तथा जिसका आकार विशेष रूप से इससे संलग्न नक्शे में दिखलाया गया है, और जिसे पूर्ण स्वामित्व संबंधी स्वत्वों सहित किन्तु निम्नलिखित तमाम व प्रत्येक अपवादों, संरक्षणों, प्रतिबंधों, वैध शर्तों करारों के अधीन पट्टेदार अपने उपयोग, उपभोग और इस्तेमाल के लिए अपने अधिकार में रखेगा, अर्थात् :–

1. उक्त भूखण्ड नगरीय कर के आधार पर लीज होल्ड पर पुनः आवंटित किया गया है। लीज की अवधि, 99 वर्ष होगी।
2. (अ) पट्टेदार, न.सु. न्यास, भरतपुर के कार्यालय में या राज्य सरकार द्वारा समय–समय पर नियत अन्य स्थान पर प्रत्येक वर्ष अप्रैल के प्रथम दिन उक्त भूखण्ड के संबंध में आरक्षित दर की 2.5/5.0 प्रतिशत की दर से नगरीय कर जमा करायेगा । निर्धारित तिथि तक जमा नहीं कराने की दशा में नियमानुसार देय ब्याज राशि वसूल की जावेगी । 31 मार्च से पूर्व अग्रिम नगरीय कर जमा कराने पर नियमानुसार छूट भी देय होगी ।

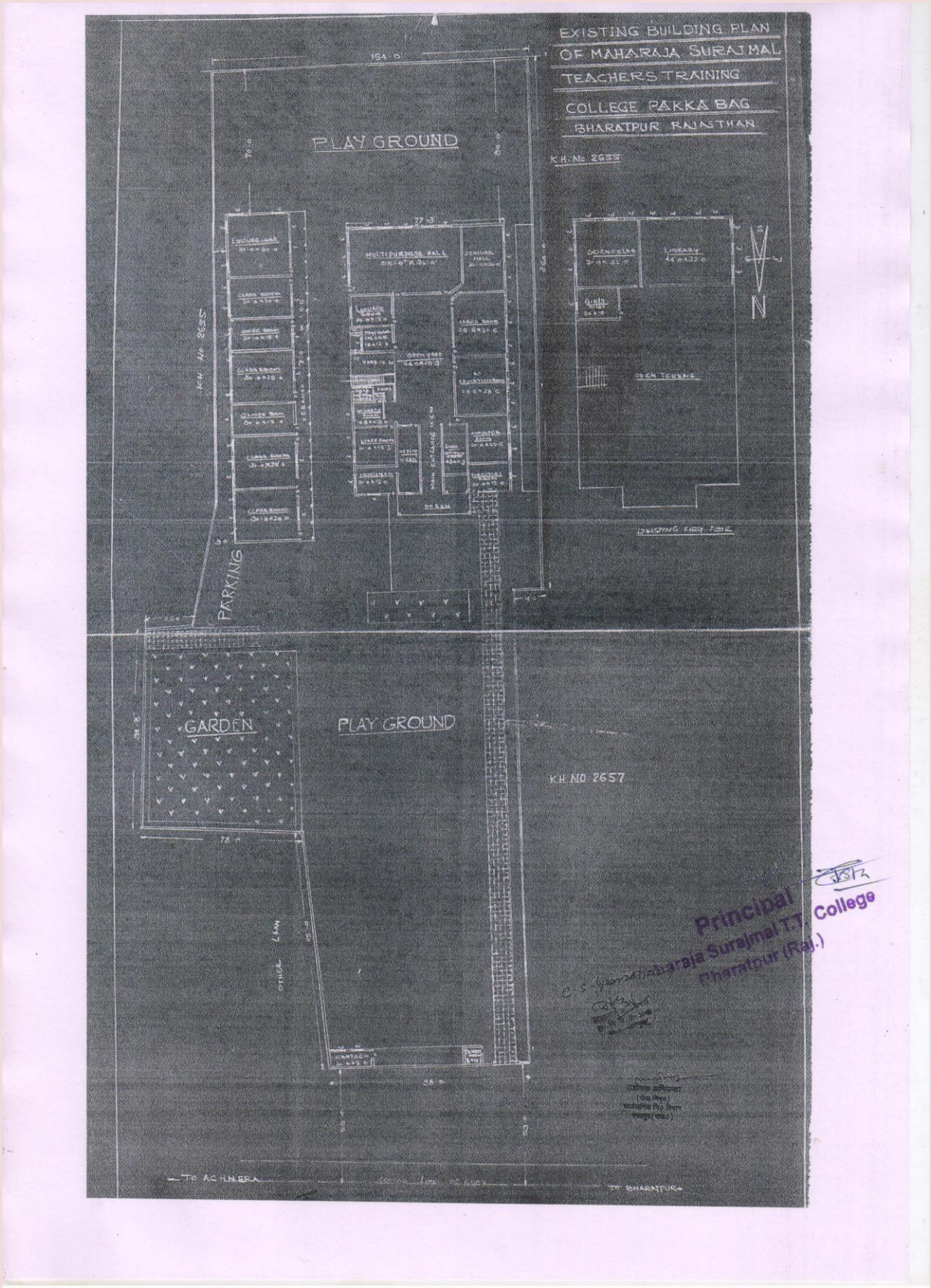
   (ब) दस वर्ष की अग्रिम नगरीय कर एक मुश्त जमा कराने पर लीज मुक्ति प्रमाण पत्र प्रदत्त किया जायेगा । साथ ही राज्य सरकार के आदेश क्रमांक प–5 (2) न.वि.वि./3/99 दिनांक 15.11.99 के अनुसार नगरीय कर आरक्षित दर के बजाय केवल आवासीय नियमन राशि से लीज एक मुश्त जमा है। रुपये की 2.5/5.0 प्रतिशत प्रतिवर्ष की दर से देय होगी ।
3. शहरी जमाबंदी की निर्धारित धनराशि में प्रत्येक 15 वर्ष व्यतीत होने के तुरंत पश्चात् तथा प्रत्येक हस्तान्तरण पर 25 प्रतिशत उत्तरोत्तर वृद्धि होगी । 15 वर्ष की अवधि आवंटन पत्र जारी होने की तिथि से संगणित की जायेगी।
4. उपरोक्त तारीख तक किसी रकम या परिवर्धित रकम या उसके किसी अंश की जो नगरीय कर के कारण वाजिब हो, अदायगी न करने पर सरकार ऐसी रकम या उसके अंश को उस तरीके से जो उस समय मालगुजारी के बकाया की वसूली के लिये निर्देशित किया गया है, वसूल करेगी और वसूल करने के लिये सक्षम होगी ।
5. उक्त भूखण्ड का उपयोग केवल आवासीय/व्यवसायिक उपयोग के लिये किसी भवन या भवनों के बनवाने में ही होगा । भूखण्ड का अन्य किसी प्रयोजन की दृष्टि से उपयोग किसी भी भांति नहीं किया जा सकेगा । निर्मित भूखण्ड के संबंध में राज्य सरकार के आदेश दिनांक 10.7.99 क्रमांक प. 5 (3) न.वि.वि./3/99 द्वारा भवन विनियमों के प्रावधानों में प्रदत्त शिथिलता के तहत नियमन योग्य निर्माण ही नियमित किया गया है तथा नियमन अयोग्य निर्माण के संबंध में संबंधित विनियमों के अनुसार कार्यवाही की जावेगी ।
6. आवासीय प्रयोजन हेतु आवंटित 500 वर्गमीटर क्षेत्रफल तक के रिक्त भूखण्ड पर निर्माण आवंटन पत्र के आधार पर किया जा सकता है एवं सेंटबैंक साइट प्लान के अनुसार छोड़ने होंगे तथा न्यास के बिल्डिंग बाइलॉज के अनुसार निर्माण किया जाना होगा । इसके लिए भूखण्ड धारक द्वारा प्रस्तावित निर्माण के लिये निर्धारित आवेदन पत्र आवश्यक दस्तावेजों के साथ सक्षम अधिकारी को प्रस्तुत किया जाना आवश्यक होगा ।

यदि आवासीय भूखण्ड 500 वर्ग मीटर से अधिक क्षेत्रफल का है तो उस पर निर्माण से पूर्व न्यास से भवन के नक्शे को नियमानुसार पास करवाना होगा ।

सभी प्रकार के रिक्त व्यवसायिक भूखण्डों पर निर्माण से पूर्व न्यास से भवन के नक्शे को नियमानुसार पास करवाना होगा।

नोट:- ① भरतपुर-अद्देनरा सड़क मध्य से 600" भूमि सड़क मार्गाधिकार हेतु निशुल्क समर्पित मानी जावेगी।
② तकनीकी मापदण्ड (सैट-बैक) भवन विनिमय 2010 के अनुसार रखे जावेंगे।
③ वर्षा जल पुर्नभरण संरचना का निर्माण करना होगा।

Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)



Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

Ph.: 05644-231576

Maharaja Surajmal Teacher's Training College

Near Pakka Bagh, Bharatpur (Raj.) 321001

Ref. No.: MSTT/ 2014 /1036 Date 20/11/2014

To,

The Distt. Education Officer,
Education Department,
Bharatpur (Raj.)

Sub.:- Regarding permission for practice teaching of B.Ed. Students in school session 2014-15.

Sir,

With reference to the above cited subject, we need following school for practice teaching of B.Ed. Students .

Kindly Permit for teaching practice in following schools.

1. Nehru Vidya Mandir, Sr. Sec. School, Kanni Gurjar, Bharatpur
2. Saraswati, Sec. School, Anirudh Nagar, Bharatpur
3. Dev Karan, Sr. Sec. School, Brij Nagar, Bharatpur
4. Laxmi Vidya Mandir, Sr. Sec. School, Pakka Bagh, Bharatpur
5. Ganesh Sr. Sec. School, Nauh, Bharatpur
6. Shri Ram, Public School, Bachhamdi, Bharatpur
7. Uma Bharti Sec. School, R. K. Puram Coloni, Bharatpur

Allowed.
20/11/14
जिला शिक्षा अधिकारी

Yours faithfully

Principal

Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

Ph. 23236351, 23232701, 23237721
23234116, 23235733, 23232317
23236735, 23239437, 23239627

Extension No. 413 (CPP-I Colleges)
UGC Website: www.ugc.ac.in

ज्ञान-विज्ञान विमुक्तये
SPEED POST

विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली-110 002
UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

F. No. 8-449/2010 (CPP-I/C)

May, 2012

The Registrar,
University of Rajasthan
Jaipur – 302 055,
Rajasthan.

Sub: Recognition of College under Section 2 (f) & 12 (B) of the UGC Act, 1956.

Sir,

I am directed to refer to the letter No. MSTT/2012/846 dated 14.03.2011 received from the Principal, **Maharaja Surajmal Teacher's Training College, Near Pakka Bagh, Bharatpur – 321 001, (Rajasthan)** on the above subject and to say that it is noted that the following college is **un-aided/self financed** and **permanently** affiliated to **University of Rajasthan, Jaipur**. I am further to say that the name of the following college has been included in the list of colleges prepared under Section 2 (f) & 12 (B) of the UGC Act, 1956 under the head '**Non-Government, self financed** Colleges teaching upto **Bachelor's** Degree' to make it eligible to receive Central assistance from sources other than UGC:-

Name of the College	Year of Establishment	Remarks
Maharaja Surajmal Teacher's Training College, Near Pakka Bagh, Bharatpur – 321 001, (Rajasthan).	1985	As the College is charging fee as per State/University norms and a certificate in this regard has been received in UGC. The College would also be eligible to get grant for all UGC schemes related to teachers and students only as per the decision of the Commission dated 8th July 2011.

The Indemnity Bond and the other supporting documents submitted in respect of the above College have been accepted by the University Grants Commission.

Yours faithfully,

(M.K. Rewari)
Under Secretary

Principal
Maharaja Surajmal T.T. College
Bharatpur (Raj.)

Copy to:-

1. The Principal, Maharaja Surajmal Teacher's Training College, Near Pakka Bagh, Bharatpur – 321 001, (Rajasthan).
2. The Secretary, Government of India, Ministry of Human Resource Development, Department of Higher Education, Shastri Bhawan, New Delhi - 110 001.
3. The Principal, Secretary (Higher Education) Govt. of Rajasthan Secretariat, Room No. 19-A, SSO Building, North-East Building Jaipur – 302 005.
4. Education Officer, UGC Central Regional Office, Tawa Complex, Bittan Market E-5, Arera Colony, Bhopal – 462 016.
5. Publication Officer (UGC-Website), New Delhi.
6. Section Officer (FD-III Section), UGC, New Delhi.
7. Guard file.

(Sunita Gulati)
Section Officer

जिला विधिक सेवा प्राधिकरण, भरतपुर
द्वारा आयोजित
विधिक जागरुकता शिविर
"बेटी बचाओ, बेटी पढ़ाओ"
"Save the Girl Child"

जिला विधिक सेव
द्वारा
बेटी बचाओ
सब को
पढाओ।

महाराजा सूरजमल शिक्षक प्रशिक्षण महाविद्यालय
पक्का बाग, भरतपुर (राज.)
संस्था संस्थापक:
स्व. श्री महेन्द्रसिंह जी
भरतपुर संस्थापक:
महाराजा सूरजमल जी
दिनांक
तक
महाविद्यालय परिवार
आपका हार्दिक स्वागत करता है।