

SELF APPRAISAL REPORT (SAR)
FOR
ASSESSMENT & ACCREDITATION
TO
NATIONAL ASSESSMENT AND
ACCREDITATION COUNCIL, BANGALORE



DEPARTMENT OF TEACHER EDUCATION

PANDIT LAXMI NARAYAN MEMORIAL MAHAVIDYALAYA

VILL & PO- GHARBARA (TAPPAL), ALIGARH(UP)

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SELF-APPRAISAL REPORT



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P. O. Box. No. 1075, Nagarbhavi, Bangalore - 560 072, India

SUBMITTED BY



(Department of Teacher Education)

PANDIT LAXMI NARAYAN MEMORIAL MAHAVIDYALAYA
VILL & POST GHARBARA (TAPPAL), ALIGARH-202165

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Pandit Laxmi Narayan Memorial Mahavidyalaya

V&P- Gharbara (Tappal), Aligarh

Self - Appraisal Report

Part - I
Institutional Data

A. PROFILE OF THE INSTITUTION

1. Name and address of the institution:

Pandit Laxmi Narayan Memorial Mahavidyalaya, Vill & Po-Gharbara(Tappal), Aligarh2. Website URL **www.plnmemorialcollege.com**

3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Dr. A.K. Sharma (Principal) coordinator	08650002257 09412174151		principalplnm@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Dr. A.K. Sharma (Principal) coordinator		08650002257

4. Location of the Institution:

Urban Semi-urban Rural Tribal Any other (specify and indicate)

5. Campus area in acres:

2.5

6. Is it a recognized minority institution? Yes No

7. Date of establishment of the institution:

Month & Year

MM	YYYY
12	2008

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

Dr.B. R.Ambedker University. Agra

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

Month & Year

2f

MM	YYYY
01	2014

Month & Year

12B

MM	YYYY
01	2014

10. Type of Institution

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

11. Does the University / State Education Act have provision for autonomy?Yes No **If yes, has the institution applied for autonomy?**Yes No **12. Details of Teacher Education programmes offered by the institution:**

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed.	Graduation	Degree	1 Year	Hindi/Eng.
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr. Secondary	B.Ed.	F.NRC/NCTE/F-7/UP-3448/157 MEETING/2010/18905	Cont.	100
Post Graduate				
Other (specify)				

(Additional rows may be inserted as per requirement)

B. CRITERION-WISE INPUTS

CRITERION I: CURRICULAR ASPECTS

1. Does the Institution have a stated

Vision

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

Mission

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

Values

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

Objectives

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

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

If yes,

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

a) How many programmes?

01

b) Fee charged per programme

51250

3. Are there programmes with semester system

NO, YEARLY

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

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

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

--

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

D.Ed.

--

B.Ed.

06

M.Ed. (Full Time)

--

M.Ed. (Part Time)

--

Any other (specify and indicate)

--

6. Are there Programmes offered in modular form

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

Number	<input type="text"/>
--------	----------------------

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

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

Number	05
--------	----

8. Are there Programmes with faculty exchange/visiting faculty

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

Number	08
--------	----

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

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

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

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

No	<input type="text"/>
----	----------------------

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

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

Number	<input type="text"/>
--------	----------------------

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

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

Number	<input type="text"/>
--------	----------------------

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

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

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

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

CRITERION II: TEACHING-LEARNING AND EVALUATION

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

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

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

a) Date of start of the academic year	02/07/2012
b) Date of last admission	28/12/2012
c) Date of closing of the academic year	31/03/2013
d) Total teaching days	156
e) Total working days	228

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	66	31	97				66	31	97
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

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

If yes, how many?

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
- b) Unit cost including salary component

23841.68
46767.86

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	67.5	44		
M.Ed. (Full Time)				
M.Ed. (Part Time)				

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

Yes No

8. Does the institution develop its academic calendar?

Yes No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	83	17	24
M.Ed. (Full Time)			

M.Ed. (Part Time)			
-------------------	--	--	--

10. Pre-practice teaching at the institution

- a) Number of pre-practice teaching days

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

0	4
---	---

11. Practice Teaching at School

- a) Number of schools identified for practice teaching

1	0
---	---
- b) Total number of practice teaching days

4	0
---	---
- c) Minimum number of practice teaching lessons given by each student

4	0
---	---

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

No. of Lessons In simulation	No.05	No. of Lessons Pre-practice teaching	No. 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?

Yes No

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

Programmes	Internal	External
D.Ed.		
B.Ed.	25	75
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper

0	5
---	---

b) Number of assignments for each paper

0	5
---	---

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

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

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

Yes No

Number

01

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

Yes No

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

Compulsory Optional

CRITERION III: RESEARCH, CONSULTANCY & EXTENSION

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

Number	1	3	%
--------	---	---	---

2. Does the Institution have ongoing research projects?

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

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

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

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

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

NO

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

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

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

Yes No

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

a. Ph.D.

b. M.Phil.

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

Yes No

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

	Yes	No	Number
International journals		✓	
National journals - referred papers Non referred papers		✓	
Academic articles in reputed magazines/news papers		✓	
Books		✓	
Any other (specify and indicate) College level		✓	10

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

Yes No

Number

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

	Faculty	Students
National seminars	-	
International seminars	-	
Any other academic forum	10	50

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

(Mark '✓' for yes and 'X' for No.)

Self-instructional materials	<input checked="" type="checkbox"/>
Print materials	<input checked="" type="checkbox"/>
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	<input checked="" type="checkbox"/>
Digitalized (Computer aided instructional materials)	<input checked="" type="checkbox"/>
Question bank	<input checked="" type="checkbox"/>

Any other (specify and indicate)

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

Yes

No

If yes, indicate the nature of the post.

Full-time

Part-time

Additional charge

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

Yes

No

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

Yes

No

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

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.

NO

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

Local level	YES
State level	YES
National level	YES
International level	NO

CRITERION IV : INFRASTRUCTURE AND LEARNING RESOURCES

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

10600

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

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

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

25

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. 25000

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

Rs. 52950

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

Rs. 50000

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

Yes No

9. Total number of posts sanctioned **Open** **Reserved**

	M	F	M	F
Teaching	1+3	4		
Non-teaching	11	2		1

10. Total number of posts vacant **Open** **Reserved**

	M	F	M	F
Teaching	-	-		
Non-teaching	-	-		

11. a. Number of regular and permanent teachers **Open** **Reserved**

(Gender-wise)

	M	F	M	F
Lecturers	3	4		
Readers	1			
Professors				

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

Open **Reserved**

	M	F	M	F
Lecturers				
Readers				
Professors				

c. Number of teachers from

Same state

03

Other states

05

12. Teacher student ratio (program-wise)

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

13. a. Non-teaching staff

		Open		Reserved	
		M	F	M	F
Permanent		4	2	M	1
	Temporary	3			

b. Technical Assistants

		M	F	M	F
Permanent		4			
	Temporary				

14. Ratio of Teaching - non-teaching staff

4:7

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

60%

16. Is there an advisory committee for the library?

Yes No

17. Working hours of the Library

On working days

On holidays

During examinations

18. Does the library have an Open access facility

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

19. Total collection of the following in the library

a. Books	<input type="text" value="4290"/>
- Textbooks	<input type="text" value="3690"/>
- Reference books	<input type="text" value="600"/>
b. Magazines	<input type="text" value="10"/>
e. Journals subscribed	<input type="text" value="04"/>
- Indian journals	<input type="text" value="--"/>
- Foreign journals	<input type="text" value="--"/>
f. Peer reviewed journals	<input type="text" value="40"/>
g. Back volumes of journals	<input type="text" value="12"/>
h. E-information resources	<input type="text" value="50"/>
- Online journals/e-journals	<input type="text" value="--"/>
- CDs/ DVDs	<input type="text" value="10"/>
- Databases	<input type="text" value="15"/>
- Video Cassettes	
- Audio Cassettes	

20. Mention the

Total carpet area of the Library (in sq. mts.)	<input type="text" value="1500"/>
Seating capacity of the Reading room	<input type="text" value="50"/>

21. Status of automation of Library

Yet to intimate	<input type="checkbox"/>
Partially automated	<input checked="" type="checkbox"/>
Fully automated	<input type="checkbox"/>

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

- Circulation
- Clipping
- Bibliographic compilation
- Reference
- Information display and notification
- Book Bank
- Photocopying
- Computer and Printer
- Internet
- Online access facility
- Inter-library borrowing
- Power back up
- User orientation / information literacy
- Any other (please specify and indicate)

23. Are students allowed to retain books for examinations?

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

24. Furnish information on the following

Average number of books issued/returned per day

Maximum number of days books are permitted to be retained

by students

by faculty

Maximum number of books permitted for issue

for students

for faculty

Average number of users who visited/consulted per month

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

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

5%

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

	I		II		III	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	350	28000	380	34000	400	3600
Other books						
Journals/ Periodicals	02	160	02	160	01	90
Any others specify and indicate						
<i>(Additional rows/columns may be inserted as per requirement)</i>						

CRITERION V: STUDENT SUPPORT AND PROGRESSION**1. Programme wise “dropout rate” for the last three batches**

Programmes	Year 1	Year 2	Year 3
D.Ed.			
B.Ed.	.06%	.03%	.05%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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

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

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

14

3. Does the institution offer Remedial instruction?

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

4. Does the institution offer Bridge courses?

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

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

	UG			PG			M. Phil		
	I	II	III	I	II	III	I	II	III
Pass percentage	100	100	100						
Number of first classes	86	89	90						
Number of distinctions	-	-	-						
Exemplary performances (Gold Medal and university ranks)	-	-	-						

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

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

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

Financial Aid	I	II	III
Merit Scholarship	-	--	-
Merit-cum-means scholarship	-	-	-
Fee concession	-	-	-
Loan facilities	-	-	-
Any other specify and indicate	-		

(Additional rows may be inserted as per requirement)

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

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

9. Does the institution provide Residential accommodation for:

Faculty	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Non-teaching staff	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

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

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

If yes, number of students residing in hostels

Men	-
-----	---

Women	-
-------	---

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

Sports fields	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Indoor sports facilities	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Gymnasium	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

12. Availability of rest rooms for Women

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

13. Availability of rest rooms for men

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

14. Is there transport facility available?

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

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

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

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

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate				YES		05
Inter-university				YES		02
National				YES		03
Any other (specify and indicate)	-					

(Excluding college day celebration)

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

	Participation of students (Numbers)	Outcome (Medal achievers)

State	-	-
Regional	--	-
National	-	-
International	-	-

18. Does the institution have an active Alumni Association?

Yes No

If yes, give the year of establishment

2012

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

Yes No

20. Does the institution regularly publish a college magazine?

Yes No

21. Does the institution publish its updated prospectus annually?

Yes No

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

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	-	05	-
Employment (Total)	-	12	10
Teaching		12	10
Non teaching			

23. Is there a placement cell in the institution?

Yes No

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

1	2	3
5	4	5

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

Yes No

- Academic guidance and Counseling
- Personal Counseling
- Career Counseling

<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>

CRITERION VI : GOVERNANCE AND LEADERSHIP

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

Yes No

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

Governing Body/management	6
Staff council	6
IQAC/or any other similar body/committee	4
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	8

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

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

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

0	<input type="checkbox"/>	2
---	--------------------------	---

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

-Nil

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

National

NIL		
-----	--	--

International

NIL		
-----	--	--

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

-	-	-
---	---	---

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

Teaching- learning, Assessment, etc. organized by the institution

0	0	7
---	---	---

e. Research development programmes attended by the faculty

NIL		
-----	--	--

f. Invited/endowment lectures at the institution

0	0	8
---	---	---

Any other area (specify the programme and indicate)

-	-	-
---	---	---

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

a. Self-appraisal

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

b. Student assessment of faculty performance

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

c. Expert assessment of faculty performance

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

d. Combination of one or more of the above

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

e. Any other (specify and indicate)

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

7. Are the faculty assigned additional administrative work?

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

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

12 HOUR

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

Grant-in-aid	NIL
Fees	4750236
Donation	NIL
Self-funded courses	NIL
Any other (specify and indicate)	NIL

9. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget		
% spent on the salary of faculty	50	50
% spent on the salary of non-teaching employees	11	10
% spent on books and journals	5	5
% spent on developmental activities (expansion of building)	-	-
% spent on telephone, electricity and water	1	1
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	5	5
% spent on maintenance of equipment, teaching aids, contingency etc.	1	1
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.5	0.5
% spent on travel	0.3	0.3
Any other (specify and indicate)	26.2	26.2
Total expenditure incurred	100	100

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

Surplus in Rs.	Deficit in Rs.
<input type="text"/>	Rs 213753
<input type="text"/>	Rs 28714
<input type="text"/>	Rs 72206

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

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

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

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

Yes No

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

Yes No

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

Yes

No

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

Yes

No

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

a) for teachers

b) for students

c) for non - teaching staff

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

Yes

No

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

Yes

No

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

Yes

No

CRITERION VII : INNOVATIVE PRACTICES

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

Yes

No

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

Yes

No

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

	Category	Men	%	Women	%
a	SC	36	55	8	26
b	ST	0	0	0	0
c	OBC	13	20	05	16
d	Physically challenged	2	3	1	3
e	General Category	15	23	13	42
f	Rural	40	61	21	68
g	Urban	26	39	10	32
h	Any other (specify) Minority	-	-	04	19

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	1	12	4	33
b	ST				
c	OBC			2	16
d	Women	4	50	2	16

e	Physically challenged				
f	General Category	3	38	4	33
g	Any other (specify)				

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

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	40	42	82	81
ST	-	-	-	-
OBC	42	41	78	81
Physically challenged	40	34	79	83
General Category	56	55	83	82
Rural	56	43	80	81
Urban	61	58	83	83
Any other (specify)	-	-		

Pandit Laxmi Narayan Memorial Mahavidyalaya

V&P- Gharbara (Tappal), Aligarh

Self - Appraisal Report

Part - II
Evaluative Report

EXECUTIVE SUMMARY

1. Introduction

The **Pandit Laxmi Narayan Memorial Mahavidyalaya, Vill & post - Gharbara (Tappal), ALIGARH** made a modest beginning in the year 2008, with a few BA (Arts faculty) programmes, as a reputed centre to provide higher education to the students of Aligarh and neighboring areas of U.P. and Haryana state as well as other states. Today, it has carved a niche for itself in the field of Job-oriented ability as well as B.Ed. Programme for teachers' training. The campus of the college is situated in a rural area in the serene environs of village Gharbara spread on a sprawling campus of 3 acres. It provides an ambience perfectly conducive for teaching and learning. The Institute got affiliation for B.Ed. programme in the year 2010 and was recognized by UGC under 2(f) and 12(B) in the year 2014.

2. Curricular Aspects

Pandit Laxmi Narayan Memorial Mahavidyalaya, Vill & post - Gharbara (Tappal), ALIGARH is committed and is fully geared up to make it an institution of academic excellence by providing the best infrastructural ambience, strongly qualified and talented teaching faculty and excellent standard of pedagogy based on blending of traditional values and modern methodology. The mission of the college is to impart liberal, modern, sound and quality education without any distinction on the basis of caste, sex or religions and to provide equal facilities to the students of rural areas and socially backward classes.

Although the curricular and syllabi are designed by the affiliating university and are required to be followed, the Institute has taken necessary initiatives to inculcate some thrust on national issues like environment, value education and ICT. Due emphasis has been given to

recognize the role of reflective practice of teaching, introduction of value added courses and inclusion of inter-disciplinary inter-action, multi-skill development, inclusive education, real-situation experience through practice & school teaching.

The Institution informally obtains feedback from heads of practicing schools which is used for improving the B.Ed. programme. The student feedback on the curricula and other matters are also obtained in order to analyze and use for improving all facets of curricular, co-curricular and extra-curricular aspects. The Institution has undertaken a number of measures for quality sustenance and quality enhancement which includes the scheme of mentorship, parent-teacher inter-active meeting, arrangement of general guest lectures, organization of internal seminars, conduct of periodical tests and preparatory examinations, etc.

3. Teaching-Learning and Evaluation

The institution has a transparent admission process as admissions are made strictly on the basis of common entrance test and counseling at state level. The institution has taken a number of steps for developing a conducive environment for learning and to cater the diverse learning needs of the students.

The teaching-learning process is strengthened through the process of active learning; participatory learning activities, additional training in models of teaching, micro-teaching and practice teaching in schools. The practice teaching sessions/plans are designed and developed in proper coordination involving the mentor-teacher of the Institute and school staff of practicing schools.

Though the final evaluation process is determined and managed by the University, a system has been developed for continuous evaluation through periodical sessionals and pre-examination assessment. On the whole, the teaching learning process is based on the judicious mixture of class lecturer, subject specific seminars, field visits, intensive lab work and

project submission. The use of audio-visual equipments and latest pedagogy substantially contribute towards this process

4. Research, Consultancy and Extension

The College develop a research culture among its teachers. It is a self-financing college and hence is not eligible to get major or minor research projects from UGC or other Central Government Agencies. However, the Management strives very hard to promote research, consultancy and extension activities by providing whatever possible incentive that it can. The college has organized a number of Seminars / Symposia / Conferences / Workshops. Almost all staff members have participated in national / international seminars, workshops, etc. and presented their research papers. .

5. Infrastructure and Learning Resources

The campus area, running over 2.5 acres, has a vast potential for expansion of academic activities. As such, there is a total built-up area of 2215.05 Sq.M. with 02 class rooms, 04 Tutorial rooms, 06 laboratories/resource centre, Administrative block, Library-cum-reading room, Auditorium, Girls common room, Computer Resource Centre, Health and Hygiene Resource Centre (with a visiting doctor), Vehicle parking sheds.

In terms of learning resources, the college library is automated, kept open an all days from 8.00 a.m. to 6.00 p.m. and on holidays from 8.00 a.m. to 12.00 Noon. It is managed by qualified technical staff. The library has computer facilities for retrieval of information relating to books and the availability. A Book Bank has been also established to cater to poor students. Institute has a well established computer lab with 25 computer.

Various audio-visual facilities/materials such as CDs, audio and video cassettes, LCD Projectors and overhead projectors etc. are also available with the institution.

6. Student support and progression

All efforts are made to provide academic and professional advice to students for successful completion of B.Ed. programme and in this context special emphasis is given on effective communication skill, impressive way of presenting subject matter and effective control of classes.

A Placement Cell has been set up which provides support to students in identifying vacancies related to teaching and other related jobs. At the beginning of academic session a complete academic planner is framed covering curricular, co-curricular as well as extra-curricular activities. The institute has also developed mentoring arrangements to provide necessary guidance and directions to the students. The other provisions in the college, which support the students include remedial programme for academically low achievers, career guidance and counseling, comprehensive continuous evaluation, publication of annual magazine etc. An Alumni association for old students and a student council for current students are also functioning.

7. Governance and Leadership

The President as well as present Secretary of Management Committee devote full time for ensuring planned, effective and efficient system of teaching and learning. Both of them provide paternalistic environment to the entire system as well as multi-dimensional and multi-directional guidance and supervision as a dynamic edupreneurial leadership. Moreover Internal Quality Assurance Cell, I.T. Support Committee, Library Committee have also been set up for efficient transaction of teaching and learning process. Admission Committee and Discipline Committee play their due role in general administration. The other note worthy features of governance are preparation of academic

plan for the whole year defining role and responsibilities of each staff member and review of academic performance on the basis of feedback from students.

Administration is properly decentralized. While principal looks after general administration, academic administration is completely managed by Head of the Department and financial administration is under the control of the Secretary of the Managing Committee with delegated process at each stage of administration.

The management has taken due care of faculty development and in provision of welfare measures for the staff and faculty.

8. Innovative practices

The Institute has contributed IQAC in order to promote and sustain quality in its academic programmes. Some other noteworthy innovative practices adopted in the Institute are quality conscious decision of management, regular practice of group discussion among students, scout and guide camp, wider use of ICT in teaching-learning process including facility of language lab, regular inter-active session with various stakeholders, etc.

CRITERION WISE ANALYSIS

CRITERION I: CURRICULAR ASPECTS

1.1 Curricular Design and Development

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

Ans : The Institute was established in the year 2008 by Pandit Laxmi Narayan Rural development Society, a society formed under the guidance and inspiration of Mr.Hukam Chand Sharma, a social worker of repute, as a reputed centre to provide education to the students of Aligarh and neighboring areas of U.P. as well as other states. The institute aims at imparting quality education in the various academic fields like teachers' training and social science so that the students may develop as worthy citizens of India. The main objectives of the Institute and the major considerations addressed by it are as follows–

- (a) To arrange quality education of theoretical-cum-job oriented education.
 - (b) To develop a standard academic environment.
 - (c) To develop awareness towards human values and character building.
 - (d) To provide equal facilities of education to all section of society .
 - (e) To organize extra curricular activities in order to promote all round development of students.
 - (f) To provide information for employment.
 - (g) To build up stimulating environment for higher academic research.
- 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).

Ans: Though the college being affiliating in character, it is not within the domain of its forever to change or modify the syllabus as it may deem fit. However, the suggestions and opinions from the stakeholders are communicated to the members & convener of Board of Studies constituted at University level.

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

Ans: The curriculum of teacher education applicable in our Institute comprises of five compulsory subjects, In the syllabus of paper I Philosophical and Sociological Foundation of Education and paper II, Problems of Indian Education some portion of population education, environmental education, equal opportunities of education and value education are there to fulfill the needs of global issues prevalent in the society. Internal Seminars relating to these aspects are being continuously organized in the Department of B.Ed.

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

Ans.: Though the Institution has no direct role in designing of curriculum but B.Ed. department has made all efforts to enlighten the students about various national issues like environment, value education, consumer protection, National Integration, Women empowerment, ICT, etc by organizing periodical internal seminars and workshops.

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

Ans : The Institutions has provided the facility of using various tools of ICT to the students such as power point presentation, data base, sheet and browser application. Emphasis is also given for web-based lessons, multi-media presentations.

1.2 Academic Flexibility

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

Ans : The Institution recognizes the role of reflective practice. In this teaching style the teacher finds its own way of teaching with the help of students. Constructivist epistemology assumes that learners construct their own knowledge on the basis of interaction with their environment. In reflective process they lead the way by reflecting on their own experiences. This process makes them experts of their own learning. Much emphasis has been given to reflective practice of teaching in B.Ed. department , so that these pupil teachers can apply this practice in their real situations.

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

Ans: Institution provides adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students by inviting distinguishing teaching faculty of other institutions on the one hand and by allowing the students to opt for other related education institutions to attend programme along with regular study in the Institute.

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

Ans: The value added courses introduced by the Institute during the last three years are as follows -

- (a) Setting-up of a modernized language lab for development of communication skill.
- (b) Arrangement of special classes for communication skill.
- (c) Setting-up of a well organized computer lab to develop ICT skills.
- (d) Organizations of specific workshop for community orientation such as "Role of Rural women in Women empowerment ".

- (e) Organizations of seminar on “Role of Villages in development of Democratic responsibility”.

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

- i. Interdisciplinary/Multidisciplinary**
- ii. Multi-skill development**
- iii. Inclusive education**
- iv. Practice teaching**
- v. School experience / internship**
- vi. Work experience /SUPW**
- vii. Any other (specify and give details)**

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

Ans:

- i. Interdisciplinary :** Students are given opportunity to participate in Seminars and Lectures organized by other departments which provide opportunities for interaction and in various other subjects to broader perspective to the student and a source of knowledge, inspiration and enrichment.
- ii. Multi-skill development :** The Institution makes all possible efforts to ensure that various skills related to Micro teaching should be inculcated among students such as :
 1. Skill of writing specific objective
 2. Skill of introduction
 3. Skill of questioning
 4. Skill of explanation
 5. Skill of black board
 6. Skill of reading
 7. Skill of probing question
 8. Skill of reinforcement
 9. Skill of stimulus variation
 10. Skill of Lesson closure
- iii. Inclusive education:** The college welcomes and invite all the students from rural, urban , male , female,

irrespective of their caste, creed, religion and physically challenged .

- iv. **Practice teaching:** Keeping in view the role of practical orientation due emphasis is given on practical teaching Students use to prepare 20 lesson plans of each subject. Total 40 lessons are compulsory for school teaching including 5 lesson of Block Teaching / Internship. Besides 40 lessons students teaches ten lesson in simulated situation . In microteaching students prepare ten lesson of each subject, practice of 20 lessons in micro-teaching is a compulsory part in B.Ed. program. It includes all the above mentioned skills.
- v. **School experience / internship :** B.Ed. students experience the real situation of the school environment when they go to schools , they come across many situations like discipline , timetable, reinforcement , teaching style, teaching aids, problematic students etc. Under school experience they teach 20 lessons from each subject a total of 40 lessons of both the subjects including 5 lesson of Block Teaching / Internship.
- vi. **Work experience /SUPW :** Under work experience /socially useful productive work it is compulsory in B.Ed. curriculum to submit a hand drawn charts, models & live teaching aids of the plan by each student many other activities like Food preparation without fire, Diya & Lantern competition , card making competition , file making competition, Salad competition etc are organized throughout the year.
- vii. **Any other (specify and give details)**
Organization of seminar and workshops on various subjects relating to different discipline provides an opportunity to all students to have general multi disciplinary understanding.

1.3 Feedback on Curriculum

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

Ans : The Institution has developed well organized system to encourage feedback from various stakeholders with references to the curriculum. It includes –

- (a) Fortnightly faculty-students inter-active sessions.
- (b) Bi-annual meetings of Alumni.
- (c) Bi-annual inter-active meetings with Parents/Guardians.
- (d) Suggestion-Box in campus.
- (e) Feedback form by out-going and present students.

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

Ans : The feedback received is analyzed in the Annual Review Meeting having participation of Management, Principal & Teaching Faculty and strategy for the next session is designed accordingly.

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

Ans : The institution has made a significant suggestions to the members of Board of Studies and feedback to Dean, Faculty of Education.

1.4 Curriculum Update

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

Ans : Curriculum revision comes in the domain of University and there has been no major curriculum revision during the last five years.

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

Ans : The college being an affiliating college cannot ensure directly any revision or updating in curriculum.

1.5 Best Practices in curricular Aspects

1. What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

Ans. : The measures undertaken by the Institution during the last five years for Quality Sustenance and Quality Enhancement are as follows –

- (a) The scheme of mentorship has been implemented wherein each faculty has been entrusted with 15 students to monitor their overall development, guide them to select and develop in the career of their interest linked with their potentialities.
- (b) Arrangement of bi-annual parent-teacher inter-active meeting, parents are appraised of quality measures taken by the institute to provide quality education to their wards. Whenever needed feedback is managed during these meetings and appropriate remedial measures are taken for quality sustenance.
- (c) Organization of training work-shop for faculties in-curricular aspects.
- (d) Arrangement of General Guest Lectures on class room teaching.
- (e) Practice of Home Assignments, remedial classes, fortnightly tests and preparatory examinations.
- (f) Encouragement to faculty to participate in national seminars and conferences.
- (g) Organization of Internal seminar on various subjects so as to improve communication and presentation skill of students.
- (h) Organization of Science and Innovation Day Exhibitions.

2. What innovations/best practices in 'Curricular Aspects' have been planned/ implemented by the institution?

Ans : The best practices in 'Curricular Aspects' implemented the Institution are as follows -

- (a) Organizing subject related guest lectures, educational talks, seminars and conferences for enhancing the students and the teachers knowledge and updating their awareness to the current trend in academics.
- (b) Programmed Plan of teaching the syllabus and continuous monitoring for completion of the same well ahead.
- (c) Conduct of periodical tests and preparatory examinations.
- (d) Practice teaching of macro plans
- (e) Skill orientation programme consists nearly of all skills demonstrated by eminent faculty members
- (f) Conduct of micro teaching workshop
- (g) Conduct of macro lesson plan workshop
- (h) Arrangement of giving individual feedback to the students about their performance after correction and evaluation of tests/exam answer books.
- (i) Provision of remedial and extra coaching classes for slow-learners and weak students.
- (j) Well maintained rich library with number of volumes of text books, reference books and newspapers to enhance subject and general knowledge of students on the current happenings on National, International and Global Scenario.
- (k) Publication of articles of faculty members and students in the Academic Journal of the college.
- (l) Publication of Periodical Newsletters.

CRITERION II : TEACHING - LEARNING & EVALUATION

2.1 Admission Process and Student Profile

- 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?**

Ans : The institution has a transparent admission process as admission is made strictly on the basis of counseling at State Level. The decisions of regulatory bodies such as NCTE, Govt. of U.P. and Dr. B.R. Ambedkar University are strictly adhered to.

- 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?**

Ans. : Although, there is no need of specific advertisement for B.Ed. However, general advertisements of the Institute incorporate details about B.Ed. also. The prospectus of the Institute provides information relating to eligibility, duration, course structure and admission process in B.Ed.

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

Ans : The admission process is completely managed and monitored by the University conducting entrance test and our own university which ensures that admission criteria are equitably applied to all applicants.

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

Ans : As admission is done through state level entrance test, naturally students of diverse economic, cultural and linguistic backgrounds get the opportunity for admission. Moreover, strategy of reservation and special weightage, as per state government policy, is adopted to create access to specific category of students such as S.C., S.T., B.C. & physically challenged.

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.

Ans : Yes, it is assessed through personal counseling of students at the time of admission in the institution. Moreover, the teaching programme is planned and implemented keeping in view the students knowledge/needs and skills.

2.2 Catering to Diverse Needs

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

Ans : The Institution has developed conducive environment to learning and development of the students by :

- Stimulating teacher like behavior among students namely that of enhancing the urge to learn everything seriously but with due interest.
- Motivating the students for developing the habit of being enrich in their subjects.
- Equipping students to deal with various problems in class teaching
- Giving dual direction efforts i.e. delivery and acceptance of knowledge as well as overall development of students.
- Facilitating learning on the part of the doing process.

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

Ans : To cater the diverse learning needs of the students there is special provision of -

- Splitting a class into groups on the bases of strengths and weaknesses.
- Using projects and experiments to boost interest of the students.
- Find way to challenge stronger students.
- Giving home assignments to weaker students.
- Providing extra assistance to weaker students.

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

Ans. : To every pupil teacher, training is given to make balance among weak, average and bright students by giving more opportunity to weaker and helps stronger students to find ways to a challenge. Many activities are envisioned in the curriculum for student teacher to understand the role of diversity and equity in teaching like Microteaching in simulated situation, Scout and guiding Camp, cultural activities seminar, presentations excursion etc.

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

Ans. : To cater to the diverse student need the Institution takes due care in ensuring that the Teacher Educators having teaching experience more than 5 years. In this context it is worth mentioning that most of the teacher educators having capacity of solving the diverse needs of students in any area

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?

Ans. : Various practices that help student teachers to develop knowledge and skills related to diversity and inclusion includes.

- A helpful behavior for all the students.

- Capacity of dealing weak and strong students.
- Rectify the mistakes of weaker section.
- Giving proper remedial class to all.
- Able to maintain discipline.
- To develop ability in students for presentation as well as all around personality.

2.3 Teaching-Learning Process

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

Ans. : The Institution recognizes the role of learning resources .It is compulsory for each and every student to sit in a library for one hour daily and access internet and search related websites. Each student got 30 seminar presentations, practice teaching of 40 lessons, making use of these electronic and non electronic resources they use to prepare these presentations and lesson plans. We use role playing methods in English Teaching.

2. How is ‘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?

Ans. : Participatory learning activities adopted by the institution for self management of knowledge and skill development by the student includes.

1. Home assignments
2. Project work
3. Seminar Presentations
4. Microteaching lesson Presentations
5. Macro teaching lesson Presentations
6. Work Experience.
7. Scout and guide camp.

8. Power Point Presentation

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

Ans. : The instructional approaches which are used in B.Ed. Department are :

1. Simulation/Team Teaching
2. Home Assignments
3. Seminars/workshops
4. Tutorials
5. Projects.

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

Ans. : Yes, Institution provides training on mathematics, programmed learning, Branching model. Projects are given on these models, 1 or 2 lesson plans were developed by each student in the class under Educational Technology.

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

Ans. : Yes, student teachers use microteaching techniques for developing teaching skills Micro teaching should be inculcated among students such as :

1. Skill of writing specific objective
2. Skill of introduction
3. Skill of questioning
4. Skill of explanation
5. Skill of black board
6. Skill of reading
7. Skill of probing question
8. Skill of reinforcement
9. Skill of stimulus variation
10. Skill of Lesson closure

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

Ans. : The process of practice teaching in School is scheduled as

1. Lessons a student per day (Two)
2. Lesson observed by the teacher educator (20 - 25 students)
3. Peer teachers (5-6)
4. Feed back mechanism - (attached with annexure enclosed)
5. Monitoring mechanism on the basis of skills.

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

Ans. : The Process of Teaching of students in vogue in our Institute is Herbartian method. Students teach 5 lesson of Block Teaching / Internship excluding 60 lessons in total out of it 40 lesson plans are based on Herbartian method and 20 lesson plans are basically framed to inculcate teaching skills among pupil teachers.

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.

Ans. : The practice teaching sessions / Plans are designed and developed in proper coordination involving the mentor teacher of the Institute and School Staff of Practicing Schools. At the beginning of practice teaching a joined meeting of School Staff, mentor teachers and Teacher educators is being held in the practice schools. Emphasis is laid on proper allocation of time table and subjects according to their basic qualification and teaching aptitude.

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

Ans. : The Institution prepare student teachers in many ways for managing the diverse learning needs of students in schools. It includes

- Counseling of students for diverse needs.

- Training given to pupil Teacher of framing achievement tests of different subjects.
- Training is given to pupil teacher about Intelligence test, personality test, Interest Test, adjustment Test, Value Test, Aptitude Test and many others to know where the problem is lying. Special training of Guidance and counseling
- Training of action research and case study.

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

Ans. : The Institution encouraging student teacher to adopt new trends and technology in practice teaching by.

- Topics searching from Internet.
- Similar studies and examples from Internet.
- Related teaching aids from Internet.
- Usage of power point slide in seminars presentations.

2.4 Teacher Quality

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

Ans. : Yes, practice teaching plans are developed by Students cooperatively involving school teachers and mentor teachers. Teacher Educator involve with schools teachers to understand the needs of students and to clarify the position of syllabus and time table to Trainee teachers.

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

Ans. : The ratio of the student teacher to practice teaching school is

School : Pupil Teacher

1 : 20-25

- Schools are allotted to Trainee teachers according to the vicinity of their homes.

- The requirement of teaching of subjects in a school or according to Time Table

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

Ans. : In the mechanism of feedback, teacher educators monitor their lesson plans, teaching method, Demonstration, reading, holding book, teaching drawing skill, Narration, pronunciation, Blackboard summary, voice control etc. After observing these aspects proper feedback is being given to each students and it results in better teaching.

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

Ans. : The institute provides the details of NCTE Gazettes, latest regulations of NCTE time to time on notice boards, and teacher educators are always busy in updating their knowledge related to new developments e.g.- CCE continuous comprehensive evaluation is now compulsory in every schools.

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

Ans. : For keeping pace with school subjects and teaching methodology regular workshop and seminars are being organized in the College related to important and useful issues of new dimensions of subjects like need of moral Science, environmental Science, new trends in teaching methods, use of technology during delivery of a lesson, latest evaluation techniques, etc to prepare Trainee teachers for their better tomorrow to face these challenges.

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

Ans. : The initiatives taken by the Institute for ensuring personal / Professional career development of the teaching staff includes.

- Personality grooming classes for faculty members

- Special training for workshops
- Special guest lecturers from distinguished/ eminent scholars.
- Organization of orientation Programmes.

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

Ans.: The performance of staff members is evaluated in terms of University examination results in their respective teaching subjects and teachers are facilitated in annual functions for their performance and achievements. Specific and notable good performances are published in college magazine also.

2.5 Evaluation Process and Reforms

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

Ans. : Barriers to student learning are identified in following steps

- After one month of commencement of teaching.
- Regularly through subject wise /daily delivered lecture.
- Almost at the time of mid-session through one to one interaction of faculty designated for this purpose and students. These barriers are identified particularly in four areas that are
 - (1) class environment
 - (2) Library facility
 - (3) Teacher quality
 - (4) Infrastructure.
 - (5) Effective learning

These barriers are discussed collectively among faculty members and preventive as well as curative measures are taken accordingly i.e. feedback to teacher educators about their teaching quality and class environment and to management about infrastructure and financial limitations. Special measures are being undertaken to minimize the gap of technological and communication skill among students.

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

Ans. : The college take various measures to asses and evaluate students whole year. The college organize internal level exams and seminar to asses and evaluate students time to time and suggestion and feedback are made as requirement of learner The final evaluation process is determined by the university at the end of session are as follows-

- 5 Compulsory paper of 100 marks each
- 2 teaching subjects of 50 marks each.
- Internal Practical marks 50
- External Practical marks of teaching methodology - 150.

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

Ans. : The evaluation out comes is communicated to pupil teachers. At every stage of learning process pupil teacher rectifies their mistakes. On the other hand after completing whole course before final examination similar pattern of pre final examination are conducted of the similar distribution of marks as prescribed by the university every year. This results in improving the performance of students.

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

Ans. : ICT technology is used in error testing in language teaching but at present it is not being used in assessment and evaluation process, there is planning to use it in near future software can be used for internal assessment.

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

Ans. :

- Increasing emphasis on computer based technology among teacher as well as students.
- Group interactive and two way communication method of teaching and learning.

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

Ans. : The institute introduced innovative practices for pupil teachers to ensure their teaching learning process includes-

- Regular and proper usage of Power Point. With the help of power point the students come across many aspects like internet access, MS office, Photoshop etc.
- Regular seminars are organized by teachers in B.Ed. Department that helps pupil teacher to perform better in paper presentation supported by latest technology.
- Regular feedback mechanism has been adopted for the betterment of teaching learning process.
- writing of specific objectives has been included in teaching plans to specify the learning needs of students.

CRITERION III : RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

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

Ans. : College provides and motivates teachers to take up research by providing library facilities, reducing their work load , facility of internet.

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

Ans. : The Institution has not prioritized thrust area of the research. It depends mainly on the specialization of the teacher concerned.

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

Ans. : Yes, teachers encourage action research in different areas like

1. Students related problem e.g. homework, late comers etc.
2. Curriculum related problem e.g. disinterest in any subject
3. Non- Participation in any activity e.g. sports.
4. Problem of indiscipline.
5. Problematic child in a class.
6. Problem of understanding due to teaching style.
7. Learning problem of any subject.

Action research is conducted in the college in the above mentioned areas and with the help of questionnaire prepared by the scholars /teachers we got a number of solutions. We apply those solutions in the real situation for the betterment of the students. Action research is a compulsory part of the B.Ed. curriculum. By applying action research in real teaching situation we have got many solutions of disinterest, teaching style, learning style, discipline, etc. in a class.

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

Ans. :

1. Name of the Teacher “ Mrs. Naveen Devi**Details of Seminars/ Conferences / Workshops attended :**

Sr. No.		Date	Venue	Conference / Topic
1	Workshop	4–7 Dec. 2010	Sunrise Academy Ghaziabad	शिक्षक शिक्षा के बदलते आयाम.
2	Seminar	10-17 March. 2011	SLDCollege of Education Palwal	Need of value education at different stageges schools
3	Workshop	11 May 2012	Pt.Laxmi Narayan Memorial Mahavidyalaya	Writing of specific objectives
4	Workshop	31-04 Oct. 2012	P.M.College Aligarh	“Quality Improvement in Teacher education.
5	Workshop	21-22 Aug2013	Pt.Laxmi Narayan Memorial Mahavidyalaya	Role of Rural women in Women empowerment(Challenge of Women’s Education)
6	Seminar	12 Dec.2013	Pt.Laxmi Narayan Memorial Mahavidyalaya	Role of Villages in development of Democratic responsibility

2. Name of the Teacher “ Mrs. Madhu**Details of Seminars/ Conferences / Workshops attended :**

Sr. No.		Date	Venue	Conference / Topic
1	Workshop	4–7 Dec. 2010	Sunrise Academy Ghaziabad	शिक्षक शिक्षा के बदलते आयाम.
2	Seminar	10-17 March. 2011	SLDCollege of Education Palwal	Need of value education at different stageges schools
3	Workshop	11 May 2012	Pt.Laxmi Narayan Memorial Mahavidyalaya	Writing of specific objectives
4	Workshop	31-04 Oct. 2012	P.M.College Aligarh	“Quality Improvement in Teacher education.
5	Workshop	21-22 Aug2013	Pt.Laxmi Narayan Memorial Mahavidyalaya	Role of Rural women in Women empowerment(Challenge of Women’s Education)
6	Seminar	12 Dec.2013	Pt.Laxmi Narayan	Role of Villages in

			Memorial Mahavidyalaya	development of Democratic responsibility
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3. Name of the Teacher “ Mrs. Kavita Gupta

Details of Seminars/ Conferences / Workshops attended :

Sr. No.		Date	Venue	Conference / Topic
1	Workshop	4–7 Dec. 2010	Sunrise Academy Ghaziabad	शिक्षक शिक्षा के बदलते आयाम.
2	Seminar	10-17 March. 2011	SLDCollege of Education Palwal	Need of value education at different stageges schools
3	Workshop	11 May 2012	Pt.Laxmi Narayan Memorial Mahavidyalaya	Writing of specific objectives
4	Workshop	31-04 Oct. 2012	P.M.College Aligarh	“Quality Improvement in Teacher education.
5	Workshop	21-22 Aug2013	Pt.Laxmi Narayan Memorial Mahavidyalaya	Role of Rural women in Women empowerment(Challenge of Women’s Education)
6	Seminar	12 Dec.2013	Pt.Laxmi Narayan Memorial Mahavidyalaya	Role of Villages in development of Democratic responsibility

4. Name of the Teacher “ Mr.Viney Upadhyay

Details of Seminars/ Conferences / Workshops attended :

Sr. No.		Date	Venue	Conference / Topic
1	Workshop	11 May 2012	Pt.Laxmi Narayan Memorial Mahavidyalaya	Writing of specific objectives
2	Workshop	21-22 Aug2013	Pt.Laxmi Narayan Memorial Mahavidyalaya	Role of Rural women in Women empowerment(Challenge of Women’s Education)
3	Seminar	12	Pt.Laxmi	Role of Villages in

		Dec.2013	Narayan Memorial Mahavidyalaya	development of Democratic responsibility
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5. Name of the Teacher “ Mr.Vivek Saraswat

Details of Seminars/ Conferences / Workshops attended :

Sr. No.		Date	Venue	Conference / Topic
1	Workshop	11 May 2012	Pt.Laxmi Narayan Memorial Mahavidyalaya	Writing of specific objectives
2	Workshop	21-22 Aug2013	Pt.Laxmi Narayan Memorial Mahavidyalaya	Role of Rural women in Women empowerment(Challenge of Women’s Education)
3	Seminar	12 Dec.2013	Pt.Laxmi Narayan Memorial Mahavidyalaya	Role of Villages in development of Democratic responsibility

3.2 Research and Publication Output

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

Ans. : The instructional materials developed by students under the guidance of teacher educators are-

- Charts and models related to different subjects like English, Hindi, S.St, & other all subjects.
- Live models of electrical circuits, AC/DC current, series. wind mill etc.
- Models of Heart, Respiratory system, solar panel, electricity, light, etc.

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

Ans. : The institution provides separate work experience room or subject resource centre for the preparation of instructional materials.

- Proper guidance is being given by subject teacher educators to the pupil teachers for the accomplishment of their work.
- The Institution provides raw materials for their teaching aids.
- The Institution provides materials and teaching aid are safely kept and displayed in labs of relevant subjects.

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

Ans. : Pupil teachers deliver their lesson with the help of power point as well as live models.

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

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

Ans. :

- a. Organized by the institution - Workshop on teaching aid construction.
- b. Attended by the staff - Nil
- c. Training provided to the staff - Training program to the staff for ICT

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

6. Ans. :Staff published their paper in seminar publication.

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

Ans. : Nil

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

Ans. : NIL

3.3 Consultancy

1. Did the institution provide consultancy services in last five years?

If yes, give details.

Ans. : Yes, - Consultancy services to SKD Public School, in terms of Pedagogy, methodology of teaching, child psychology, low work load and no bag system.

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.

Ans. : Yes, Faculty member are fully undertake competent to undertake consultancy in their specialized area as mentioned below:-

1. Mrs. Naveen Devi/Ms Hemlata - Educational Philosophy .
2. Mr.VineyUpadhyay/Mr Vivek Saraswat - Problems of Indian Education
3. Mrs. Kavita Garg/Dr.A K Sharma - Educational Psychology
4. Mr.S P Singh/ Mrs Kavita Garg-SchoolAdministration & Health Education
5. Mrs. Madhu/Ms Hemlata - Educational Technology

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?

Ans. : NIL

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

Ans. : NIL

3.4 Extension Activities

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

Ans. : The institution conducted many programmes for the betterment of the local community like.

- i. Eye check up camp,
- ii. Health Camp.
- iii. Save environment campaign
- v. Each one teach one.

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

Ans. : Nil

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

Ans. : The institution is planning to undertake the following major activities for providing

- i. Community orientation to students.
- ii. Introduction of National Service Scheme (NSS).

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

Ans. : Nil

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

Ans. : The institution develops social and citizenship value and skill among their students by the following activities.

- i. Team Teaching
- ii. Practice Teaching
- iii. Simulated Technique of Teaching
- iv. Scout and Guide Camp
- v. Excursions
- vi. Group activities during camp
- vii. Group cultural activities
- viii. Organization of seminar on value education.

3.5 Collaborations

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

Ans. : The institution has established linkages with Satnami Sad School of Thought. On the basis of this linkage while on the one hand the Institution organizes seminar related to scientific approach in behavior and education with the help of resource persons of the institute. On the other hand the institution supports the Satnami Sad School of Thought for organizing their annual conferences.

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

Ans. : Not Applicable

3. **How did the linkages if any contribute to the following?**

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

Ans. : The college has linkages with NCTE which does help in developing and maintaining the standards of teaching and learning in the institute.

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

Ans. : The Institution has linkages with the following schools with the purpose of practice teaching.

- i. Pandit Laxmi Narayan Memorial Inter College
- ii. SKD Public School

- iii. Jamuna Khand Inter College
- iv. Vishwa Karma Inter College
- v. Babuji Senior secondary School
- vi. RJ Inter College
- vii. Adarsh Krashi Inter College
- viii. Sarvodaya Inter College
- ix. Patel Smarak Inter College
- x. DRJ Inter College

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

And

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

Ans. : Yes, while designing the practice teaching systematic linkages is developed with Principal of the School , Class Teachers etc. As per the availability of time table classes are allotted to pupil teachers, Faculty members visit the schools daily for the evaluation of pupil teachers.

3.6 Best Practices in Research, Consultancy and Extension

1. What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?

And

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

Ans. : The major measures adopted by the institution and significant innovations done are listed below

- a) Enrichment of college library by adding latest publications in education sector
- b) Internet connectivity
- c) Subscription of International Journal for library.

CRITERION IV : INFRASTRUCTURE & LEARNING RESOURCES

4.1 Physical Facilities

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

Ans. : Yes the Institution have the physical infrastructure as per NCTE norms facilities. They are

1. Multipurpose Hall
2. Library cum Reading Room
3. Store Room
4. Open Space for Loan Gardening
5. Staff Room
6. Parking
7. Canteen
8. Girls Common Room
9. ET/ ICT/Computer Resource Centre
10. Art and Work Experience / Teaching aid preparation lab
11. Resource Centre
12. Fire Extinguishers,
13. Language Lab
14. Classrooms 02
15. Tutorial 03
16. Psychological Resource Centre
17. SC and Maths Resource Centre

Amount invested in infrastructure is Rs 15189253

Master plan of the building is enclosed in Annexure - 4. And balance sheet is enclosed in - Annexure 6

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

Ans. : The Institute is fully committed to augment and update the infrastructure to keep place with the academic growth which

includes addition of latest publications in library, upgrading of ICT faculties and various labs in the Department.

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

Ans. : Sports Room equipped with carom Board, Chess Board, basket balls, Racquet, Shuttle cocks and many other indoor games are available .

1. Multipurpose Hall. The college has built a multipurpose Hall having area of more than 2000 sq. ft.
2. A separate Room as Work experience for preparing teaching aids
3. Language Lab
4. ET/Computer Lab. equipped with 25 computers, color T.V., CDs, DVD, LCD Projector, Printer, Microphones speakers & Laptop etc.
- 5 Library with Photocopier.

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

Ans. : The physical infrastructures shared with other programmes of the institution are

1. Multipurpose Hall for College function
2. Internet Linkage

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

Ans. :

1. Rest Room for Women - 1
2. Wash Room for Men - 2, Women - 2 , Staff - 2
3. Canteen - 1
4. First aid facility & Health Centre - 1

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

Ans. : NO

4.2 Maintenance of Infrastructure

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

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

Ans.: The balance sheet and income expenditure A/c Sheet of the above mentioned item is enclosed as annexure 5.

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

Ans.: Annual academic calendar of programme activity is prepared to ensure that the available infrastructure is properly utilized

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

Ans. : Keeping in view to provide pollution free environment in the college premises, a big lawn, playground, flowers and grass are there in the college. College is Situated in rural area around the crops field in calm environment.

4.3 Library as a Learning Resource

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

Ans. : Yes, college have two qualified Librarians their names are

Mr. Satya Dev Sharma (B.Lib. & I.Sc.) and **Mr Yogesh kumar**(M.Lib & I Sc.) Their activities in the library include (a) To make Accession of new books in accession register (b) To classify the books according to their subjects, (c) Cataloguing the books and verifying their exact location in the library (d) Issue & return of the books and (e) computer services.

There is technical staff member to support the library materials & collection & arrangement of the books in the shelves & computer services.

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

Ans. : Institution Library resources available to the staff and students are : Books, Journals, Magazines, Newspaper, Number of Books, Volumes.

Titles - 765

Journal - National - Magazines - 58

Audio visual, Teaching Learning resources - C.D. & ROM

Internet Access, connect to References Desk,

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

Ans. : Yes, there is a mechanism to make systematic review of library resources including yearly stock checking. Acquisition decisions are taken on the basis of requisition of staff members and students duly considered by Library Committee. College Library has committee for making decisions for acquisitions and related matters. Committee members are :

Head / Chairman : Dr. A.K. Sharma, Principal

Convenor : Mrs. Naveen Devi

Members : Mrs. Kavita Garg,
Mrs. Madhu

Mr. Satyadev Sharma (Librarian)

: Two Student of current session of
B.Ed.

Functions of Library committee : Making decisions for acquisition of books, sending requirement and acquiring books, Passing bill for payment, considering students grievances, if any.

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

Ans. : Yes, our Institution Library is fully computerized. All books & Journals information is feeded in the computer & the location of books in library can easily be traced on the basis of computer feeded data. Issue and return of books is also processed by computer.

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

Ans.: Yes, The Institution Library have computer, internet & reprographic facilities for the students as well as staff members. Students come to the library and inquire the information & data at reference section of the Library everyday, Xerox facility is also available for students in the college campus.

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

Ans. : Not available.

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.)

Ans. : Institution Library remains open throughout the year for about 10 hours per day from 8 a.m. to 6 p.m. for the staff members as well as for the students of the college.

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

Ans. : Staff and students come to know of the new arrivals in Library by display boards & magazine stands. Newspaper are displayed on the newspaper stand.

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

Ans.: Institution's library have a book bank facility also, Students are entitled to get complete set of books. Each student gets library cards on which he/she is entitled to receive two books for three days.

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

Ans.: As there have been very few visually and physically challenged students in the college. College does pay special attention to these students and provide special facilities to them according to the situation.

4.4 ICT as Learning Resource

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

Ans. : Institute provides full facility of ICT ,We have a well established lab of about 25 computers Internet connectivity ,free access available to all students and faculty members .The facilities available in ICT lab are:

LCD Projector

Printer

Laptop

Overhead projector

CD

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

Ans.: No, there is a no compulsory paper including Computer Skill in curriculum of B.Ed. but it optional. Under this consideration institute provides computer training programme between the session to all the students to inculcate technological skills among them.

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

Ans.: The institution incorporates the use of new technologies/ICT in curriculum transactional processes. It includes

1. Preparation of Home assignments with the help of different search engines
2. Emphasis on MS Word, basics, Power point
3. Use of ICT in seminar presentations/projects/workshops includes.

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

Ans. : The major areas and initiatives for which student teachers are using technology in practice teaching includes the development of lessons plans, classroom transactions, and preparation of teaching aids/lesson plans particularly in science subject.

4.5 Other Facilities

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

Ans. : Instructional infrastructure optimally used for internal purposes

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?

Ans. : Audio visual facilities/materials CDs, audio and video cassettes and other materials related to the program available with the institute are

- Computers - 25
- Color T.V.
- LCD Projector
- Laser Printer
- Overhead projectors
- Microphones
- Speakers

Laptop, etc

The student teachers are encouraged to use ICT optimally for learning. It includes preparation of lesson plans and teaching aids for practice teaching

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

Ans. : Various general laboratories available with the institution are

1. Computer Lab/ ICT Lab
2. Teaching Aid Preparation/Work experience Lab
3. Psychological Lab
4. Language Lab
5. Science and Maths Lab

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

Ans.:

- | | |
|----------------------|----------|
| 1. Multipurpose hall | 1 |
| 2. Workshop | 1 |
| 3. Music and Sports | 1 |
| 4. Transports | own vans |

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.

Ans. : The classrooms are well equipped for the use of latest technologies for teaching particularly for the use of OHP and Power point presentations through LCD. There is planning to start smart board technology also in future so as to equip the pupil teacher with latest technology.

4.6 Best Practices in Infrastructure and Learning Resources

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

Ans.: The faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology. It also includes.

1. Remedial classes for slow learners
2. Computer training programme for new comers
3. Training of Computer as basics, MS Office, Power Point, Paint brush, etc.

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

And

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

Ans.: Well developed language lab to develop communication skill

Use of LCD projectors for presentations

Well established computer lab with internet facility

CRITERION V : STUDENT SUPPORT AND PROGRESSION

5.1 Student Progression

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

Ans.: B.Ed. entrance test conducting through the university at state level, assess the students preparedness for B.Ed. programme as one of the paper in entrance test is related with teaching aptitude . Moreover all efforts are made by the Institution to provide academic and professional advice to students for successful completion and in this context special emphasis is given on effective communication skill, way of presenting subject matter and effective control of classes.

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

Ans.: By personal interaction with students the College does take all care in ensuring that students are properly motivated for their development and performance in improving and satisfied to the maximum extent by the system of campus environment including.

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

Ans. :

Session	Drop out rate		Reason
	Male	Female	
2010-11	4	1	Not to provide reason
2011-12	2	1	Not to provide reason
2012-13	2	0	Not to provide reason

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

Ans.: The institution is running under graduate classes only and students can appear in NET/ SLET etc only after completion of PG classes.

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

Ans.:

Session	2010-11	2011-12	2012-13
M.Ed. Admission (%)	2	5	Mark Card not issued till date

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

Ans.: B.Ed. Alumni are eligible to access the library and to participate in seminars and workshops which are organized in the Institution from time to time.

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

Ans.: A placement cell has been setup which provides general information about vacancies related to teaching jobs advertised in various national, local, Newspaper and employment News, etc.

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

Ans.: As the functioning of placement cell has been limited to provide information on the basis of published advertisement, there have been no difficulties as such.

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

Ans.: Though there is no formal arrangement as such but there has been understanding and persuasions with practice teaching schools to give priority for placements of our pupil teacher whenever vacancies are available.

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

Ans.: As per requirement

5.2 Student Support

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

Ans.: A complete academic planner has been framed by teacher educator including curricular, co-curricular, extra curricular activities consisting of seminars, conferences, workshops, cultural activities. Weekly activities like Mehndi Competition debate, essay, Diya making, card making, first aid, transparencies making, different sports are there along with five compulsory papers and two teaching subjects.

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

Ans.: Hardly 1 or 2% physically challenged students in a year have been in our institution and the system of class teaching was designed keeping in view of their specific needs.

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

Ans.: Yes, the institution have mentoring arrangements At the beginning of each session group of students (on the basis of teacher students ratio) is assigned/allotted to each teacher for this purpose. The teacher provides necessary guidance and directions to the students of these groups. It includes the method of study consultation of Library improvement of performance and any difficulty related to teaching subject..

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

Ans.: An arrangement has been made to mentor pupil teachers on the basis of allotment, No teacher educator is allowed to supervise more than 15 students throughout the practice teaching and that teacher worked as tutor for those students and supervise every aspect of that pupil teacher and help the pupil teacher to enhance their teaching skills along with the allotment. A Performa is also being framed in B.Ed. Department that helps in the better performance of pupil teacher. Every pupil teacher has been provided the mobile number and email id of a mentor teacher for their queries for their anytime, anyplace mentoring facility. Periodical interactive session are also arranged to provide general guidance to them.

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

Ans.: Yes, the institution have its own website i.e. www.plnmemorialcollege.com. It includes general description about the college, its infrastructure and facilities, admission process, publications and mandatory details required by NCTE.

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

Ans.: Yes, the institution has a remedial programme for academically slow achievers in learning. At the beginning of the session low achievers are identified and fifteen days intensive programme is carried on for bringing.

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

Ans.: For advanced learners we give a detailed presentation on a particular topic. For slow learners we only give to frame the outline of on a particular topic, for advanced learners we give to frame the details of each and every aspect on a particular topic

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

Ans.: As we have guidance and counseling cell in our institute so proper guidance and counseling is given to each and every pupil teacher according to their abilities and interest for their future.

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

Ans.: Not needed, students are divided in to groups

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

Ans.: The progress of the candidates is monitored and advised step by step at different stages of programs. It includes -

- (i) Personal counseling in the starting of the session.
- (ii) Proper monitoring during micro teaching and macro teaching on the basis of feedback mechanism.
- (iii) Comprehensive continuous evaluation.
- (iv) Internal assessment.
- (v) Final assessment before university exams.

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?

Ans.: The institution ensure the students competency in practice teaching by allotting classes to them according to their qualification i.e. low classes are allotted to graduates and higher classes are allotted to post graduates in co-ordination with school time table. Support of feedback, teaching aid, lab is being provided to each student. Teacher educators try their best to groom the personalities of their students

5.3 Student Activities

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

- (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.

Ans.: Yes, the institution have an Alumni association it was formed on 26 AUGUST 2012.

(i) List the current office bearers

President	- Mr. Vikas Kumar
Vice President	- Mr. Rahul Kumar
General Secretary	- Ms. Deepika Gupta
Treasurer	- Ms. Kavita Sharma
Members	- Ms. Lalita Mishra
	- Mr. Chetan Kumar
	- Mr. Sandeep Bhatt

(ii) Give the year of the last election

Last election held in Aug 2012

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

Through Alumni association has not organized separate activities however they actively participate in various activities organized in our institute. Some of these activities associated with Alumni association are as follows –

- Interactive and welcome session with current year students at the beginning of the session.
- Participation in Teacher Day.
- Get together with faculty members and management.

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

Top ten Alumni occupying prominent positions –

- (i) Mr. Rahul Kumar (Teacher)
- (ii) Mr. Vikas Kumar (Teacher)
- (iii) Ms. Lalita Mishra (Teacher)
- (iv) Mr. Pawan Tripathi (Bank PO)

- (v) Mr. Chetan Kumar (Teacher)
- (vi) Mr. Sandeep Bhatt (Teacher)
- (vii) Mr. Jitendra Yadav (Teacher)
- (viii) Ms. Deepika Gupta (Teacher)
- (ix) Ms. Kanchan Ojha (Teacher)
- (x) Ms. Ankita Mishra (Teacher)

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

All the Alumni give valuable suggestions to our current students, they help in their placement of

- By giving their suggestions in meet together with faculty members and management.
- Helps in placement of students of the institute.
- Helps in improving in our institution support.

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

Ans.: Institute provides necessary facilities for games and sports. Indoor and outdoor games materials is issued to each and every student to promote participation in sports, At the same time teacher educator makes students busy in different co-curricular activities like cultural competition, singing competition, seminars etc. promote learning.

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.

Ans.: Yes, institution is having its own magazine, "Gharbara Gulab", the students to encourage their writing and knowledge domains. About 20-25 students contributed for last year. The practice of wall magazine is being introduced in the institute.

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

Ans.:

- (a) Yes, the institute constitute student council every year as per norms.
- (b) Constitution ;
 - (i) President - Faculty member nominated by H.O.D/Principal.
 - (ii) Vice President - Student having highest merit in entrance test
 - (iii) Secretary - Student having second highest merit in entrance test
 - (iv) Cultural Secretary
 - (v) Elected members - Two students members elected by students of B.Ed.
- (c) The Major activities of Students council includes -
 - (i) Organization of Inaugural Party
 - (ii) Farewell Party
 - (iii) Discussion with college authorities on the issues related to students interest.

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

Ans.: The following bodies have students representation on it -

- (i) Magazine Editorial Board
- (ii) Library committee
- (iii) Sports committee

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?

Ans.: Yes, the institution has adopted a mechanism to seek feedback from the students at the end of the session and the information so collected is used in preparation of planning for the next year

5.4 Best Practices in Student Support and Progression

1. Give details of institutional best practices in Student Support and Progression?

Ans : Institution makes many efforts for students supports and progression like - Financial support for the educational tour, Best Students Award, Best Volunteer Award, Best Singer Award, Best Attendance Award, Best Merit Award, etc.

CRITERION VI : GOVERNANCE AND LEADERSHIP

6.1 Institutional Vision and Leadership

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

Ans.: The vision, mission and values stated by the institution are as follows -

- To develop a academic environment without any distinction on the basis of caste, sex, creed or religion.
- To provide quality of theoretical cum job oriented education.
- To arrange equal facilities of education to socially backward and physically challenged persons.
- To provide employment information through placement cell.
- To organize extracurricular activities for promotion of all round development of students.
- To create stimulating environment of higher academic groom.
- To inculcate truth, values among students.

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?**

Ans.: Yes, mission includes the goals and objectives that address the needs of the society indirectly, school and individual.

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

Ans.: Management plays an effective leadership role in effective and efficient transaction of teaching and learning process by giving full support to each and every faculty member in terms of facilities given to them like library, resource centre including Internet. The founder of college and present secretary devote full time for ensuring planned, effective and efficient system of teaching and learning. Both of them

provide paternalistic environment to the entire system as well as multi dimensional and multi directional guidance & supervision as a dynamic edupreneurial leadership. Moreover internal quality assurance cell, library committee, IT support committee, extra curricular academic programme committee have also been set up for efficient, transaction of teaching & learning process.

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

Ans.: In the beginning of each academic session academic plan for the whole year is prepared defining role and responsibilities of each staff member and they are communicated in meeting of staff council before the working of academic session starts.

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

Ans.: Feedback from students is managed in writing with and without the name of student so they may express their correct opinion but freely and frankly.

Academic plan, teaching records and personal interaction with staff members are reconciled in order to ensure that valid and authentic information is made available for the management to review the activities of the institution.

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

Ans.: As management of the institution is highly enlightened, liberal and firmly committed for the cause of higher education, question of any barrier in achieving the vision, mission and goals does not arise at all.

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

Ans.: Management encourages their faculty members for further studies by providing library facilities and minimizing their work load. For teaching - learning effective process. The institution provides LCD projector. books, journals to the teachers for their effective lecturers

that helps in quality learning. Management has also taken initiative to motivate faculty members for participation in Seminars & Conferences in other institution.

- 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.**

Ans.:

- (i) To motivate teachers and students to fulfill their assignments and targets.
- (ii) To guide staff in respect of discipline, punctuality, properly treatment with students and prompt compliance of grievances, if any.
- (iii) To plan annual academic calendar so as to ensure timely completion of courses.

6.2 Organizational Arrangements

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

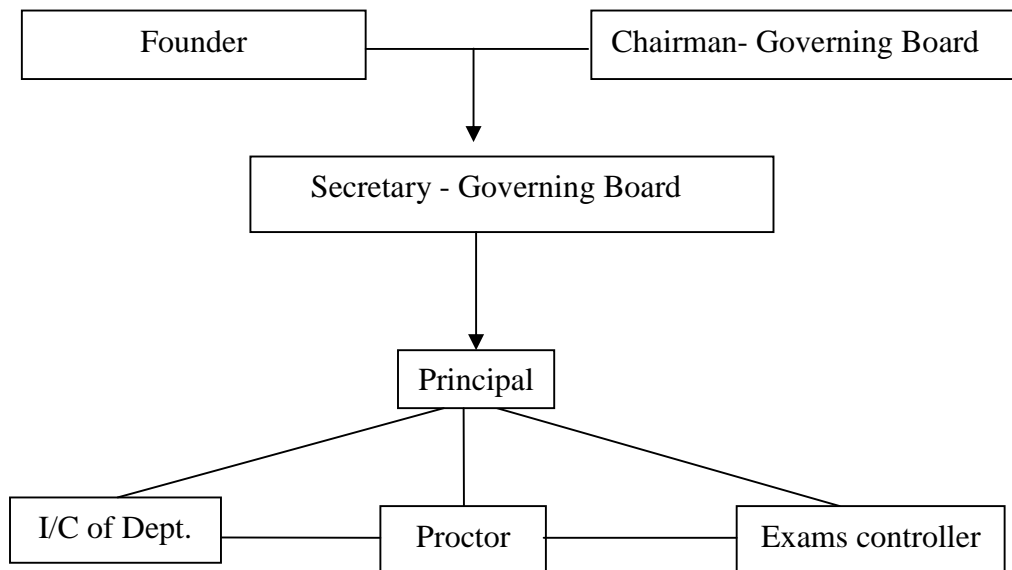
Ans.: List of committees constituted by the institution -

- (1) Admission Committee
- (2) Academic Committee
- (3) Discipline Committee
- (4) Cultural Committee
- (5) Sports Committee
- (6) Library Committee
- (7) IT support Committee
- (8) Alumni
- (9) Placement cell
- (10) Student council

- (11) IQAC
- (12) Grievances cell
- (13) Finance Committee
- (14) Examination Committee
- (15) Advisory Committee

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

Ans.: Organizational structure of the college



I/C of each department looks after all academic activities.

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

Ans.: Administration is properly decentralized. While principal looks after administration. An academic administration is managed by I/C of the Department under the guidance of Principal. Financial administration in under the control of Secretary of the Management Committee with powers delegated at each stage of administration.

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

Ans.: The institution collaborates with sister institution Pandit Laxmi Narayan memorial Inter College to improve and plan the quality of educational provisions.

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

Ans.: Yes, College use data obtained from pupil teachers and peers.

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).**

Ans.:

- (i) Inter faculty meetings
- (ii) Invited talks
- (iii) Periodical meeting of staff council to share and update latest information in the field of teaching environment.
- (iv) Seminar and workshops

6.3 Strategy Development and Deployment

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

Ans.: Collection of Data occur separately and its interpretation too as per depends upon requirement of the college.

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

Ans.: On the basis of recommendation of I/C of the Committee , Principal of the institute and vision of the management.

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

Ans.: The resources needed to support the implementation of the mission and goals are planned by the institute keeping in view the directives of NCTE, norms of UGC and practical requirements on the basis of number of seats sanctioned in the institute. The entire resources are managed by its Society Pandit Laxmi Narayan Memorial Rural Development samiti, Gharbara, Aligarh

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

Ans.: Academic plan is developed by faculty members under the directions of NCTE , Minimum 33 weeks of session includes theory, micro teaching, practice teaching, seminars, conferences, activities, internal assessments, internal examinations etc, a Performa of academic planner is attached herewith.

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

Ans.: The objectives are communicated in annual introductory meeting of staff and management.

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

Ans.: Vision and mission are permanent, where as planning is done annually and it is monitored regularly, evaluated and revised annually if any on the basis of mid year review.

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

Ans.: On the basis of feedback from external subject practical experts/examiners, interaction with the suppliers of teaching aids and equipments, directions from regulatory body if any.

6.4 Human Resource Management

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

Ans.: The faculty development needs are identified on the basis of interaction with teachers, oral feedback from students and observations of the principal.

- 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?

Ans.: The mechanism adopted for performance assessment consists of self appraisal method by faculty and feedback from students about deliverance of faculty in classroom. The management of the Institution takes into consideration the facts collected through this mechanism and accordingly Annual Academic Development Plan is prepared for the succeeding year.

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

Ans.: The important welfare majors for the staff and faculty are as follows-

- Free transportation facilities from residence to the institute & vice versa.
- Unlimited internet facility.
- Linkage with nursing home for providing emergency medical aid to male as well as female staff.
- Subsidized canteen.
- Facility of subsidized Tea and Snack through Pantry.
- Day rest room for staff
- free medical checkup.
- Free insurance of staff.

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.

Ans.: (a) Periodical arrangement of resource persons and experts for skill up gradation and training of the teaching staff.

(b) Computer training programme for teaching as well as for non teaching staff.

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.)?

Ans.: The recruitment policy is in align with the requirements of the statutory and regulatory bodies i.e. NCTE, UGC and affiliating university. Whenever any post falls vacant, proper advertisement is given in newspaper and selection is made by selection committee on the basis of eligibility as well as performance in interview. The committee comprises representative of management committee, Head of the institution and experts nominated by University.

After selection at institutional level due approval is received from the affiliating university. The salary structure and service condition are complied with as per statutory norms.

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).

Ans.: As per need, arrangements are made by employing part time/adhoc faculty. Salary structure is followed as per assigned work load.

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).

Ans.: The management believes in the policies and practices that support and ensures the professional development of the faculty. It includes -
Due support to staff members for participation in seminars, conferences, workshops etc.

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

Ans.: These facilities are provided separately to staff member so that they perform their duties effectively.

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

Ans.: (a) Faculty members can seek information or make complaints during interactive session with management and periodical meeting of staff council.

(b) Students can make complaints or give suggestion through the mechanism of suggestion and complaints box.

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.

Ans.: Work load is being given to teacher educators according to the set norms of NCTE, Institute minimizes their work load for the professional development and other activities in the college.

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

Ans.: The mechanism of appreciation certificate in facilitation function is being adopted to recognize outstanding performance of teaching faculty during any academic session.

6.5 Financial Management and Resource Mobilization

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

Ans.: No, the institution does not get any financial support from the government, the institution is working on self-financing basis and the revenue generates from students fee.

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

Ans.: The institution is working on self-financing basis so the main revenue is generated from fee of students. Only infrastructural needs of college are fulfilled through donation by the management committee.

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

Ans.: The operational budget of the institution is adequate to cover the day to day expenses

- 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)**

Ans.: Financial resources includes fees from students, Interest on bank FDR, and contribution from Pandit Laxmi Narayan Rural Development Samiti in case of deficiency, Latest income and expenditure accounts are attached as **Annexure -6**.

- 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).**

Ans.: Yes, the accounts of the institution are audited regularly by competent external auditor i.e. chartered accountant. The copies of last two audits reports are given in **Annexure -6**.

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

Ans.: Yes, the institution has computerized its entire system of finance management. The accountant/CA prepare balance sheet on computer.

6.6 Best practices in Governance and Leadership

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

Ans.: The institution involves its staff members and students in various activities and to arrange meeting with them to recall their suggestion and also discuss the agenda points with the management authority, local community and other educationist.

CRITERION VII : INNOVATIVE PRACTICES

7.1 Internal Quality Assurance System

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

Ans.: Yes, the Institution has its own IQAC . It was established in the year 2012-13, July 15

The composition is as follows.

Chairperson	Sh. Hukam Chand Sharma
Vice chairman	Sh. Sanjay Sharma
Co-ordinator	Dr. A.K. Sharma
Member Secretary	Mrs. Naveen Devi
Internal Members :	Mrs. Kavita Garg
	Mrs. Madhu
	Mr. Viney Upadhyay

Invited Members

1. Principal, Practice Teaching school
2. Teacher Educator from reputed institute of the University.

Invited Members from local community.

1. Gram Pradhan

Functions

1-IQAC channelize and systematize the efforts and measures of the institution towards academic excellence.

2-Organization of inter and intra institutional workshops, seminars on quality promotion related theme.

3-Development of quality culture among staff as well as Students.

4-Fulfill the local needs of society.

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

Ans.: IQAC arranges feedback responses from students' and other Stakeholders on quality related Institutional performance and such feedbacks helps in the achievement of goals & objectives.

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

Ans.: (a) Regular feedback responses from students, parents & stakeholders.

(b) Documentation of the various programs leading to quality improvement.

(c) Development and application of quality benchmark / parameters for the various academic activities.

(d) Dissemination of information on the various quality parameter of higher education.

(e) Proper & detailed annual planning of academic calendar.

(f) Observation by management and Principal.

(g) Continuous emphasis on understanding of latest developments from the view of quality teaching

(h) College annual magazine "Gharbara Gulab" are used for dissemination of information related to various quality parameters.

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

Ans.: The institution ensures the quality of its administration by quality conscious decision of management.

Necessary decentralization and delegation of authority at various levels of administration.

Formation of various committees for taking due care for quality in discipline, class environment, and behavioral approach of staff as well as students.

Provide a sound basis for decision making to administration to improve institutional functioning. Helps in generating internal resources.

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

Ans.: The Institution identifies and share good practices with various constituents of the institution includes

- Organization of seminar & conferences
- Future Development of Institutional data base
- Objective analysis of reporting of various constituents
- Organization of inter departmental meeting.
- Invitation to teaching faculty of other departments in important and good practice formation of one department.
- Wide publicity of activities in each Department. by window display of newspaper cutting

7.2 Inclusive Practices

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

Ans.: The institution sensitize teachers to issues of inclusion through B.Ed. curriculum includes National Integration, Individual differences, personality, learning needs, slow & high achievers, physically challenged or exceptional students. This curriculum helps our pupil teacher to deal with different issues of inclusion -

- Organization of specific workshop on inclusion education
- Special guest lectures from eminent scholars.

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.

Ans.: B.Ed. curriculum of educational psychology is specially designed for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning. It deals totally with exceptional children, personality, individual difference, motivation, creativity, etc.

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.

Ans.: Various activities envisioned in the curriculum to create learning environment that foster positive social interaction, active engagement in learning and self motivation includes.

- Regular group discussions in Department.
- Scout and guide camp
- Micro teaching
- Macro teaching
- Regular presentation in scheduled seminar & conference.
- Regular workshop
- Different cultural activity.

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

Ans.: The Institution ensures student teacher to develop proficiency for working with children with diverse backgrounds and exceptionalities through theoretical paper psychology includes all the above mentioned topics.

Through practical experience in the classroom while teaching and proper feedback is being given by teacher educators to rectify mistakes if any related to these issues.

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

Ans.: There have been hardly 1 or 2 students to this category and proper care is taken for their convenience.

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

Ans.: There is a system of Grievance cell which is headed by Senior faculty member and whenever any gender sensitive issue is brought to its attention, proper enquiry is made and the issue is resolved by female faculty teacher, However the institution has been fortunate as no such grievance has been brought to notice.

7.3 Stakeholder Relationships

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

Ans.: The Institution ensures the access to the information on organizational performance (Academic and Administrative) to the stakeholders by regular interactive session of parent – teacher and by feedback responses of students and parents.

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?**

Ans.: The Institution shares & uses the information data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders by feedback responses from students & parents.

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?**

Ans.: The Institution collect and collate feedback from students professional community, Alumni and resource persons visiting the institution on programme quality. On these feedback responses IQAC gives their recommendation and changes are made accordingly.



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	21	22	23	24	25	26	27	28	29	30	31	32	33			
Admission and Orientation																																				
Theory																																				
Tutorials/Seminars																																				
Sessional Work - Tests & Assignments																																				
Practical Work																																				
Preparation of Internship: Demonstration/ Observation of lessons/ micro teaching/ simulations																																				
Practice Teaching/ Internship																																				
Co-curricular Activities																																				
Working with community/ project work																																				
End-Term Examination																																				

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

Mapping of Academic Activities of the Institution

Weeks	34	35	36	37	38	39	40
Admission and Orientation							
Theory							
Tutorials/ Seminars							
Sessional Work - Tests & Assignments							
Practical Work							
Preparation of Internship: Demonstration/ Observation of lessons/ micro teaching/ simulations							
Practice Teaching/ Internship							
Co-curricular Activities							
Working with community/ project work							
End-Term Examination							

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

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

D. Declaration by the Head of the Institution

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

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

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



Signature of the Head of the institution
with seal:

Principal
Pt.L.N.M. Mahavidyara
Gharbara (Aligarh)

Place: Gharbara

Date: 07/05/2014

ACADEMIC RESUME OF FACULTY MEMBERS

(1)

Name : DR. AJAY KUMAR SHARMA

Address (Residential): 1/568 B-1, Behind D A V Girls Inter College,

New Surendra Nagar, Aligarh Ph. No. : 08650002257

Designation : Principal

Department : B.Ed.

Date of Birth : 01/01/1971

Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/ Grade Merit etc.
High School	U.P. Board	SC., Maths., Eng.Hindi, Bio., Soc.Sc.	1985	II
Higher Secondary or Pre-degree	U.P. Board	Phy., Maths. , Eng.Hindi, Chem.	1988	II
Bachelor's Degree (s)	Agra Univ. Agra	B.Ed.	1992	II
Master's Degree (s)	DR.B.R.A. Univ.Agra	M.Ed.	1996	I
Research Degree (s)	DR.B.R.A. Univ.Agra	Education	2001	
Other Diploma / Certificates etc.				

Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
Workshop on Medieval Indian History	UGC Sponsored	A.M.U. Aligarh
Workshop on Human Value	NCTE Sponsored	SJTTC, Alwar
Seminar on Ahimsa	UGC Sponsored	SJTTC, Alwar
Contribution of Teacher in Transmission of Cultural Value	UGC Sponsored	SJTTC, Alwar

Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass) ——(B.A./B.Sc. etc. Hons.) B.Ed.	1-Sh.Jain T T College, ALWAR (Affi.RAJ. Univ.Jaipur) 2-Mother Teresa Womens College,Aligarh (Affi. D.B.R.A.UnivAgra) 3-Institute of Information Management & Tech.,Aligarh (Affi. D.B.R.A.UnivAgra) 4-Pandit Laxmi Narayan Memorial Mahavidyalaya, Gharbara(Tappal) Aligarh	14 June 1997-28 feb 2005 01 March2005-30 June 2006 01-July2006-31Aug 2011. 01-Sept.2011-till cont.

Total Teaching Experience : 17 Years

Innovations/Contributions in Teaching

Design of Curriculum Ex Member, Faculty Of Education,
Rajasthan University, Jaipur

Member of Academic Calendar Committee of Dr. B.R.A.
University Agra in 2011

Participation in Corporate Life:

- a) College/University/Institution
- taking care all work and responsibility related to college And
University.
- b) Co-curricular Activities I encourage the students as well as
staff members for taking participation
- c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)
-encourage the students as well as staff members for taking
participation & organizing different activities in campus life.

- d) Students Welfare and Discipline
-Participate actively in ongoing activity in institute

Member of committee constituted at college level
- Part taking as principal in all college level committee

(2)

Name : Mrs Naveen Devi
Father's name : Shri. Suresh Kumar
Date of Birth : 01/07/1981
Educational Qualification : M.Sc., M.Ed.
Date of Joining in the college : 01/11/2010
Total Teaching Experience including present college : 3 years and 5 May

Academic Qualifications

Exam Passed	Board/ University	Division with Percentage/Grade Merit etc.
Secondary	Haryana Board	II/53%
Sr. Secondary	Haryana Board	II/56%
B.Ed.	M D University, Rohtak	II/55%
M.Ed.	M D University, Rohtak	I/63.51
M.Sc. Chem	M D University, Rohtak	I/61
Other Diploma / Certificates etc.		

Details of Seminars/ Conferences / Workshops attended :

Sr. No.	Date	Venue	Conference / Topic
1	4-7 Dec.	Sunrise	शिक्षक शिक्षा के बदलते आयाम.

		2010	Academy Ghaziabad	
2	Seminar	10-17 March. 2011	Saraswati College of Education Palwal	Need of value education at different stages schools
3	Workshop	11 May 2012	Pt.Laxmi Narayan Memorial Mahavidyalaya	Writing of specific objectives
4	Workshop	31-04 Oct. 2012	P.M.College Aligarh	“Quality Improvement in Teacher education.
5	Workshop	21-22 Aug2013	Pt.Laxmi Narayan Memorial Mahavidyalaya	Role of Rural women in Women empowerment(Challenge of Women’s Education)
6	Seminar	12 Dec.2013	Pt.Laxmi Narayan Memorial Mahavidyalaya	Role of Villages in development of Democratic responsibility

Administrative Experience : Working in proctorial team

Any other information related to academic excellence : working as I/C of B.Ed. Department

(3)

Name : Kavita Garg
Father’s name : Sh. Suraj Prakash
Date of Birth : 12/07/1983
Educational Qualification : M.A.(Hindi), M.Ed.
Date of Joining in the College : 01/08/2011
Total Teaching Experience including in Present College : 2 years and 08 Months

Academic Qualifications

Exam Passed	Board/ University	Division with Percentage/Grade Merit etc.

Secondary	Haryana Board	II/56%
Sr. Secondary	Haryana Board	II/59%
B.Ed.	M D University, Rohtak	I/71%
M.Ed.	M D University, Rohtak	I/67%
M.A.(Hindi)	M D University, Rohtak	II/57%
Other Diploma / Certificates etc.		

Details of Seminars/ Conferences / Workshops attended :

Sr. No.		Date	Venue	Conference / Topic
1	Workshop	4–7 Dec. 2010	Sunrise Academy Ghaziabad	शिक्षक शिक्षा के बदलते आयाम.
2	Seminar	10-17 March. 2011	SLD College of Education Palwal	Need of value education at different stages schools
3	Workshop	11 May 2012	Pt.Laxmi Narayan Memorial Mahavidyalaya	Writing of specific objectives
4	Workshop	31-04 Oct. 2012	P.M.College Aligarh	“Quality Improvement in Teacher education.
5	Workshop	21-22 Aug2013	Pt.Laxmi Narayan Memorial Mahavidyalaya	Role of Rural women in Women empowerment(Challenge of Women’s Education)
6	Seminar	12 Dec.2013	Pt.Laxmi Narayan Memorial Mahavidyalaya	Role of Villages in development of Democratic responsibility

(4)

Name : Mrs. Madhu
Father's name : Sh. Rajbir Dagar
Date of Birth : 13/06/1986
Educational Qualification : M.A.(Eng), M.Ed.
Date of Joining in the College : 01/08/2011
Total Teaching Experience including in Present College : 2 years and 08 Months

Academic Qualifications

Exam Passed	Board/ University	Division with Percentage/Grade Merit etc.
Secondary	Haryana Board	II/57%
Sr. Secondary	Haryana Board	II/59%
B.Ed.	M D University, Rohtak	I/68%
M.Ed.	M D University, Rohtak	II/57
M.A (English)	M D University, Rohtak	II/56
Other Diploma / Certificates etc.		

Details of Seminars/ Conferences / Workshops attended :

Sr. No.		Date	Venue	Conference / Topic
1	Workshop	4-7 Dec. 2010	Sunrise Academy Ghaziabad	शिक्षक शिक्षा के बदलते आयाम.
2	Seminar	10-17 March. 2011	Saraswati College of Education Palwal	Need of value education at different stages schools
3	Workshop	11 May 2012	Pt.Laxmi Narayan	Writing of specific objectives

			Memorial Mahavidyalaya	
4	Workshop	31-04 Oct. 2012	P.M.College Aligarh	“Quality Improvement in Teacher education.
5	Workshop	21-22 Aug2013	Pt.Laxmi Narayan Memorial Mahavidyalaya	Role of Rural women in Women empowerment(Challenge of Women’s Education)
6	Seminar	12 Dec.2013	Pt.Laxmi Narayan Memorial Mahavidyalaya	Role of Villages in development of Democratic responsibility

(5)

Name : Ms. Hemlata
Father’s name : Sh. Mahender Singh
Date of Birth : 27/11/1985
Educational Qualification : M.A.(Hindi), M.Ed.
Date of Joining in the College : 01/08/2011
Total Teaching Experience including in Present College : 2 years and 08 Months

Academic Qualifications

Exam Passed	Board/ University	Division with Percentage/Grade Merit etc.
Secondary	Haryana Board	II/59%
Sr. Secondary	Haryana Board	II/58.6%
B.Ed.	M D University, Rohtak	I/68%
M.Ed.	M D University, Rohtak	I/60.5%
M.A(Hindi)	M D University, Rohtak	I/70%

Other Diploma / Certificates etc.		
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(6)

Name : Mr. Vivek Saraswat
Father's name : Sh. Shri Krishan Saraswat
Date of Birth : 10/09/1997
Educational Qualification : M.Sc(Phy), M.Ed.
Date of Joining in the College : 31/12/2011
Total Teaching Experience including in Present College : 2 years and 04 Months

Academic Qualifications

Exam Passed	Board/ University	Division with Percentage/Grade Merit etc.
Secondary	UP Board	II/57.7%
Sr. Secondary	UPBoard	II/52%
B.Ed.	Dr.B R A University, Agra	I/63%
M.Ed.	Dr.B R A University, Agra	I/71%
M.Sc. Phy	Dr.B R A University, Agra	I/60%
Other Diploma / Certificates etc.		

Details of Seminars/ Conferences / Workshops attended :

Sr. No.		Date	Venue	Conference / Topic
1	Workshop	11 May 2012	Pt.Laxmi Narayan Memorial Mahavidyalaya	Writing of specific objectives
2	Workshop	21-22 Aug2013	Pt.Laxmi Narayan Memorial Mahavidyalaya	Role of Rural women in Women empowerment(Challenge of Women's Education)
3	Seminar	12 Dec.2013	Pt.Laxmi Narayan Memorial Mahavidyalaya	Role of Villages in development of Democratic responsibility

(7)

Name : Mr. Viney Kumar Upadhyay
Father's name : Sh. Ram Khilari Upadhyay
Date of Birth : 05/03/1982
Educational Qualification : M.Sc.(Phy), M.A.(Education)
Date of Joining in the College : 01/11/2010
Total Teaching Experience including in Present College : 3years and 06Months

Academic Qualifications

Exam Passed	Board/ University	Division with Percentage/Grade Merit etc.
H.S	UP Board	II/55%

Intermediate	UP Board	II/41.2%
B.Ed.	Dr.B R A University, Agra	II/69.8%
M.A. (Education)	Dr.B R A University, Agra	I/65.40%
M.Sc. Phy	Dr.B R A University, Agra	II/50.58
Other Diploma / Certificates etc.		

Details of Seminars/ Conferences / Workshops attended :

Sr. No.		Date	Venue	Conference / Topic
1	Workshop	11 May 2012	Pt.Laxmi Narayan Memorial Mahavidyalaya	Writing of specific objectives
2	Workshop	21-22 Aug2013	Pt.Laxmi Narayan Memorial Mahavidyalaya	Role of Rural women in Women empowerment(Challenge of Women's Education)
3	Seminar	12 Dec.2013	Pt.Laxmi Narayan Memorial Mahavidyalaya	Role of Villages in development of Democratic responsibility

(8)

Name : Mr. Surendra Pratap Singh
Father's name : Sh. Leela Dhar
Date of Birth : 03/08/1978
Educational Qualification : M.A.(Hist), M.Ed.
Date of Joining in the College : 01/08/2011
Total Teaching Experience including in Present College : 2 years and 08 Months

Academic Qualifications

Exam Passed	Board/ University	Division with Percentage/Grade Merit etc.
HS	UP Board	III/42%
Intermediate	UP Board	III/42.81%
B.Ed.	M D University, Rohtak	I/64.7%
M.Ed.	M D University, Rohtak	II/55.75%
M.A. Hist	M D University, Rohtak	II/50.75%
Other Diploma / Certificates etc.		

Teacher Education Scenario in U.P.

Teacher training course in India is designed for aspiring teachers to learn interactive and better ways of teaching to make a subject interesting. Teacher to be taught and trained, is a relatively growing concept found in societies and in all world. The Bachelor of Education programme, generally known as B.Ed. in U P , is a professional course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary (classes IX-X) and senior secondary (classes XI-XII) levels. This programme has become very popular on account of its job potentialities and almost every university in UP is providing this programme, though in some cases with some modifications such as B.Ed. (innovative) etc. Generally B.Ed. programme is of one academic year. As it is a vocational course, there are specific directions for its eligibility entrance, academic programme laid down by national regulatory body NCTE. As per these directions “there shall be at least two hundred working days each year exclusive of the period of examination and admission, out of which at least forty days shall be for practice teaching or skill development in nearby schools. The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for individual advice, guidance, dialogues and consultation as and when needed. Candidates with at least fifty percent marks either in the Bachelor’s Degree and/or in the Master’s degree or any other qualification equivalent there to, are eligible for admission to the programme. The reservation in seats and relaxation in the qualifying marks in favour of the reserved categories shall be as per

the rules of the concerned Government, Admission shall be made on merit on the basis of marks obtained in the qualifying entrance examination as per the policy of the State Government". B.Ed. programme in Uttar Pradesh is controlled and regulated by the State Higher Education Department, the State Universities to which these B.Ed. colleges are affiliated and by the central apex bodies like UGC and NCTE. The B.Ed. colleges in the state follow the curriculum designed and approved by the state universities concerned. However, there is no uniformity in course content and different universities follow different B.Ed. syllabi. The faculty qualifications are PG along with B.Ed./M.Ed. (55% marks) and NET/SLET/Ph.D. (Education) Under UGC standard 2009.

From organizational structure point of view the colleges running B.Ed. programme may be grouped into three categories i.e. Government College/Department, Aided College/Department & Self Finance College/Department. In all there are 11 State Universities in U.P. named MJPRU BAREILLY, DBRAU AGRA, LUCKNOW UNIVERSITY, DRMLAU FAIZABAD, CCSU MEERUT, BU JHANSI, MGKV VARANSHI, SNSU VARANSHI, VBSPU JAUNPUR, DDUGU GORAKHPUR, CSMU KANPUR and some other Deemed and Private Universities, all of these are running Teacher Education programme.

DISTANCE EDUCATION PROGRAMME

It is worth mentioning that keeping the view the huge demand of B.Ed. programme, initiatives have also been taken to run this programme in distance education systems also, Rajrshi Tandon Open University, Allahabad conducts distance mode B.Ed course. At all India level IGNOU also conducts B.Ed. programme through its Study Centers established at various places in the state.

**Pandit Laxmi Narayan Memorial Mahavidyalaya
Gharbara(Tappal)**

**B.Ed.
Session (2013 - 2014)**

ACADEMIC ACTIVITIES

	Weeks	Date of activity	Activity
1	15/07/2013- 20/07/2013	15/07/2013- 20/07/2013	Admission for session 2013- 2014
2	22/07/2013- 27/07/2013	27/07/2013(Saturday)	Orientation Programme Mehndi (Work Experience)
3	29/07/2013- 03/08/2013	29/07/2013- 03/08/2013	Common Remedial Programme
4	05/08/2013- 10/08/2013	10/08/2013	Common Remedial Programme Non Fire Food Making (Work Experience)
	15/08/2013	15/08/2013	Independence day Celebration
5	12/08/2013- 17/08/2013	17/08/2013(Saturday)	Rakhi Making activity
6	19/08/2013- 24/08/2013	24/08/2013	Debate (Co-curricular Activity)
7	26/08/2013- 31/08/2013	26/08/2013-	Unit - I Test (Paper I)
		27/08/2013-	Unit - I Test (Paper II)
		29/08/2013-	Unit - I Test (Paper III)
		30/08/2013-	Unit - I Test (Paper IV)
		31/08/2013-	Unit - I Test (Paper V)
8	02/09/2013- 07/09/2013	05/09/2013	Teachers' day celebration
9	09/09/2013- 14/09/2013	14/09/2013(Saturday)	Non Fire Food Preparation
10	16/09/2013-		

	21/09/2013	21/09/2013	Essay Writing (C.C.A.)
11	23/09/2013- 28/09/2013	28/09/2013(Saturday)	WorkShop on Teaching-Aid Preparation
12	30/09/2013- 05/10/2013	01/09/2013	Teaching aid exhibition (Work Experience)
		05/10/2013	Seminar I (Paper IV)
		07/10/2013	Seminar I (Paper I)
13	07/10/2013- 12/10/2013	08/10/2013	Seminar I (Paper V)
		09/10/2013	Seminar I (Paper III)
		10/10/2013	Seminar I (Paper II)
14	14/10/2013- 19/10/2013	14/10/2013	Best in Waste
		15/10/2013	Workshop (linear Programming)
		17/10/2013	Workshop (Branching Programming)
		19/10/2013	Workshop (Mathetics Programming)
15	21/10/2013- 26/10/2013	21/10/2013	First Aid box Preparation
		22/10/2013- 25/10/2013	Library Science Training
		26/10/2013	Deep Decoration & Candles preparation
16	28/10/2013- 02/11/2013	28/10/2013	Unit II Test (Paper I)
		29/10/2013	Unit II Test (Paper II)
		30/10/2013	Unit II Test (Paper III)
		31/10/2013	Unit II Test (Paper IV)
		01/11/2013	Unit II Test (Paper V)
17	11/11/2013- 16/11/2013	11/11/2013	Guest Lecture
		12/11/2013	Preparation of Chart & Model
18	18/11/2013- 23/11/2013		Computer Science Training
19	25/11/2013-		Orientation Programme

	30/11/2013		(Micro teaching)
20	02/12/2013- 07/12/2013	02/12/2013- 03/12/2013	Preparation of Micro Plan
		04/12/2013	Workshop - Transparency Preparation
		05/12/2013	Workshop - O.H.P. Presentation
		06/12/2013- 07/12/2013	Micro teaching
21	09/12/2013- 14/12/2013		Micro Teaching
22	16/12/2013- 21/12/2013	16/12/2013- 19/12/2013	Micro Teaching
		21/12/2013	Unit III (Paper I)
23	23/12/2013- 24/12/2013	23/12/2013	Unit III (Paper II)
		24/12/2013	Unit III (Paper III)
24	02/01/2014- 04/01/2014	02/01/2014	Unit III (Paper IV)
		03/01/2014	Unit III (Paper V)
		04/01/2014	
25	06/01/2014- 11/01/2014	11/01/2014	Work shop on Communication Skill
26	13/01/2014- 18/01/2014	15/01/2014 18/01/2014	Action Research Guest Lecture
27	20/01/2014- 25/01/2014	20/01/2014- 25/01/2014	Psychological Test Debate & Singing Competition
	26/01/2014		Republic Day Celebration
28	27/01/2014- 01/02/2014	27/01/2014- 01/02/2014	Unit IV Test (Paper I)
		27/01/2014	Unit IV Test (Paper II)
		28/01/2014	Unit IV Test (Paper III)
		29/01/2014	Unit IV Test (Paper IV)
		30/01/2014	Unit IV Test (Paper V)
		31/01/2014	Workshop on objective

			writing
		01/02/2014	Preparation of Macro Plan
29	03/02/2014- 08/02/2014		Macro Teaching
30	10/02/2014- 15/02/2014		Macro Teaching
31	17/02/2014- 22/02/2014		Macro Teaching
32	24/02/2014- 01/03/2014	28/02/2014	Macro Teaching National Science Day Celebration
33	03/03/2014- 08/03/2014		Macro Teaching First Aid box Preparation
34	03/03/2014- 08/03/2014		Scout - Guiding Camp
35	10/03/2014- 15/03/2014		Simulated Teaching
36	20/03/2014- 22/03/2014	20/03/2014	Internal Examination (Paper I)
		21/03/2014	Internal Examination (Paper II)
		22/03/2014	Internal Examination (Paper III)
37	24/03/2014- 29/03/2014	24/03/2014	Internal Examination (Paper IV)
		25/03/2014	Internal Examination (Paper V)
		26/03/2014	Internal Examination (Paper VI)
38	31/03/2014- 05/04/2014		Declaration of Internal Examination Result

Pandit Laxmi Narayan Memorial Mahavidyalaya, Gharbara(Tappal), Aligarh

Department of Teacher Education (B.Ed.) Session : 2013-14

Time Table

		I		II		III		IV		V		VI	VII
		9.00 am to 9.50 am		9.50 am to 10.40 am		10.40 am to 11.30 am		11.40 am to 12.30 pm		12.30 pm to 1.20 pm		1.20 to 2.00	2.00 to 3.00
		A	B	A	B	A	B	A	B	A	B		
Monday	Morning Prayer (8.45 am to 9.00am)	Paper - II (Mr.VU)	Paper - I (Ms HL)	Paper -V (Ms HL)	Paper - III (Mrs KG)	Paper - I (Mrs ND)	Paper -V (Mrs Madhu)	Paper - IV (MrSPS)	Paper - II (Mr.VU)	Paper - III (Mrs KG)	Paper - IV (MrSPS)	Hindi, English, Science	Co-curricular Activity /Remedial Teaching
Tuesday		Paper - II (Mr.VU)	Paper - I (Ms HL)	Paper -V (Ms HL)	Paper - III (Mrs KG)	Paper - I (Mrs ND)	Paper -V (Mrs Madhu)	Paper - IV (MrSPS)	Paper - II (Mr.VU)	Paper - III (Mrs KG)	Paper - IV (MrSPS)	Hindi, English, Science	Co-curricular Activity /Remedial Teaching.
Wednesday		Paper - II (Mr.VU)	Paper - I (Ms HL)	Paper -V (Mrs Madhu)	Paper - III (Mrs KG)	Paper - I (Mrs ND)	Paper -V (Mrs Madhu)	Paper - IV (MrSPS)	Paper - II (Mr.VU)	Paper - III (Mrs KG)	Paper - IV (MrSPS)	Hindi, English, Science	Co-curricular Activity /Remedial Teaching
Thursday		Paper - II (Mr.VS)	Paper - I (Mrs ND)	Paper -V (Mrs Madhu)	Paper - III (Mrs KG)	Paper - I (Ms HL)	Paper -V (Mrs Madhu)	Paper - IV (MrSPS)	Paper - II (Mr.VS)	Paper - III (Mrs KG)	Paper - IV (MrSPS)	Biology, Math, Social Studies	Co-curricular Activity /Remedial Teaching.
Friday		Paper - II (Mr.VS)	Paper - I (Mrs ND)	Paper -V (Mrs Madhu)	Paper - III (Dr.AKS)	Paper - I (Ms HL)	Paper -V (Mr.VS)	Paper - IV (Mrs KG)	Paper - II (Mr.VS)	Paper - III (Dr.AKS)	Paper - IV (Mr.VU)	Biology, Math, Social Studies	Co-curricular Activity /Remedial Teaching.
Saturday		Paper - II (Mr.VS)	Paper - I (Mrs ND)	Paper -V (Mrs Madhu)	Paper - III (Mrs KG)	Paper - I (Ms HL)	Paper -V (Mr.VS)	Paper - IV (Mrs KG)	Paper - II (Mr.VS)	Paper - III (Mrs KG)	Paper - IV (Mr.VU)	Biology, Math, Social Studies	Co-curricular Activity /Remedial Teaching
								Recess (11.30 am to 11.40am)					

Compulsory Papers :

Paper-I : Philosophical & Sociological Basis of Education

Paper-II : Indian Education & its Problems

Paper-III : Educational Psychology & Measurement

Paper-IV : School Administration & Health Education

Paper-V : Educational Technology

Paper-VI & VII : Methodology (Science, Biology, Maths, English, Hindi, S.St.,)

Principal

DR. B.R. AMBEDKAR UNIVERSITY, AGRA

Syllabus B.Ed.

Paper I : Philosophical and Sociological Foundations of Education.

Unit I - Education and its Aims : (a) Nature of Education, (b) Bases of Education (Individual and Society), (c) Function of Education, (d) Relationship between Education and Philosophy.

Unit II - Aims, Curriculum & Methodology of Teaching According to : (a) Nyaya, (b) Sankhya, (c) Yog and (d) Vedant Darshan.

Unit III - Aims, Curriculum & Methodology of Teaching According to : (a) Naturalism, (b) Pragmatism, (c) Idealism (d) Realism.

Unit IV - Indian Social System and Education : (a) Nature and characteristics of the Indian Society, Social Change, Social Mobility and its impact on the Education, (b) Factors leading to the socialization of a child (c) Agencies of Socialization : (i) Home, (ii) School, (iii) Society, (d) Education as a tool of Economic Development.

Unit V - Value Education and Thinkers : (a) Meaning and need of value education, (b) Ways of inculcating values among students. (c) Role of home, school and society in the development of values, (d) Educational contribution of - Mahatma Gandhi, Vivekanand, Shri Aurobindo and Montessori.

Paper II - Indian Education and Its Problems

Unit I - Education in India during : (a) Vedic and Buddhist Period, (b) Medieval Period, (c) Modern Period (Pre and Post Independence with special reference to National Education Moment.

Unit II - Stages of Education and Their Problems :

- (a) Elementary Education (Pre-Primary and Primary Education)
- (b) Secondary Education
- (c) Higher Education.

Unit III - Emerging Educational Areas :

- (a) National Adult Education Programme
- (b) Continuing Education - Meaning and Method
- (c) Distance Education.

Unit IV - Teacher Education : (a) Organizational Set Up of Teacher Education in India its problems (Pre-Service & In-service), (b) Qualitative improvement in Teacher Education recommended by various Indian Commission, (c) New trends in Teacher Education and Role of N.C.T.E.

Unit V - Special Problems of Education : (a) Equality of Educational Opportunity, (b) National Integration. (c) Population Education, (d) Environmental Education, (e) Language Problems.

Paper III - Educational Psychology and Measurement

Unit I - Educational Psychology and Development : (a) Nature and scope of educational psychology, (b) Development Process - Physical, mental , social and emotional with reference to adolescent stage, (c) Education for Exceptional Children.

Unit II - Learning : (a) Nature, process and factors influencing learning, (b) Memory and forgetting , Transfer of Learning and factors affecting them, theories of learning (Thorndike, Pavlov and Skinner), (c) Motivation, its nature and educational implications.

Unit III - Concept of Educational Measurement and Evaluation : (a) Meaning of Educational Measurement and evaluation, (b) instructional objectives , their importance and formulation with special reference to Bloom’s Taxonomy, (c) Construction and standardization of an Achievement Test, Diagnostic Test and Remedial Measures, (e) Action Research.

Unit IV - Measurement of Personality and Intelligence : (a) Concept of personality and its measurement with special reference to Projective Techniques, (b) Concept of Intelligence and its Measurement (Verbal, nonverbal and performance test), (c) Concept of Creativity & its Measurement.

Unit V - Statistics : Educational Applications and Interpretations of the results : (a) Measures of Central Tendency, Mean, Median and Mode, their calculations and uses. (b) Measures of variability - Range, Quartile deviation, Mean deviation and standard - deviation- their calculation and uses. (c) Correlation and its uses, calculation only by ranks difference method, Uses of graphs (Histogram, Frequency Polygon and ogives.)

Paper IV – School Administration and Health Education

Unit I -Administration and supervision : (a) Educational and administrative set up at : (i) Centre, (ii) State U.P.) (iii) Distt. (Local) (b) Supervision of school.

Unit II - School climate and Guidance : (a) Leadership, role of the Educational administrator (Teacher and the Principal), (b) School discipline, (c) Need of a Guidance and Counseling programme in School .

Unit III - Internal Functions and Programmes : (a) School activities (Curricular and co-curricular) time table, (b) School and Community : (i) Parent - Teacher Association, (ii) Construction (iii) Library, Museum, Workshop and Laboratories, (c) Maintenance of school records (Diaries, attendance registers, cumulative records),.

Unit IV - Health Education : (a) Characteristics of good health, (b) Common ailments of eye and ear, (c) Mental and Physical Health of the learner with special reference to balanced diet in Indian condition yogic exercises and postures.

Unit V - Health and Environment : (a) Concept of sanitation with special reference to school campus, class room, laboratory, lavatory and play grounds, (b) Health service in school (Medical check-up, Follow-up programme), (c) First aid.

Paper V - Educational Technology

Unit I - Meaning Nature and Scope of Educational Technology : (a) Definition and objectives of Educational Technology, (b) Various forms of Educational Technology : (i) Teaching Technology, (ii) Instructional Technology, (iii) Behavior Technology, (iv) Instructional Design Technology, (c) Scope of Educational Technology.

Unit II - Instructional Strategies in Educational Technology : (a) Programmed Learning : (i) Linear (ii) Branching (iii) Mathematics (b) Micro Teaching (c) Computer Assisted Learning.

Unit III - Mass Media approach in Educational Technology :

(a) Knowledge of software, (b) Knowledge of hardware like slider, projector, film, strips, tape recorder C.C.TV., T.V., Radio, overhead projector, computers. New Technologies like e-mail, internet, V.CD. Tele & Video conferencing etc., (c) Use of mass media in class rooms.

Unit IV - Meaning and concept of the following Models of Teaching :

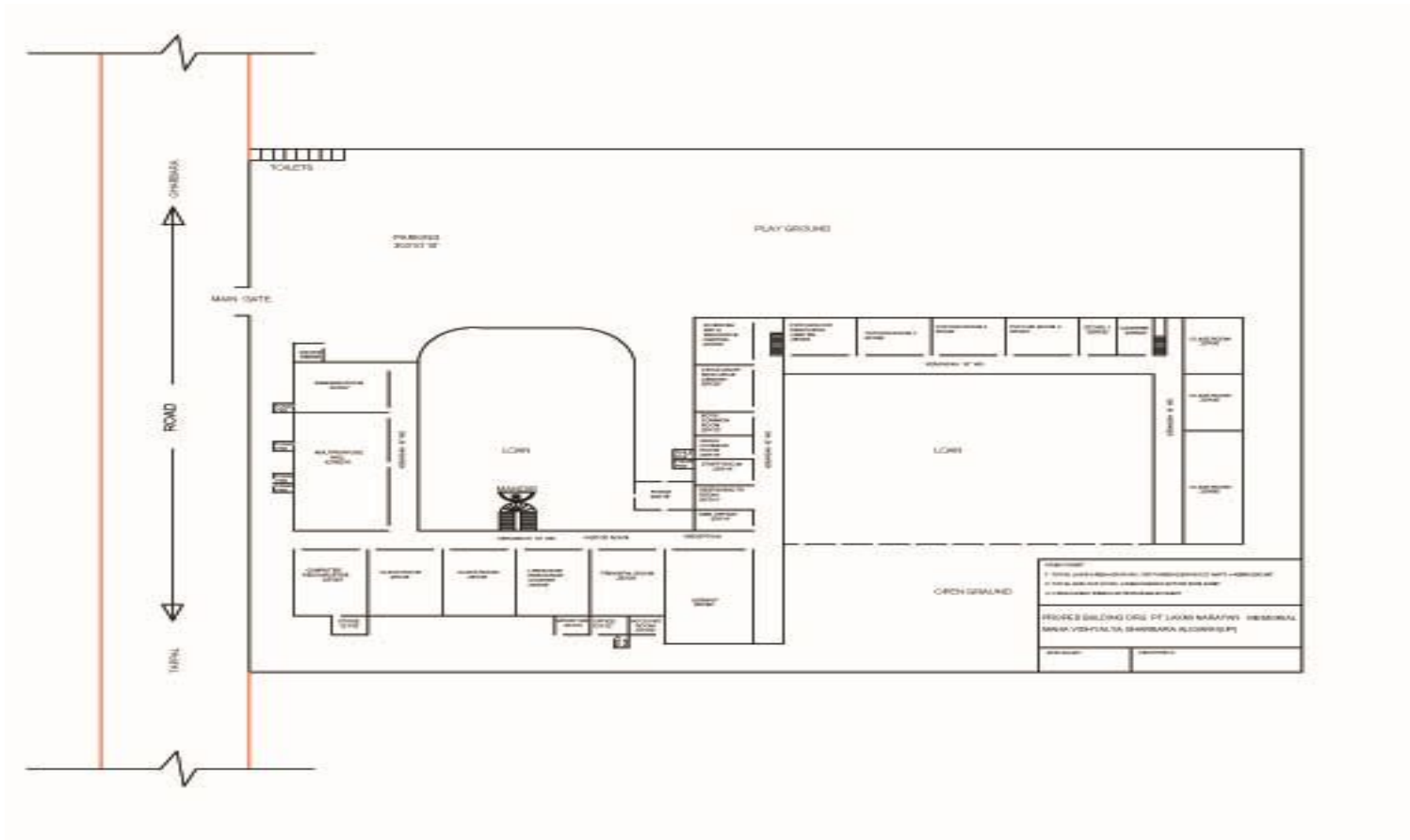
(a) Advanced organizer model of Ausubel, (b) Inquiry Training Model of Suchman, (c) Mastery Learning Model of Bloom.

Unit V - Resource centers of Educational Technology :

(a) Meaning and organization of Resource Centers (b) Functions of Resource Centers, (c) Role of C.I.E.T., E.T., Cells and D.I.E.T.

MASTER PLAN OF INSTITUTION

Annexure-5



**Pandit Laxmi Narayan Memorial Mahavidyalaya Gharbara(Tappal) Aligarh
Teacher Evaluation by Students**

Teacher's name: KAVITA GARGIYour name: X

The number rating stands for the following: 1 = rarely 2 = once in a while 3 = sometimes 4 = most of the time 5 = almost always
If it doesn't apply, leave it blank. Circle the answer that fits with your experience of this teacher for each item.

EXPLICIT CURRICULUM: How well does the teacher teach the core subject?						If you circled #1: Write why Write the core class	
1	Teacher is prepared for class.	1	2	3	4	5	
2	Teacher knows his/her subject.	1	2	3	4	5	
3	Teacher is organized and neat.	1	2	3	4	5	
4	Teacher plans class time and assignments that help students to problem solve and think critically. Teacher provides activities that make subject matter meaningful.	1	2	3	4	5	
5	Teacher is flexible in accommodating for individual student needs.	1	2	3	4	5	
6	Teacher is clear in giving directions and on explaining what is expected on assignments and tests.	1	2	3	4	5	Topic is too vast
7	Teacher allows you to be active in the classroom learning environment.	1	2	3	4	5	
8	Teacher manages the time well.	1	2	3	4	5	
9	Teacher returns homework in a timely manner.	1	2	3	4	5	
10	Teacher has clear classroom procedures so students don't waste time.	1	2	3	4	5	
11	Teacher grades fairly.	1	2	3	4	5	
12	I have learned a lot from this teacher about this subject.	1	2	3	4	5	
13	Teacher gives me good feedback on homework and projects so that I can improve.	1	2	3	4	5	
14	Teacher is creative in developing activities and lessons.	1	2	3	4	5	not understanding
15	Teacher encourages students to speak up and be active in the class.	1	2	3	4	5	

IMPLICIT CURRICULUM: How well does the teacher model the core values through how he/she behaves with students and with other staff persons?						If you circled #1: Write why Write the core class	
16	Teacher follows through on what he/she says. You can count on the teacher's word.	1	2	3	4	5	
17	Teacher listens and understands students' point of view; he/she may not agree, but students feel understood.	1	2	3	4	5	
18	Teacher respects the opinions and decisions of students.	1	2	3	4	5	
19	Teacher is willing to accept responsibility for his/her own mistakes.	1	2	3	4	5	
20	Teacher is willing to learn from students.	1	2	3	4	5	
21	Teacher is sensitive to the needs of students.	1	2	3	4	5	
22	Teacher's words and actions match.	1	2	3	4	5	
23	Teacher is fun to be with.	1	2	3	4	5	
24	Teacher likes and respects students.	1	2	3	4	5	
25	Teacher helps you when you ask for help.	1	2	3	4	5	
26	Teacher is consistent and fair in discipline.	1	2	3	4	5	
27	I trust this teacher.	1	2	3	4	5	
28	Teacher tries to model what teacher expects of students.	1	2	3	4	5	
29	Teacher is fair and firm in discipline without being too strict.	1	2	3	4	5	

What is one thing that your teacher does well?
good in interactive aspect - with low achieve student

What is one thing that you can suggest to help this teacher improve?
Pronunciation

Thank you for taking the time to think through the items carefully and write down your thoughts honestly.

Source: 2005 National Schools of Character: Award Winning Practices.
Published and distributed by the Character Education Partnership

MANOJ K. SHARMA & CO.
CHARTERED ACCOUNTANTS

5/6, Ashok Nagar, Goolar Road
ALIGARH - 202001
☎0571-2520741, 98372-62892

FORM NO. 10B

[See rule 17B]

Audit report under section 12A(b) of the Income-tax Act, 1961, in the case of charitable or religious trusts or institutions

*I / We have examined the balance sheet of PANDIT LAXMI NARAIN MEMORIAL RURAL DEVELOPMENT SOCIETY, Village Gharbara, Post Tappal, Distt. Aligarh [name of the trust or institution] as at 31st March, 2013 and the profit and loss account for the year ended on that date which are agreement with the books of account maintained by the said trust or institution.

*I / We have obtained all the information and explanations which to the best of *my / Our knowledge and belief were necessary for the purpose of the audit. In *my / Our opinion, proper books of account have been kept by the head office and the branches of the above-named *trust / institution visited by *me / us so far as appears from my / our examination of the books, and proper returns adequate for the purpose of audit have been received from branches not visited by me / us, subject to the comments given below :

In *my / our opinion and to the best *my - our information, and according to information given to *me / us, the said accounts give a true and fair view-

(i) in the case of the balance sheet, of the state of affairs of the above-named *trust / institution as at 31st March, 2013 and

(ii) in the case of the Income and Expenditure account, of the Income over Expenditure of its accounting year ending on 31st March, 2013
The prescribed particulars are annexed hereto.

Place : Aligarh
DATE : 10.07.2013



Signed Accountant

Notes

1. *Strike out whichever is not applicable.
2. This report has to be given by -
 - (i) a Chartered Accountant within the meaning of the Chartered Accountants Act, 1949 (38 of 1949);
or
 - (ii) any person who, in relation to any State, is, by virtue of the provisions of sub-section (2) of section 226 of the companies Act, 1956 (1of 1956), entitled to be appointed to act as an auditor of the company registered in that State.
3. Where any of the matters stated in this report is answered in the negative, or with a qualification, the report shall state the reasons for the same.

MANOJ K. SHARMA & CO.

CHARTERED ACCOUNTANTS

PANDIT LAXMI NARAIN MEMORIAL MAHAVIDYALAYA (B.Ed. Faculty)

Village Gharbara, Post Tappal, Distt. Aligarh

(Under Management of Pandit Laxmi Narain Rural Development Society)

5/6, Ashok Nagar, Goolar Road

ALIGARH - 202 001

☎ 0571-2520741, 98372-62892

BALANCE SHEET AS AT 31ST MARCH, 2013

<u>LIABILITIES</u>		<u>AMOUNT</u>	<u>ASSETS</u>		<u>AMOUNT</u>
Corpus Fund			Fixed Assets		
Opening Balance	1,74,19,953.00		B. Ed Faculty		
			(As per Schedule I)		1,40,51,868.55
Less : Fund paid to Society	10,00,000.00		Investment		
			FDR for B Ed Faculty		10,50,000.00
Add : Income over Expenditure	2,13,753.55	1,66,33,706.55	Current Assets		
			Fees Receivable		16,65,000.00
			State Bank of India		1,009.00
			Cash in Hand		50,829.00
Current Liabilities					
- Salary Payable		1,85,000.00			
Total		1,68,18,706.55	Total		1,68,18,706.55

In terms of our report of even date.

For PANDIT LAXMI NARAIN MEMORIAL MAHAVIDYALAYA
(B.Ed. Faculty)

(Secretary)

For MANOJ K. SHARMA & CO.
CHARTERED ACCOUNTANTS

Manoj K. Sharma

(CA MANOJ KUMAR SHARMA, FCA)
PROPRIETOR



MANOJ K. SHARMA & CO.

CHARTERED ACCOUNTANTS

PANDIT LAXMI NARAIN MEMORIAL MAHAVIDYALAYA (B.Ed. Faculty)

Village Gharbara, Post Tappal, Distt. Aligarh

(Under Management of Pandit Laxmi Narain Rural Development Society)

5/6, Ashok Nagar, Goolar Road

ALIGARH - 202 001

☎ 0571-2520741, 98372-62892

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2013

<u>EXPENDITURE</u>	<u>AMOUNT</u>	<u>INCOME</u>	<u>AMOUNT</u>
To Salary (2012-13)	22,23,840.00	By Fees from Students	47,50,236.00
To Bank Interest & Charges	0.00		
To Gardening Exps.	17,400.00		
To Fees of SC Students refund as received from counselling	1,30,000.00		
To Generator Running Exps.	3,25,600.00		
To Drinking Water Exps.	47,000.00		
To News Paper & Periodicals	10,560.00		
To Cultural Programme Activities	12,400.00		
To Education Technolgical Lab Exps.	4,720.00		
To Semenar & Guest lecture Exps.	20,550.00		
To Sports Exp.s	6,740.00		
To Annual day Exps.	15,640.00		
To Work Experience lab Exps.	3,250.00		
To Language lab Exps.	4,320.00		
To Computer repair & services Exps.	5,770.00		
To Fan Repair & Service Exps.	3,120.00		
To Furniture Repair & Maintenance	8,660.00		
To Postage Exps.	3,550.00		
To Travelling Exps.	10,560.00		
To Printing & Stationer Exps.	58,600.00		
To Misc.Exps.	3,400.00		
To Depreciation	16,20,802.45		
To Excess of Income over Expenditure	2,13,753.55		
Total	47,50,236.00	Total	47,50,236.00

Compiled from and as per books of accounts produced before us.

For PANDIT LAXMI NARAIN MEMORIAL MAHAVIDYALAYA (B.Ed. Faculty)

(Secretary)

For MANOJ K. SHARMA & CO. CHARTERED ACCOUNTANTS

(Signature)

(CA MANOJ KUMAR SHARMA, FCA) PROPRIETOR



MANOJ K. SHARMA & CO.
CHARTERED ACCOUNTANTS

5/6, Ashok Nagar, Goolar Road
 ALIGARH - 202 001
 ☎ 0571-2520741, 98372-62892

PANDIT LAXMI NARAIN MEMORIAL MAHAVIDYALAYA (B.Ed. Faculty)
Village Gharbara, Post Tappal, Distt. Aligarh
(Under Management of Pandit Laxmi Narain Rural Development Society)

RECEIPT AND PAYMENT ACCOUNT FOR THE YEAR ENDED 31st MARCH, 2013

RECEIPT	AMOUNT	PAYMENT	AMOUNT
To Opening Balance		By Salary (2012-13)	20,38,840.00
- Cash in Hand	31,181.00	By Salary (2011-12)	2,29,300.00
- Cash at Bank	5,461.00	By Enrollement Fee 2011-12	4,17,160.00
To Fees from Students	44,17,736.00	By Bank Interest & Charges	
		By Gardening Exps.	17,400.00
		By Fees of SC Students refund as received from counselling	1,30,000.00
		By Generator Running Exps.	3,25,600.00
		By Drinking Water Exps.	47,000.00
		By News Paper & Periodicals	10,560.00
		By Cultural Programme Activities	12,400.00
		By Education Technolglal Lab Exps.	4,720.00
		By Semenan & Guest lecture Exps.	20,550.00
		By Sports Exp.s	6,740.00
		By Annual day Exps.	15,640.00
		By Work Experience lab Exps.	3,250.00
		By Language lab Exps.	4,320.00
		By Computer repair & services Exps.	5,770.00
		By Fan Repair & Service Exps.	3,120.00
		By Furniture Repair & Maintenance	8,660.00
		By Postage Exps.	3,550.00
		By Travelling Exps.	10,560.00
		By Printing & Stationer Exps.	58,600.00
		By Misc.Exps.	3,400.00
		By Books Purchased	25,400.00
		By Payment to Society	10,00,000.00
		By Closing Balance	
		- Cash at Bank	1,009.00
		- Cash in Hand	50,829.00
Total	44,54,378.00	Total	44,54,378.00

Compiled from and as per books of accounts produced before us.

For PANDIT LAXMI NARAIN MEMORIAL
 MAHAVIDYALAYA (B.Ed. Faculty)

(Secretary)

For MANOJ K. SHARMA & CO.
 CHARTERED ACCOUNTANTS

(CA MANOJ KUMAR SHARMA, FCA)



MANOJ K. SHARMA & CO.
CHARTERED ACCOUNTANTS

5/6, Ashok Nagar, Goolar Road
ALIGARH - 202001

PANDIT LAXMI NARAIN MEMORIAL MAHAVIDYALAYA (B.Ed. Faculty)
Village Gharbara, Post Tappal, Distt. Aligarh
(Under Management of Pandit Laxmi Narain Rural Development Society)

☎ 0571-2520741, 98372-62892

SCHEDULE FORMING PART OF BALANCE SHEET AS AT 31ST MARCH, 2013

SCHEDULE I : FIXED ASSETS

PARTICULARS

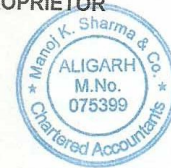
S.N.	Particulars	Rate of Dep	WDV as at 1.4.2012	Additions (for 180 days or	Additions (for less than 180	Total	Dep.	WDV as at 31.3.2013
1	Building	10	14275346	-	-	14275346	1427534.60	12847811
2	Works Experience Lab	15	5692	-	-	5692	853.80	4838
3	Psychological Lab	15	9868	-	-	9868	1480.20	8388
4	Educational Technological Lab	15	400857	-	-	400857	60128.55	340728
5	Language Learning Lab	15	38403	-	-	38403	5760.45	32643
6	Books	15	266451	25,400.00	-	291851	43777.65	248073
7	Furniture & Fixtures	10	428498	-	-	428498	42849.80	385648
8	Scientific Goods	15	42412	-	-	42412	6361.80	36050
9	Sports Equipments	15	17381	-	-	17381	2607.15	14774
10	Air Conditioner	15	1,13,826.00	-	-	113826	17073.90	96752
11	Computer & Printers	60	11,320.00	-	-	11320	6792.00	4528
12	Refrigerator	15	18,700.00	-	-	18700	2805.00	15895
13	Telephone & Mobile	15	18,517.00	-	-	18517	2777.55	15739
TOTAL			15647271	25400	-	15672671	1620802.45	14051868.55

For PANDIT LAXMI NARAIN MEMORIAL
MAHAVIDYALAYA (B.Ed. Faculty)

For MANOJ K. SHARMA & CO.
CHARTERED ACCOUNTANTS

(SECRETARY)

(MANOJ KUMAR SHARMA, FCA)
PROPRIETOR



MANOJ K. SHARMA & CO.
CHARTERED ACCOUNTANTS

5/6, Ashok Nagar, Goolar Road
ALIGARH - 202001
☎ 0571-2520741, 98372-62892

FORM NO. 10B
[See rule 17B]

Audit report under section 12A(b) of the Income-tax Act, 1961, in the case of charitable or religious trusts or institutions

*I / We have examined the balance sheet of PANDIT LAXMI NARAIN MEMORIAL RURAL DEVELOPMENT SOCIETY, Village Gharbara, Post Tappal, Distt. Aligarh [name of the trust or institution] as at 31st March, 2012 and the profit and loss account for the year ended on that date which are agreement with the books of account maintained by the said trust or institution.

*I / We have obtained all the information and explanations which to the best of *my / Our knowledge and belief were necessary for the purpose of the audit. In *my / Our opinion, proper books of account have been kept by the head office and the branches of the above-named *trust / institution visited by *me / us so far as appears from my / our examination of the books, and proper returns adequate for the purpose of audit have been received from branches not visited by me / us, subject to the comments given below :

In *my / our opinion and to the best *my - our information, and according to information given to *me / us, the said accounts give a true and fair view-

- (i) in the case of the balance sheet, of the state of affairs of the above-named *trust / institution as at 31st March, 2012 and
 - (ii) in the case of the Income and Expenditure account, of the Income over Expenditure of its accounting year ending on 31st March, 2012
- The prescribed particulars are annexed hereto.

Place : Aligarh
DATE : 28.09.2012




Signed Accountant

Notes

1. *Strike out whichever is not applicable.
2. This report has to be given by -
 - (i) a Chartered Accountant within the meaning of the Chartered Accountants Act, 1949 (38 of 1949);
or
 - (ii) any person who, in relation to any State, is, by virtue of the provisions of sub-section (2) of section 226 of the companies Act, 1956 (1 of 1956), entitled to act as an auditor of the company registered in that State.
3. Where any of the matters stated in this report is answered in the negative, or with a qualification, the report shall state the reasons for the same.

MANOJ K. SHARMA & CO.

CHARTERED ACCOUNTANTS

PANDIT LAXMI NARAIN MEMORIAL MAHAVIDYALAYA (B.Ed. Faculty)

Village Gharbara, Post Tappal, Distt. Aligarh

(Under Management of Pandit Laxmi Narain Rural Development Society)

5/6, Ashok Nagar, Goolar Road

ALIGARH - 202 001

☎ 0571-2520741, 98372-62892

BALANCE SHEET AS AT 31ST MARCH, 2012

<u>LIABILITIES</u>		<u>AMOUNT</u>	<u>ASSETS</u>		<u>AMOUNT</u>
Corpus Fund			Fixed Assets		
Opening Balance	65,68,667.00		B. Ed Faculty		
			(As per Schedule I)		1,56,47,271.00
Add : Transfer from Society	1,08,80,000.00		Investment		
			FDR for B Ed Faculty		10,50,000.00
Less : Expenditure over Income	28,714.00	1,74,19,953.00	Current Assets		
			Fees Receivable		13,32,500.00
Current Liabilities			Cash in Hand		31,181.00
- Salary Payable		2,29,300.00	Cash at Bank		5,461.00
- University Fees Payable		4,17,160.00			
Total		1,80,66,413.00	Total		1,80,66,413.00

In terms of our report of even date.

For PANDIT LAXMI NARAIN MEMORIAL
MAHAVIDYALAYA (B.Ed. Faculty)



(Secretary)

For MANOJ K. SHARMA & CO.
CHARTERED ACCOUNTANTS



(CA MANOJ KUMAR SHARMA, FCA)
PROPRIETOR



MANOJ K. SHARMA & CO.

CHARTERED ACCOUNTANTS

PANDIT LAXMI NARAIN MEMORIAL MAHAVIDYALAYA (B.Ed. Faculty)

Village Gharbara, Post Tappal, Distt. Aligarh

(Under Management of Pandit Laxmi Narain Rural Development Society)

5/6, Ashok Nagar, Goolar Road

ALIGARH - 202 001

☎ 0571-2520741, 98372-62892

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2012

EXPENDITURE	AMOUNT	INCOME	AMOUNT
To News Paper & Periodicals	8,500.00	By Fees from Students	67,41,280.00
To Depreciation	11,30,895.00		
To Postage Exps.	2,410.00		
To Seminar & Guest Lecture	61,590.00	By Expenditure Over Income	28,714.00
To Bank Charges	2,33,785.00		
To Bank Interest	11,86,642.00		
To Cultural Programme Exps.	27,530.00		
To Drinking Water Exps.	82,000.00		
To Examination Exps.	14,140.00		
To Gardening Exps.	15,312.00		
To Generator Running Exps.	3,11,644.00		
To Printing & Stationary	19,266.00		
To Miscellaneous Exps.	18,520.00		
To Remuneration to Subject Expert	6,500.00		
To Repair of Furniture	5,440.00		
To Repair & Maintenance of Computer	7,790.00		
To Salary	27,51,600.00		
To Travelling Exps.	14,730.00		
To University Fees	8,31,700.00		
To Processing Fees W/o	40,000.00		
Total	67,69,994.00	Total	67,69,994.00

Compiled from and as per books of accounts produced before us.

For PANDIT LAXMI NARAIN MEMORIAL
MAHAVIDYALAYA (B.Ed. Faculty)


(Secretary)

For MANOJ K. SHARMA & CO.
CHARTERED ACCOUNTANTS


(CA MANOJ KUMAR SHARMA, FCA)
PROPRIETOR



MANOJ K. SHARMA & CO.

CHARTERED ACCOUNTANTS

PANDIT LAXMI NARAIN MEMORIAL MAHAVIDYALAYA (B.Ed. Faculty)

Village Gharbara, Post Tappal, Distt. Aligarh

(Under Management of Pandit Laxmi Narain Rural Development Society)

5/6, Ashok Nagar, Goolar Road

ALIGARH - 202001

☎ 0571-2520741, 98372-62892

SCHEDULE FORMING PART OF BALANCE SHEET AS AT 31ST MARCH, 2012

SCHEDULE I : FIXED ASSETS

PARTICULARS

S.No	Particulars	Rate of Dep	WDV as at 1.4.2011	Additions (for 180 days or	Additions (for less than 180	Total	Dep.	WDV as at 31.3.2012
1	Building	10	3088888	-	12100365	15189253	913907	14275346
2	Works Experience Lab	15	6696	-	-	6696	1004	5692
3	Psychological Lab	15	11610	-	-	11610	1742	9868
4	Educational Technological Lab	15	471597	-	-	471597	70740	400857
5	Language Learning Lab	15	45180	-	-	45180	6777	38403
6	Books	15	269942	-	40,000.00	309942	43491	266451
7	Furniture & Fixtures	10	476109	-	-	476109	47611	428498
8	Scientific Goods	15	49896	-	-	49896	7484	42412
9	Sports Equipments	15	20448	-	-	20448	3067	17381
10	Air Conditioner	15	-	28,300.00	97,050.00	125350	11524	113826
11	Computer & Printers	60	-	28,300.00	-	28300	16980	11320
12	Refrigerator	15	-	22,000.00	-	22000	3300	18700
13	Telephone & Mobile	15	-	21,785.00	-	21785	3268	18517
TOTAL			4440366	100385	12237415	16778166	1130895	15647271

For PANDIT LAXMI NARAIN MEMORIAL
MAHAVIDYALAYA (B.Ed. Faculty)


(SECRETARY)

For MANOJ K. SHARMA & CO.
CHARTERED ACCOUNTANTS


(MANOJ KUMAR SHARMA, FCA)
PROPRIETOR



राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)
उत्तर क्षेत्रीय समिति



NATIONAL COUNCIL FOR TEACHER EDUCATION
(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)
Northern Regional Committee

TO BE PUBLISHED IN THE GAZETTE OF INDIA EXTRAORDINARY PART-III, SECTION-4

F.NRC/NCTE/F-7/UP-3448/157 MEETING/2010

18905

Dated:

26 MAR 2010

ORDER

WHEREAS in terms of Section 14(1) of the NCTE Act, 1993 Pandit Laxmi Narayan Memorial Mahavidyalaya, Vill- Tappal, Post- Gharbara, Tehsil- Khair, District- Aligarh, U.P. had submitted an application to the Northern Regional Committee of NCTE for grant of recognition/permission for starting B.ED Course of One year duration with an annual intake of **100 (One Hundred Only)** students on **31.10.2008**.

2. AND WHEREAS on scrutiny/perusal of the application submitted by the institution, the documents attached therewith, the affidavit and the input received from the visiting team in the form of report and videography, recommendation of the State Government, the Committee was satisfied that the institution/society fulfils the requirements under the provisions of NCTE Act, Rules and relevant Regulations including the Norms and Standards for the Secondary Teacher Education Programme such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratory etc. for running the Programme and has selected/appointed duly qualified teaching staff as per NCTE norms.

3. NOW, THEREFORE, in exercise of the powers vested under Section 14(3) (a) of the NCTE Act, 1993, the Northern Regional Committee hereby grants permission to Pandit Laxmi Narayan Memorial Mahavidyalaya, Vill- Tappal, Post- Gharbara, Tehsil- Khair, District- Aligarh, U.P. for conducting B.ED Course of Secondary (Level) of one year duration with an annual intake of **100 (One Hundred only)** Students from the academic session **2009-2010** under clause 7(11) of NCTE Regulation, 2007 notified on 10-12-2007 subject to fulfillment of the following conditions as per the clarification from the NCTE HQrs letter No. File No. 48-3(1)/2008/NCTE (N&S) dated 01/10/2009 and 06.10.2009.

I. The admissions of students shall be made only after affiliation by the examining body before the commencement of the academic session and the admission of the students shall be completed well before the cut off date prescribed by the examining body for the academic session 2009-2010, failing which the recognition will be effective from the academic session 2010-2011 only.

II. Formal order for recognition/permission will operate for 2009-2010 only if the requirement of 180 teaching days in the session is fulfilled as per calendar of the University/Affiliating Body.

4. The institution shall, within one month of the receipt of recognition order, convert the endowment fund and reserve fund accounts into joint accounts to be operated along with an officer of the Northern Regional Committee.

5. The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.

6. The institution shall make admission only after it obtains affiliation from the examining body in terms of clause 8(12) of the NCTE Regulations, 2007 notified on 10-12-2007.

7. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed under relevant norms and standards of NCTE for other regulatory bodies like UGC, the State Government etc, wherever applicable.

Cont...2

कार्यालय : ए-46, शान्ति पथ, तिलक नगर, जयपुर-302004 (राजस्थान)
कार्यालय : उत्तर प्रदेश, उत्तरांचल, दिल्ली, हरियाणा, पंजाब, चण्डीगढ़, बिहार, उत्तराखण्ड, राजस्थान

Phone No. : 0141-2623501 (O), Telefax No. : 0141-2520115 (RD)

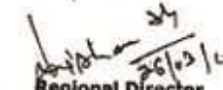
Office : A-46, Shanti Path, Tilak Nagar, Jaipur-302004 (Rajasthan)
Jurisdiction: U.P., Uttaranchal, Delhi, Haryana, Punjab, Chandigarh, H.P., Rajasthan

E-mail: nrc@ncte-in.org

Website: <http://www.ncte-in.org>

-2-


8. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant together with statement of T.D.S. in respect of the salary paid to the staff. A copy of the format is enclosed with the order.
9. If the institution contravenes any of the above conditions or the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee shall withdraw the recognition as stipulated provisions of Section 17(1) of the NCTE Act.
10. The institution shall maintain & update its Web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure: -
- Copy of the Application Form
 - Land and Building Particulars
 - Staff Profile
 - Recognition letter
 - Information for having fulfilled the norms & standard and other required conditions.
11. In case if the land is in the name of the Society, you must transfer the land within six month in the name of the institution failing to which action shall be initiated to withdraw the recognition. It shall be essential on the part of the institution concerned to get the needful done in this regard and intimate the respective Regional Committee along with the new land document within the stipulated time.


Regional Director
Tel. No. 0141-2623501

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

C.C.

- (1) The Principal, Pandit Laxmi Narayan Memorial Mahavidyalaya, VIII- Tappa, Post-Gharbara, Tehsil- Khair, District- Aligarh, U.P.
- (2) The Secretary Education, Govt. of Uttar Pradesh, Secretariat, Lucknow, U.P.
- (3) The Registrar, Dr. Bhim Rao Ambedkar University, Paliwal Park, Agra, U.P.
- (4) The Director, Directorate of Higher Education, I/C Teacher Education, Govt. of Uttar Pradesh, Directorate, Allahabad, U.P.
- (5) The US (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, Bhadurshah Zafar Marg, New Delhi - 110 002.
- (6) Office Order file/ Institution file.


Regional Director



डा० भीमराव अम्बेडकर विश्वविद्यालय, आगरा
(पूर्ववर्ती: आगरा विश्वविद्यालय, आगरा)

संख्या:सम्बद्धन/18०/12

दिनांक: 19.5.2012

सेवा में,

सचिव/प्राचार्य/निदेशक
प० लक्ष्मी नारायण मेमोरियल महाविद्यालय,
धरहरा, टप्पल
अलीगढ़।

महोदय,

अनुसचिव, उच्च शिक्षा अनुभाग-2, उत्तर प्रदेश शासन, लखनऊ के पत्र संख्या:सम्ब0-96/सत्तर-2-2011-2(476)/2010 लखनऊ दिनांक 07जुलाई, 2011 द्वारा सूचित किया जाता है कि राज्य सरकार ने उत्तर प्रदेश राज्य विश्वविद्यालय अधिनियम, 1973 (यथा संशोधित उत्तर प्रदेश राज्य विश्वविद्यालय (संशोधन) अध्यादेश, 2007) की धारा-37 (2) के अधीन आपके महाविद्यालय को स्वयत्त पोषित योजनान्तर्गत स्नातक स्तर पर शिक्षा संक्रायान्तर्गत बी0एड0 पाठ्यक्रम में (100 सीट) में शैक्षणिक सत्र 2010-11 के परीक्षाफल के अभाव में सत्र 2011-12 हेतु संख्यद्धता की पूर्वानुमति प्रदान कर दी है तथा परीक्षाफल घोषित होने पर सत्र 2011-12 से संख्यद्धता को (स्थायी) की पूर्वानुमति मानते हुये उक्त पत्र में उल्लिखित चार शर्तों के अधीन 100 सीटों की प्रवेश क्षमता के साथ स्थायी संख्यद्धता प्रदान कर दी गई है।

उत्तर प्रदेश शासन के उक्त सन्दर्भित पत्र के परिपेक्ष्य में मुझे आपको यह सूचित करने का निर्देश हुआ है कि विश्वविद्यालय द्वारा आपके महाविद्यालय को उपर्युक्त पाठ्यक्रम में संख्यद्धता इस प्रतिबन्ध के साथ प्रदान की जाती है कि प्रबन्धन सत्र शासन के उक्त पत्र दिनांक 07जुलाई, 2011 में उल्लिखित निम्नलिखित शर्तों को निर्धारित अवधि में पूर्ण कर लेगा।

- (1) संस्था शासनादेश संख्या-2851/सत्तर-2-2003-16(92)/2002, दिनांक 02 जुलाई, 2003 में उल्लिखित दिशा-निर्देशों एवं इन विषय में समय-समय पर निर्गत शासनादेशों का पालन करेगी।
- (2) महाविद्यालय/संस्थान द्वारा बी0एड0 पाठ्यक्रम में शासन द्वारा अनुमान्य समस्त सीटों को सुसंगत एवं अद्यतन शासनादेश के अनुसार किसी शैक्षिक सत्र में होने वाली संयुक्त प्रवेश परीक्षा में सम्मिलित एवं काउन्सिलिंग के माध्यम से आवंटित अर्जियों के माध्यम से ही भरा जायेगा तथा राष्ट्रीय अध्यापक शिक्षा परिषद द्वारा निर्धारित मानकों के अनुसार शैक्षिक दिवसों में पठन-पाठन कराया जायेगा।
- (3) यदि संस्था द्वारा विश्वविद्यालय की परिनियमावली/अध्यादेशों में वर्णित तथा शासन एवं विश्वविद्यालय द्वारा निर्धारित शर्तों एवं मानकों की पूर्णता तथा उनकी निरन्तरता को सुनिश्चित नहीं किया जायेगा तो उत्तर प्रदेश राज्य विश्वविद्यालय अधिनियम, 1973 के प्राविधानों के अन्तर्गत संस्था को प्रदान की गयी संख्यद्धता वापिस लिये जाने की कार्यवाही नियमानुसार की जायेगी।
- (4) संस्था राष्ट्रीय अध्यापक शिक्षा परिषद द्वारा निर्धारित समस्त मानकों को पूर्ण तथा उनकी निरन्तरता को सुनिश्चित करेगी एवं परिषद द्वारा निर्धारित समस्त शर्तों का अनुपालन करेगी।

.....2

Self—appraisal of Teacher Education Institutions

2

यदि पंचमसत्र शासन के उक्त वर्णित पत्र में इंगित क्रमियों को समयान्तगत पूर्ण नहीं करता है तो सुसंगत प्रावधानों के अन्तर्गत संस्था को प्रदान की गई सम्बद्धता वापस लिये जाने की कार्यवाही नियमानुसार की जायेगी।

उपर्युक्त के अनुसार कृपया आवश्यक कार्यवाही सुनिश्चित करने का कष्ट करें।

भवदीय

उपकुलसचिव (सम्बद्धन)

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

- 1- अनुसचिव, उच्च शिक्षा अनुभाग-2, उत्तर प्रदेश शासन, लखनऊ
- 2- सहायक कुलसचिव/उपकुलसचिव परीक्षा, गोपनीय, शैक्षिक, प्रकाशन, लेखा।
- 3- निजी सचिव कुलपति।
- 4- क्षेत्रीय उच्च शिक्षा अधिकारी, आगरा मण्डल, जिला पंचायत परिसर, बालूगंज, आगरा।
- 5- अर्थाधिक, एकेडमिक विभाग (कार्य परिषद्)।

गुणा 15/5/12
उपकुलसचिव (सम्बद्धन)
15/5/12 15-5-12



डा० भीमराव अम्बेडकर विश्वविद्यालय, आगरा
(पूर्ववर्ती: आगरा विश्वविद्यालय, आगरा)

संख्या:सम्बद्धन/79/13
दिनांक:28.04.2013

सेवा में,

सचिव/प्राचार्य/निदेशक
पं० लक्ष्मी नारायण मेमोरियल महाविद्यालय
घरबरा, टप्पल
अलीगढ़।

महोदय,

अनुसचिव, उच्च शिक्षा अनुभाग-2, उत्तर प्रदेश शासन, लखनऊ के पत्र संख्या:सम्ब0-439/सत्तर-2-2012-2(481)/2011 दिनांक 24 सितम्बर, 2012 द्वारा सूचित किया गया है कि राज्य सरकार ने उत्तर प्रदेश राज्य विश्वविद्यालय अधिनियम, 1973 (यथा संशोधित उत्तर प्रदेश राज्य विश्वविद्यालय (संशोधन) अध्यादेश, 2007) की धारा-37 (2) के "परन्तुक के" अधीन आपके महाविद्यालय को स्ववित्त पोषित योजनान्तर्गत स्नातक स्तर पर कला संकायान्तर्गत बी0ए0 (हिन्दी, अंग्रेजी, समाजशास्त्र, अर्थशास्त्र, शिक्षाशास्त्र, इतिहास, गृहविज्ञान) पाठ्यक्रम/विषयों में दिनांक 01.07.2012 से उक्त पत्र में उल्लिखित दो शर्तों के अधीन राज्य सरकार द्वारा सशर्त सम्बद्धता की पूर्वानुमति प्रदान कर दी गई है।

उत्तर प्रदेश शासन के उक्त सन्दर्भित पत्र के परिपेक्ष्य में मुझे आपको यह सूचित करने का निर्देश हुआ है कि विश्वविद्यालय द्वारा आपके महाविद्यालय को उपर्युक्त पाठ्यक्रम में सम्बद्धता इस प्रतिबन्ध के साथ प्रदान की जाती है कि प्रबन्धतंत्र शासन के उक्त पत्र दिनांक 24 सितम्बर, 2012 में उल्लिखित शर्तों को निरन्तर पूर्ण करता रहेगा।

- (1) संस्था शासनादेश संख्या-2851/सत्तर-2-2003-16(92)/2002, दिनांक 02 जुलाई, 2003 में उल्लिखित दिशा-निर्देशों एवं इस विषय में समय-समय पर निर्गत शासनादेशों का पालन करेगी।
- (2) यदि संस्था द्वारा विश्वविद्यालय की परिनियमावली/अध्यादेश में वर्णित तथा शासन एवं विश्वविद्यालय द्वारा निर्धारित शर्तों एवं मानकों की पूर्णता तथा उनकी निरन्तरता को सुनिश्चित नहीं किया जायेगा तो उत्तर प्रदेश राज्य विश्वविद्यालय अधिनियम, 1973 के प्राविधानों के अन्तर्गत संस्था को प्रदान की गयी सम्बद्धता वापस लिये जाने की कार्यवाही नियमानुसार की जायेगी। यदि प्रबन्धतंत्र शासन के उक्त वर्णित पत्र में इंगित कमियों को समयान्तर्गत पूर्ण नहीं करता है तो सुसंगत प्रावधानों के अन्तर्गत संस्था को प्रदान की गई सम्बद्धता वापस लिये जाने की कार्यवाही नियमानुसार की जायेगी। उपर्युक्त के अनुसार कृपया आवश्यक कार्यवाही सुनिश्चित करने का कष्ट करें।

भवदीय

उपकुलसचिव (सम्बद्धन)

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

- 1- अनुसचिव, उच्च शिक्षा अनुभाग-2, उत्तर प्रदेश शासन, लखनऊ
- 2- सहायक कुलसचिव/उपकुलसचिव परीक्षा, गोपनीय, शैक्षिक, प्रकाशन, लेखा।
- 3- निजी सचिव कुलपति।
- 4- क्षेत्रीय उच्च शिक्षा अधिकारी, आगरा मण्डल, जिला पंचायत परिसर, बालूगंज, आगरा।
- 5- अधीक्षक, एकेडमिक विभाग (कार्य परिषद्)।

उपकुलसचिव (सम्बद्धन)



डॉ. भीमराव अम्बेदकर विश्वविद्यालय, आगरा
(पूर्ववर्ती : आगरा विश्वविद्यालय, आगरा)

क्रमांक ... 179/14 ..
दिनांक ... 19/4/14 ..

कुलसचिव

TO WHOM IT MAY CONCERN

This is to certify that Pandit Laxmi Narayan Memorial Mahavidyalaya Gharbara (Tappal) Aligarh (U.P.) Pin 202165 is affiliated to the Dr. B.R.A. University, Agra since 2008 and recognized by the University Grants Commission (if applicable) and the following Courses/Subjects are taught in the said college as per approval.

Sr.No	Name of the course (s) and duration	Affiliation		Period of validity for the year (s)
		Permanent	Temporary	
1.	Three year B.A. course	Permanent		----
2.	B.Ed. course	Permanent		----

Competent Authority: 

Name: (Dr. B.K. Pandey)

Designation: कुलसचिव
डॉ. भीमराव अम्बेदकर विश्वविद्यालय, आगरा

Seal and Signature



Annexure-9

PANDIT LAXMI NARAYAN MEMORIAL MAHAVIDYALAYA GHARBARA
DR.B.R.A.UNIVERSITY AGRA
RESULT SESSION 2012-13

S. NO.	ROLL NO.	CANDIDATE NAME	FATHER'S NAME	PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVE OF TEACHER EDUCATION					TEACHING OF SCIENCE	TEACHING OF SOCIAL SCIENCE	TEACHING OF MATHEMATICS	TEACHING OF ENGLISH	TEACHING OF ARTS	TEACHING OF PRACTICAL	TOTAL	GRADE	DIVISION	REMARKS			
				100	100	100	100	100													
				30	30	30	30	30													
16037	133680141001	ACEESH KUMAR	RACHE SHYAM	59	59	70	65	76	TEACHING OF SCIENCE	30	TEACHING OF SOCIAL SCIENCE	40	398	120	45	165	563	PASS	FIRST DIVISION	PASS	FIRST DIVISION
16038	133680141002	AFROJ	KAMRUDDIN KHAN	61	55	55	55	59	TEACHING OF SCIENCE	33	TEACHING OF SOCIAL SCIENCE	32	353	130	45	175	529	PASS	SECOND DIVISION	PASS	FIRST DIVISION
16039	133680141003	ALKA	RUPENDRA SINGH	58	49	60	59	56	TEACHING OF SCIENCE	33	TEACHING OF SOCIAL SCIENCE	27	341	139	45	185	526	PASS	SECOND DIVISION	PASS	FIRST DIVISION
16040	133680141004	ANAVEER SINGH SANTI	SANTI LAL	48	35	55	56	52	TEACHING OF SCIENCE	27	TEACHING OF SOCIAL SCIENCE	17	312	120	43	160	475	PASS	SECOND DIVISION	PASS	FIRST DIVISION
16041	133680141005	ANIL KUMAR	SURESH BABU	58	56	55	59	58	TEACHING OF SCIENCE	22	TEACHING OF SOCIAL SCIENCE	17	325	136	45	184	509	PASS	SECOND DIVISION	PASS	FIRST DIVISION
16042	133680141006	ANJU KUMARI	BACHCHU SINGH	68	55	55	65	59	TEACHING OF SCIENCE	30	TEACHING OF SOCIAL SCIENCE	31	360	139	47	186	546	PASS	FIRST DIVISION	PASS	FIRST DIVISION
16043	133680141007	ANJESH KUMAR SHARMA	RAJENDRA PAL SHARMA	67	56	67	65	66	TEACHING OF SCIENCE	34	TEACHING OF SOCIAL SCIENCE	38	395	135	44	179	574	PASS	FIRST DIVISION	PASS	FIRST DIVISION
16044	133680141008	ARIEA KHAN	PARVEZ KHAN	59	57	60	60	64	TEACHING OF SCIENCE	20	TEACHING OF SOCIAL SCIENCE	30	350	140	45	186	536	PASS	SECOND DIVISION	PASS	FIRST DIVISION
16045	133680141009	AVDHESH KUMAR	MAHAVIR PRASAD	64	59	60	60	43	TEACHING OF SCIENCE	26	TEACHING OF SOCIAL SCIENCE	20	331	137	42	179	510	PASS	SECOND DIVISION	PASS	FIRST DIVISION
16046	133680141010	BALRAM SINGH	SHANKER LAL	64	54	44	56	62	TEACHING OF SCIENCE	33	TEACHING OF SOCIAL SCIENCE	29	342	139	45	165	527	PASS	SECOND DIVISION	PASS	FIRST DIVISION
16047	133680141011	BHAGWATI PRASAD	GHATRA PAL SINGH	52	45	52	59	43	TEACHING OF SCIENCE	21	TEACHING OF SOCIAL SCIENCE	27	302	AB	35	337	MM		MM		
16048	133680141012	BHANU PRATAP SINGH	SAHAS SINGH	49	46	35	60	50	TEACHING OF SCIENCE	27	TEACHING OF SOCIAL SCIENCE	28	297	137	43	160	477	PASS	SECOND DIVISION	PASS	FIRST DIVISION
16049	133680141013	BHOSENDRA SINGH	SHRI RAM	53	47	38	51	46	TEACHING OF SCIENCE	24	TEACHING OF SOCIAL SCIENCE	17	276	125	35	160	436	PASS	THIRD DIVISION	PASS	FIRST DIVISION
16050	133680141014	BHUPENDRA KUMAR	JAGDISH PRASAD	69	37	67	66	69	TEACHING OF SCIENCE	34	TEACHING OF SOCIAL SCIENCE	39	381	129	38	167	546	PASS	FIRST DIVISION	PASS	FIRST DIVISION
16051	133680141015	BHURA SINGH	SHIKH PAL SINGH	67	50	66	60	62	TEACHING OF SCIENCE	34	TEACHING OF SOCIAL SCIENCE	29	368	120	35	153	527	PASS	FIRST DIVISION	PASS	FIRST DIVISION

Self-appraisal of Teacher Education Institutions

S. NO.	ROLL NO.	CANDIDATE NAME	FATHER'S NAME	PSYCHOLOGICAL AND SOCIOLOGICAL TESTS FOR TEACHERS					TEACHING OF SCIENCE	TEACHING OF HISTORY	TEACHING OF SOCIAL SCIENCES	TOTAL THEORY	PRACTICE (LAB WORK)	INTERNAL ASSESSMENT	TOTAL PRACTICALS	GRADED TOTAL	RESULT THEORY	COMBINED THEORY	RESULT PRACTICAL	OVERSEEN PRACTICAL	
				100	100	100	100	100													
				30	30	30	30	30													
15052	133680141016	BHUVNESH AGRWAL	MAHESH CHANDRA AGRWAL	59	60	70	57	56	TEACHING OF SOCIAL SCIENCES	35	TEACHING OF HISTORY	35	395	139	45	184	580	PASS	FIRST DIVISION	PASS	FIRST DIVISION
15053	133680141017	BIMMY KUMARI	RAJA BABU SINGH	58	52	60	41	48	TEACHING OF SCIENCE	17	TEACHING OF SOCIAL SCIENCES	33	310	140	47	187	497	PASS	SECOND DIVISION	PASS	FIRST DIVISION
15054	133680141018	CHANDRA PRAKASH	BALVIR SINGH	67	60	71	57	70	TEACHING OF SCIENCE	40	TEACHING OF HISTORY	36	411	138	46	184	585	PASS	FIRST DIVISION	PASS	FIRST DIVISION
15055	133680141019	DAKSH SINGH	GYAN SINGH	53	49	64	66	55	TEACHING OF SCIENCE	28	TEACHING OF HISTORY	32	347	120	41	161	508	PASS	SECOND DIVISION	PASS	FIRST DIVISION
15056	133680141020	DEEPAK YADAV	HARINATH YADAVA	65	61	61	54	55	TEACHING OF SCIENCE	36	TEACHING OF SOCIAL SCIENCES	30	372	140	46	186	558	PASS	FIRST DIVISION	PASS	FIRST DIVISION
15057	133680141021	DEVENDRA KUMAR DAWAR	RAM CHARAN	57	54	38	54	51	TEACHING OF SCIENCE	22	TEACHING OF HISTORY	17	293	101	32	133	426	PASS	SECOND DIVISION	PASS	FIRST DIVISION
15058	133680141022	DEVESH KUMAR MAHESHWARI	HARISH KUMAR MAHESHWARI	67	65	71	67	62	TEACHING OF SCIENCE	29	TEACHING OF HISTORY	32	383	138	46	184	577	PASS	FIRST DIVISION	PASS	FIRST DIVISION
15059	133680141023	DINESH KUMAR GAUTAM	JAGDISH PRASAD	62	67	62	66	68	TEACHING OF SCIENCE	32	TEACHING OF HISTORY	36	393	115	42	157	550	PASS	FIRST DIVISION	PASS	FIRST DIVISION
15060	133680141024	DINESH SHARMA	JAI DEV SHARMA	67	50	70	57	58	TEACHING OF SCIENCE		TEACHING OF HISTORY	31	333	120	43	163	456	NW		NW	
15061	133680141025	GARIMA VARSHNEY	ANIL KUMAR VARSHNEY	65	60	73	70	61	TEACHING OF SCIENCE	33	TEACHING OF SOCIAL SCIENCES	30	352	137	47	184	576	PASS	FIRST DIVISION	PASS	FIRST DIVISION
15062	133680141026	GAUTAM SINGH	DEVRAJ SINGH	61	46	58	58	60	TEACHING OF SCIENCE	30	TEACHING OF HISTORY	30	343	130	42	172	515	PASS	SECOND DIVISION	PASS	FIRST DIVISION
15063	133680141027	GIRRAJ KISHORE	BIDHA RAM	67	51	65	66	68	TEACHING OF SCIENCE	35	TEACHING OF SOCIAL SCIENCES	38	354	140	47	187	581	PASS	FIRST DIVISION	PASS	FIRST DIVISION
15064	133680141028	GITA SHARMA	SATISH CHANDRA SHARMA	59	53	60	56	61	TEACHING OF SCIENCE	29	TEACHING OF SOCIAL SCIENCES	29	346	135	44	179	525	PASS	SECOND DIVISION	PASS	FIRST DIVISION
15065	133680141029	HEMANT KUMAR SAHNI	YATENDRA KUMAR	AB	AB	AB	AB	AB	TEACHING OF SCIENCE		TEACHING OF HISTORY	###	AB	AB	0	###	NW		NW		
15066	133680141030	HIRA FARHEEN	SHAD ALI	57	69	66	65	62	TEACHING OF SCIENCE	21	TEACHING OF SOCIAL SCIENCES	34	374	138	46	184	558	PASS	FIRST DIVISION	PASS	FIRST DIVISION
15067	133680141031	JAS PAL SINGH	BHARAT LAL	64	45	55	52	52	TEACHING OF SCIENCE	29	TEACHING OF HISTORY	17	320	120	41	161	481	PASS	SECOND DIVISION	PASS	FIRST DIVISION
15068	133680141032	KAILASH CHANDRA	GOPI RAM	63	43	66	60	66	TEACHING OF SCIENCE	32	TEACHING OF HISTORY	33	365	118	41	159	524	PASS	FIRST DIVISION	PASS	FIRST DIVISION
15069	133680141033	KALPANA KUMARI	SUKLAL SINGH	64	55	62	58	54	TEACHING OF SCIENCE	17	TEACHING OF SOCIAL SCIENCES	30	341	120	43	163	504	PASS	SECOND DIVISION	PASS	FIRST DIVISION

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Self-appraisal of Teacher Education Institutions

S. NO.	ROLL NO.	CANDIDATE NAME	FATHER'S NAME	TEACHING SKILLS AND PEDAGOGICAL SKILLS					TEACHING OF SCIENCE	TEACHING OF SOCIAL SCIENCES	MARKS					TEACHING OF SCIENCE	TEACHING OF SOCIAL SCIENCES	TEACHING OF ARTS	TEACHING OF PRACTICALS	TEACHING OF TOTAL	TEACHING OF SCIENCE	TEACHING OF SOCIAL SCIENCES	TEACHING OF ARTS	TEACHING OF PRACTICALS	TEACHING OF TOTAL	TEACHING OF SCIENCE	TEACHING OF SOCIAL SCIENCES	TEACHING OF ARTS	TEACHING OF PRACTICALS	TEACHING OF TOTAL																				
				100	100	100	100	100			30	30	30	30	30																30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
				1	2	3	4	5			6	7	8	9	10																11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
16070	133680141034	KULDEEP KUMAR	RAJSTAR SINGH	64	48	52	59	51	TEACHING OF SCIENCE	25	TEACHING OF SOCIAL SCIENCES	23	324	125	44	169	493	PASS	SECOND DIVISION	PASS	FIRST DIVISION																													
16071	133680141035	KUSUM RANI	VEER PAL	62	56	62	63	57	TEACHING OF SCIENCE	25	TEACHING OF SOCIAL SCIENCES	33	361	140	43	183	544	PASS	FIRST DIVISION	PASS	FIRST DIVISION																													
16072	133680141036	LALIT KUMAR	GAHRAM SINGH	53	48	48	56	45	TEACHING OF SCIENCE	17	TEACHING OF SOCIAL SCIENCES	33	292	135	45	180	472	PASS	SECOND DIVISION	PASS	FIRST DIVISION																													
16073	133680141037	MANITA	KUMAR PAL SINGH	47	56	46	62	54	TEACHING OF SCIENCE	25	TEACHING OF SOCIAL SCIENCES	34	327	150	44	144	471	PASS	SECOND DIVISION	PASS	FIRST DIVISION																													
16074	133680141038	MANISH KUMAR RAJDRYA	OM PRAKASH	60	56	56	62	63	TEACHING OF SCIENCE	24	TEACHING OF SOCIAL SCIENCES	27	352	120	45	165	517	PASS	SECOND DIVISION	PASS	FIRST DIVISION																													
16075	133680141039	MANISHA YADAV	CHAUTHI YADAV	66	64	50	62	46	TEACHING OF SCIENCE	28	TEACHING OF SOCIAL SCIENCES	33	348	100	47	147	495	PASS	SECOND DIVISION	PASS	FIRST DIVISION																													
16076	133680141040	MANOJ KUMAR	AJAY CHANDRA VIMAL	51	42	46	40	50	TEACHING OF SCIENCE	19	TEACHING OF SOCIAL SCIENCES	32	280	101	45	149	429	PASS	THIRD DIVISION	PASS	FIRST DIVISION																													
16077	133680141041	MANTOSH KUMAR AHIRWAR	MAHESH WARI DEEN AHIRWAR	63	46	53	56	54	TEACHING OF SCIENCE	22	TEACHING OF SOCIAL SCIENCES	30	326	129	36	167	493	PASS	SECOND DIVISION	PASS	FIRST DIVISION																													
16078	133680141042	MEENU SINGH	SANTOSH KUMAR HANSH	66	68	60	66	66	TEACHING OF SCIENCE	18	TEACHING OF SOCIAL SCIENCES	30	366	141	46	187	553	PASS	FIRST DIVISION	PASS	FIRST DIVISION																													
16079	133680141043	MITHILESH	ASHOK KUMAR	60	62	56	62	64	TEACHING OF SCIENCE	25	TEACHING OF SOCIAL SCIENCES	35	366	139	45	184	560	PASS	FIRST DIVISION	PASS	FIRST DIVISION																													
16080	133680141044	MOHAN SINGH	POORAN SINGH	67	64	54	60	62	TEACHING OF SCIENCE	32	TEACHING OF SOCIAL SCIENCES	33	367	136	46	184	561	PASS	FIRST DIVISION	PASS	FIRST DIVISION																													
16081	133680141045	NEERAJ KUMAR	KISHAN SINGH	66	64	56	60	65	TEACHING OF SCIENCE	28	TEACHING OF SOCIAL SCIENCES	27	356	137	44	181	537	PASS	SECOND DIVISION	PASS	FIRST DIVISION																													
16082	133680141046	NETU CHAUDHARI	BHAGWAN SINGH CHAUDHARI	62	54	75	58	78	TEACHING OF SCIENCE	39	TEACHING OF SOCIAL SCIENCES	37	393	137	46	183	576	PASS	FIRST DIVISION	PASS	FIRST DIVISION																													
16083	133680141047	NIDA JAMEEL	AHTRAM UDDIN	66	67	60	66	67	TEACHING OF SCIENCE	19	TEACHING OF SOCIAL SCIENCES	26	343	136	45	180	523	PASS	SECOND DIVISION	PASS	FIRST DIVISION																													
16084	133680141048	NIRAJ KUMAR MAURYA	NEM SINGH MAURYA	51	51	64	58	62	TEACHING OF SCIENCE	04	TEACHING OF SOCIAL SCIENCES	23	333	116	42	150	493	PASS	SECOND DIVISION	PASS	FIRST DIVISION																													
16085	133680141049	NISHU KUMAR	AMAR PAL SINGH	64	64	64	63	62	TEACHING OF SCIENCE	25	TEACHING OF SOCIAL SCIENCES	24	347	115	43	156	505	PASS	SECOND DIVISION	PASS	FIRST DIVISION																													
16086	133680141050	NUTAN AGARWAL	CHETANYA KUMAR AGARWAL	67	64	66	60	64	TEACHING OF SCIENCE	23	TEACHING OF SOCIAL SCIENCES	32	365	137	46	183	545	PASS	FIRST DIVISION	PASS	FIRST DIVISION																													
16087	133680141051	PAWAN AGRAWAL	MAHESH CHANDRA AGRAWAL	61	66	62	66	70	TEACHING OF SCIENCE	31	TEACHING OF SOCIAL SCIENCES	37	395	136	47	183	578	PASS	FIRST DIVISION	PASS	FIRST DIVISION																													

Self-appraisal of Teacher Education Institutions

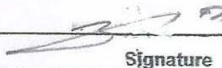
S. NO.	ROLL NO.	CANDIDATE NAME	FATHER'S NAME	PRACTICAL AND SKILLS					TEACHING OF THEORY	TEACHING OF PRACTICES	TOTAL	GRADE	TECHNICAL THEORY	TECHNICAL PRACTICES	INTERNAL ASSESSMENT	TOTAL PRACTICAL	GRAND TOTAL	RESULT THEORY	DIVISION THEORY	RESULT PRACTICAL	DIVISION PRACTICAL
				100	100	100	100	100													
				1	2	3	4	5													
16058	133680141052	PAWAN KUMAR	HOTI LAL	37	48	54	44	56	TEACHING OF THEORY	22	TEACHING OF PRACTICES	25	287	100	35	135	422	PASS	THIRD DIVISION	PASS	FIRST DIVISION
16059	133680141053	POOJA	SATYVEER SINGH	64	59	74	58	56	TEACHING OF THEORY	28	TEACHING OF PRACTICES	32	371	140	48	186	557	PASS	FIRST DIVISION	PASS	FIRST DIVISION
16060	133680141054	POOJA SHARMA	YATENDRA KUMAR SHARMA	62	62	57	56	56	TEACHING OF THEORY	28	TEACHING OF PRACTICES	25	347	141	47	188	535	PASS	SECOND DIVISION	PASS	FIRST DIVISION
16061	133680141055	POONAM	AJAY KUMAR	56	47	55	54	54	TEACHING OF THEORY	32	TEACHING OF PRACTICES	27	329	110	40	150	479	PASS	SECOND DIVISION	PASS	FIRST DIVISION
16062	133680141056	POONAM BHARATI PAL	BHAGAVATI SINGH	58	48	61	56	57	TEACHING OF THEORY	29	TEACHING OF PRACTICES	25	335	115	41	156	491	PASS	SECOND DIVISION	PASS	FIRST DIVISION
16063	133680141057	PRACHI BHATNAGAR	SATYA PRAKASH BHATNAGAR	65	59	54	57	57	TEACHING OF THEORY	27	TEACHING OF PRACTICES	28	347	139	46	185	532	PASS	SECOND DIVISION	PASS	FIRST DIVISION
16064	133680141058	PRAVEEN KUMAR	SANTOSH KUMAR	46	40	69	58	52	TEACHING OF THEORY	27	TEACHING OF PRACTICES	30	322	130	41	171	493	PASS	SECOND DIVISION	PASS	FIRST DIVISION
16065	133680141059	PRAVEESH KUMAR	GIROHARI LAL	67	61	70	68	65	TEACHING OF THEORY	35	TEACHING OF PRACTICES	34	391	120	42	182	553	PASS	FIRST DIVISION	PASS	FIRST DIVISION
16066	133680141060	PREETI RATHI	MAHESH CHANDRA RATHI	70	58	73	60	63	TEACHING OF THEORY	32	TEACHING OF PRACTICES	30	376	139	46	184	560	PASS	FIRST DIVISION	PASS	FIRST DIVISION
16067	133680141061	PREETI SHARMA	RAM PRAKASH SHARMA	65	68	76	67	66	TEACHING OF THEORY	37	TEACHING OF PRACTICES	38	407	136	47	185	592	PASS	FIRST DIVISION	PASS	FIRST DIVISION
16068	133680141062	PRETI GAUR	KRISHAN KUMAR GAUR	36	41	44	54	50	TEACHING OF THEORY	18	TEACHING OF PRACTICES	24	267	139	46	185	462	PASS	THIRD DIVISION	PASS	FIRST DIVISION
16069	133680141063	RACHNA	LALTA PRASAD	57	64	66	54	50	TEACHING OF THEORY	34	TEACHING OF PRACTICES	28	353	136	44	180	533	PASS	SECOND DIVISION	PASS	FIRST DIVISION
16100	133680141064	RAGHUVEER SINGH	DAYARAM	57	65	61	52	54	TEACHING OF THEORY	20	TEACHING OF PRACTICES	24	313	125	43	168	481	PASS	SECOND DIVISION	PASS	FIRST DIVISION
16101	133680141065	RAHUL KUMAR	MURALI BHARTIYA	58	58	67	50	50	TEACHING OF THEORY	30	TEACHING OF PRACTICES	31	342	136	47	183	525	PASS	SECOND DIVISION	PASS	FIRST DIVISION
16102	133680141066	RAHUL KUMAR MISHRA	HAKIM SINGH MISHRA	58	65	74	67	65	TEACHING OF THEORY	35	TEACHING OF PRACTICES	34	398	138	46	184	583	PASS	FIRST DIVISION	PASS	FIRST DIVISION
16103	133680141067	RAM KUMAR	RAM PAL SINGH	68	68	73	58	57	TEACHING OF THEORY	31	TEACHING OF PRACTICES	35	385	130	42	172	557	PASS	FIRST DIVISION	PASS	FIRST DIVISION
16104	133680141068	RAJ VIJAY SINGH	RAJENDRA SINGH	54	53	64	52	52	TEACHING OF THEORY	22	TEACHING OF PRACTICES	32	319	118	43	161	480	PASS	SECOND DIVISION	PASS	FIRST DIVISION
16105	133680141069	RAVENDRA KUMAR	MIHI LAL SINGH	68	62	66	57	50	TEACHING OF THEORY	27	TEACHING OF PRACTICES	30	350	115	44	159	509	PASS	SECOND DIVISION	PASS	FIRST DIVISION

16.54 x 11.69 in

Self-appraisal of Teacher Education Institutions

S. NO.	ROLL NO.	CANDIDATE NAME	FATHER'S NAME	TEACHING SKILLS					TEACHING OF SCIENCE	MARKS	TEACHING OF SCIENCE	MARKS	TOTAL THEORY	PRACTICE AT HOME	INTERNAL ASSESSMENT	TOTAL PRACTICAL	GRAND TOTAL	RESULT THEORY	DIVISION THEORY	RESULT PRACTICAL	DIVISION PRACTICAL
				100	100	100	100	100													
				100	100	100	100	100													
15105	133680141070	RAVINDRA KUMAR YADAV	SURENDRA KUMAR YADAV	59	63	66	56	54	TEACHING OF SCIENCE	25	TEACHING OF SCIENCE	33	359	142	45	190	549	PASS	FIRST DIVISION	PASS	FIRST DIVISION
15107	133680141071	RICHA JAISWAL	PRAKASH CHANDRA JAISWAL	63	64	63	60	56	TEACHING OF SCIENCE	29	TEACHING OF SCIENCE	29	364	127	45	182	546	PASS	FIRST DIVISION	PASS	FIRST DIVISION
15108	133680141072	RINKOO	MAKCHAN SINGH	AB	AB	AB	AB	AB	TEACHING OF SCIENCE		TEACHING OF SCIENCE		AB	AB	0	AB	AB	MM		MM	
15109	133680141073	SAGAR CHAUDHARY	TEJIVIR SINGH	64	58	72	58	55	TEACHING OF SCIENCE	33	TEACHING OF SCIENCE	35	395	121	32	133	528	PASS	FIRST DIVISION	PASS	FIRST DIVISION
15110	133680141074	SANGEETA VERMA	ABADH BEHARI VERMA	61	64	64	64	60	TEACHING OF SCIENCE	22	TEACHING OF SCIENCE	38	333	137	47	184	517	PASS	SECOND DIVISION	PASS	FIRST DIVISION
15111	133680141075	SANJEEV KUMAR	RAGHUNIR SINGH	50	62	22	58	58	TEACHING OF SCIENCE	32	TEACHING OF SCIENCE	29	312	120	40	160	472	MM		MM	
15112	133680141076	SATISH SINGH	SIYA RAM	63	58	70	66	65	TEACHING OF SCIENCE	27	TEACHING OF SCIENCE	39	389	115	41	156	545	PASS	FIRST DIVISION	PASS	FIRST DIVISION
15113	133680141077	SATYAPAL	LAKHMI SINGH	53	58	59	60	52	TEACHING OF SCIENCE	24	TEACHING OF SCIENCE	23	318	133	45	178	494	PASS	SECOND DIVISION	PASS	FIRST DIVISION
15114	133680141078	SEEMA RANI	SHANTI DWARDROOP SARDWAT	56	47	51	52	57	TEACHING OF SCIENCE	27	TEACHING OF SCIENCE	25	315	136	42	178	493	PASS	SECOND DIVISION	PASS	FIRST DIVISION
15115	133680141079	SHALINI TOMAR	RAJESH KUMAR TOMAR	57	63	62	55	56	TEACHING OF SCIENCE	22	TEACHING OF SCIENCE	34	351	140	45	166	537	PASS	SECOND DIVISION	PASS	FIRST DIVISION
15116	133680141080	SHIV KUMAR SINGH	BABU RAM	43	62	49	57	54	TEACHING OF SCIENCE	22	TEACHING OF SCIENCE	22	307	138	45	183	490	PASS	SECOND DIVISION	PASS	FIRST DIVISION
15117	133680141081	SONU SINGH	VUJA PAL SINGH	41	48	34	52	55	TEACHING OF SCIENCE	27	TEACHING OF SCIENCE	25	283	116	43	158	442	PASS	THIRD DIVISION	PASS	FIRST DIVISION
15118	133680141082	TANU RANI	HARMOHAN	64	63	60	60	57	TEACHING OF SCIENCE	32	TEACHING OF SCIENCE	28	364	138	45	184	548	PASS	FIRST DIVISION	PASS	FIRST DIVISION
15119	133680141083	UMESH KUMAR	RAJENDRA PRASAD GALTAM	41	60	59	50	56	TEACHING OF SCIENCE	30	TEACHING OF SCIENCE	30	328	134	45	173	507	PASS	SECOND DIVISION	PASS	FIRST DIVISION
15120	133680141084	UMESH KUMAR SINGH	JAYKISHAN SINGH	66	67	71	58	59	TEACHING OF SCIENCE	32	TEACHING OF SCIENCE	33	385	136	48	184	570	PASS	FIRST DIVISION	PASS	FIRST DIVISION
15121	133680141085	USHA RANI	MURLIDHAR SINGH	51	52	58	50	45	TEACHING OF SCIENCE	25	TEACHING OF SCIENCE	29	311	122	35	137	448	PASS	SECOND DIVISION	PASS	FIRST DIVISION
15122	133680141086	VINESH CHANDRA	SHANTI DWARDROOP	47	46	34	52	50	TEACHING OF SCIENCE	24	TEACHING OF SCIENCE	22	275	116	40	158	433	PASS	THIRD DIVISION	PASS	FIRST DIVISION
15123	133680141087	VINOD KUMAR	OMPRAKASH SINGH	49	62	49	50	50	TEACHING OF SCIENCE	18	TEACHING OF SCIENCE	22	298	120	33	133	431	PASS	SECOND DIVISION	PASS	FIRST DIVISION
15124	133680141088	VIRECH KUMAR	RAJVEER SINGH	41	49	52	50	50	TEACHING OF SCIENCE	32	TEACHING OF SCIENCE	21	295	121	34	135	430	PASS	SECOND DIVISION	PASS	FIRST DIVISION
15125	133680141089	VISHAL KUMAR	RAM GOPAL	45	51	58	52	50	TEACHING OF SCIENCE	22	TEACHING OF SCIENCE	21	309	AB	AB	0	309	MM		MM	
15126	133680141090	VISHESHVAR SINGH	JAGDISH SINGH	45	58	48	54	56	TEACHING OF SCIENCE	30	TEACHING OF SCIENCE	32	323	110	43	153	476	PASS	SECOND DIVISION	PASS	FIRST DIVISION
15127	133680141091	VIVEK KUMAR	JAGDEESH PRASAD	53	53	49	50	50	TEACHING OF SCIENCE	25	TEACHING OF SCIENCE	32	332	137	45	183	515	PASS	SECOND DIVISION	PASS	FIRST DIVISION
15128	133680141092	VATENDRA KUMAR TRIPATHI	GURU PRASAD	58	58	58	60	60	TEACHING OF SCIENCE	27	TEACHING OF SCIENCE	30	350	120	43	163	513	PASS	SECOND DIVISION	PASS	FIRST DIVISION
15129	133680141093	YOGENDRA KUMAR	LALLU SINGH	26	51	50	50	54	TEACHING OF SCIENCE	21	TEACHING OF SCIENCE	24	276	139	47	186	462	MM		MM	

Supervisor's Comments

S. No.	Subject to Supervision	Comments and Suggestions
1.	<u>Lesson Plan :</u> a) Completeness b) Specific Objectives c) Response of Students	✓ ✓ well
2.	<u>Teaching Aid :</u> a) Use of Material Aid b) Appropriateness	✓ accordingly to lesson Yes, good
3.	<u>Introduction :</u> a) Questions based on previous knowledge b) Question related to Topic c) Introduction to the lesson.	✓ ✓ good
4.	<u>Presentation :</u> a) Teacher-Student Interaction b) Demonstration c) Teacher Narration	✓ — good
5.	<u>Black Board Summary :</u> a) Systematic b) Writing c) Correctness, Visible d) Use of Pointer	✓ clear ✓
6.	<u>Evaluation :</u> a) Based on Teaching Objectives b) Confidence & Expression c) Distribution of Questions	✓ yes equal
7.	<u>Class Control :</u> a) Discipline	good
8.	<u>Reading</u> a) Holding Book b) Pronunciation c) Voice Control	✓ ✓ good
9.	<u>Over all Teaching :</u>	good
		Signature  5/3/13

छात्राध्यापक निरीक्षण

दिनांक 05/03/2013 विषय विज्ञान कालांश 6
 कक्षा 9th प्रकरण जल अवधि 35-मिनट

1. पाठ योजना का निर्माण पाठ योजना पूर्व निश्चित थी
2. प्रस्तावना पूर्व ज्ञान से संबंधित थी
3. सहायक सामग्री की उपयुक्तता सहायक सामग्री का प्रयोग किया गया
4. प्रस्तुतीकरण प्रश्नों में पुनरावृत्ति की गयी
5. श्यामपट्ट कार्य श्यामपट्ट कार्य किया गया
6. कक्षा व्यवस्था कक्षा व्यवस्था में अनुशासन था
7. सुझाव गृह कार्य दिया गया


 हस्ताक्षर छात्राध्यापक


 हस्ताक्षर पर्यवेक्षक