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Accredited by NAAC, Approved by N.C.T.E. & Affiliated to M.J.P. Rohilkhand University, Bareilly (U.P.)

Ref. : S.B.A./1082/2013-14

Date : 02.11.2013.....

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.

Place: Moradabad (U.P.)

Date: 02.11.2013


(Dr. Archana Gupta)

Principal/H.O.D.
Principal/H.O.D.
Shree Balaji Academy (B.Ed. College)
Vill. Mohamadpur Bastor, P.O. Noorpur
Sambhal Road, Opp. Petrol Pump
Moradabad-244001 (U.P.) Ph. 0591-6454820

Self Assessment Report

A. Profile of the Institution

1. Name and address of the institution : Shree Balaji Academy, Mohammadpur Bastor, Post-Noorpur, 8th Km. Stone, Sambhal Road, Moradabad-244001 (U.P.)
2. Website URL : www.shreebalajiacademy.in
3. For Communication :

Office

Name	Telephone Number with STD Code	Fax No.	E-mail address
Head/Principal	0591-6454820	0591-2956044	hod.sba@gmail.com
Vice-Principal			
Self-Appraisal Co-ordinator	0591-6454820	0591-2956044	drmandeep.singh@yahoo.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal	0591-6535345	09412637137
Vice-Principal		
Self-Appraisal Co-ordinator		09456611666

4. Location of the Institution :

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

5. Campus area in acres :

1.394

6. Is it a recognized minority institution?

Yes

No

7. Date of establishment of the institution:

Month & Year

MM	YYY
09	2006

* vide order No. F.NRC/NCTE/F-7/5308 dt-01.09.06

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

M.J.P. Rohilhand University, Bareilly (U.P.)

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

Month & Year

2f

MM	YYY
02	2013

Month & Year

12B

MM	YYY
02	2013

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			Certificate		
				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- 7/5308/dt-01.09.06	Forever	100 students
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	√	No	
-----	---	----	--

Mission

Yes	√	No	
-----	---	----	--

Values

Yes	√	No	
-----	---	----	--

Objectives

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

If yes,

a) How many programmes?

01, B.Ed.

b) Fee charged per programmed

Rs. 51,250.00

3. Are there programmes with semester system

No

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

Yes	√	No	
-----	---	----	--

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

N.A.

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

D.Ed.

B.Ed.

M.Ed. (Full time)

M.Ed. (Part time)

Any other (specify and indicate)

11 methods & 4 optional papers

6. Are there programmes offered in modular form

Yes		No	√
-----	--	----	---

Number	
--------	--

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

Yes	√	No	
-----	---	----	--

Number	01
--------	----

8. Are there programmes with faculty exchange/visiting faculty

Yes	√	No	
-----	---	----	--

Number	10
--------	----

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	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	

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

N.A.

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

Yes		No	√
-----	--	----	---

Number

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

Yes	√	No	
-----	---	----	--

* w.e.f. session 2011-12 onwards

Number

01

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

Yes No

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

Yes No

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 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
- b) Date of Last admission
- c) Date of closing of the academic year
- d) Total teaching days
- e) Total working days

02 July, 2012
02 Nov, 2012
10 May, 2012
202
211

3. Total number of students admitted (session : 2012-13)

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	47	53	100	39	15	54	08	38	46
M.Ed. (Full time)									
M.Ed. (Part time)									

4. Are there any overseas students?

Yes		No	√
-----	--	----	---

If yes, how many?

--

5. What is the 'unit 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

Rs. 42,422/-

b) Unit cost including salary component

Rs. 83,229.83/-

(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.	4620 (70.25%)	92450 (50.80%)	17544 (71.40%)	93110 (39%)
M.Ed. (Full time)				
M.Ed. (Part time)				

* On the basis of rank secured in J.E.E. seat allotment is made.

* Bracket shows the percentage secured in graduation.

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.	76.78	18.96	4.26
M.Ed. (Full time)			
M.Ed. (Part time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

10
10

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

11. Practice teaching at school

a) Number of schools identified for practice teaching

05

b) Total number of practice teaching days

30

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

30

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

No. of Lesson in simulation	No.10	No. of Lessons Pre-practice teaching	No.10
-----------------------------	-------	--------------------------------------	-------

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

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

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

Programmes	Internal	External
D.Ed.		
B.Ed.	15 (150)	85 (850)
M.Ed. (Full time)		
M.Ed. (Part time)		

* Inclusive of theory and practical examination

16. Examinations

a) Number of sessional tests held for each paper

05

b) Number of assignments for each paper

05

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

	Yes	No
Computers	√	
Intranet		√
Internet	√	
Software/Courseware (CDs)	√	
Audio Resources	√	
Video Resources	√	
Teaching Aids and other related materials	√	
Language Lab	√	

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 and Extension

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

Number	03	37.5	%
--------	----	------	---

2. Does the institution have ongoing research projects?

Yes		No	√
-----	--	----	---

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

Funding agency	Amount (Rs.)	Duration (years)	Collaborations, if any

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

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

N.A.

4. How does the institution motivate its teachers to take up research in education? (Mark

√ for positive response and × for negative response)

- Teachers are given study leave
- Teachers are provided with seed money
- Adjustment in teaching schedule
- Providing secretarial support and other facilities
- Any other specify and indicate

√
√
√
√
×

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

Yes		No	√
-----	--	----	---

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

Ph.D.	N.A.	M.Phil.	N.A.
-------	------	---------	------

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

Yes	N.A.	No	N.A.
-----	------	----	------

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

	Yes	No	Number
International Journals		√	00
National Journals-referred papers/Non referred papers	√		04
Academic articles in reputed magazines/news papers	√		01
Books	√		01
Any other (specify and indicate)			

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

Yes		No	√
-----	--	----	---

Number	N.A.
--------	------

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

	Faculty	Students
National Seminars	60	100
International Seminars	04	-
Any other academic forum	-	-

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

(Mark \checkmark for yes and \times for No.)

Self-instructional materials	\times
Print material	\checkmark
Non-print materials (e.g. teaching Aids/audio-visual, multimedia, etc.)	\checkmark
Digitalized (Computer aided instructional materials)	\checkmark
Question Bank	\checkmark
Any other (specify and indicate)	\times

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

Yes	\checkmark	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	\checkmark
-----	--	----	--------------

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

Yes		No	\checkmark
-----	--	----	--------------

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

16. Does the institution provide consultancy services?

Yes		No	\checkmark
-----	--	----	--------------

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

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

Local Level	Yes
State Level	Yes
National Level	Yes
International Level	No

Criterion IV : Infrastructure and Learning Resources

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

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?

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

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

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

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

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

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

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	02	02	04	00
Non-Teaching	06	01	05	01

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	-	-	-	-
Non-Teaching	-	-	-	-

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

	Open		Reserved	
	M	F	M	F
HOD & Asst. Profs.	02	02	04	00

	M	F	M	F
Readers	-	-	-	-

	M	F	M	F
Professors	-	-	-	-

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

	Open		Reserved	
	M	F	M	F
Lecturers	01	01	-	-

	M	F	M	F
Readers	-	-	-	-

	M	F	M	F
Professors	-	-	-	-

c. Number of teachers form Same state Other state

12. Teacher student ratio (program-wise)

Programme	Teacher students ratio
D.Ed.	
B.Ed.	1:15
M.Ed. (Full time)	
M.Ed. (Part-time)	

13. a. Non-teaching staff

		Open		Reserved	
		M	F	M	F
Permanent		01	0	0	0
Temporary		01	01	04	01

b. Technical Assistants

		Open		Reserved	
		M	F	M	F
Permanent		1	0	1	0
Temporary		02	00	01	00

14. Ratio of teaching non-teaching staff

1:2

15. Amount spent on the salaries of teaching faculty during the previous academic session

(% of total expenditure)

68.76%

16. Is there an advisory committee for the library?

Yes	√	No	
-----	---	----	--

17. Working hours of the Library-

On working days

06 Hrs

On holidays

02 Hrs

During examinations

02 Hrs

18. Does the library have an open access faculty-

Yes	√	No	
-----	---	----	--

19. Total collection of the following in the library-

a. Books	5300
- Textbooks	4600
- References books	700
b. Magazines	06
c. Journals subscribed	
- Indian journals	12
- Foreign journals	00
f. Peer reviewed journals	NIL
g. Bank volumes of journals	07
h. E-information resources	NIL
- Online journals/e-journals	NIL
- CDs/DVDs	08
- Databases	NIL
- Video Cassettes	NIL
- Audio Cassettes	15

20. Mention the

Total carpet area of the library (in sq. mts.)	152.52
Seating capacity of the reading room	50

21. Status of automation of library

Yet to intimate	
Partially automated	√
Fully automated	

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

Circulation	√
Clipping	√
Bibliographic compilation	√
Reference	√

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 examination?

Yes	√	No	
-----	---	----	--

24. Furnish information on the following-

Average number of books issued/returned per day	60
Maximum number of days books are permitted to be retained by students	07 days
by faculty	07 days
Maximum number of books permitted for issues by students	07
by faculty	10
Average number of users who visited/consulted per month	360
Ratio of library books (excluding textbooks & book bank facility) to the number of students enrolled	40:1

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

0.89%

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

	Session 2010-11		Session 2011-12		Session 2012-13	
	I		II		III	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	194	108832.40	155	44635	18	4100
Other Books	80	12321	65	8687	52	3568
Journals/ Periodicals	12	9000	12	9000	12	9000
Any others specify and indicate	NIL	NIL	NIL	NIL	NIL	NIL

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

Criterion V : Student Support and Progression

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

Programmes	Year 1 (Session 2010-11)	Year 2 (Session 2011-12)	Year 3 (Session 2012-13)
D.Ed.			
B.Ed.	01	01	NIL
M.Ed. (Full-time)			
M.Ed. (Part-time)			

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

Yes	√	No	
-----	---	----	--

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

15:1

3. Does the institution offer Remedial instruction?

Yes	√	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes		No	√
-----	--	----	---

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

	UG			PG			M.Phil.		
	I 2010-11	II 2011-12	III 2012-13	I	II	III	I	II	III
Pass percentage									
Number of first classes	98	93	97	NA	NA	NA	NA	NA	NA
Number of distinctions	01	NIL	01	NA	NA	NA	NA	NA	NA
Exemplary performance (Gold medal and university ranks)	NIL	NIL	NIL	NA	NA	NA	NA	NA	NA

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

	I 2010-11	II 2011-12	III 2012-13
NET	N.A.	N.A.	N.A.
SLET/SET	N.A.	N.A.	N.A.
M.Ed./CTET/UPTET/IBPS/UPP/Railway etc.	21	17	09

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

Financial Aid	I 2010-11	II 2011-12	III 2012-13
Merit Scholarship	-	-	-
Merit-Cum-means Scholarship	-	-	-
Fee Concession	-	-	-
Loan facilities	-	-	-
Fees Reimbursement (By State Government)	20	23	44

(Additional rows may be inserted as per requirement)

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

Yes	√	No	
-----	---	----	--

9. Does the institution provide Residential accommodation for:

Faculty

Yes		No	√
-----	--	----	---

Non-teaching staff

Yes	√	No	
-----	---	----	--

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

Yes		No	√
-----	--	----	---

If yes, number of students residing in hostels

Men	N.A.
Women	N.A.

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

Sports fields

Yes	√	No	
-----	---	----	--

Indoor sports facilities

Yes	√	No	
-----	---	----	--

Gymnasium

Yes		No	√
-----	--	----	---

12. Availability of rest rooms for women-

Yes	√	No	
-----	---	----	--

13. Availability of rest rooms for men

Yes	√	No	
-----	---	----	--

14. Is there transport facility available?

Yes	√	No	
-----	---	----	--

* On Demand

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

Yes	√	No	
-----	---	----	--

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

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	√		03	√		04
Inter-university	√		01	√		04
National						
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 (Number)	Outcome (Medal Achievers)
State	N.A.	N.A.
Regional	N.A.	N.A.
National	N.A.	N.A.
International	N.A.	N.A.

18. Does the institution have an active Alumni Association?

Yes	√	No	
-----	---	----	--

If yes, give the year of establishment

Session : 2008-09

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	02	03	02
Employment (Total)	23	36	25
Teaching	23	36	25
Non-teaching	02	-	-

23. Is there a placement cell in the institution?

Yes	√	No	
-----	---	----	--

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

1	2	3
12	08	09

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

	Yes	No
- Academic guidance and Counseling	√	
- Personal Counseling	√	
- Career Counseling	√	

Criterion VI : Governance and Leadership

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

Yes	√	No	
-----	---	----	--

2. Frequency of meetings of academic and administrative bodies (last year)

Governing Body/management	Quarterly
Staff Council	Monthly
IQAC/or any other similar body/committee	Quarterly
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (Mention only for three most important bodies)	Quarterly

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

Loan Facility

Yes	√	No	
-----	---	----	--

Medical Assistance

Yes	√	No	
-----	---	----	--

Insurance

Yes		No	√
-----	--	----	---

Other (specify and indicate)

Yes		No	√
-----	--	----	---

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

NIL

5. Furnish the following details for the past three years

- a. Number of teachers who have availed the faculty improvement program of the UGC/NCTE or any other recognized organisation

04

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

National	00	00	04
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International	00	00	01
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c. Number of faculty development programmes organized by the Institution:

01	01	02
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d. Number of Seminars/workshops/symposia on Curricular development, Teaching-learning, Assessment, etc. organized by the institution

01	01	02
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e. Research development programmes attended by the faculty

NIL	NIL	NIL
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f. Invited/endowment lectures at the institution

08	07	09
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g. Orientation programme of IGNOU

NIL	NIL	04
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6. How does the institution monitor the performance of the teaching and non-teaching staff?

a. Self-appraisal	Yes	√	No	
b. Student assessment of faculty performance	Yes	√	No	
c. Expert assessment of faculty performance	Yes	√	No	
d. Combination of one or more of the above	Yes	√	No	
e. Any other (specify and indicate)	Yes		No	√

7. Are the faculty assigned additional administrative work?

Yes	√	No	
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If Yes, give the number of hours spent by the faculty per week

07 Hrs

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

Grant-in-aid	NIL
Fees	Rs. 52,67500/-
Donation	NIL
Self-funded courses	NIL
Any other (specify and indicate)	NIL

9. Expenditure statement (for last two years)

	Year 1 F.Y. 2011-12	Year 2 F.Y. 2012-13
Total Sanctioned Budget	Rs. 500000	Rs.5100000
% spent on the salary of faculty	65.65%	69.97%
% spent on the salary of non-teaching employees	16.08%	15.16%
% spent on books and journals	01.30%	0.35%
% spent on developmental activities (expansion of building)	02.40%	0.46%
% spent on telephone, electricity and water	0.97%	01.48%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	NIL	0.16%
% spent on the maintenance of equipment, teaching aids, contingency etc.	02.54%	01.67%
% spent on research and scholarship (seminars, conferences, faculty development programmes, faculty exchange, etc.)	NIL	NIL
% spent on travel	0.18%	0.27%
Any other (specify and indicate)	NIL	NIL
Total expenditure incurred	Rs.447777.05	Rs.4748773.43

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

Surplus in Rs.

Rs. 1534487.50
Rs. 913931.95
Rs. 615555.63

F.Y. 2010-11

F.Y. 2011-12

F.Y. 2012-13

Deficit in Rs.

NIL
NIL
NIL

11. Is there an internal financial audit mechanism?

Yes	√	No	
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12. Is there an external financial audit mechanism?

Yes	√	No	
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13. ICT/Technology supported activities/units of the institution:

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

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

Yes	√	No	
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15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes		No	√
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16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes	√	No	
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17. Does the institution have the freedom and the resources to appoint and pay temporary/ad hoc/guest teaching staff?

Yes	√	No	
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18. Is a grievance redressal mechanism in vogue in the institution?

a) for teachers

Yes

b) for students

Yes

c) for non-teaching staff

Yes

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

Yes		No	√
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20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes	√	No	
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21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes	√	No	
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Criterion VII : Innovative Practices

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

Yes	√	No	
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2. Do students participate in the Quality Enhancement of the Institution?

Yes	√	No	
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3. What is the percentage of the following student categories in the institution? (Session 2012-2013)

	Category	Men	%	Women	%
a	SC	26	84	05	16
b	ST	00	00	00	00
c	OBC	12	55	10	45
d	Physically Challenged	00	00	00	00
e	General Category	09	19	38	81
f	Rural	30	83	06	17
g	Urban	18	28	46	72
h	Any other (specify)				

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

	Category	Teaching Staff	%	Non-teaching Staff	%
a	SC	00	00	02	14
b	ST	00	00	00	00
c	OBC	04	50	06	43
d	Physically Challenged	00	00	00	00
e	General Category	04	50	06	43
f	Rural	02	25	10	71
g	Urban	06	75	04	29
h	Any other (specify)	00	00	00	00

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

Category	At Admission		On Completion of the Course	
	Batch-I 2011-12	Batch-II 2012-13	Batch-I 2011-12	Batch-II 2012-13
SC	52.08	53.89	64.72	66.99
ST	NIL	NIL	NIL	NIL
OBC	55.41	60.45	70.05	67.43
Physically Challenged	NIL	NIL	NIL	NIL
General Category	55.93	55.39	66.29	65.43
Rural	52.20	55.19	65.45	65.17
Urban	56.04	57.68	67.79	67.08
Any other (specify)				

**PART II: THE
EVALUATIVE REPORT**

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.)
1. The institution aims to develop reflective, critical and creative thinking while developing inter-personal and social skills along with right attitude and self-motivation for continuous learning among prospective teachers.
 - College provides access to the deprived and reserved categories as per the directives of the state govt. and provides due assistance up to the possible limit in every field.
 - Academic growth nurtures self confidence and development among the stake holders which further leads to the development of community and the nation.
 - Ecology, environment and value orientation are taught as optional subjects also and proper participation of students is ensured in related activities while maintaining a balance with global trends and demands.
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).
2. Curriculum as prescribed and approved by the Board of Studies in Education of M.J.P. Rohilkhand University, Bareilly (U.P.) is followed. Faculty members of SFS Colleges are not permitted to become its members but can only provide suggestions where ever required. Present syllabus represent 04 compulsory papers together with 08 optional papers (any one to

be chosen) and 14 methods of teaching (any two to be chosen). Entire syllabus is taught by means of regular as well as guest faculty and other important aspects are given due importance to meet out the demand of the day. Feedback and suggestions are always welcomed.

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

3. Prescribed syllabus together with different topics related to meet out the global demands are taught by the faculty members. Time to time different related activities are organized under the guidance of able experts and participation is encouraged among the students.

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

4. National issues are provided due weightage, they are either the part of the syllabus or activities that are performed as per the instructions of the apex bodies, besides these are scheduled in the daily/cultural/awareness programmes of the institution.

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

5. Use of ICT has been made a part of the functioning. Student are provided necessary information by e-mail. They are asked to prepare power point presentations on different topics. Available resources are optimally utilized.

1.2 Academic Flexibility

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

1. Before starting practice teaching the students are supposed to achieve different skills by means of micro teaching and simulated teaching. Further they are carefully observed and motivated to increase the level of learning. Use of various innovative practices is always allowed and welcomed.

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?

2. Before starting practice teaching the students are supposed to achieve different skills by means of micro teaching and simulated teaching. Further they are carefully observed and motivated to increase the level of learning. Use of various innovative practices is always allowed and welcomed.

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.

3. Programmes such as Blood Donation, Eye Check Up Camp. Dental check up camp, Eye Donation Pledge making, Tree Plantation, awareness regarding environment, legal rights, literacy, eradicating polio etc. are organized. Besides these extempore, debate, collage making and workshops related to the different themes are part of the academic calendar to be followed round the year.

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

(i) Interdisciplinary/ Multidisciplinary

(i) The institute organize various lectures on different important related streams to ensure the multidimensional development. Use of available resources provides a helping hand in the development of various skills.

(ii) Multi-skill development

(ii) By means of different academic, cultural and sports activities multi dimensional development is ensured.

(iii) Inclusive education

(iii) Students with special needs are identified and are nurtured with due importance. Remedial teaching or extra classes are arranged.

(iv) Practice teaching

(iv) Before the commencement of teaching practice major skills are identified and developed by means of micro teaching. Demonstration lessons are provided by teacher educators related to their school teaching subjects after that they are allowed for practice teaching.

(v) School experience/internship

(v) With the beginning of the academic session the entire batch is classified into groups and assigned the liabilities of conducting assembly, cultural programmes, up keeping of the campus together with the optimal utilization of available resources.

(vi) Work experience /SUPW

(vi) Work experience is imparted to the students regularly. Different academic activities like seminars, debates, workshops, awareness related to environment and legal issues, preparation of Teaching Learning Material etc are organized.

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?

1. Feedback from students, alumni, employers, community, academic peers and other stakeholders are formally taken during the academic events like regular teaching, seminars and workshops etc. and are thoroughly consulted with the experts and the authorities are informed time to time for consideration.

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.

2. Being a SFS College we can make changes only in the strategies used for teaching the prescribed curriculum and can make the suggestions to the concerned authorities.

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

3. Faculty of SFS Colleges cannot become a member of Board of Studies but the faculty by means of its IQAC sent the suggestions time to time. Just like faculty of SFS College are even not allowed to be an internal examiner in the practical assessment of the students.

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).

1. Curriculum revision was done for the first time in the knowledge of this institution in the session 2011-2012 and the 10% internal marks for theory are being allotted in the four compulsory and one optional paper only.

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

2. Students are provided the copy of academic calendar which includes regular class test, assignments based on each unit and pre university examinations together with other important events. Outcomes based on feedback, suggestion etc. are also included.

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?

1. Activities related with academic field are regularly organized. Time to time performance is judged by means of Class Test and internal marks are provided on the performance of complete academic year.

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

2. Innovations or best practices are already mentioned in the above quoted discussion. Values and talent are properly nurtured to bring out the best.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Curricular aspects and how have they been acted upon?

(a) Being a affiliated college it follows the curriculum of M.J.P. Rohilkhand University, Bareilly (UP).

(b) No representation/participation of faculty in the curriculum development/revision process of the regularly bodies.

(c) ICT has no place in curricular planning and development.

(d) Only UG programme is offered.

(e) Value added courses are yet to be initiated.

(f) Standard procedure for obtaining, analyzing and incorporating feedback, yet to be established.

(g) Curriculum was last revised in the year 2005-06.

They have been acted by making proper representation in BOS by sending suggestions time to time and use of ICT is being promoted and for offering value added courses new building is being constructed and soon the process will be started.

2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

2. Institute started a functioning IQAC as per the provided guidelines and targets are set to upgrade the results and employment as well as pass percentage in competitive examinations also.

Criterion II: Teaching-Learning and 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?

1. Admissions are made on the basis of merit declared by means of counselling organized by the JEE (B.Ed.) Conducting University approved by the Govt. of Uttar Pradesh. NRI/Management quota is provided only to the minority institution but not the others.

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?

2. JEE (B.Ed.) Conducting University uses to advertise the schedule together with the prospects in which the colleges with their intake, stream and affiliating university are mentioned college are allotted as per the merit and choice of the students.

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

3. After the allotment of seats the list is declared on the website of National Informatics Centre (NIC) & JEE (B.Ed.) Conducting University and the candidates are required to report the college within seven days failing to which the seat will be considered vacant and considered for the next counselling, if any. At the college, the principal and the teachers constitute the admission committee.

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)

4. After allotment the documents of the candidates are verified by the college authorities and later on with submission of examination forms they are further verified by the admission cell of the university. Students with diverse needs are catered accordingly to their need.

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.

5. Institute welcomes the diverse student population. Before commencement of the teaching programme students are briefed about the available options and guided to choose freely as per their knowledge and previous classes subjects.

2.2 Catering to Diverse Needs

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

1. Proper use of academic calendar and internal quality assurance cell leads to create an overall environment conducive to learning and development of the students.

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

2. Such needs are catered individually by teachers during remedial teaching, tutorials etc.

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

3. Scout and Guide, community work, case study, achievement test, psychological test application and cultural activities are the part of the curriculum envisioning the role of diversity and equity.

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

4. Faculty of the institution is always motivated to take initiative regarding organizing and participating in knowledge based activities which makes them sensitive to cater the diverse students needs and time to time various experts are invited to deliver guest lectures.

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?

5. Practices of case study, psychological test, Scouts & Guides, field trips, disaster management etc. help student teachers to develop knowledge and skill related to diversity.

2.3 Teaching-Learning Process

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

1. Students are provided to prepare assignment based on each unit of syllabus and the topics are informed by means of e-mail, notice etc. They are also divided into groups for organization different activities round the academic year on the basis of which they are judged.

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?

2. Regularly after the teaching of the different units students are asked to prepare assignments (objectives and subjective), seminars, workshops, debates, etc. are arranged and their active participation is ensured, teachers observe and comment in the classroom teachings, suggestions and remarks from the faculty of practice teaching schools are welcomed. Students are asked to prepare self made TLM (Teaching Learning Material).

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

3. General methods of teaching are used in teaching learning process. Institution has not used any innovative approach or method.

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 lesson given by each students.

4. The institution has no provision for additional training in models of teaching.

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.

5. The student teachers use micro-teaching technique for developing teaching skills. Although it is prescribed in the curriculum prescribed by the M.J.P. Rohilkhand University, Bareilly. All the major skills are practiced and on an average 5 lesson plans per skill are prepared.

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.)

6. Proper time table is made, 10 periods for 10 different classes are planned for a day, every student is supposed to teach a lesson and to observe one lesson per day. Pupil teachers are also observed by the faculty members and feedback is given on the lesson plan for improvement.

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

7. There is no provision of block teaching/internship of students.

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.

8. The practice teaching plans are developed separately by each student in consultation with the mentor or concerned subject teacher is made whenever required.

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

9. The student teachers are exposed for managing the diverse learning needs of students in schools. In this way they are provided with an opportunity to overcome these situations and regularly they are observed by the teachers also and guided wherever required.

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

10. The student teachers are provided with all the necessary equipments required during teaching regularly, they are motivated and guided properly time to time to keep themselves updated.

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.

1. Yes, teaching plans are developed cooperatively because general skills are practiced during micro and simulated teaching and contents are judged by the mentors itself.

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

2. Approximately 20:1 ratio of student teacher is identified for practice teaching purpose besides that regular staff of the school also assists in practice teaching.

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

3. Feedback is noted on the lesson plan regularly and after the period the student consults with the teacher if he/she has some doubt.

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

4. The student teachers are exposed to real classroom situations and they interact with the students and also with various experts during academic meets and also with the help of various magazines and journals they keep on updating themselves.

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

5. Students and faculty try to update their knowledge by means of educational magazines, journals and participation in academic activities and also guest lectures.

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.)

6. The institution regularly motivates its faculty to organize and participate in various activities of academic importance. Teachers of the institution are also invited as 'Resource Person' also in various workshops and seminars. Besides that the faculty are regular counsellors of various programmes of Indira Gandhi National Open University.

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

7. The management of the institution always puts before a helping hand by appreciating the good performance. Proper financial assistance is provided to the staff.

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.)

1. The previous academic performance of the students is discussed within the staff and their talent is identified and with the commencement of the course their progress and active

participation is ensured by means of discussion and tests etc. They are motivated to make best use of available resources.

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

2. As per the guidelines of M.J.P. Rohilhand University only 10% marks are to be awarded in 4 compulsory and 1 optional paper in theory exams and 33% marks in category of internal assessment and seasonal work are to awarded in practical exam. The faculty uses to provide these marks on the basis of the annual performance of the students.

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

3. After the regular Class Test are held evaluation is made and the major drawbacks are communicated to the students with their remedy.

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

4. ICT is used in keeping the record of the students. The maximum use of internet is promoted. By means of language lab their communication skills are also improved. Students are advised to use internet for making their assignments and power point presentations on different topics.

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

1. None

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

2. After the course is taught i.e. a particular content, it is discussed with the students and then guest lecture is arranged so that doubts or queries are cleared and also the use of proper information and communication technology is ensured.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Teaching Learning and Evaluation and how have they been acted upon?

- Students are admitted on merit through common entrance test conducted by the university.
- Transparency maintained in admission process.
- Group activities and programs are conducted.
- Need of appropriate strategies for advanced learners and mentoring students.
- Needed systematic approach pertaining to the assessment of student learning level followed by appropriate remedial measures.
- Teaching of computer science is one of the optional subjects.
- Micro-teaching and simulation are in practice.
- Needed more emphasis on use of technology including computer aided information retrieval.
- Fifty percent of teachers possess Ph.D. degree.
- Emphasis on faculty development and training required.
- Transparent evaluation process.
- ICT has no role in evaluation.
- No grievances regarding evaluation.

Use of computer is made mandatory for communication & PPT's are made essential part of assignments. Faculty is approved as academic counsellors of IGNOU and orientation programmes are allowed to attend.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

2. Emphasis on use of computers is made. Proper representation is made regarding participation in evaluation and examinership.

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?

1. Teaching staff together with students are always motivated to attend different seminars and workshops. They are motivated to publish their papers in various journals.

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

2. Thrust areas are related with the prevailing trends of the education system. Guidelines are taken by consulting different surveys and journals together with experts.

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

3. Action research is the part of sessional work. Students are guided by the teachers and the results are discussed. It helps in developing a scientific attitude.

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

4. SEMINARS AND WORKSHOPS ORGANISED

- (a) Three days National Conference on "Environmental Education Need and Importance in Present Era" March, 1-3, 2008 in collaboration with I.A.T.E., P.G. Deptt. of Education and Research, Hindu College, Moradabad.

- (b) Two days National Seminar on "Scenario of Education in 21st Century" under the aegis of IATE 28-29 Nov, 2009.
- (c) National workshop on "Micro-Teaching in Teacher Education" 10-11, Oct, 2010.
- (d) One day workshop on "Socially Useful Productive Work" 20 April, 2011.
- (e) Two days National Seminar on "Role & Impact of Various Agencies in the Qualitative Up gradation of Education" under the aegis of IATE 5-6 May, 2012.
- (f) One day National Seminar on "Role of ICT in Educational Growth and Development in Present Era" under the aegis of IATE (U.P. Chapters), 31 Dec. 2012.

SEMINARS ATTENDED

- a) National Seminar on "Environmental Education : Nature and Nurture" Feb 26-27, 2006, Vardhman College, Bijnor (U.P.)
- b) National Seminar on "Quality of Teacher Education : Problems and Prospects", Nov 25-26, 2006, D.V. (PG) College, Orai (Jalaun) U.P.
- c) National Seminar on "Samkallen Sahitya Avam Dalit Vimarsh" Feb 02-03, 2008. MH (PG) College, Moradabad (UP).
- d) National Seminar on "Parivaran, Krishi Avam Nirdhanata" Feb 10-11, 2008 J.S.H. (PG) College, Amroha (U.P.).
- e) National Seminar on "Family-A Stepping Stone in Holistic Development of Child", Sep 27-28, 2008, RBD College, Bijnor (UP)
- f) International Seminar on "Quality of Professional Education in the Present Era" July 25-26-2009, IATE and IEI (UK Centre) Dehradun (UK)

- g) National Seminar on "Environmental Education : Need and Current Trend" Oct 24-25, 2009 Mahila Mahavidyalaya (PG) College, Kanpur (UP)
- h) National Seminar on "Prathmik Shiksha Main Gunvatta : Isthiti Avam Upaya" Nov-26-27, 2009, DIET Shahjahanpur and SS (PG) College Shahjahanpur (UP)
- i) National Seminar on "Aaupniveshik Thata Aaupiveshikottar Bharat Main Naari Ithihas Avam Itivratatmak Paridrashya (1805 se Ab tak)" Feb 6-7, 2010. JSH (PG) College, Amroha (UP)
- j) National Seminar on "Today's Teacher Education in India : Its relevance, effectiveness and empowerment" Feb 7, 2010, Vivekand College of Education Aligarh (UP)
- k) National Conference on "Revamping Teacher Education in Creation of a Knowledge Society" Feb 20-21, 2010 Noida College of Physical Education, GB Nagar (UP).
- l) National Seminar on "Teacher's Role and Commitment to Higher Education" Feb 24, 2010, P.D. Mahilla Degree College, Fatehgarh, Farrukhabad (UP)
- m) National Seminar on "Qualitative Improvement in Teacher Education" Jan 29-30, 2011, F.O.E., D.P.B.S. (PG) College, Annopshahr (UP)
- n) National Seminar on "Value Education and the Role of Teachers, Institution and Society" Feb 11-12, 2012, JCMST Bareilly (UP)
- o) National Seminar on "Naari Shiksha : Saamajik Sanchetna Ka Aadhar" Feb 12, 2011 GDHG College Moradabad (UP)
- p) National Seminar on "Human Rights (UGC Sponsored) Feb 27-28, 2012 D.A.K. (PG) College, Moradabad (UP)
- q) National Seminar on "Teacher Education in Present Scenario" Mar 4-5, 2012 S.I.M.T., US Nagar (UK)

- r) National Seminar on "Women Education and Empowerment : Status and Prospects"
Feb 23-24, 2013, FOE, DPBS (PG) College Anoopshahr (UP)
- s) National Seminar on "School Climate and Quality Education" Mar 06-07, 2013
JCMST Bareilly (UP)

WORKSHOPS ATTENDED

1. "Peetal Udyog Karmiyo Ke liye Vyavsayik Pathyakaram Par Karyashala", N.O.S. & I.A.T.E. 14-16 July, 2002 Hindu College, Moradabad.
2. "Stress and Depression in Education", May 30-31, 2010 Vivekand College of Education, Aligarh (UP)
3. "Lesson Planning in Teacher Education" Dec-18, 2010, HLM College Ghaziabad (UP)
4. Workshop on "I.Q.A.C. : Total Internal Quality Management" Mar 24, 2012 U.P.S.H.E.C. and Govt. of U.P.
5. Workshop on "Quality Promotion and NAAC Accreditation" March 2-3, 2013, U.P.S.H.E.C. and Govt. of U.P.

SYMPOSIA

1. "Moolyaparak Shiksha-Rashtriya Parisamvad" Oct 3-4, 2009, Dev Sanskrit Vishvavidhayala, Haridwar (UK)

TRAINING

1. "Orientation Programme for the Academic Counsellors" April 20-21, 2013, IGNOU Regional Centre (U.P.).
2. "Orientation Programme for the Academic Counsellors" October 19, 2013, 2714 IGNOU Study Centre, Hindu College, Moradabad (U.P.).

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.

1. Students are motivated to make maximum use of self made teaching learning material related with their lesson. They are allowed to use the laboratories under the supervision of the teachers. The faculty provides printed material of the concerned paper prepared by themselves.

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

2. The institution is having a good library & laboratories which are up to date. Students try to make their best use. Time to time experts are invited which enhance their skills and ideas.

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

3. Yes, Faculty members use to prepare different PPT, Transparencies for delivering their lectures.

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

a. Organised by the institution

a. Seminars And Workshops Organised

- Three days National Conference on "Environmental Education Need and Importance in Present Era" March, 1-3, 2008 in collaboration with I.A.T.E., P.G. Deptt. of Education and Research, Hindu College, Moradabad.
- Two days National Seminar on "Scenario of Education in 21st Century" under the aegis of IATE 28-29 Nov, 2009.
- National workshop on "Micro-Teaching in Teacher Education" 10-11, Oct, 2010.
- One day workshop on "Socially Useful Productive Work" 20 April, 2011.

- Two days National Seminar on "Role & Impact of Various Agencies in the Qualitative Up gradation of Education" under the aegis of IATE 5-6 May, 2012.
- One day National Seminar on "Role of ICT in Educational Growth and Development in Present Era" under the aegis of IATE (U.P. Chapters), 31 Dec. 2012.

b. Attended by the staff

b. Seminars Attended

- National Seminar on "Environmental Education : Nature and Nurture" Feb 26-27, 2008, Vardhman College, Bijnor (U.P.)
- National Seminar on "Quality of Teacher Education : Problems and Prospects", Nov 25-26, 2006, D.V. (PG) College, Orai (Jalaun) U.P.
- National Seminar on "Samkallen Sahitya Avam Dalit Vimarsh" Feb 02-03, 2008. MH (PG) College, Moradabad (UP).
- National Seminar on "Parivaran, Krishi Avam Nirdhanata" Feb 10-11, 2008 J.S.H. (PG) College, Amroha (U.P.).
- National Seminar on "Family-A Stepping Stone in Holistic Development of Child", Sep 27-28, 2008, RBD College, Bijnor (UP)
- International Seminar on "Quality of Professional Education in the Present Era" July 25-26-2009, IATE and IEI (UK Centre) Dehradun (UK)
- National Seminar on "Environmental Education : Need and Current Trend" Oct 24-25, 2009 Mahila Mahavidyalaya (PG) College, Kanpur (UP)
- National Seminar on "Prathmik Shiksha Main Gunvatta : Istithi Avam Upaya" Nov-26-27, 2009, DIET Shahjahanpur and SS (PG) College Shahjahanpur (UP)

- National Seminar on "Aaupniveshik Thata Aaupiveshikottar Bharat Main Naari Ithihas Avam Itivratatmak Paridrashya (1805 se Ab tak)" Feb 6-7, 2010. JSH (PG) College, Amroha (UP)
- National Seminar on "Today's Teacher Education in India : Its relevance, effectiveness and empowerment" Feb 7, 2010, Vivekand College of Education Aligarh (UP)
- National Conference on "Revamping Teacher Education in Creation of a Knowledge Society" Feb 20-21, 2010 Noida College of Physical Education, GB Nagar (UP).
- National Seminar on "Teacher's Role and Commitment to Higher Education" Feb 24, 2010, P.D. Mahilla Degree College, Fatehgarh, Farrukhabad (UP)
- National Seminar on "Qualitative Improvement in Teacher Education" Jan 29-30, 2011, F.O.E., D.P.B.S. (PG) College, Annapshahr (UP)
- National Seminar on "Value Education and the Role of Teachers, Institution and Society" Feb 11-12, 2012, JCMST Bareilly (UP)
- National Seminar on "Naari Shiksha : Saamajik Sanchetna Ka Aadhar" Feb 12, 2011 GDHG College Moradabad (UP)
- National Seminar on "Human Rights (UGC Sponsored) Feb 27-28, 2012 D.A.K. (PG) College, Moradabad (UP)
- National Seminar on "Teacher Education in Present Scenario" Mar 4-5, 2012 S.I.M.T., US Nagar (UK)
- National Seminar on "Women Education and Empowerment : Status and Prospects" Feb 23-24, 2013, FOE, DPBS (PG) College Anoopshahr (UP)
- National Seminar on "School Climate and Quality Education" Mar 06-07, 2013 JCMST Bareilly (UP)

WORKSHOPS ATTENDED

- "Stress and Depression in Education", May 30-31, 2010 Vivekand College of Education, Aligarh (UP)
- "Lesson Planning in Teacher Education" Dec-18, 2010, HLM College Ghaziabad (UP)
- Workshop on "I.Q.A.C. : Total Internal Quality Management" Mar 24, 2012 U.P.S.H.E.C. and Govt. of U.P.
- Workshop on "Quality Promotion and NAAC Accreditation" March 2-3, 2013, U.P.S.H.E.C. and Govt. of U.P.

SYMPOSIA

- "Moolyaparak Shiksha-Rashtriya Parisamvad" Oct 3-4, 2009, Dev Sanskrit Vishvavidhayala, Haridwar (UK)

c. Training provided to the staff

c. (1) "Orientation Programme for the Academic Counsellors" April 20-21, 2013, R.C. Aligarh (IGNOU) U.P.

(2) "Orientation Programme for the Academic Counsellors" October 19, 2013, 2714 IGNOU Study Centre, Hindu College, Moradabad (U.P.).

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

5. (a) Professional Education (Year 2010, Page 101-110)

(b) Mulya Avmulyan (Year 2011, Page 37-40)

(c) Mulya Avamulyan (Year 2012, Page 5)

(d) Mulya Avmlyan (Year 2012, page 32-33)

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

6. Faculty members are honoured for creating awareness regarding social and national issues together with human values rendered for the society. Their efforts are appreciated as follows :

- i) **Certificate of Appreciation** by **Pt. Deen Dayal Combined District Hospital, Moradabad** for participation in Voluntary Blood Donation Programme organized by Syndicate Bank on 86th Foundation Day on 20-10-2011.
- ii) **Certificate of Appreciation** by **Shree Balaji Academy, Moradabad** for participation in Voluntary Blood Donation Programme organized by Syndicate Bank on 87th Foundation Day on 05-05-2012.
- iii) **Certificate of Appreciation** for participation in Voluntary Blood Donation Programme organized by **Syndicate Bank** on 88th Foundation Day on 20-10-2012.
- iv) **Certificate of Appreciation** by **Pt. Deen Dayal Combined District Hospital, Moradabad** for participation in Voluntary Blood Donation Programme organized by Syndicate Bank on 88th Foundation Day on 20-10-2012.

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

7. College is approved by UGC under Sec 2 (F) and 12 (B) last year only and the process is in the pipeline.

3.3 Consultancy

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

1. Not Applicable.

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 publicise the available expertise.

2. None

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?

3. None

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

4. Not Applicable

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)

1. The local community is benefitted from the institution as the awareness camps on health, polio, legal rights, government schemes, environment, dental check up pollution control, AIDS awareness, literacy programmes etc. are organized in nearby surrounding areas time to time.

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

2. The community leaders always provide full cooperation to the institution whenever required. They fully co-operate with the students.

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

3. As per the guidelines of the university and availability of funds the institution would like to take up providing community orientation to students.

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

4. The management organized the marriage of daughter of class IV employee with the driver and also provide due help whenever required.

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

5. The institution aims to develop the feeling of a good and responsible citizen of India in each and every student. These qualities are achievable only by exposing its students to the real situations, thus working for the deprived sections of the society.

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.

1. The institutions has established academic linkage by means of its academic advisors who were the office bearers of the international institutions like Indian Association of Teacher Educators (IATE). The benefit of this linkage is that institution is having a number of dignitaries from the field of education and under the guidance of these various academic activities were organized.

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.

2. As quoted above

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

1) Curriculum Development

2) Teaching

3) Training

4) Practice Teaching

5) Research

6) Consultancy

7) Extension

8) Publication

9) Student Placement

3. (1) All rights are reserved with M.J.P. Rohilkhand University, Bareilly.

- (2) Various experts provide their consent for being guest lecture.
- (3) Students are able to get their doubts cleared.
- (4) Secure awareness about new emerging trends.
- (5) Research culture is in early stage but started under the guidance of able experts.
- (6) Students are able to get good jobs.
- (7) Institution works out various activities of national importance.
- (8) Under the light of this linkage new emerging trends of publication are made known to the faculty.
- (9) It helps to secure them good jobs.

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

4. The institution is having linkage with some of the schools who wants to appoint good teachers. They directly come to the institution and take the demo of the candidates and appoint the suitable candidate after completing the course.

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.

5. Feedback is regularly taken from the teachers, principals of the practice teaching schools and is discussed thoroughly to obtain a positive outcome.

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

6. The faculty collaborate with schools and other colleges by offering and also accepting invitation for being guest lectures and regarding the organizing of various academic activities.

3.5 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?

1. At present only UG programme is offered. The institution got duly approved by UGC under Sec 2 (f) and 12 (B) of UGC act 1956 and faculty is encouraged to send proposals for academic activities and minor projects.

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

2. Not Applicable.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Research Consultancy and Extension and how have they been acted upon?

- Research culture is yet to be created.
- No provision of providing research fund to faculty.
- Faculty is encouraged to attend seminars and conferences.
- Minimal publication by the faculty in journals of repute.
- Teachers are not much involved in research.
- Consultancy is yet to be initiated.
- Better mechanism of organizing and conducting need based extension activities is required.
- Programmes and camps on health, environmental issues, literacy and government schemes organized.
- Collaboration with professional organizations is yet to be established.

Funds are being promised to be provided for preparing proposals of projects together with study leave. Publication is enhanced and collaboration is promoted by taking membership of professional bodies like I.A.T.E.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

2. As quoted above in point 1

Criterion IV: Infrastructure and Learning Resources

5.1 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.

1. Yes, the institution has the physical infrastructure as per the NCTE/UP Govt. norms, all the facilities are available within the institution, plan is enclosed in the appendices.

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

2. Management of the institution is ready to meet out any additional requirement needed in the existing infrastructure time to time whenever needed. Ample space is available for extension and construction of building is in progress for new courses.

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

3. Auditorium, lecture theatre, music room, badminton court, open ground, laboratories and suitable space for indoor game is available within the institution for organizing activities.

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

4. None

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.)

5. All facilities are available.

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.

6. 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

1. Budget allocation for maintenance of building laboratories, furniture, equipment, computers transport is done as per the pre discussed needs and running expenses of the institution in the management committee meeting and efforts are made on expenses to the allocated limits. Details are projected in our enclosed balance sheets.

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

2. The available infrastructure is optimally utilized as different places are occupied for a particular purpose only.

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

3. The premises is surrounded by plants and trees all around. Time to time plantation programmes are ensured.

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)?

1. Yes, It has.

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.).

2. More than 5300 books, journals, magazine, encyclopedia, and other required and related things are available.

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.

3. The academic advisors, teachers as well as students makes a systematic mechanism. Time to time these things are updated.

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

4. Yes, It is properly maintained.

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.

5. Yes, it is available to all at a nominal cast.

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

6. No

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.)

7. 7 days a week 06 hours per working day and 02 hours during holidays and examination.
8. How do the staff and students come to know of the new arrivals?
 8. Information is displayed on the notice board.
 9. Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?
 9. Yes a book bank is available in the institution and books are taken by the students.
 10. What are the special facilities offered by the library to the visually and physically challenged persons?
 10. Due assistance is provided to physically handicapped and visually handicapped are not yet allotted for admission in the institution.

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.
 1. ICT facilities are available as per NCTE norms. Proper use is made as per the requirement of students.
 2. Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included
 2. Computer education is offered as an optional paper and some part of computer skills (including hardware) is the part of compulsory paper entitled (Essentials of Education Technology and Management). Beside that notices and PPT are made essential for students and faculty.
 3. How and to what extent does the institution incorporate and make use of the new technologies/ ICT in curriculum transactional processes?

3. The regular as well as guest faculty tries its best to make optimum use of new technologies.

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)

4. Students learn all these quoted aspects under able guidance.

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.

1. Not applicable

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?

2. Audio visual facilities/materials related with the program are available with the institution and the students teachers are encouraged to make their maximum use.

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?

3. All the general and method laborites are available within the institution and they work under the supervision of the teacher and are updated regularly.

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

4. Multipurpose hall, workshop, music and sports etc. are available and the transport is provided on the contact basis on demand.

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.

5. Classrooms are equipped for the use of some of the latest technologies and its up gradation is included as the agenda of prime importance.

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?

1. In general lecture method is used in instruction but audio-visual aids like O.H.P., Computer (Power Point) etc. are also used for diversifying the instruction and to make it more interesting and realistic.

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

2. The use of ICT in providing instruction has to some extent enhanced the quality of teaching of teacher educators.

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

3. The institution has not adopted any such innovation regarding infrastructure and learning resources.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report and how have they been acted upon?

- Physical facilities are available as per NCTE norms.
- Needed more equipment and facilities for various games and sports.

- College keeps its campus clean and green.
- Maintenance and further augmentation of infrastructure and other facilities are taken care of by the management.
- The library needs to be automated and documented properly.
- Library has approx. 4200 text books, 300 references books 12 Indian Journals and 5 magazines.
- Seating capacity of library is only 20 students.
- Internet facility is available for faculty and students in limited ways.
- Website facility is available.
- Upgradation of computer facility as well as more access for students is required.
- Canteen, common room of girls needs upgradation.

More equipment are purchased and seating capacity has been increased together with automation of library. Amenities rooms are also upgraded together with number of books.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?

2. The institution put its best efforts to implements the suggestions provided earlier. Upgradation has been done in different fields.

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?

1. Student performance is assessed through their participation in seminars, class test, preparation of case studies, administration of psychological test and micro teaching for skill development.

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

2. To ensure that the campus environment promotes motivation, satisfaction to the students and to improve their performance time to guest lectures are arranged so that student get an opportunity to be motivated to the latest knowledge and are stimulated to emulate them with the global demand.

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?

3. Dropout rate was 1% in session 2010-11 and 2011-12. One student accepted to become a priest in a temple on the wish of his family members and guru while the other left the course due to selection in D.El.Ed., which ensures a confirm Govt. Job.

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?

4. Student are guided regarding the latest trends of the job and the options available. Number of students were selected in the central/state education services & many are working as teachers in private sector. Besides that some students completed their Ph.D. and some are also selected in various banks, railways, para military forces etc.

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

5. Most of the students opt for B.Ed. after completing their post graduation about 40% students appear for higher studies and about 10% of the students opt for Master of Education.

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.

6. Yes, the concerned information is provided under the guidance of professionals invited time to time. Important and related news are conveyed to them.

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.

7. The institution provide placement services on demand. At local level the college is well known whenever some school wishes they contact the college and college use to advertise the post to the students and the concerned students use to give demo.

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

8. The practical difficulties faced by the placement cell are negotiable because majority of the students opt for the government services and they are the residents of other places.

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

9. Yes, according to demand placed earlier.

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

10. The institution is having only one unit (100 Students) of B.Ed. and ample infrastructure is available so as per the requirement all facilities are provided.

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?

1. Curriculum, co-curricular activities are carefully planned and executed throughout the academic session, students are encouraged to provide the feedback on the basis of their suggestions. Proper revision and evaluation of the programme is done to achieve maximum benefit and effective implementation of the curriculum.

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

2. Physically, challenged students are integrated in the main stream of teaching and whenever they need special assistance they are helped by the staff members, although their percentage is nearly nil in the past year.

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

3. On an average 15 students are allotted to a teacher with whom they can discuss or share their problems. In this way the mentoring system is provided.

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

4. Time to time senior teachers are invited to the institution for delivering guest lectures. The faculty uses to attend these lectures which act as the refresher lectures for the faculty. They are also motivated to attend the various academic programmes.

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

5. The institution has its website on which information regarding the curriculum, results, papers to opted, faculty, management and extracurricular activities etc. are posted and after the declaration of results it is regularly updated.

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

6. There is not an official remedial programme, mentioned in the syllabus, while if there is such a position then teachers use to give extra time to the concerned students.

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

7. In special case when there is a demand provisions are made for teaching such students.

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

8. Different professionals and consellers are invited to the institution which provides the concerned services.

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

9. The problems as well as the suggestions of the students are welcomed and grievances are properly redressed. Issues of such grievances are related to the financial as well as with the family position of the students.

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

10. Progress of the candidates is judged by the means of the class test, assignments and the pre-university examinations.

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?

11. Before the commencement of practice teaching the students are given the brief knowledge of teaching in the form of skills (micro teaching), proper practice is arranged and they are supervised properly during teaching also.

5.3 Student Activities

1. Does the institution have an Alumni Association? If yes,

Yes, It has

(i) List the current office bearers

(i) Dinesh Kumar (President)

Sujal Pal (Secretary)

(ii) Give the year of the last election

(ii) Session 2012-13

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

(iii) The members uses to guide the new generation and share their experiences.

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

(iv) Dinesh Kumar (President)

Sajal Pal (Secretary)

Dr. Dolly Srivastava

Parmendra Kumar

Arvind Kumar Tiwari

Rachin Gupta

Somendra Kumar

Anoop Kumar

Nawab Haider

Ram Krishan Singh

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

(v) At certain time they use to visit the institution and cheer the younger generation and motivate them to put their best.

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.

2. The institution encourages the students to participate in academic as well as extra curricular activities and they are given due weightage and important responsibilities.

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.

3. The students are divided into groups and given the responsibilities of organizing such things like wall magazine etc and proper recognition is provided to them. Regular college magazine is also published.

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

4. Institution is not having any student counsel as it is not permitted by the state government at present in the self finance institutions as per the orders of Honorable Allahabad High Court only alumni is there.

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

5. Students are free to provide their valuable suggestions throughout the year at local level and they are permitted on volunteer basis to arrange the programmes and it is regularly obtained.

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?

6. Feedback is always welcomed in order to improve the programme.

5.4 Best Practices in Student Support and Progression

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

1. The institution support and helps its students to the best possible level, they are provided with financial help (poor boys fund), medical assistance etc.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under Student Support and Progression in the previous assessment report and how have they been acted upon?

- Dropout rate is zero and pass percentage is usually hundred percent.
- About two percent students pursue higher studies and about 30 percent join teaching.
- Campus is clean and safe.
- Counseling and placement service yet to be formalized.
- No participation of students in sports and games at intercollegiate and further levels.
- Students council is constituted every year.
- Scholarship and fees concession few students.
- Availability of language lab.

- Students are provided with more equipments of sports and are encouraged to increase their participation.
2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?
 2. Counseling and placement services are taken with more concentration and efforts are made to formalize it.

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?
1. The vision of the institution is "To provide quality education, training and experience in different disciplines by becoming a trendsetter." Its mission includes "To develop professional competence and capabilities in students and faculty so as to make the best use of their intrinsic potential. The values aims "To develop personal, behavioural spiritual, social and moral values." All these things are made known to the stakeholders with the help of information bulletin provided during the time of admission and also during the induction meeting.
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?
2. Yes, the mission includes all these things.
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.)

3. Institution is having a Board of Management approved by university, effective involvement of management to obtain best result in learning and teaching process is exercised. Further for smooth running of the institution different committees among the faculty are made to plan and sort out the arised situations.

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

4. The management and head of institution assigns responsibility to a particular teacher or a group of teachers then the progress is periodically reviewed and the difficulties if any are removed after due consultation. Basic information like residential address, contact number etc. are maintained in records whenever required it becomes quite easy to convey message.

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?

5. Valid information is available for the management to review the activities is a matter of faith. The management/HOD puts their full faith over the staff and the progress proves it.

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

6. Barriers, if any are identified during formal and non-formal meetings. The management acts like a guiding light and the staff works like a winning team. All together puts their best in achieving the motives.

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

7. The management committee uses to have regular meetings with the staff. In functions like on the eve of independence/republic day/seminar/workshop/teachers day etc. the best

performing employees are honored and extra remuneration is paid to them by the management from its own resources.

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.

8. Being the overall responsible person the Principal/HOD uses to assign work to the teachers with consultation. Then the academic calendar is finalized. The activities are to be performed accordingly. In case of any problem a meeting is called and after discussion a suitable solution is traced out. Student are always motivated to use to available resources.

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.

1. The institution at present is only having B.Ed. course with an intake of 100 students and the academic session comprises of about 215 day only, so all these works took a small time to be managed.

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

2. Dr. V.P. Sharma I.F.S.

Formerly High Commissioner of India in Turkmenistan.

- Dr. S.K. Sharma

Formerly Vice Chancellor, Kashi Vidhya Peeth, Varansi (UP)

- Dr. S.N. Singh

Formerly Principal, Hindu College, Moradabad (UP)

- Mr. R.N. Gupta I.P.S.
On Deputation
- Prof. M. Pareek
Formerly Dean, Faculty of Education, Univ. of Rajasthan (Raj.)
- Mr. R.P. Dixit
Formerly Vice-Principal, A.P.I. College, Moradabad (UP)
- Dr. J.S. Jha
Formerly HOD-Education Deptt. Hindu College, Moradabad (UP)
- Dr. Y.K. Gupta
Associate Professor and Head, Education Deptt. Hindu College MBD
- Dr. J.P. Singh "Vyast"
Associate Professor and Vice President I.A.T.E.
- Dr. N.P. Sharma
Formerly HOD (Eng.) LBS (PG) College, Jaipur (Raj.)
- Lt. Col. V.K. Sharma (Retd.)
Ex-Member, Consumer Rights Protection Forum District, Moradabad

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

3. Administrative decisions are taken at one point only in our institution.

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

4. The institution is having a single department only therefore its becomes quite easy to plan and work out the provisions made.

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

5. The feedback is included in the agenda. It is properly discussed and the strategy according to the requirements is made and effectively implemented.

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).

6. Institution always encourages for making an environment based on knowledge time to time academic experts or guest lecturers are invited.

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?

1. Time to time during formal or non formal meetings the trends regarding functioning of the institution are discussed.

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

2. Management of the institution is competent to allocate resources for change in the action plans.

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

3. The institution is having a good quality of human resource i.e. all work together and put their best and regarding financial aspect loan is taken from the parent society i.e. "Shree Balaji Shiksha Samiti."

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

4. Academic plan is developed according to the commencement of academic session. Faculty, administrators and other related persons are invited and after discussion it is finalized.

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

5. Objectives are communicated nicely and are properly supervised and the difficulties if any are removed in order to accomplish it in time.

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

6. Depending upon the nature the plans are properly monitored, evaluated and revised.

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

7. According to the requirement the institution plans are deploy new technologies.

6.4 Human Resource Management

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

1. During the different programmes of academic importance new ideas are adopted for updating the faculty and are properly implemented.

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?

2. The statement of marks, as well as self appraisal by teachers and also evaluation by students (overall) is made and the data is utilized to make certain innovations.

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

3. Staff and faculty is provided full confidence over the management. All of them are free to consult the principal/HOD as well as the Hon. Director of the institution.

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.

4. No

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.)?

5. The institute appoints the complete staff as per NCTE/UP Govt. norms and salary is also provided as per the guidelines of sixth pay commission of U.G.C.

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, specialisations).

6. Part time faculty is appointed as per the requirement and salary is provided as per the qualification. Good workers are also reconsidered.

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).

7. The Principal/HOD forwards the application regarding participation in seminars, conferences and workshop etc. and then T.A. is sanctioned by the Hon. Director. The management always puts before a helping hand.

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

8. Proper physical facilities are provided to the staff and time to time they are revised as per the requirement.

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

9. They all are free to consult the Principal or Hon. Director.

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.

10. Workload is assigned on volunteer basis which ensures the effective accomplishment and helps in developing leadership in various spheres.

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

11. Yes, the achievements are publically appreciated and suitable rewards are provided.

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

1. No

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

2. Donations are accepted on volunteer basis which are projected in our balance sheet.

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

3. Operational budget of the institution during session 2006-07 and 2007-08 was in deficit which was made good by the parent society and now at present it is adequate to cover day to day expenses. Fees structure is also revised.

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)

4. The budgetary resource to fulfill the mission is collection of fees and donation from parent society members and other volunteers. Budget allocation over the past years was in surplus. Future planning budget allocation during the current year is quite adequate and will meet the near future expansion of this institute.

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).

5. Yes, audited balance sheets are enclosed and there is no discrepancy.

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

6. Work is accomplished by means of CA only.

6. 6 Best practices in Governance and Leadership

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

1. Budget allocation is made according to the opinion of the complete family of Shree Balaji Academy and experts of various streams.

Additional Information to be provided by Institutions opting for Re-accreditation/Re-assessment

1. What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have they been acted upon?

1. Vision and Mission of the institution is in tune with the objectives of the programme.

- Management is supportive.
- Various committees of staff exist.

- Managements is highly committed.
- Grievance cell and placement cell are to be activated.
- Academic plan fulfills the requirements of the prescribed syllabus.
- Long term perspective plan of the institution is yet to be drawn.
- Congenial relationship between management, principal and staff exists.
- Norms and rules of regulatory bodies are followed in recruitment and assignment of workload to employee.
- Accounts are audited regularly.
- Responsibilities for granting financial resources lie with the management.
- Management is enlightened.

Grievances and placement cell are activated as per the optimal level.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?

2. Long term perspective plan are taken into consideration and building construction is in progress for new courses.

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.

1. As per guidelines of NAAC in 2012. Major activity is to ensure quality promotion.

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

2. Annual results and progress made during the class tests, pre university examinations etc. is reviewed in the presence of the management and advisory board and also feedback and suggestions are discussed in order to make improvement.

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

3. As quoted above.

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

4. It is ensured by the smooth functioning of the institution. Problems if any are met out collectively after consideration.

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

5. Institution works like a family in which each member has the right to put his opinion and after due consideration policies are framed.

7.2 Inclusive Practices

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

1. The teachers of the institute are also good citizens which enables their thinking effective and their participation in different academic activities enables them to remain sensitive.

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.

2. There is no provision in the academic plan for special attention on inclusion and exceptionalities and as well as gender differences.

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.

3. Curriculum includes sufficient provision for such activities and they are nurtured through various extracurricular activities.

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

4. Proper training and exposure to real classroom situations enables them to develop proficiency. Teachers use to guide them at certain steps.

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

5. They are provided the required assistance, if any.

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)?

6. The principal of the institution is quite capable of handling such situations, if arises due to her rich experience of serving in a co-education institute.

7. 3 Stakeholder Relationships

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

1. The working pattern of the institution is made known to the stakeholders during the induction meeting and the students are free to put their suggestions or grievances at any time and moreover during formal and non formal meetings and it is sorted out.

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?

2. Success and failures are discussed during different meetings. The institute initiates the collective measures for students satisfaction.

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?

3. Experiences, views and suggestions of all such groups are welcomed and discussed for making the qualitative improvement.

Additional Information to be provided by Institutions opting for Re-accreditation

1. How are the core values of NAAC reflected in the various functions of the institution?

1. IQAC is constituted as per the instructions and steps are taken in every walk to ensure quality enhancement. Institute is technologically upgraded and optimal use is ensured.

EXECUTIVE SUMMARY

Shree Balaji Academy is the sister concern of "Shree Balaji Shiksha Samiti", a registered society under the "Society Registration Act- 1860, Sec. 21 Vide Registration Number 13050 Dated 19-05-2004. The working area of the society falls within the area of the state of Uttar Pradesh.

The academy is affiliated to M.J.P. Roilkhnad University, Bareilly (U.P.) & is approved by N.C.T.E. Vide order No. F.NRC/NCTE/F-7/5308 Dt. 1-9-06. At present it is running B. Ed. Course only with an intake of 100 students under the self Finance Scheme. It spreads over a sylvan landscape with plenty of greenery around. It is located in the area governed under the limits of Moradabad Development Authority, about 8 kms. away from city on the Moradabad Sambhal state Highway No. 69. It is well connected by road transport. Development of infrastructure has been a continuous process with a focus on simultaneous growth of basic needs ever before they arise. All the amenities as per the norms of N.C.T.E./ U.P. Govt. are available. Library is having more than 5300 books which include a number of reference books, text books, encyclopedias, dictionaries, research reports etc. Besides this different magazines, newspaper & journals etc. are subscribed.

Admissions are made on the basis of counseling conducted by J.E.E. (B.Ed.) Conducting University. Any type of quota in admission or reservation is not applicable. In case of vacant or lapsed seats, if any order of Honorable Supreme Court is followed. Fees charged for the programme is Rs. 51250/-

The institute is having a number of dignitaries in its Advisory Board under their able guidance of whom various activities are organized in the institute. Their rich experience is shared inform of guest lectures also. Merit awards are provided to the students securing good position where as deprived student are also provided financial & moral support.

Management believes in promoting healthy relations with faculty, time to time meetings are arranged. Financial support is provided & participation in academic activities is appreciated. Today the Ex-students are the flag bearers in different streams, some are having Ph. D, serving in govt. as well as private sector in teaching profession while others are in bank/state govt. jobs etc.

The institution believes in maintaining healthy relations with community, Practice Teaching School etc. and is dedicated for the noble cause of "Serving the Nation". The institution is running only one UG course and sometimes there is paucity of funds also but the management committee of the academy makes every effort to arrange required funds.

Thus the management committee plays a praiseworthy role in managing the institute.

TEACHER EDUCATION SCENARIO IN U.P.

As per the recommendations of various committees of the government. The U.P. Govt. started to conduct a joint entrance exam (J.E.E.) for admission in B.Ed. Every year the responsibility to conduct the J.E.E. is assigned to a particular university. This pattern was followed from session 2007-08 onwards. The details are as follows-

Session	J.E.E. Conducting University
2007-08	C.S.J.M. University, Kanpur
2008-09	Dr. B.R. Ambedkar University, Agra
2009-2010	Zero Session declared
2010-2011	Lucknow University, Lucknow.
2011-2012	MJP Rohilkhand University, Bareilly
2012-2013	Dr. R.M.L. Avadh University, Faizabad
2013-14	DDU Gorakhpur University, Gorakhpur.

A written exam is conducted and after the declaration of results, counseling is conducted in accordance with National Informatics Centre (NIC) at various centers (Generally the University Headquarters) and allotment of seats is made.

All candidates are provided with an allotment letter in two copies and they had to report at the institution within seven days. Failing to which their seat is considered as a vacant seat and considered for further allotment.

As per the orders of the Honourable High Court regarding vacant seats and affiliation of new colleges the admissions were done for a long period and the batches were disturbed.

In govt. and govt. aided institutions the reservation is applicable as per the rules while none sort of quota is allotted to self financed institutions. Only minority institutions deserves fifty percent the total seats as management seats while others are not eligible for this also.

The state government is having a number of vacancies in teaching sector especially the primary education candidates having B.Ed. degree with the graduation are eligible for applying. Selection is done on merit basis and are appointed after a training period of six months.

Regarding curriculum all universities are having their own as prescribed by their board of studies. But within a year or two common curriculum as per the guidelines of NCTE will be introduced. The Board of Studies (Education) has formulated new syllabus for B.Ed. & M.Ed. classes as per NCTE guidelines and the new syllabus is implemented w.e.f. session 2011-12 onwards. It has been mandatory to qualify TET/CTET exam in order to become a teacher in govt. sector and from a long time vacancies are supposed to be filled but due to legal disputes still about one lakh vacancies are being affected.

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SHREE BALAJI ACADEMY (B.ED.) COLLEGE

Village-Mohammadpur Bastore, Post-Noorpur, Sambhal Road,
Moradabad (U.P.) Ph. 0591-6454820

TIME TABLE FOR SECTION-A OF B.ED. SESSION 2013-14 (w.e.f. 15.07.2013)

Period/ Paper	Zero Period	Period-I Paper-I	Period-II Paper-II	Period-III Paper-III	Period-IV Paper-IV	Break	Period-V OPT. Paper	Period-VI M.O.T.-I
Day/Time	09.00am 09:10am	09.10- 09.50am	09.50- 10.30am	10.30- 11.10am	11.-10- 11.50am	11.50- 12.20pm	12.20- 01.00pm	1.00- 01.40pm
Monday	Assembly	O.S.	D.A.	M.S.	P.P.S.	B	DA/SB/PPS RG/KKA/OS /MS/AG	DA/SB/PPS RG/KKA/OS /MS/AG
Tuesday		O.S.	D.A.	M.S.	P.P.S.	R	DA/SB/PPS RG/KKA/OS /MS/AG	DA/SB/PPS RG/KKA/OS /MS/AG
Wednesday		O.S.	D.A.	M.S.	P.P.S.	E	DA/SB/PPS RG/KKA/OS /MS/AG	DA/SB/PPS RG/KKA/OS /MS/AG
Thursday		A.G.	K.K.A.	R.G.	S.B.	A	DA/SB/PPS RG/KKA/OS /MS/AG	DA/SB/PPS RG/KKA/OS /MS/AG
Friday		A.G.	K.K.A.	R.G.	S.B.	K	DA/SB/PPS RG/KKA/OS /MS/AG	DA/SB/PPS RG/KKA/OS /MS/AG
Saturday		A.G.	K.K.A.	R.G.	S.B.		DA/SB/PPS RG/KKA/OS /MS/AG	DA/SB/PPS RG/KKA/OS /MS/AG

- A.G.- Dr. Archana Gupta
- M.S.- Dr. Mandeep Singh
- O.S. – Dr. Omendra Singh
- * *O.P.T. – Optional*

Paper

- P.P.S. – Mr. Prempal Singh
- K.K.A. – Mr, Khilendra Kumar Arya
- S.B. – Mr. Sumit Bhatnagar
- * *C.C.A. – Co-Curricular Activities*

- R.G. – Mr. Rachin Gupta
- D.A. – Miss. Divya Agarwal
- * *S.W. – Sessional Work*

SHREE BALAJI ACADEMY (B.ED.) COLLEGE

**Village-Mohammadpur Bastore, Post-Noorpur, Sambhal Road,
Moradabad (U.P.) Ph. 0591-6454820**

**TIME TABLE FOR SECTION-B OF B.ED. SESSION
2013-14 (w.e.f. 15.07.2013)**

Period/ Paper	Zero Period	Period-I Paper-I	Period-II Paper-II	Period-III Paper-III	Period-IV Paper-IV	Break	Period-V OPT. Paper	Period-VI M.O.T.-I	Period-VII M.O.T.-II	Period-VII CCA/SW	Zero Period
Day/Time	09.00am 09.10am	09.10- 09.50am	09.50-10.30am	10.30- 11.10am	11.-10- 11.50am	11.50- 12.20pm	12.20- 01.00pm	1.00- 01.40pm	01.40- 02.20pm	02.20- 03.00pm	03:00 04:00pm
Monday	Assem mbly	A.G.	K.K.A.	R.G.	S.B.	B	DA/SB/PPS RG/KKA/OS /MS/AG	DA/SB/PPS RG/KKA/OS /MS/AG	DA/SB/PPS RG/KKA/OS /MS/AG	DA/SB/PPS RG/KKA/OS /MS/AG	Library
Tuesday		A.G.	K.K.A.	R.G.	S.B.	R	DA/SB/PPS RG/KKA/OS /MS/AG	DA/SB/PPS RG/KKA/OS /MS/AG	DA/SB/PPS RG/KKA/OS /MS/AG	DA/SB/PPS RG/KKA/OS /MS/AG	Library
Wednesday		A.G.	K.K.A.	R.G.	S.B.	E	DA/SB/PPS RG/KKA/OS /MS/AG	DA/SB/PPS RG/KKA/OS /MS/AG	DA/SB/PPS RG/KKA/OS /MS/AG	DA/SB/PPS RG/KKA/OS /MS/AG	Library
Thursday		O.S.	D.A.	M.S.	P.P.S.	A	DA/SB/PPS RG/KKA/OS /MS/AG	DA/SB/PPS RG/KKA/OS /MS/AG	DA/SB/PPS RG/KKA/OS /MS/AG	DA/SB/PPS RG/KKA/OS /MS/AG	Library
Friday		O.S.	D.A.	M.S.	P.P.S.	K	DA/SB/PPS RG/KKA/OS /MS/AG	DA/SB/PPS RG/KKA/OS /MS/AG	DA/SB/PPS RG/KKA/OS /MS/AG	DA/SB/PPS RG/KKA/OS /MS/AG	Library
Saturday		O.S.	D.A.	M.S.	P.P.S.		DA/SB/PPS RG/KKA/OS /MS/AG	DA/SB/PPS RG/KKA/OS /MS/AG	DA/SB/PPS RG/KKA/OS /MS/AG	DA/SB/PPS RG/KKA/OS /MS/AG	Library

- A.G.- Dr. Archana Gupta
- M.S.- Dr. Mandeep Singh
- O.S. – Dr. Omendra Singh
- * *O.P.T. – Optional*

Paper

- P.P.S. – Mr. Prempal Singh
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- S.B. – Mr. Sumit Bhatnagar
- * *C.C.A. – Co-Curricular Activities*

- R.G. – Mr. Rachin Gupta
- D.A. – Miss. Divya Agarwal
- * *S.W. – Sessional Work*

PROPOSED ACADEMIC CALENDAR OF B.ED.

FOR THE SESSION (2013-2014)

Of

SHREE BALAJI ACADEMY (B.ED.) COLLEGE

Approved by N.C.T.E., U.G.C. & Affiliated to M.J.P. Rohilkhand University, Bareilly (U.P.)

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Month : July-2013

S	M	T	W	T	F	S
	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			

Total Working Days = 15

Sunday = 02

Holidays = 01

*24th July : Condolence due to death of Father of Hon. Director

Total Non working Day = 03

Schedule

- 15th – 20th July : Orientation Programme
- 21th – 31th July : Class Room Teaching

Month : August-2013

S	M	T	W	T	F	S
				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

Total Working Days = 19

Sunday = 05

Holidays = 07

*2nd August : Juma Al-vida

*9th August : Id-ul-Fitr

*10th August : Id-Milan

*20th & 21st August : Raksha Bandhan

*27th August : Shri Krishna Janmastami

*28th August : Ram Navmi

Total Non working Day = 12

Schedule

- 1st – 30th August : Classroom Teaching
- 15th August : Celebration of Independence Day & Flag Hosting
- Completion of Unit-1 of 4 Compulsory Paper
- Completion of Unit-1 of all opted methodology Papers
- Completion of Unit-1 of all opted Optional Papers
- Guest Lectures

Month : September-2013

S	M	T	W	T	F	S
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					

Total Working Days = 24

Sunday = 05

Holidays = 02

*9th September : Shri Ganesh Chaturthi

*17th September : Vishwakarma Jayanti

*18th September : Anant Chaturdashi

Total Non working Day = 07

Schedule

- 1st – 5th September : Assignment
- 5th September : Teachers Day Programme
- 14th September : Essay competition of Hindi Divas
- 16th September : Ozone Day as an Assembly Activity
- 18th September : Guest Lecturer
- 22nd September : Tree Plantation & Health Camp
- 9th – 14th September : Class Test
- 16th – 30th September : Classroom Teaching
- Guest Lectures

Month : October-2013

S	M	T	W	T	F	S
		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			

Total Working Days = 18

Sunday = 04

Holidays = 08

*5th October : Maharaja Agarsen Jayanti

*12th to 16th October : Dussehra & Eid-Ul-Azha

*18th October : Valmiki Jayanti

Total Non working Day = 12

Schedule

- 1st October : "Old People Day" as an assembly activity
- 2nd October : "Celebration of Shri Mahatma Gandhi & Shri Lal Bhadur Shastri Jayanti"
- 16 October : Discussion on "World Food Day" as an assembly activity
- 1st to 7th October : Organizing of "World Wide Life Week" by means of essay, debate, and poster making competition.
- 25th October RTI Day Celebration as an Awareness Activity
- 1st – 31st October : Classroom Teaching
- 1st – 5th October : Unit-II Assignment
- Guest Lectures

Month : November-2013

S	M	T	W	T	F	S
		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		

Total Working Days = 19

Sunday = 04

Holidays = 08

*2nd to 7th November : Diwali/Gobardhan Pooja/Bhaiya Dooj/Chitragupte Jayanti

*14th November : Moharram

*17th November : Guru Nanak Janam Divas

*24th November : Guru Tej Bahadur Janam Divas

Total Non working Day = 12

Schedule

- 1st – 12th November : Micro Teaching
- 9th November : "Legal Literacy Day" as an awareness activity
- 11th November : "National Education Day" as an assembly activity & extempore
- 26th November : "National Environment Protection Day" as an awareness activity
- 26th November : "National Legal Day" as an awareness activity
- 18th – 23rd November : Class Test Unit-II
- 25th – 30th November : Classroom Teaching
- Guest Lectures

Month : December-2013

S	M	T	W	T	F	S
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				

Total Working Days = 20

Sunday = 05

Holidays = 06

*25th December : Christmas

Total Non working Day = 11

Schedule

- 2nd – 24st December : Practice Teaching
- 8th December : "Human Rights Day" as an assembly activity
- 22nd December : Celebration of "Pt. M.M. Malviya Jayanti" as an assembly activity
- 25th – 31st December : Winter Break
- Guest Lectures

Month : January-2014

S	M	T	W	T	F	S
			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	

Total Working Days = 26

Sunday = 04

Holidays = 01

*5th January : Guru Govind Singh Jayanti

*14th January : Id-e-milad and Makar Sankranti

Total Non working Day = 05

Schedule

- 1st – 31st January : Classroom Teaching Unit-III
- 10th January : Celebration of "World Hindi Day" as an assembly activity
- 13th January : Celebration of "National Youth Day and Lohri and Makar Sankranti as an cultural activity
- 23rd January : Celebration of "Netaji Subhash Chandra Bose Jayanti" as an assembly activity
- 26th January : "Republic Day Celebration & Flag Hosting"
- Guest Lectures

Month : February-2014

S	M	T	W	T	F	S
						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	

Total Working Days = 22

Sunday = 04

Holidays = 02

*14th February : Sant Ravidas Jayanti

*27th February : Maha Shivratri

Total Non working Day = 06

Schedule

- 3rd – 8th February : Class Test-III
- 4th February : "World Cancer Day" as an assembly activity
- 4th February : Celebration of "Basant Panchmi" as a Cultural Activity
- 9th – 28th February : Classroom Teaching Unit-IV
- Guest Lectures

Month : March-2014

S	M	T	W	T	F	S
						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					

Total Working Days = 22

Sunday = 05

Holidays = 04

*17th to 20th March : Holi

Total Non working Day = 09

Schedule

- 1st – 31st March : Unit-IV Complete
- 4th March : "National Security Day" as an assembly activity
- 15th March : Celebration of "Holi" as a cultural activity & National Seminar
- Guest Lectures

Month : April-2014

S	M	T	W	T	F	S
		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			

Total Working Days = 22

Sunday = 04

Holidays = 04

*8th April : Shri Ram Navmi

*12th April : Cheti Chand

*14th April : Dr. B.R. Ambedkar Jayanti

*18th April : Good Friday

Total Non working Day = 08

Schedule

- 1st – 10th April : Class Test Unit-IV
- 7th April : "World Health Day" as an assembly activity & Medical Check Up Camp
- 25th April : "World Malaria Day" as an awareness activity
- 26th April : "World Intellectual Property Day" as an awareness activity
- 15th – 30th April : Practical/Sessional Work
- Guest Lectures

Month : May-2014

S	M	T	W	T	F	S
				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

Total Working Days = 26

Sunday = 04

*13th May : Mohammad Hazrat Ali Janam Divas

*14th May : Buddha Purnima

Holidays = 02

Total Non working Day = 04

Schedule

- 1st – 20th May : Unit Test-V & Pre University Exam
- 7th May : "World Asthama Day" as an assembly activity
- 13th May : "National Sadhbhavna Divas" as an assembly activity
- Guest Lectures

TOTAL WORKING DAYS = 230

Note –

- Schedule Date & Holidays are liable to change accordingly.
- Guest lectures on confirmation will be declared on notice board primarily.
- Different activities organizing dates will be informed accordingly.

Academic Mapping

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	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	
Tutorial/ 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

Syllabus

MAHATMA JYOTIBA PHULE

ROHILKHAND UNIVERSITY, BAREILLY

ORDINANCES, REGULATIONS & CURRICULUM

FACULTY OF EDUCATION



REVISED SYLLABUS

ACCORDING TO LATEST U.G.C. MODEL CURRICULUM

BACHELOR OF EDUCATION (B.Ed.)

2011-2012 ONWARDS

M.J.P. ROHILKHAND UNIVERSITY, BAREILLY

BACHELOR OF EDUCATION (B.Ed.)

ORDINANCES & REGULATIONS

1. The duration for the degree of education shall be one year and examination shall be held at the end of the academic session.
2. A candidate who after passing (i) the graduation examination of the university or of an Indian university incorporated by law for the time being in force or (ii) any other examination recognized by the university as equivalent there to (MJP Rohilkhand University) attended a regular course of study in an affiliated college for one year shall be eligible to take examination of B.Ed.
3. No candidate shall be allowed to appear in B.Ed. examination unless he/she has put in the required percentage of attendance. Besides the above theory courses, 40 lessons in the subjects offered under method of teaching will have to be completed by the end of session.
4. No candidate shall be declared to have passed B.Ed. Examination unless he/she secures 36% marks in aggregate of all the theory courses and 48% marks in practical separately.
5. The division shall be determined on the aggregate of marks of all the courses prescribed for the degree separately in Theory and Practical as under

Division in Theory & Practical Separately	Percentage of marks
First Division	60% or above
Second Division	48% or above but below 60%
Third Division	36% or above but below 48%

6. If a candidate after completing the required percentage of attendance fails to appear in Theory or in Practical or both, he/she will have to appear as an ex student in both theory as well as in practical without attending further regular classes.
7. A candidate shall be required to offer the courses as prescribed in the syllabus. Each theory course shall carry 100 marks. The course IXth of Teaching Skills will be of 250 marks out of these 50 marks will be evaluated by subject supervisors and the remaining 200 marks by the Board of Examiners.
8. Each college shall organize teaching seminars for at least 24 hours in a year.
9. A candidate who does not earn the degree in continuous three years, shall cease to be a candidate for the degree. The period of three years shall be reckoned from the academic session in which he/she started his/her candidature.

Note – Admission to B.Ed. classes will be made as per norms laid down by NCTE and Government from time to time.

EVALUATION SCHEMES

The performance of the candidate appearing in B.Ed. Examination will be evaluated as follows:

- i. The evaluation of B.Ed. pupil teacher will be done in 1000 marks. The division will be awarded separately in theory out of 700 (Courses I to VII) marks and in practical out of 300 (Courses VIII & IX) marks respectively.
- ii. The theory part in all the papers (Course I to VII) will be evaluated through, a system of University Examination as per its practical and routine.
- iii. Four compulsory and one optional paper will be of 100 marks. 90 marks are for external theory examination. 10 marks are for continuous internal assessment done on the basis of written assignments, snap tests, participation in the discussion held in the class, term papers, attendance etc.
- iv. Evaluation procedure in Paper VIII. (Sessional Work and Practical) and IX will be as follows :
 - a. Practical Sessional Work 50 marks
 - b. Internal 50 marks will be given by two subject supervisors.
 - c. Evaluation for "Teaching Skills marking purpose a board of three examiners comprising one as Convener of Concerned Permanent Department, second one Examiner from other Teacher Training Department of MJPR University, Bareilly and third one Retired Teacher of MJPR University, or in Service Teacher Educator of Other Universities. All the three examiners will assess students separately and average of Total Sum of marks will be his/her final score in teaching skills out of 150 marks.
 - d. Viva-voce Examination of 50 marks will be conducted by the Board of Examiners on he basis of student's sessional work.

OBJECTIVES

On completion of this course the prospective teacher will be able to:

- Understand the nature, purpose and philosophy of secondary education.
- Understand the psychology of his/her pupils.
- Acquire competencies relevant to stage specific pedagogy, curriculum development, its transaction and evaluation.
- Make pedagogical analysis of the subjects they have to teach at the secondary stage, develop skills for guidance and counseling.
- Foster creative thinking among pupils for reconstruction of knowledge.
- Explain the factors and forces affecting educational system and class-room.
- Understand the educational needs of special groups of pupils.
- To utilize community resources as educational inputs.
- Understand communication skills and use of modern information technology for school purpose : Develop aesthetic sensibilities; and research in education including action research.
- Develop awareness about role of education in building up a democratic, secular and socialistic pattern of society.

BACHELOR OF EDUCATION (B.Ed.)

PROPOSED FORMAT OF COMPULSORY AND OPTIONAL THEORY PAPERS

Time : 3hrs

MM : 90

Note – There are two sections in this question paper short answered questions in section A and long answered questions in section B. Answer of 6 short answered question should not exceed more than one page & these will cover the entire syllabus.

	Section –A	Marks
Short Answered Questions		6×3=18

	Section –B	Marks
Long Answered Questions		4×18=72

(Questions in this section may be eight for internal choice)

PROPOSED FORMAT OF TEACHING SUBJECT THEORY PAPERS

Time : 3hrs

MM : 90

Note – There are two sections in this question paper short answered questions in section A and long answered questions in section B. Answers of 4 short answered questions should not exceed more than one page & these will cover the entire syllabus.

	Section –A	Marks
Short Answered Questions		5×4=20

	Section –B	Marks
Long Answered Questions		4×20=80

Note – The papers should be set as per proposed format. The inclusion of type of questions in different sections may be left to the discretion of the paper setter as it doesn't have any impact on the nature of questions paper.

BACHELOR OF EDUCATION (B.Ed.)

Scheme of Examination and Weight age given to each course

2010 and onwards

Code No.	Course No.	Name of Course	Marks		Total	Duration of Exam.
			External	Internal		
E-101	I	Teacher in Emerging Indian Society	90	10	100	3hrs
E-102	II	Development of Learner and Teaching Learning Process	90	10	100	3hrs
E-103	III	Development of Education System in India	90	10	100	3hrs
E-104	IV	Essential of Educational Technology and Management	90	10	100	3hrs
	V	Any one from the following	-	-	-	-
E-205		Educational and Mental Measurement	90	10	100	3hrs
E-206		Educational Management and Administration	90	10	100	3hrs
E-207		Career Information and Career Guidance	90	10	100	3hrs
E-208		Teaching Values	90	10	100	3hrs
E-209		Environmental Education	90	10	100	3hrs
E-210		Physical Education	90	10	100	3hrs
	VI & VII	Teaching Methodology				
		Any two school subjects to be studied as methods papers. These subjects should be selected on the basis of the subjects studied				

		at graduation/post graduation level. Other subjects with teaching of commerce can be any one of the following.				
		1. Mathematics				
		2. Geography				
		3. Economics				
		4. English/Hindi				
		5. Social Studies				
E-311		Teaching in Hindi	100	-	100	3hrs
E-312		Teaching of English	100	-	100	3hrs
E-313		Teaching of Sanskrit	100	-	100	3hrs
E-314-I		Teaching of Social Studies	100	-	100	3hrs
E-314-II		Teaching of Economics	100	-	100	3hrs
E-314-III		Teaching of Civics	100	-	100	3hrs
E-314-IV		Teaching of History	100	-	100	3hrs
E-314-V		Teaching of Geography	100	-	100	3hrs
(Note : One Teaching Method shall be opted out of the total five teaching methods mentioned inE-314(I) to E-314 (V))						
E-315		Teaching of Commerce	100	-	100	3hrs
E-316		Teaching of Computer Science	100	-	100	3hrs
E-317		Teaching of Mathematics	100	-	100	3hrs
E-318		Teaching of Home Science	100	-	100	3hrs
E-319		Teaching of Physical Science	100	-	100	3hrs
E-320		Teaching of Biology Science	100	-	100	3hrs

E-401	VIII	Practical : Sessional Work Take any five of the following				
		a) Administration, Scoring & Interpretation of Psychological Test	-	-	10	
		b) Operation of Audio-Visual Equipments	-	-	10	
		c) Construction of Test Items and Examination Question Papers	-	-	10	
		d) Case Study/Action Research	-	-	10	
		e) Scouting & Guiding & Civil Defence	-	-	10	
		f) Work with Community	-	-	10	
		g) Participation in Cultural Activities	-	-	10	
		h) Physical Exercises, Games and Sports	-	-	10	
E-402	IX	Teaching Skill (Internal) Practice Teaching (Board of three Examiners)			50 marks For each examination/ examiner 3×50=150	
		Viva-voce Examination based on sessional work and skills of teaching will be conducted by the Board of Practical Examination/ Examiners.			50	

		Internal assessment in the two teaching subjects to be assessed by subject supervisors. The assessment in this category include preparation of T.L.M. and other activities to be decided by the subject supervisors.		50 50
		Total		300

THEORY COURSES

COURSE-I

TEACHER IN EMERGING INDIAN SOCIETY

E-101

OBJECTIVES

On completion of this course students will be able to :

1. Understand the relationship between Philosophy and Education and implications of philosophy on education.
2. Understand the importance and role of education in the progress of Indian society.
3. Explain the contribution of great educators to the field of education.
4. Understand the need to study education in sociological perspective. The process of social change and socialization to promote the development of a sense of commitment to teaching profession and social welfare.
5. Analyse the means and measures towards the promotion of National integration and protection of human rights.

CONTENTS

UNIT— I

- Education. nature and meaning - its objectives in relation to the time and place.
- Education in the western context with-specific reference to Rousseau, Pestalozzi.
- Dewey, Russell, their impact on educational thought and class-room practices, in term of progress trends in education.
- Indian thought and its contribution to educational practices.

UNIT-II

- Philosophy and Education - significance of studying philosophy in understanding educational practices and problems.
- Major philosophical systems - their salient features and their impact on education.

- a) Naturalism with reference to views of Rousseau and Rabindra Nath Tagore.
- b) Idealism with reference to Plato, Socrates and Advaita Philosophy.
- c) Pragmatism with reference to Dewey's "Instrumentalism and Experimentalism."

UNIT-III

- Educational thinkers and their contribution in developing principles of education.
- M.K. Gandhi: Basic tenets of Basic Education.
- Swami Vivekananda: Man making education.
- Sri Aurobindo: integral education, its basic premises; stages of development.
- Froebel : The play way method.
- Maria Montessori : The didactic apparatus.

UNIT-IV

- Directive principles in Indian Constitution; various articles mentioned in the constitution that are related to education.
- Sociological basis of education, education as an agent of social change, education as a means of National Welfare through the immediate welfare of the society.

UNIT-V

- Human Resource Development, need and role of education in HRD.
- Human Rights: Brief Historical Background.
- Distance education: Concept, need & mode, e-education-concept,

LEARNER TEACHING - LEARNING PROCESS & STATISTICS

OBJECTIVES

On Completion of the course students will be able to :

1. Acquire knowledge and or understanding of stages of human development and developmental tasks with special reference to adolescents learners:
2. Develop understanding or process of children learning in the context of various theories of learning;
3. Understand intelligence, motivation and various types of exceptional children,
4. Develop skills for effective teaching-learning process and use of psychological test.
5. Select and conduct the statistical analysis of the data.

CONTENTS

UNIT-I

Nature of learner

- (a) Stages of human development; stage specific characteristics and developmental tasks.
- (b) Adolescence in Indian context - characteristics and problems of adolescents, their needs and aspirations.
- (c) Guiding and counseling adolescents.

UNIT — II

Learning and Motivation

- (a) Nature of learning, learning theories - Behaviorists (Skinner's); Pavlov's Classical conditioning, Thorndike's connectionism and Kohler's insight learning theory.
- (b) Factors influencing learning and teaching process; learner related; teacher related: process related and content related.
- (c) Motivation - nature types: techniques of enhancing learners' motivation.

UNIT —III

Intelligence & Personality

- (a) Nature and characteristics of intelligence (Cognitive & Affective) and its development.
- (b) Theories of intelligence, Measuring intelligence.

Personality - Definition, meaning and nature; development of personality; type and trait theories of personality, Assessment.

UNIT-1V

Exceptional children

- (a) Concept of exceptional children - types and characteristics of each type including children with learning disabilities.
- (b) Individual differences - nature: accommodating individual differences in classroom.
- (c) Learner centered techniques for teaching exceptional children.

UNIT-V

Educational statistics

- (a) Data, frequency distribution and tabulations.
- (b) Calculation and uses - Central tendencies (mean, median and mode) and variability with special reference to standard deviation.
- (c) Correlation (Rank difference, meaning uses and calculation).

PRACTICALS:

- (i) Case study of an exceptional child.
- (ii) Administration of psychological Tests-any one of test to be administered, scored, interpreted and reported.

DEVELOPMENT OF EDUCATIONAL SYSTEM IN INDIA

OBJECTIVES

On completion of the course students will be able to :

1. Understand that development of education is influenced by socio-political forces of the time.
2. Acquire knowledge of characteristic features of ancient, medieval and British system of education in India and of their strengths and limitations.
3. Understand the contribution of various major committees and commissions on education set up from time to time.
4. Appreciate the developments in Indian education of the post-independence era.

CONTENTS

UNIT - I

- Education in India during (a) Vedic, (b) Buddhist, (c) Medieval periods and (D) Modern Period.
- Macaulay's minutes and Bentinck's resolution of 1835, Adam's report and its recommendations.

UNIT — II

- Recommendations of Indian Education Commission - 1882, its influence on the subsequent development of education.
- Essential features of Sadler Commission Report - 1917.
- Wardha scheme of education - 1937.

UNIT-III

- University Education Commission (1948-49).
- Secondary Education Commission (1952-53).
- Indian Education Commission (1964-66),
- National Policy of Education (1986).
- Revised National Policy 1986 with modification made in 1992.

UNIT - I V

- Development of teacher education in India.
- Objectives
- Problem of teacher education in India.
- Role and Functions of NCTE

UNIT - V

- Primary education and its major problems.
- Secondary education and its major problems (expressions and vocationalization)
- High education and its major problem (Autonomy and privatization).
- Reservation in Education : Right to Education.

COURSE-IV

E-104

ESSENTIALS OF EDUCATIONAL TECHNOLOGY AND MANAGEMENT

OBJECTIVES

At the end of the course, the students will be able :

1. To obtain a total perspectives of the role of technologies in modern educational practices.
2. To equip with various technological applications available to him/her for improving instructional practices.

3. In obtain a total gender of his role of scientific management in education.
4. To provide the skills required for effective instructional and institutional management in education.
5. To explain the concept of teaching.

CONTENTS

UNIT - I

- Definition of "educational technology" distinction between hardware and software technologies. Their role in modern educational practices.
- Hardware technologies: Important accessories and their application OHP, still and Movie Projectors, Audio Video recording instruments; TV, Computers, New technologies like e-mail: internet; etc.
- Use of strategies like, teleconferencing, micro teaching, programmed instruction, CAI, Language laboratory.

UNIT-II

Psychological uses of modern technologies - Cone of Experience (Edgar Dale).

Multisensory Instruction - advantages.

- Developing programmed instructional material-linear, branching programmes. tryouts and validation etc.
- Information communication Technology - concept and application of ICT in Education. ICT Competencies for teachers.

UNIT-III

- Strategies of teaching - Meaning and special features with special reference to lecture, question answer, demonstration, discovery, heuristic, project, assignment. tutorial group, brain storming and role playing.

UNIT-IV

- Micro Teaching, Simulated teaching concept, procedure. Merits & Demerits.

UNIT - V

- Evaluating institutional performance - Methods used - pupil evaluation, teacher evaluation, evaluation of Institutional performance.
- Method of teacher evaluation - use of pupil rating, peer rating, supervisor rating. community rating - ratings used for institutional improvement.
- Accountability in school education - methods used for assessing accountability.
- Action research as a Total for solving educational problem meaning objectives and steps.

ELECTIVE- EDUCATIONAL AND MENTAL MEASUREMENT

OBJECTIVES

At the end of the course the student will be able

1. To understand with the basic scientific concepts and practices in educational and mental measurement,
2. To tabulate and find out standard meaning from the raw Scores by using statistical procedures.
3. To develop skills and competencies for the use of the techniques in the field.
4. To interpret the result of educational measurement.
5. To understand about various educational and mental measurement tools.

CONTENTS

UNIT-I

- Concept of measurement: testing and evaluation.
- Scale of measurement : nominal, ordinal, internal and ratio scales.
- Discrete and continuous variables.
- Qualities of a test - reliability, validity and usability of a test.

UNIT —II

- Item analysis procedures of item selection and methods of estimating reliability. validity and norms of a test.

UNIT-III

- Techniques of test conduct-importance of establishment of rapport with the students, arranging the seats and distribution of questions for minimum plume and copying; techniques for avoiding guessing in answering; objective scoring.

UNIT-IV

- Interpreting measurement: normal probability curve. skewness and kurtosis. Percentiles and percentile ranks.
- Standard scores.
- Co-efficient of correlation by spearman's and product moment methods and its interpretation.
- Interpreting co-efficient of correlation

UNIT-V

- Achievement tests: construction of standardized achievement tests. Types of test items.
- Measurement of intelligence Concept of intelligence, Binet test, concept of I.Q. Individual and group tests of intelligence.
- Aptitudes and personality tests : Use of aptitude tests- an overview. Use of interest Inventories.
- Assessment of personality: interview, self-report inventories, rating scale, projective techniques. (Note-Some basic concepts and items covered under compulsory/core courses have been dropped here to avoid repetition although these are relevant)

PRACTICAL

- Administration of a psychological test and interpretation of test results. Determination of reliability or validity of any self-made test.
- Construction of a test battery with at least five types of test items and trying out of the same on a class/group of students.

ELECTIVE: EDUCATIONAL ADMINISTRATION & MANAGEMENT**OBJECTIVES**

On completion of the course students will be able to

1. To understand the concept and concerns of educational administration.
2. To understand the role of the headmaster and the teacher in school management.
3. To understand the concept & Importance of communication and its possible barriers in educational administration.
4. To critically analyse the administrative scenario in relation to the functioning of the other secondary schools of the area.
5. To explain the scientific practices of educational management and keep him/her to apply it in work situation.

CONTENTS**UNIT — I**

- Conceptual framework: Concept of educational administration.
- Concept of educational management, human beings as inputs, process and products.
- Total Quality Management - Concept and its Significance to School.

UNIT-II

- Role and functions of headmaster/teacher: Basic functions of administration planning, organizing, directing and controlling.
- Maintenance of discipline control management.
- Co-ordination and growth development.
- Supervision and inspection, defects in the present supervision and inspection.
- Scope of educational supervision.

- Types of supervision.
- Providing guidance; leadership function
- Crisis management. Decision making.

UNIT-III

- Communication in Educational Administration: Role of communication in effective management and administration.
- Methods of communication.
- Barriers of communication in educational administration.
- Overcoming barriers of communications and have effective communication in educational administration.

UNIT — IV

- Management of Schools: Role of headmaster in planning of school activities, approaches to management - manpower approach, cost benefit approach, social demand approach, social justice approach.
- Delegation of authority and accountability.
- Role of headmaster in motivating the staff, in resolution of interpersonal conflicts. Role of the headmaster in creating resources and managing financial matters. Optimum use of available resources for growth and development of the school. Staff development programmes.
- Role of teachers in school management and administration.
- Teacher as a successful class room manager.

UNIT — V

- Educational administration in the state - The administrative structure in the field of education.
- Control of school education in the state - a critical analysis.

- Functions of the state government in relation to secondary and higher secondary schools.
- Functions of the board of secondary education in controlling secondary schools.
- Problems of secondary school administration in government schools.

PRACTICAL

- The student teacher is expected to conduct a study on any issue or problem related to school administration. The report should be in about 700 words.

COURSE-V

E-207

ELECTIVE CAREER INFORMATION IN CAREER GUIDANCE

OBJECTIVES

On completion of the course students will be able to

1. To develop the understanding of the need and importance of career information for the pupils.
2. To identify their role and function in locating, collecting, evaluating and disseminating career information for the use of pupils.
3. To develop an understanding of how one's ability, interests and aptitudes are related to world of work.
4. To know about the importance of developing the right attitudes and values at every stage of education.

UNIT — I

- Meaning and concept of Guidance
- Types-educational; vocational and personal; needs and principles. Counseling - need, functions and types.

UNIT-II

- Meaning of career and career information, components of career information.
- Occupational Information, information about education and opportunity and personal social information.

UNIT-III

- Aims to study career Information at different school levels.
- Career information; sources, method of collection, classification and filling-up of information and evaluation of the Information.

UNIT-IV

- Information about education and training opportunities for primary, elementary and secondary levels of school.

UNIT-V

- Personal-social Information at every school level.
- Setting up of a Career Resource Centre, its major importance.

ELECTIVE

TEACHING OF VALUES (E-208)

OBJECTIVES

On completion of the course students will be able to :

1. To understand the nature and sources of values, and disvalues.
2. To understand the classification of values under different types.
3. To appreciate educational values like democratic secular, and socialist.

UNIT-I

- Nature and sources of values, biological, psychological, social and ecological determinants of values their bearing on education in varying degrees.

UNIT-II

- Classification of values into various types, material, social normal and spiritual values; status of values, how can these be realized through education.

UNIT-III

- Corresponding to values there are evils or disvalues-material, social economic, moral and religious evils leading to faithlessness and irreverence: how can education overcome these negative values.

UNIT-IV

- Levels of value realization, Development of values as a personal and life-long process-teaching of values as an integral part of education.

UNIT-V

- Evaluating that teachers and other school personnel are value laden, students and parents are value laden, curriculum is value laden evaluate.
- Value of self-sacrifice vs value of self-centeredness.
- Values of excellences vs values of ego-centralism.
- Values of work vs values of selfishness;
- Every teacher or all teachers need to teach values.

ELECTIVE
ENVIRONMENT EDUCATION (E-209)

OBJECTIVES

On completion of the course students will be able to :

1. To understand about the concept of environments to education.
2. To develop a sense of awareness about the environmental pollution, and possible hazards and its causes and remedies.
3. To develop a sense of responsibility towards conservation of environment, biodiversity and sustainable development.
4. To develop reasonable understanding about the role of school and education in fostering the idea of learning to live in-harmony with nature.
5. To understand about the various measures available to conserve the environment for sustaining the development.

CONTENTS

UNIT-I

- Environment Education : Meaning, Objectives, scope and nature of environmental education.
- Types of environment pollution.

UNIT-II

- Causes and effects of environmental hazard, global and local Environmental Pollution and its remedies.
- Green house effect - an impending catastrophe.
- Ozone layer depletion - environmental treat, acid rain, pillar melting. rise of sea level and their implications.

UNIT-III

- Salient features of environmental awareness through education Programmes of environmental education for secondary school children.
- Programmes of environmental education for attitude changes among the children.

UNIT-IV

- Biodiversity: Conservation of genetic diversity, an important environment priority: learning to live in harmony with nature.

UNIT-V

- Role of school in environmental conservation aided to sustainable development. Role of government organization and non government organization in protection and preservation of environment.

PRACTICAL

- To submit a report after surveying a typically degraded area and to suggest necessary remedial measures with latest statistical data.
- The area of this project is to include anyone of the following topics:
 - (a) Noise pollution.
 - (b) Water pollution.
 - (c) Air pollution.
 - (d) Deforestation.
 - (e) Role of the pollution control boards, Role of voluntary organizations.
- The report on the Practical should be submitted to the college within the specified period by the college authority. The length of the report may be around 700 words.

ELECTIVE
PHYSICAL EDUCATION (E-210)

OBJECTIVES

Student teacher will be able to develop :

1. The theoretical assumption behind the practice of modern physical education.
2. The states for organizing the practice of physical education.
3. Activities required for evaluating attainments of physical education.
4. Activities required for organizing physical education meets and events.

CONTENTS

UNIT-I

- Physical education-its meaning and implications, aims and objectives: Foundations of physical education; concept of physical fitness recreation. Physiological effects of exercise; Biophysical differences in boys and girls and their implications in physical education; Postural defects including remedial exercise including Asanas.

UNIT-II

- The significance of child's growth and development for the practice of physical education. The interaction of health, physical education and physical fitness; concept of positive health.

UNIT-III

- Types of food and their relative efficacy; role of balanced diet, dangers of the use of alcohol nicotine, narcotizes and drugs. The principles of programme building: organization of physical education programme in secondary school; Competitions : their role, values and limitations; Team and house system; classification of pupils for instructional and other purposes; preparation of fixtures.

UNIT-IV

- Organization of annual athletic meet including laying of a double bend tracks with provision of staggers. Evaluation of student's performances in physical education program.

UNIT-V

- Problems in organizing physical education programme in Indian schools.

PRACTICAL

- To be decided by the investor in-charge and to be internally assessed.

COURSE-VI & VII

METHODS OF TEACHING

Visualizing the voluminous content of presentation of methodology, of teaching subject wise, methodology of teaching has been enumerated area-wise instead of dealing with each subject separately. These are as follows:

1. Methodology of teaching Physical/Biological Science.
2. Methodology of teaching Social Sciences.
3. Methodology of Teaching Mathematics.
4. Methodology of Teaching languages as mother tongue and as second language.

COURSE VI & VII
TEACHING OF HINDI (E-311)

OBJECTIVES

On completion of the course student will be able to :

1. Understand the nature and characteristics of a language and mother-tongue and the use of language.
2. Understand the required skills and their interlinks for mastering language.
3. Understand the various approaches of planning for successful language teaching.
4. Understand the approaches for teaching different aspects of language.
5. Understand the aids and other similar available material that could be used for teaching language.
6. Understand the techniques of obtaining feedback for self-evaluation and evaluation of student's success in learning and using the language.

CONENTS

UNIT-1

- Importance of mother-tongue in education, teaching of mother-tongue as against of the regional and foreign languages.
- Analysis factors in Language learning, language as a skills.
- Formulation of aims and objectives of teaching Hindi at Junior and Senior stages.

UNIT II

- Phonetics of Hindi language, morphology and syntax.
- First step in teaching of Hindi, the advantages of structural approach at different stages.

UNIT-III

- The teaching of Hindi at Junior and senior levels with regard to the following: Prose, Poetry. Rapid Reading, Grammar, Composition and Translation, application of modern methods in teaching and evaluating the effectiveness of methods.

UNIT-IV

- The mechanics of teaching, pronunciation and intonation, handwriting, spelling and correction.
- Use of audio-visual aids in teaching language.
- A critical study of the prescribed text-books in Hindi at Junior and senior levels with special reference to structure and vocabulary.

UNIT-V

- Application of evaluation approach in teaching of Hindi, objective centred tests in Hindi and construction.
- Diagnostic and remedial teaching: Application of action research methodology in the following areas: (a) Pronunciation (b) Spelling (c) Reading (d) Writing.

TEACHING OF ENGLISH (E-312)

OBJECTIVES

On completion of the course student will be able to :

1. Create a warm and accepting class room environment conducive to learning.
2. Understand the nature and characteristics of language and use of English language.
3. Evaluate basic language skills such as listening, speaking, reading and writing and integrate them for communicative purpose.
4. Understand important methodologies and techniques of teaching English.
5. Will be able develop insight into the form and use of English and to give practice in lesson planning.

CONTENTS

UNIT-I

Concepts

- (a) Nature of language.
- (b) Importance of language.
- (c) Functions of language.
- (d) Linguistic principle.
- (e) Aims and objectives of teaching of English.
- (f) Stating objectives in behavioural terms.

UNIT- II

Content and Pedagogical Analysis

- (a) Teaching of prose, poetry, composition and grammar.
- (b) Pedagogical analysis based on unit analysis, objectives, learning experience, chosen methods and material and evaluation at least one topic from prose, poetry, composition and grammar.
- (c) Preparation analysis based on any of the following skills :
 - (i) Questioning.
 - (ii) Explaining.
 - (iii) Illustration.
 - (iv) Stimulus variation.

UNIT-III

Methods of Teaching and Skills of Teaching

- (a) Difference between an 'approach' and 'method', Major methods of teaching English:
Grammar-cum-translation method, direct method and bilingual method.

- (b) Structural approach : meaning of structure and pattern, principles of selection and gradation of structure, presentation and practice of structure.
- (c) Latest Development in the approach and methods of teaching English including the linguistic communicative approach.
- (d) Development of following linguistic skills;
 - (i) Listening and understanding.
 - (ii) Speaking.
 - (iii) Reading.
 - (iv) Writing.

UNIT-IV

- (a) Importance of Instructional material and their effective use.
- (b) Use of following aids:
 - (i) Chalk board.
 - (ii) Flannel board.
 - (iii) Pictures.
 - (iv) Picture cut-out.
 - (v) Charts.
 - (vi) Tape-recorder.
 - (vii) Record-player (linguaphone).
 - (viii) Radio.
 - (ix) Television.
 - (x) Film and filmstrip.
 - (xi) Overhead Projector.
 - (xii) Languages laboratory.

UNIT-V

- (a) Basic principles of testing English. The difference between measurement and evaluation.
- (b) The meaning and significance of comprehensive and continuous evaluation in English.
- (c) Development of good test items in English (objective type, short answer type, essay type).
- (d) Preparation of an achievement test.

TEACHING OF SANSKRIT (E-313)

OBJECTIVES

On completion of the course student will be able to :

1. Develop basic abilities for teaching Sanskrit.
2. Understand the importance of teaching objectives of Sanskrit language.
3. Evaluate basic languages skills such as-listening, speaking, reading and writing and integrate them for communicative purpose.
4. Understand the techniques of obtaining feedback for self-evaluation and evaluation of students success.

CONTENTS

UNIT-I

- The position of Sanskrit in the school curriculum: Its literary, cultural and linguistic value, its relations with modern Indian Language.
- Aims and Objectives with specification of teaching Sanskrit (cognitive. affective and psychomotor domains) in behavioral terms.

UNIT-II

Curriculum :

- (a) Need, bases and principles of curriculum construction.
- (b) Precautions in developing curriculum of Sanskrit.
- (c) Evaluation of present curriculum.

UNIT-III

- Teaching Methods: Pathshala method, Bhadarkar method, Text-book method, direct method and the elective method.

UNIT-IV

- Teaching of prose, poetry, grammar, composition, translation, drama, rapid reading and spelling in Sanskrit.
- Oral work and pronunciation, recitation of passages from prose and poetry, their aims and teaching methods.
- Text book of Sanskrit -Characteristics and evaluation procedure of text book.

UNIT-V

- Evaluation in teaching of Sanskrit, construction of a good test keeping in view the objectives, content and form of questions, preparation of blue print.
- Teaching aids in Sanskrit and preparation of lesson notes.

TEACHING OF SOCIAL STUDIES (E-314-I)

OBJECTIVES

Student teacher will be able to :

1. Develop understanding of aims and objectives of teaching of Social Studies.
2. Understand curriculum organization.
3. Understand different methods devices and techniques of teaching Social Studies.
4. Understand the use of different audio visual aids.
5. Understand the modern concepts and tools of evaluation.

CONTENTS

UNIT-I

- Social Studies teaching: Need and justification of the teaching SST as a separate subject in school curriculum. Fundamental principle of social studies courses. Objectives of teaching social studies, objectives of teaching the subject at different levels, scope of the social studies and values of teaching social studies.

UNIT-II

- Need for the planning of curriculum, construction of curriculum, general pattern of social studies curriculum.
- Various methods techniques of teaching social studies.

UNIT-III

- Audio-Visual aids in social studies. Need, principles for use of teaching aids. Advantages and problems in the use of material aids.
- Textbook of social studies: importance, value, characteristics of good textbook.

UNIT-IV

- Social studies library and laboratory, need and management, material and equipments.
- Evaluation in social studies: Meaning, purpose, objectives and criteria of good examination, evaluating the results of SST.

UNIT-V

- Lesson planning: Values and importance, Types of lesson planning. Steps in lesson planning, (Herbertian).

TEACHING OF ECONOMICS (E-314-II)

OBJECTIVES

Student teacher Will be able to :

1. Understand the growing concepts principles and theories of economics.
2. Understand aims and objectives of teaching economics.
3. Analyse various economic problems which our country is facing.
4. Understand different methods of teaching devices and techniques of evaluation.
5. Understand different teaching aids.

CONTENTS

UNIT-I

Definition, Nature and Scope of Economics

- a. Meaning, Nature and Scope of Economics.
- b. Importance of Teaching of Economics
- c. Aims and objectives of Teaching of Economics
- d. Correlation of Economics with other subjects.

UNIT-II

- Aims of teaching economics with special reference to Indian conditions. Curriculum of economics - (a) Principles of curriculum construction (b) methods of organization of the subject matter of economics.

UNIT-III

Methods of teaching economics,

- (I) Traditional methods;
 - (a) Text book method
 - (b) Lecture method
- (II) Modern methods - Laboratory, Project, Problem solving. Inductive and deductive supervised study and socialized recitation method.
- (III) Techniques of teaching economics-
 - (a) Question-answer.
 - (b) Illustration
 - (c) Observation
 - (d) Examination
 - (e) Assignment
 - (f) Drill.

Teaching aids in the teaching of economics-Text book of economics :

- (a) Importance of text book
- (b) Basic principles of selection of text book
- (c) Critical study of the present text books of Economics.

UNIT-IV

Evaluation in economics

- (a) Meaning and importance of evaluation
- (b) Purpose of evaluation
- (c) Techniques of evaluation
- (d) various types of examinations
- (e) objective

UNIT-V

Lesson planning economics-

- (a) Meaning, needs and aims of lesson planning.
- (b) Evaluation approach.

TEACHING OF CIVICS (E-314-III)

OBJECTIVES

Student teacher will be able to :

1. Understand the meaning of civic sense importance of civics.
2. Understand the meaning of civics sense.
3. Will be aware towards political system.
4. Understand the electoral process.

CONTENTS

UNIT-I

- Justification of the teaching of civics as a separate subject in the school curriculum.
Propagation of social ideals through teaching of Civics.
- Formulation of aims and objectives of teaching of Civics at different levels.

UNIT-II

- The syllabus, its scope and adequacy, an evaluation of the contents of the present syllabus, I principle involved in the construction of syllabus for Civics Fixing up the contents to be presented as learning experience for different grades.
- Evaluation of history text books.
 - Sources of information in the book, judicious selection of accurate and upto date content.
 - Exercises and activities for students.
 - Illustrations variety and accuracy.
 - Language and style.
 - Suitability of selection organization and presentation of content.

UNIT-III

- Methods, techniques and aids of teaching of Civics to be discussed under the following heads:
 - (a) The broad principles
 - (b) Their suitability to different content-areas.
 - (c) Application (precaution to be taken while using different methods) technique and aid, limitations.
 - (d) Evaluation-discussing their merits and limitations.

Text-books of Civics: How to construct them; Devising evaluation criteria of the appraisal to text-books in Civics and applying them, Principles involved in the selection of the text-books of Civics-An evaluation of the current text books of civics.

UNIT-1V

Evaluation approach in teaching of Civics :

- (a) Applying evaluation approach.

(b) Devising evaluation tools in Civics.

(c) Constructions of objective type test in Civics.

UNIT-V

- Preparation of Unit plan and lesson plan.

TEACHING OF HISTORY (E-314-IV)

OBJECTIVES

Student teacher will be able to

1. Understand the importance of History.
2. Understand the aims and objectives of teaching of History.
3. Analyse critically the curriculum and text books of teaching History at secondary stage.
4. Understand the different methods of teaching history.
5. Understand the role of current events in teaching of History.
6. Understand different techniques of evaluation.

CONTENTS

UNIT-I

- Place of history in school curriculum.
- Relationship of history with geography, civics, literature, economics, sociology and other subjects.
- Importance of local history, provincial or regional history, national history and world history.
- Aims and Objectives of teaching history.
- Values of teaching history: cultural, ethical, intellectual, informational, national and international.

UNIT-II

- History Curriculum; need of organizing facts in history for various grades; course content of history of different classes.
- Methods of organizing history curriculum chronological methods, topical, methods, patch method, regressive method, merits and demerits of these methods.

UNIT-III

- Text-book method, story-telling method, biographical method, lecture method, discussion method, problem solving method, project method, Unit method, source method, merits and limitation of the above method.
- Techniques: Supervised study, note taking, note making assignments. role playing.
- Lesson planning in history detailed and brief planning, Unit planning for teaching.

UNIT-IV

- Need for A. V. aids in teaching history.
- Bulletin Board, historical charts, pictures, photographs, historical maps, historical (films, and filmstrips, objects, specimen, models, radio and T.V. exhibits of social and cultural life of people).
- Time lines, time charts, chorological and gemological tables.
- Museum, dramatization, excursion and excavations.

UNIT-V

- History room-essential equipment of history room, class room management, class room and laboratory work to develop skills.

TEACHING OF GEOGRAPHY (E-3I4-V)

OBJECTIVES

Student teacher will be able to :

1. Understand the need for learning Geography.
2. Understand about basic principles governments, constructions of curriculum.
3. Use of various methods of teaching Geography.
4. Understand nationalism and internationalism.
5. Understand the preparation and use of different audio — visual aids.

CONTENTS

UNIT-I

- Place of Geography in School Curriculum and its relationship with other school subjects.
- Changing nature of Geography; Geography as a physical Science. Geography as a social science, Educational value of Geography.

UNIT-II

- Methods of teaching Geography: observation, descriptive explanatory, comparative general (topical), regional, project excursion and field work.
- Use of local resources for teaching Geography in rural and urban areas.

UNIT-III

- Teaching aids construction of scale, graphs, diagrams, charging and reduction of maps, inter-pretations of weather maps and to topographical maps of India.

UNIT-IV

- Evaluation in Geography

UNIT-V

- The teacher his qualification outlook and training for organizing seminars for orientation.

TEACHING OF COMMERCE (E-315)

OBJECTIVES

Student teacher will be able -

1. To understand the methodologies of teaching used in teaching commerce in schools.
2. To understand the values of commerce and the relationship of commerce with other subjects.
3. To understand use a wider range of teaching techniques in order to enable them to plan their lessons in teaching of commerce.
4. To understand the role of teaching aids, text books, homework, libraries in commerce.
5. To plan their lessons of commerce.

CONTENTS

UNIT-I

- Meaning and scope of commerce in developing and developed countries. Significance of Commerce in Indian Schools today.
- Aims and objectives of teaching Commerce at different levels.

UNIT-II

- Principles of curriculum construction, a critical estimate of present syllabus in commerce subject in the state of UP.

UNIT-III

- Methods of teaching Commerce subjects, Laboratory methods, Project method, Unit method, Discussion method and Socialized recitation method.

- Techniques of teaching Commerce subject-narration, questioning observation, drill, assignment correlation; visits to offices and factories.
- Aids and illustration for teaching Commerce subject the equipments of Commerce room and library.
- Commerce teacher, his qualities and qualification.

UNIT-IV

- Text-books in Commerce subjects, their importance and criteria for their selection.

UNIT-V

- Application of evaluation approach in the teaching of Commerce construction of objective test.

TEACHING OF COMPUTER SCIENCES (E-316)

OBJECTIVES

Student teacher will be able to-

1. Know the importance and place of computer in school curriculum.
2. Understand aims and objectives of computer science.
3. Plan computer lab and evaluate learning outcomes.
4. Understand problems in the adoption of computer in daily teaching.

CONTENTS

UNIT-I

- Introduction; Meaning, scope and importance of computer, science and its place in school curriculum.
- Historical perspective: Development of Computer (hardware and software) and computer education as a school subject and present status of computer education as a school subject.
- Aims and objectives of teaching computer science at the school level.

UNIT-II

- Curriculum in Computer: Principles of curriculum construction, programme language (BASIC) and its application in education.

UNIT-III

- Instructional technology: Lecture method, demonstration method CAI technique hands on experience, video technology.

UNIT-IV

- Planning: Need and Procedure.
- Planning of computer laboratory.
- Evaluation of learning outcomes.

UNIT-V

- Preparation of a computer project.
- Problems in adopting computer in daily teaching.

TEACHING OF MATHEMATICS (E-317)

OBJECTIVES

Student teacher will be able to :

1. Understand and appreciate the uses and significance of mathematics in daily life.
2. Learn successfully various approaches of teaching mathematics and to use them judiciously;
3. Know the methods of planning instruction for the classroom.
4. Prepare curricular activities and organize the library and book in it as per the needs;
5. Appreciate and organize activities to develop aesthetics of mathematics.
6. Obtain feedback both about teaching as well as student's learning.

CONTENTS

UNIT-I

- Meaning of mathematics, History of mathematics: Contribution of Indian mathematicians with reference to Bhaskaracharya, Aryabhata, Lcelavati, Ranianujam and contributions of Euclid, Pythagoras, Rene-descarte.

UNIT- II

- Objectives of teaching mathematics in terms of Instruction and behaviour, approaches to teaching of mathematics viz., inductive, deductive, analytical, synthetic, heuristic, project and laboratory, using various techniques for teaching mathematics viz., oral, written, drill, assignment; supervised study and programmed learning.

UNIT-III

- Meaning and importance/purpose of a lesson plan; performa of a lesson plan and its rationally, meaning and purpose of a unit-and-unit plan; meaning and purpose of an yearly plan: developing/preparing low cost improvised teaching aids relevant to local ethos: skill in maintaining and using blackboard, models charts, TV, films and video tapes and VCR.

UNIT-IV

- Principles and rationale of curriculum development: organizing the syllabi both logically and psychologically according to the age groups of children.

UNIT-V

- Textbooks in mathematics - qualities of a good textbook in mathematics; process of obtaining feedback and evaluation in mathematics in terms of cognitive, affective and psychomotor behavioral developments.

TEACHING OF HOME SCIENCE (E-318)

OBJECTIVES

Student teacher will be able to -

1. Understand the aims and objectives of teaching home science.
2. Understand the skill of using various teaching methods and teaching aids in the teaching of Home Science.
3. Inculcate abilities and competencies to organize co-curricular activities. Under problem solving approach in problems related with Home Live.

CONTENTS

UNIT-I

Concepts

- (a) The concept of Home Science: Meaning and components; place of Home Science in secondary education.
- (b) Aims and objectives of teaching Home Science.
- (c) Writing objectives in behavioral term.
- (d) Correlation of Home Science with other school subjects.

UNIT-II

Pedagogical Analysis

- (a) Foods, Nutrition and Health.
- (b) Child Care.
- (c) Fiber and Fabric.
- (d) Home Management -Importance of planning, principles of budget making.
- (e) Hygiene and sanitation.

UNIT-III

Methods of Teaching

- (a) General principles and methods of teaching - project method, discussion method, demonstration, practical, individual work.
- (b) Micro-teaching skills - explaining, questioning, illustration and stimulus variation.

UNIT-IV

Equipments of Teaching

- (a) Development and designing of curriculum.
- (b) Teaching aids - classification and importance.
- (c) Concept of lesson plan, preparation of lesson plan.
- (d) Development of text-books.
- (e) Planning of space and equipment for Home Science laboratory.

UNIT-V

Evaluation

- (a) Evaluation in Home Science - Meaning and importance of evaluation.
- (b) Comprehensive and continuous evaluation.
- (c) Evaluation devices - written, oral, observation, practical work, assignment.

TEACHING OF PHYSICAL SCIENCE (E-319)

OBJECTIVES

The student teacher will be able to :

1. Develop a broad understanding of the principles and procedures used in modern science education.
2. Develop their essential skills for practicing modern science education.
3. Develop their skills necessary for preparing international accessories.

4. Prepare acceptance lesson models which lay down these procedures to be adopted for preparing designs of lessons.
5. Manage Introduction activity in such a way that the vast majority of the learners attain, most of the objectives.

CONTENTS

UNIT-I

- Nature of modern sciences - Path tracking discoveries and landmark development in science; eminent scientists from India and abroad - C. V Raman, H.J. Bhabha, J.C. Bose. Newton, Einstein, Stephen Hawking.
- Justification for including sciences as subject of study i.e. school curriculum, I Objectives of Teaching Physical Science - Taxonomy of educational objectives
- Organizing learning experiences for achieving, specified behavioral outcomes.

UNIT-II

- Major Methods used for science instruction.
- Co-curricular And non-formal approaches : Activity approaches and non-formal methods of science teaching in terms of field trips, school gardening, science clubs, visits to science museums, maintenance of aquariums, herbariums and vivariums original science projects - organizing science fairs and excursions to be taken up.

UNIT-III

- Planning for teaching developing year plans, unit plans, lesson plans, content analysis. pedagogical analysis and identification of important concepts for further focus use of Purgation and RCEM approaches in developing lesson plan.
- Preparation and development of improvised apparatus, preparation, selection and use of teaching aids.

- Innovations in teaching the subject in terms of team teaching, programmed teaching, seminar presentations. micro-teaching and computer assisted teaching.

UNIT-IV

- Practical Work in science teaching; record writing for science project, interior designing for science and biology laboratory.

UNIT-V

- Concept of evaluation and measurement.
- Evaluating learning outcome, in science, preparing various kinds of objective tests.
- Diagnostic testing and remedial teaching. Formative evaluation and simulative evaluation.

TEACHING OF BIOLOGICAL SCIENCE (E-320)

OBJECTIVES

Student teacher will be able to:

1. To develop skills in using different methods of teaching Life Sciences.
2. To develop competency in organizing physical facilities and equipment.
3. To inculcate abilities and competency to organize co-curricular activities related to life sciences.
4. To develop the skill of planning teaching learning activities.

CONTENTS

UNIT-I

- Nature of biological sciences, Major thrust areas of biological sciences. Path tracking discoveries and landmarks developments in science.
- Justification of biology for including as a school subject. Objectives of teaching biology. Taxonomy of educational objectives. Concept of entering and terminal behavior. Organizing learning experiences for achieving specific behavior outcomes.

UNIT-II

Major methods and models of instruction for biological sciences :

- Co-curricular and non-formal approaches : activity approaches and non-formal approaches of biology teaching in terms of field trips, school gardening, science clubs, visits to science museums, maintenance of aquarium, herbarium, vivarium. Original science projects - organizing science fairs and excursions to be taken up.

UNIT-III

- Planning for biology teaching, unit plan, lesson plans, content analysis, pedagogical analysis; Different approaches for developing, lesson plan like RCEM, and evaluation; Development of improvised apparatus: Preparation selection and use of teaching aids; Innovations in biology teaching like team teaching seminar presentation, programmed instruction micro-teaching, CAI.

UNIT-IV

- Principles of curriculum development of biological science; Adapting. the curriculum of biological science to local needs, and availabilities of local resources.
- Designing biology laboratory, Practical work and record keeping in biology.

UNIT-V

- Curricular accessories and support material - text books, journals, handbooks students' work-books, display slides, audio-visual support material, laboratory material.

Evaluating outcomes of biology teaching

- (a) Concept of evaluation and measurement
- (b) Developing achievement test for-biology teaching.
- (c) Diagnostic testing and remedial teaching formative evaluation and summative evaluation.

Studentfeedback

SAMPLE QUESTIONNAIRES FOR FEEDBACK FROM

(Affiliated/Constituent Colleges)

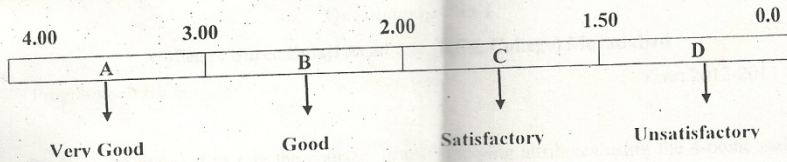
Questionnaire No-1

College : Shree Balaji Academy (B.Ed. College) Moradabad

Programme : B.Ed.

Year: 2012-2013

Students are required to rate the courses on the following attributes using the 4-point scale shown. The formal given is for one course. Do the same for other courses on separate page.



Course-I : TEACHER IN EMERGING INDIAN SOCIETY (E101)

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content including project work if any.	✓			
2. Extent of coverage of course.		✓		
3. Applicability/relevance to real life situations.		✓		
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)			✓	
5. Clarity and relevance of textual reading material.		✓	✓	
6. Relevance of additional source material (Library)		✓		
7. Extent of effort required by students.		✓		
8. Overall rating.		✓		

रवी कुलता

SAMPLE QUESTIONNAIRES FOR FEEDBACK FROM STUDENTS
(Affiliated/Constituent Colleges)

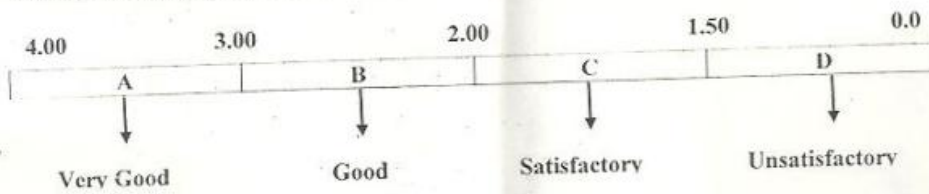
Questionnaire No-1

College : Shree Balaji Academy (B.Ed. College) Moradabad

Programme : B.Ed.

Year: 2012-2013

Students are required to rate the courses on the following attributes using the 4-point scale shown. The form given is for one course. Do the same for other courses on separate page.



Course-II : DEVELOPMENT OF LEARNER AND TEACHING LEARNING PROCESS (E102)

Parameters	A	B	C	D
	Very Good	Good	Satisfactory	Unsatisfactory
1. Depth of the course content including project work if any.		✓		
2. Extent of coverage of course.	✓		✓	
3. Applicability/relevance to real life situations.			✓	
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)		✓		
5. Clarity and relevance of textual reading material.	✓			
6. Relevance of additional source material (Library)			✓	
7. Extent of effort required by students.		✓		
8. Overall rating.	✓			

सदा मुक्ता

SAMPLE QUESTIONNAIRES FOR FEEDBACK FROM STUDENTS

(Affiliated/Constituent Colleges)

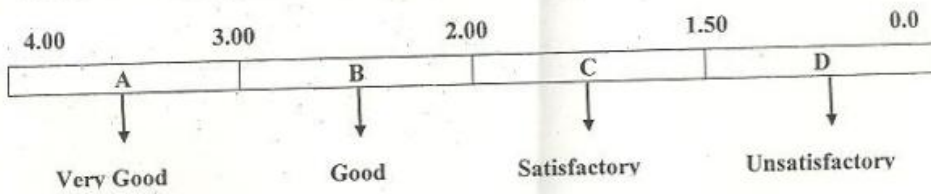
Questionnaire No-1

College : Shree Balaji Academy (B.Ed. College) Moradabad

Programme : B.Ed.

Year: 2012-2013

Students are required to rate the courses on the following attributes using the 4-point scale shown. The form given is for one course. Do the same for other courses on separate page.



Course-III : DEVELOPMENT OF EDUCATION SYSTEM IN INDIA (E103)

Parameters	A	B	C	D
	Very Good	Good	Satisfactory	Unsatisfactory
1. Depth of the course content including project work if any.		✓		
2. Extent of coverage of course.	✓			
3. Applicability/relevance to real life situations.		✓		
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)		✓		
5. Clarity and relevance of textual reading material.	✓			
6. Relevance of additional source material (Library)		✓		
7. Extent of effort required by students.		✓	✓	
8. Overall rating.		✓		

रवी मुर्गा

SAMPLE QUESTIONNAIRES FOR FEEDBACK FROM STUDENTS

(Affiliated/Constituent Colleges)

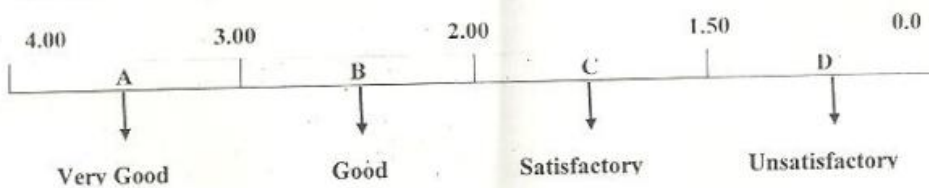
Questionnaire No-1

College : Shree Balaji Academy (B.Ed. College) Moradabad

Programme : B.Ed.

Year: 2012-2013

Students are required to rate the courses on the following attributes using the 4-point scale shown. The form given is for one course. Do the same for other courses on separate page.



Course-IV : ESSENTIALS OF EDUCATION TECHNOLOGY AND MANAGEMENT

(E104)

Parameters	A	B	C	D
	Very Good	Good	Satisfactory	Unsatisfactory
1. Depth of the course content including project work if any.		✓		
2. Extent of coverage of course.			✓	
3. Applicability/relevance to real life situations.	✓			
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)		✓		
5. Clarity and relevance of textual reading material.		✓		
6. Relevance of additional source material (Library)	✓		✓	
7. Extent of effort required by students.		✓		
8. Overall rating.				

करी सुल्ला

SAMPLE QUESTIONNAIRES FOR FEEDBACK FROM STUDENTS

(Affiliated/Constituent Colleges)

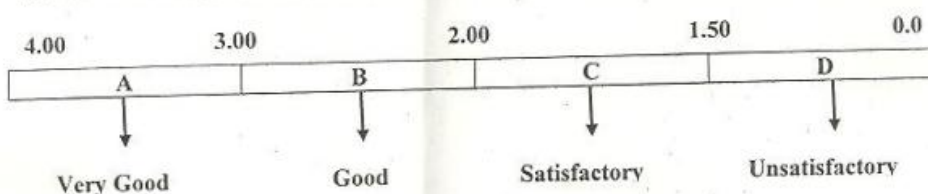
Questionnaire No-1

College : Shree Balaji Academy (B.Ed. College) Moradabad

Programme : B.Ed.

Year: 2012-2013

Students are required to rate the courses on the following attributes using the 4-point scale shown. The format given is for one course. Do the same for other courses on separate page.



Course-V : Environmental Education (E500)

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content including project work if any.		✓		
2. Extent of coverage of course.	✓			
3. Applicability/relevance to real life situations.			✓	
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)		✓		
5. Clarity and relevance of textual reading material.		✓		
6. Relevance of additional source material (Library)	✓		✓	
7. Extent of effort required by students.		✓		
8. Overall rating.				

SAMPLE QUESTIONNAIRES FOR FEEDBACK FROM STUDENTS

(Affiliated/Constituent Colleges)

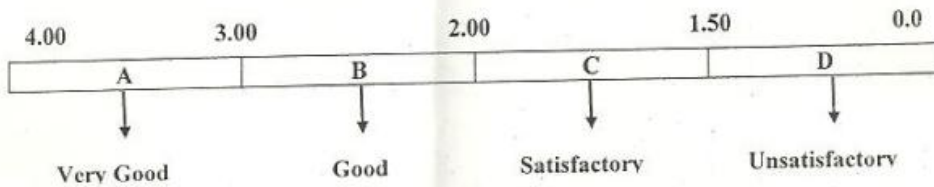
Questionnaire No-1

College : Shree Balaji Academy (B.Ed. College) Moradabad

Programme : B.Ed.

Year: 2012-2013

Students are required to rate the courses on the following attributes using the 4-point scale shown. The form given is for one course. Do the same for other courses on separate page.



Course-VI (MOT-1) : Teaching of Hindi (E)

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content including project work if any.		✓		
2. Extent of coverage of course.	✓			
3. Applicability/relevance to real life situations.		✓		
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)			✓	
5. Clarity and relevance of textual reading material.	✓			
6. Relevance of additional source material (Library)		✓		
7. Extent of effort required by students.		✓		
8. Overall rating.	✓			

सती कुल

SAMPLE QUESTIONNAIRES FOR FEEDBACK FROM STUDENTS

(Affiliated/Constituent Colleges)

Questionnaire No-1

College : Shree Balaji Academy (B.Ed. College) Moradabad

Programme : B.Ed.

Year: 2012-2013

Students are required to rate the courses on the following attributes using the 4-point scale shown. The form given is for one course. Do the same for other courses on separate page.

4.00	3.00	2.00	1.50	0.0
A	B	C	D	
↓	↓	↓	↓	
Very Good	Good	Satisfactory	Unsatisfactory	

Course-VII (MOT-2) : Teaching Of Social Study (E)

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content including project work if any.	✓			
2. Extent of coverage of course.		✓		
3. Applicability/relevance to real life situations.			✓	
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	✓			
5. Clarity and relevance of textual reading material.		✓		
6. Relevance of additional source material (Library)			✓	
7. Extent of effort required by students.		✓		
8. Overall rating.		✓		

Shri G. C. V.

Questionnaire No-2

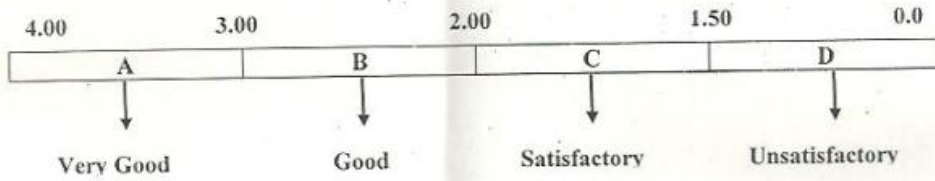
College : Shree Balaji Academy (B.Ed. College) Moradabad

Student Feedback on Teachers

Programme : B.Ed.

Year: 2012-2013

Please rate the teacher on the following attributes using the 4-point scale shown-



Name of the Teacher- Dr. Archana Gupta

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)	✓			
2. Communication skills (in terms of articulation and comprehensibility)	✓			
3. Sincerity/Commitment of the teacher.		✓		
4. Interest generated by the teacher.		✓		
5. Ability to integrate course material with environment/other issues, to provide a broader perspective.	✓			
6. Ability to integrate content with other courses.		✓		
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)	✓			
8. Ability to design quizzes/test/assignments/examinations and projects to evaluate students understanding of the course.		✓		
9. Provision of sufficient time for feedback.		✓	✓	
10. Overall rating.		✓		

की गुप्ता

Questionnaire No-2

College : Shree Balaji Academy (B.Ed. College) Moradabad

Student Feedback on Teachers

Programme : B.Ed.

Year: 2012-2013

Please rate the teacher on the following attributes using the 4-point scale shown-

4.00	3.00	2.00	1.50	0.0
A	B	C	D	
↓	↓	↓	↓	
Very Good	Good	Satisfactory	Unsatisfactory	

Name of the Teacher- Dr. Ravi Kumar

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)			✓	
2. Communication skills (in terms of articulation and comprehensibility)			✓	
3. Sincerity/Commitment of the teacher.		✓		
4. Interest generated by the teacher.			✓	
5. Ability to integrate course material with environment/other issues, to provide a broader perspective.		✓		
6. Ability to integrate content with other courses.				✓
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)			✓	
8. Ability to design quizzes/test/assignments/ examinations and projects to evaluate students understanding of the course.			✓	
9. Provision of sufficient time for feedback.		✓		
10. Overall rating.			✓	

रवी कुमार

Questionnaire No-2

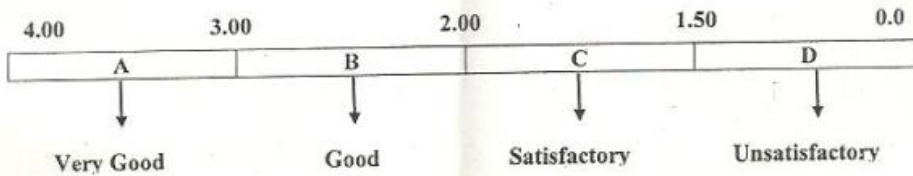
College : Shree Balaji Academy (B.Ed. College) Moradabad

Student Feedback on Teachers

Programme : B.Ed.

Year: 2012-2013

Please rate the teacher on the following attributes using the 4-point scale shown-



Name of the Teacher- Dr. Mandeep Singh

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)		✓		
2. Communication skills (in terms of articulation and comprehensibility)	✓			
3. Sincerity/Commitment of the teacher.		✓		
4. Interest generated by the teacher.		✓		
5. Ability to integrate course material with environment/other issues, to provide a broader perspective.	✓			
6. Ability to integrate content with other courses.		✓		
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)	✓			
8. Ability to design quizzes/test/assignments/examinations and projects to evaluate students understanding of the course.		✓		
9. Provision of sufficient time for feedback.		✓		
10. Overall rating.		✓		

श्री सुनील

Questionnaire No-2

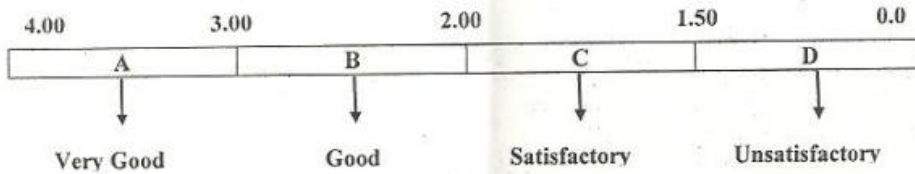
College : Shree Balaji Academy (B.Ed. College) Moradabad

Student Feedback on Teachers

Programme : B.Ed.

Year: 2012-2013

Please rate the teacher on the following attributes using the 4-point scale shown-



Name of the Teacher- Dr. Omendra Singh

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)		✓		
2. Communication skills (in terms of articulation and comprehensibility)			✓	
3. Sincerity/Commitment of the teacher.	✓			
4. Interest generated by the teacher.		✓		
5. Ability to integrate course material with environment/other issues, to provide a broader perspective.		✓		
6. Ability to integrate content with other courses.	✓			
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)			✓	
8. Ability to design quizzes/test/assignments/examinations and projects to evaluate students understanding of the course.		✓		
9. Provision of sufficient time for feedback.		✓		
10. Overall rating.		✓		

2nd 3/11

Questionnaire No-2

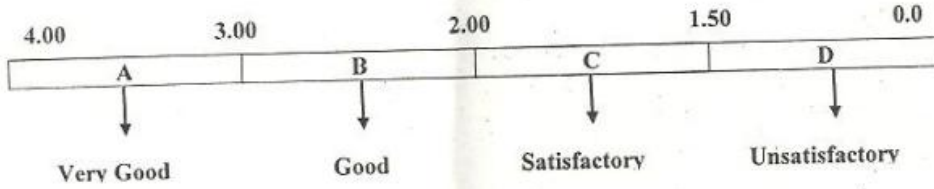
College : Shree Balaji Academy (B.Ed. College) Moradabad

Student Feedback on Teachers

Programme : B.Ed.

Year: 2012-2013

Please rate the teacher on the following attributes using the 4-point scale shown-



Name of the Teacher- Mr. Prempal Singh

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)	✓			
2. Communication skills (in terms of articulation and comprehensibility)	✓			
3. Sincerity/Commitment of the teacher.		✓		
4. Interest generated by the teacher.	✓			
5. Ability to integrate course material with environment/other issues, to provide a broader perspective.		✓		
6. Ability to integrate content with other courses.		✓		
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)	✓			
8. Ability to design quizzes/test/assignments/examinations and projects to evaluate students understanding of the course.		✓		
9. Provision of sufficient time for feedback.	✓			
10. Overall rating.	✓			

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Questionnaire No-2

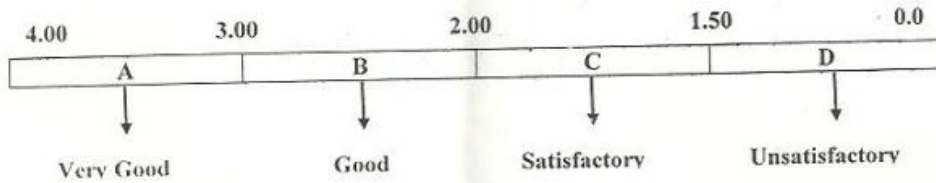
College : Shree Balaji Academy (B.Ed. College) Moradabad

Student Feedback on Teachers

Programme : B.Ed.

Year: 2012-2013

Please rate the teacher on the following attributes using the 4-point scale shown-



Name of the Teacher- Mr. Khilendra Kumar Arya

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)			✓	
2. Communication skills (in terms of articulation and comprehensibility)		✓		
3. Sincerity/Commitment of the teacher.	✓			
4. Interest generated by the teacher.			✓	
5. Ability to integrate course material with environment/other issues, to provide a broader perspective.		✓		
6. Ability to integrate content with other courses.		✓		
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)	✓			
8. Ability to design quizzes/test/assignments/examinations and projects to evaluate students understanding of the course.		✓	✓	
9. Provision of sufficient time for feedback.		✓		
10. Overall rating.				

Handwritten signature

Questionnaire No-2

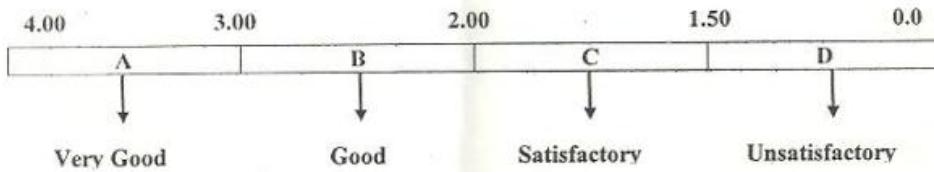
College : Shree Balaji Academy (B.Ed. College) Moradabad

Student Feedback on Teachers

Programme : B.Ed.

Year: 2012-2013

Please rate the teacher on the following attributes using the 4-point scale shown-



Name of the Teacher- Dr. Neeta Gupta

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)	✓			
2. Communication skills (in terms of articulation and comprehensibility)	✓			
3. Sincerity/Commitment of the teacher.		✓		
4. Interest generated by the teacher.			✓	
5. Ability to integrate course material with environment/other issues, to provide a broader perspective.	✓			
6. Ability to integrate content with other courses.		✓		
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)	✓			
8. Ability to design quizzes/test/assignments/examinations and projects to evaluate students understanding of the course.		✓		
9. Provision of sufficient time for feedback.		✓		
10. Overall rating.		✓		

Neeta Gupta

Questionnaire No-2

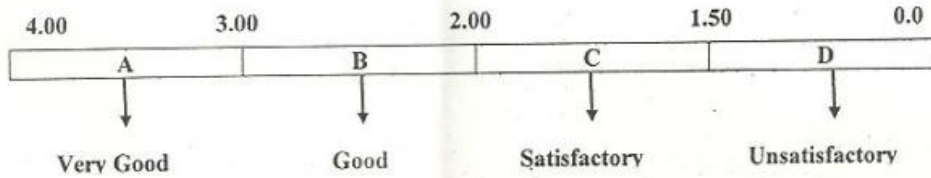
College : Shree Balaji Academy (B.Ed. College) Moradabad

Student Feedback on Teachers

Programme : B.Ed.

Year: 2012-2013

Please rate the teacher on the following attributes using the 4-point scale shown-



Name of the Teacher- Ms. Shipra Saxena

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)			✓	
2. Communication skills (in terms of articulation and comprehensibility)		✓		
3. Sincerity/Commitment of the teacher.			✓	
4. Interest generated by the teacher.		✓		
5. Ability to integrate course material with environment/other issues, to provide a broader perspective.			✓	
6. Ability to integrate content with other courses.		✓		
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)	✓			
8. Ability to design quizzes/test/assignments/examinations and projects to evaluate students understanding of the course.		✓	✓	
9. Provision of sufficient time for feedback.		✓		
10. Overall rating.				

Shipra Saxena

Questionnaire No-3

College : Shree Balaji Academy (B.Ed. College) Moradabad

Student's overall evaluation of the programme and teaching

(To be filled only after the course results are declared)

Department : B.Ed.

Year : 2012-2013

Teacher : Dr. Archana Gupta

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was-

- (a) adequate (b) inadequate
(c) challenging (d) dull

2. Background for benefitting from the course was-

- (a) more than adequate (b) adequate
(c) inadequate (d) cannot say

3. Was the course easy or difficult to understand?

- (a) easy (b) manageable
(c) difficult (d) very difficult

4. How much of the syllabus was covered in the class?

- (a) 85 to 100% (b) 70 to 85%
(c) 55 to 70% (d) less than 55%

5. What is your opinion about the library material and facilities for the course?

- (a) more than adequate (b) adequate
(c) inadequate (d) very poor

6. To what extent were you able to get material for the prescribed readings?

- (a) easily (b) with some difficulty
(c) not available at all (d) with great difficulty

7. How well did the teacher prepare for the classes?

- (a) thoroughly (b) satisfactorily
(c) poorly (d) indifferently

8. How well was the teacher able to communicate?

- (a) always effective (b) sometimes effective
(c) just satisfactorily (d) generally ineffective

9. How far the teacher encourages student participation in class?

- (a) mostly yes (b) sometimes
(c) not at all (d) always

10. If yes, which of the following methods were used?

- (a) encouraged to raise questions (b) get involved in discussion in class
(c) encourage discussion outside class (d) did not encourages

11. How helpful was the teacher in advising?

- (a) very helpful (b) sometimes helpful
(c) not at all helpful (d) did not advise

12. The teacher's approach can best be described as-

- (a) always courteous (b) sometimes rude
(c) always indifferent (d) cannot say

13. Internal assessment was-

- (a) always fair (b) sometimes unfair
(c) usually unfair (d) sometimes fair

14. What effect do you think the internal assessment will have on your course grade?

- (a) helps to improve (b) discouraging
(c) no special effect (d) sometimes effective

15. How often did the teacher provide feedback on your performance?

- (a) Regularly/in time (b) with helpful comment
(c) often/late (d) without any comments

16. Were your assignments discussed with you?

- (a) Yes, fully (b) Yes, partly
(c) not discussed at all (d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning?

- (a) Yes (b) No

If yes, was it helpful?

- (a) Yes (b) No

18. if you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate sheet.

स्वीयुक्ता

Questionnaire No-3

College : Shree Balaji Academy (B.Ed. College) Moradabad

Student's overall evaluation of the programme and teaching

(To be filled only after the course results are declared)

Department : B.Ed.

Year : 2012-2013

Teacher : Dr. Mandeep Singh

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was-

- (a) adequate (b) inadequate
(c) challenging (d) dull

2. Background for benefitting from the course was-

- (a) more than adequate (b) adequate
(c) inadequate (d) cannot say

3. Was the course easy or difficult to understand?

- (a) easy (b) manageable
(c) difficult (d) very difficult

4. How much of the syllabus was covered in the class?

- (a) 85 to 100% (b) 70 to 85%
(c) 55 to 70% (d) less than 55%

5. What is your opinion about the library material and facilities for the course?

- (a) more than adequate (b) adequate
(c) inadequate (d) very poor

6. To what extent were you able to get material for the prescribed readings?

- (a) easily (b) with some difficulty
(c) not available at all (d) with great difficulty

7. How well did the teacher prepare for the classes?

- (a) thoroughly (b) satisfactorily
(c) poorly (d) indifferently

8. How well was the teacher able to communicate?

- (a) always effective (b) sometimes effective
(c) just satisfactorily (d) generally ineffective

9. How far the teacher encourages student participation in class?

- (a) mostly yes (b) sometimes
(c) not at all (d) always

10. If yes, which of the following methods were used?

- (a) encouraged to raise questions (b) get involved in discussion in class
(c) encourage discussion outside class (d) did not encourages

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- (a) very helpful (b) sometimes helpful
(c) not at all helpful (d) did not advise

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- (a) always courteous (b) sometimes rude
(c) always indifferent (d) cannot say

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- (a) always fair (b) sometimes unfair
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- (a) helps to improve (b) discouraging
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- (a) Regularly/in time (b) with helpful comment
(c) often/late (d) without any comments

16. Were your assignments discussed with you?

- (a) Yes, fully (b) Yes, partly
(c) not discussed at all (d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning?

- (a) Yes (b) No

If yes, was it helpful?

- (a) Yes (b) No

18. if you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate sheet.

Handwritten signature

Questionnaire No-3

College : Shree Balaji Academy (B.Ed. College) Moradabad

Student's overall evaluation of the programme and teaching

(To be filled only after the course results are declared)

Department : B.Ed.

Year : 2012-2013

Teacher : Dr. Omendra Singh

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was-

- (a) adequate (b) inadequate
(c) challenging (d) dull

2. Background for benefitting from the course was-

- (a) more than adequate (b) adequate
(c) inadequate (d) cannot say

3. Was the course easy or difficult to understand?

- (a) easy (b) manageable
(c) difficult (d) very difficult

4. How much of the syllabus was covered in the class?

- (a) 85 to 100% (b) 70 to 85%
(c) 55 to 70% (d) less than 55%

5. What is your opinion about the library material and facilities for the course?

- (a) more than adequate (b) adequate
(c) inadequate (d) very poor

6. To what extent were you able to get material for the prescribed readings?

- (a) easily (b) with some difficulty
(c) not available at all (d) with great difficulty

7. How well did the teacher prepare for the classes?

- (a) thoroughly (b) satisfactorily
(c) poorly (d) indifferently

8. How well was the teacher able to communicate?

- (a) always effective (b) sometimes effective
(c) just satisfactorily (d) generally ineffective

9. How far the teacher encourages student participation in class?

- (a) mostly yes (b) sometimes
(c) not at all (d) always

10. If yes, which of the following methods were used?

- (a) encouraged to raise questions (b) get involved in discussion in class
(c) encourage discussion outside class (d) did not encourages

11. How helpful was the teacher in advising?

- (a) very helpful (b) sometimes helpful
(c) not at all helpful (d) did not advise

12. The teacher's approach can best be described as-

- (a) always courteous (b) sometimes rude
(c) always indifferent (d) cannot say

13. Internal assessment was-

- (a) always fair (b) sometimes unfair
(c) usually unfair (d) sometimes fair

14. What effect do you think the internal assessment will have on your course grade?

- (a) helps to improve (b) discouraging
(c) no special effect (d) sometimes effective

15. How often did the teacher provide feedback on your performance?

- (a) Regularly/in time (b) with helpful comment
(c) often/late (d) without any comments

16. Were your assignments discussed with you?

- (a) Yes, fully (b) Yes, partly
(c) not discussed at all (d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning?

- (a) Yes (b) No

If yes, was it helpful?

- (a) Yes (b) No

18. if you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate sheet.

कवी गुप्ता

Questionnaire No-3

College : Shree Balaji Academy (B.Ed. College) Moradabad

Student's overall evaluation of the programme and teaching

(To be filled only after the course results are declared)

Department : B.Ed.

Year : 2012-2013

Teacher : Dr. Ravi Kumar

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was-

- (a) adequate (b) inadequate
(c) challenging (d) dull

2. Background for benefitting from the course was-

- (a) more than adequate (b) adequate
(c) inadequate (d) cannot say

3. Was the course easy or difficult to understand?

- (a) easy (b) manageable
(c) difficult (d) very difficult

4. How much of the syllabus was covered in the class?

- (a) 85 to 100% (b) 70 to 85%
(c) 55 to 70% (d) less than 55%

5. What is your opinion about the library material and facilities for the course?

- (a) more than adequate (b) adequate
(c) inadequate (d) very poor

6. To what extent were you able to get material for the prescribed readings?
- (a) easily ~~(b)~~ with some difficulty
(c) not available at all (d) with great difficulty
7. How well did the teacher prepare for the classes?
- (a) thoroughly ~~(b)~~ satisfactorily
(c) poorly (d) indifferently
8. How well was the teacher able to communicate?
- (a) always effective (b) sometimes effective
~~(c)~~ just satisfactorily (d) generally ineffective
9. How far the teacher encourages student participation in class?
- (a) mostly yes ~~(b)~~ sometimes
(c) not at all (d) always
10. If yes, which of the following methods were used?
- (a) encouraged to raise questions (b) get involved in discussion in class
~~(c)~~ encourage discussion outside class (d) did not encourages
11. How helpful was the teacher in advising?
- (a) very helpful ~~(b)~~ sometimes helpful
(c) not at all helpful (d) did not advise
12. The teacher's approach can best be described as-
- (a) always courteous (b) sometimes rude
~~(c)~~ always indifferent (d) cannot say
13. Internal assessment was-
- (a) always fair ~~(b)~~ sometimes unfair
(c) usually unfair (d) sometimes fair

14. What effect do you think the internal assessment will have on your course grade?

- (a) helps to improve (b) discouraging
~~(c) no special effect~~ (d) sometimes effective

15. How often did the teacher provide feedback on your performance?

- (a) Regularly/in time (b) with helpful comment
~~(c) often/late~~ (d) without any comments

16. Were your assignments discussed with you?

- (a) Yes, fully ~~(b) Yes, partly~~
(c) not discussed at all (d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning?

- (a) Yes ~~(b) No~~

If yes, was it helpful?

- (a) Yes ~~(b) No~~

18. if you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate sheet.

रुद्रा

Questionnaire No-3

College : Shree Balaji Academy (B.Ed. College) Moradabad

Student's overall evaluation of the programme and teaching

(To be filled only after the course results are declared)

Department : B.Ed.

Year : 2012-2013

Teacher : Dr. Neeta Gupta

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was-

- (a) adequate (b) inadequate
(c) challenging (d) dull

2. Background for benefitting from the course was-

- (a) more than adequate (b) adequate
(c) inadequate (d) cannot say

3. Was the course easy or difficult to understand?

- (a) easy (b) manageable
(c) difficult (d) very difficult

4. How much of the syllabus was covered in the class?

- (a) 85 to 100% (b) 70 to 85%
 (c) 55 to 70% (d) less than 55%

5. What is your opinion about the library material and facilities for the course?

- (a) more than adequate (b) adequate
(c) inadequate (d) very poor

6. To what extent were you able to get material for the prescribed readings?

- (a) easily (b) with some difficulty
(c) not available at all (d) with great difficulty

7. How well did the teacher prepare for the classes?

- (a) thoroughly (b) satisfactorily
(c) poorly (d) indifferently

8. How well was the teacher able to communicate?

- (a) always effective (b) sometimes effective
 (c) just satisfactorily (d) generally ineffective

9. How far the teacher encourages student participation in class?

- (a) mostly yes (b) sometimes
(c) not at all (d) always

10. If yes, which of the following methods were used?

- (a) encouraged to raise questions (b) get involved in discussion in class
(c) encourage discussion outside class (d) did not encourage

11. How helpful was the teacher in advising?

- (a) very helpful (b) sometimes helpful
(c) not at all helpful (d) did not advise

12. The teacher's approach can best be described as-

- (a) always courteous (b) sometimes rude
 (c) always indifferent (d) cannot say

13. Internal assessment was-

- (a) always fair (b) sometimes unfair
(c) usually unfair (d) sometimes fair

14. What effect do you think the internal assessment will have on your course grade?

- (a) helps to improve (b) discouraging
~~(c) no special effect~~ (d) sometimes effective

15. How often did the teacher provide feedback on your performance?

- (a) Regularly/in time ~~(b) with helpful comment~~
(c) often/late (d) without any comments

16. Were your assignments discussed with you?

- (a) Yes, fully ~~(b) Yes, partly~~
(c) not discussed at all (d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning?

- (a) Yes ~~(b) No~~

If yes, was it helpful?

- (a) Yes ~~(b) No~~

18. if you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate sheet.

करी मुक्ता

Questionnaire No-3

College : Shree Balaji Academy (B.Ed. College) Moradabad

Student's overall evaluation of the programme and teaching

(To be filled only after the course results are declared)

Department : B.Ed.

Year : 2012-2013

Teacher : Mr. Prem Pal Singh

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was-

- (a) adequate (b) inadequate
(c) challenging (d) dull

2. Background for benefitting from the course was-

- (a) more than adequate (b) adequate
(c) inadequate (d) cannot say

3. Was the course easy or difficult to understand?

- (a) easy (b) manageable
(c) difficult (d) very difficult

4. How much of the syllabus was covered in the class?

- (a) 85 to 100% (b) 70 to 85%
(c) 55 to 70% (d) less than 55%

5. What is your opinion about the library material and facilities for the course?

- (a) more than adequate (b) adequate
(c) inadequate (d) very poor

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7. How well did the teacher prepare for the classes?

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(c) poorly (d) indifferently

8. How well was the teacher able to communicate?

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14. What effect do you think the internal assessment will have on your course grade?

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15. How often did the teacher provide feedback on your performance?

- (a) Regularly/in time (b) with helpful comment
(c) often/late (d) without any comments

16. Were your assignments discussed with you?

- (a) Yes, fully (b) Yes, partly
(c) not discussed at all (d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning?

- (a) Yes (b) No

If yes, was it helpful?

- (a) Yes (b) No

18. if you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate sheet.

श्री गुप्ता

Questionnaire No-3

College : Shree Balaji Academy (B.Ed. College) Moradabad
Student's overall evaluation of the programme and teaching

(To be filled only after the course results are declared)

Department : B.Ed.

Year : 2012-2013

Teacher : Mr. Khilendra Kumar Arya

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was-

- (a) adequate (b) inadequate
(c) challenging (d) dull

2. Background for benefitting from the course was-

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- (a) easy (b) manageable
(c) difficult (d) very difficult

4. How much of the syllabus was covered in the class?

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(c) 55 to 70% (d) less than 55%

5. What is your opinion about the library material and facilities for the course?

- (a) more than adequate (b) adequate
(c) inadequate (d) very poor

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(c) not available at all (d) with great difficulty

7. How well did the teacher prepare for the classes?

- (a) thoroughly (b) satisfactorily
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(c) no special effect (d) sometimes effective

15. How often did the teacher provide feedback on your performance?

- (a) Regularly/in time (b) with helpful comment
(c) often/late (d) without any comments

16. Were your assignments discussed with you?

- (a) Yes, fully (b) Yes, partly
(c) not discussed at all (d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning?

- (a) Yes (b) No

If yes, was it helpful?

- (a) Yes (b) No

18. if you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate sheet.

रवीश्वर

Questionnaire No-3

College : Shree Balaji Academy (B.Ed. College) Moradabad

Student's overall evaluation of the programme and teaching

(To be filled only after the course results are declared)

Department : B.Ed.

Year : 2012-2013

Teacher : Ms. Shipra Saxena

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was-

(a) adequate ~~(b) inadequate~~

(c) challenging (d) dull

2. Background for benefitting from the course was-

(a) more than adequate (b) adequate

~~(c) inadequate~~ (d) cannot say

3. Was the course easy or difficult to understand?

(a) easy ~~(b) manageable~~

(c) difficult (d) very difficult

4. How much of the syllabus was covered in the class?

(a) 85 to 100% ~~(b) 70 to 85%~~

(c) 55 to 70% (d) less than 55%

5. What is your opinion about the library material and facilities for the course?

(a) more than adequate ~~(b) adequate~~

(c) inadequate (d) very poor

6. To what extent were you able to get material for the prescribed readings?

- (a) easily (b) with some difficulty
(c) not available at all (d) with great difficulty

7. How well did the teacher prepare for the classes?

- (a) thoroughly (b) satisfactorily
(c) poorly (d) indifferently

8. How well was the teacher able to communicate?

- (a) always effective (b) sometimes effective
(c) just satisfactorily (d) generally ineffective

9. How far the teacher encourages student participation in class?

- (a) mostly yes (b) sometimes
(c) not at all (d) always

10. If yes, which of the following methods were used?

- (a) encouraged to raise questions (b) get involved in discussion in class
(c) encourage discussion outside class (d) did not encourages

11. How helpful was the teacher in advising?

- (a) very helpful (b) sometimes helpful
(c) not at all helpful (d) did not advise

12. The teacher's approach can best be described as-

- (a) always courteous (b) sometimes rude
(c) always indifferent (d) cannot say

13. Internal assessment was-

- (a) always fair (b) sometimes unfair
(c) usually unfair (d) sometimes fair

14. What effect do you think the internal assessment will have on your course grade?

- (a) helps to improve (b) discouraging
(c) no special effect (d) sometimes effective

15. How often did the teacher provide feedback on your performance?

- (a) Regularly/in time (b) with helpful comment
(c) often/late (d) without any comments

16. Were your assignments discussed with you?

- (a) Yes, fully (b) Yes, partly
(c) not discussed at all (d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning?

- (a) Yes (b) No

If yes, was it helpful?

- (a) Yes (b) No

18. if you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate sheet.

श्री अर्चना

IQAC Suggestions



Shree Balaji Academy (B.Ed. College)

Phone : 0591-6454820
Fax : 0591-2956044
E-mail : hod.sba@gmail.com
shreebalajiacademy@yahoo.com
Website : shreebalajiacademy.in

o/c
Accredited by NAAC, Approved by N.C.T.E. & Affiliated to M.J.P. Rohilkhand University, Bareilly (U.P.)

Ref. : SBA/1003-1011/2013-14

Date : 27.04.2013

To,
The Vice Chancellor
M.J.P. Rohilkhand University
Bareilly (U.P.)
Respected Sir,

With regards I want to provide some suggestions with respect to B.Ed. course being conducted by the University in order to make it more authentic.

1. Duration of the course should be increased from one year to two year and practice teaching should be provided more time in order to increase the efficiency.
2. Semester System should be introduced immediately in order to make the evaluation more effective.
3. Internal assessment should be introduced in "Methods of Teaching" also.
4. Teachers from Self Financed Institutions should be allowed to do orientation & refresher courses in Academic Staff Colleges.
5. Teachers from Self Financed Institutions should be allowed to act as Internal as well as external examiners during the examinations and to check the answer scripts during Central Evaluation at the University.

Kindly provide your humble concern in order to draw the attention of the Concerned authorities and oblige.

Thanking You

Copy To:-

1. Dr. R.P. Mishra, Convenor
Board of Studies in Education
M.J.P. Rohilkhand Univ. Bareilly(U.P)
2. The Registrar, M.J.P. Rohilkhand
University, Bareilly (U.P.)

Your's Sincerely


(Dr. Archana Gupta)



Shree Balaji Academy

(B.Ed. College) o/c

Phone : 0591-6454820
Fax : 0591-2956044
E-mail : hod.sba@gmail.com
Website : shreebalajiacademy.in

Accredited by NAAC, Approved by N.C.T.E. & U.G.C. & Affiliated to M.J.P. Rohilkhand University, Bareilly (U.P.)

Mohammadpur Bastor, P.O. Noorpur, Opp. I.O.C. Petrol Pump, 8th Km. Stone, Sambhal Road, Moradabad - 244 001 (U.P.)

Ref. No. : SBA/1069/2013-14

Date : 09.10.2013

To,
Vice Chancellor
M.J.P. Rohilkhand University
Bareilly (U.P.)
Respected Sir,

Sub:- "Regarding Introduction of 'Disaster Management' & Yoga as a Compulsory part of
Sessional work in B.Ed. Course"

With regards I want to request you that by means of I.Q.A.C. of our college it was felt that in today's time stress has become the part and parcel of life for every walk of generation and hence it is resulting in lacking values & being concerned to one self only.

More over due to these practices today man is not concerned about nature also therefore resulting in different new types of calamities in which kedarnath was a new one.


I therefore humbly request you to include the above quoted subject as a compulsory Sessional & practical work so that it can acquire a room in today's teachers' mind because he himself is the sculptor of tomorrow's world.

Kindly provide your humble concern in order to draw the attention of the Concerned authorities and oblige.

Thanking You.

Copy To:-

1. Dr. R.P. Mishra, Convenor
Board of Studies in Education
M.J.P. Rohilkhand Univ. Bareilly(U.P.)
2. The Registrar, M.J.P. Rohilkhand
University, Bareilly(U.P.)


Your's Sincerely

(Dr. Archana Gupta)

Performance Appraisal(Format-I)

APPENDIX-2 SAMPLE FORMATS FOR TEACHER APPRAISAL REPORTS

(Source : UGC)

Format-1

PERFORMANCE APPRAISAL REPORT

FOR SELF APPRAISAL OF TEACHERS

- i) General Information
 - a) Name : Archana Gupta
 - b) Address (Residential) : 7, Prakash Enclave Kanth Road, Moradabad-244001
(U.P.) Ph. No. 9412637137
 - c) Designation : Principal/H.O.D.
 - d) Department : B.Ed.
 - e) Date of Birth : 14.08.1957
 - f) Area of Specialization : Educational Philosophy

A. Academic Qualifications-

Exam Passed	Board/ University	Subjects	Year	Division/ Grade Merit
High School	U.P. Board	Art Group	1971	III rd
Intermediate	U.P. Board	Art Group	1971	II nd
B.A.	Agra Uni. Agra	Hindi, Sanskrit, Edu.	1975	II nd
B.Ed.	M.J.P.R.Univ. Bareilly	All Comp. Papers (MOT Hindi & Civics.)	1976	I st & II nd
M.A.	M.J.P.R.Univ. Bareilly	Political Science	1978	III rd
M.A.	IGNOU	Hindi	2008	I st
M.Ed.	M.J.P.R.Univ. Bareilly	Comp. Paper	1979	II nd
Ph.D.	M.J.P.R.Univ. Bareilly	Education	1988	-

C) Research Experience & Training –

Research Stage	Title of work/theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.	"A Study of Academic Achievement in Relation to Intelligence Adjustment, Parent Income & Parent Child Relationship of Secondary School Students whose Parents Belong to Different Professions"	M.J.P.R.Univ. Bareilly
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (Give names of students guided successfully)		
Training (Please specify)		

B) Research Projects Carried out : Not Applicable

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/Symposia workshops, etc.	Name of the Sponsoring Agency	Place and Date
INTERNATIONAL SEMINAR		
International Seminar on "Fifty Years of Teacher Education : Global Challenges of Change"	Hindu College, Moradabad	24-24 Dec, 2000 Moradabad (U.P.)
International Seminar on "Quality of Professional Education in the Present Era"	The Institution of Engineers (India) Uttarakhand State Centre	25-26 July, 2009 Dehradun (U.K.)
NATIONAL SEMINAR		
National Seminar on "Teacher Educator Ills and Cures"	Deptt. of Education Hindu College, Moradabad	12 Oct, 1996 Moradabad

		(U.P.)
National Seminar on "Literacy Programme in India-Present Scenario and Future Challenges"	Hindu College, Moradabad	27-28 May, 1998 Moradabad (U.P.)
National Seminar on "Indian-Education Challenges of 21 st Century"	P.G. Department of Education & Research, Hindu College Moradabad	10-11 April, 1999 Moradabad (U.P.)
National Seminar on "Privatization of Professional and It's Implications for Technical and Teacher Education"	P.G. Department of Education & Research Hindu College Moradabad	9-10 Feb, 2002 Moradabad (U.P.)
National Seminar on "Women-Empowerment in Educational Economic Management & Administration"	P.G. Department of Economics & Education Hindu College Moradabad	30-31 Jan, 2003 Moradabad (U.P.)
National Seminar on "Quality in Higher-Education and It's Implications on Human Resource Development in Different Fields"	Deptt. of Education, University of Rajasthan	18-19 Oct, 2003 Jaipur (Raj.)
National Seminar on "Dynamics of Population Explosion Role of Teacher Education in It's Mitigation"	P.G. Deptt. of Education & Research, Hindu College Moradabad	4-5 Nov, 2006 Moradabad (U.P.)
National Seminar on "Scenario of Education 21 st Century"	Shree Balaji Academy (B.Ed. College) Moradabad	28-29 Nov, 2009 Moradabad (U.P.)
National Seminar on "Today's Teacher Education in India : It's Relevance, Effectives and Empowerment"	Vivekanand College of Education, Aligarh	7 Feb, 2010 Aligarh (U.P.)
National Seminar on "Environment & Social Issues"	Deptt. of Education, Gokul Das Hindu Girls College, Moradabad	25-26 Feb, 2012 Moradabad (U.P.)
National Seminar on "Education & Rehabilitation of Children with Special Needs"	M.J.P.R. University, Bareilly	22-23 March, 2013 Bareilly (U.P.)

CONFERENCES		
National Conference on "Nehru & Philosophy with Special Reference to N.P.E."	Hindu College, Moradabad	26-27 May, 1990 Moradabad (U.P.)
National Conference on "Vivekanand and his Philosophy with Special reference to Chicago Sammelon"	Deptt. of Education, Hindu College, Moradabad	5 May, 1993 Moradabad (U.P.)
XXXVI Annual National Conference on "Environmental-Education : Perspective and Prospects"	The Institution of Eng. (India) and Dept. of Technical Edu. Uttranchal & I.A.T.E.	13-15 March, 2003 Dehradun (U.P.)
37 th Annual Conference of I.A.T.E. on "Information Communication Technology and Teacher-Education"	Deptt. of Education, Osmania University, Hydrabad	26-28 Dec, 2003 Hydrabad (A.P.)
National Conference on "Environmental Education : Need and Importance in Present Era"	Hindu College Moradabad and Shree Balaji Academy, Moradabad & I.A.T.E.	1-3 March, 2008 Moradabad (U.P.)
National Conference on "Emerging Issues and Challenges in Management by 2020"	MIT College of Management and Department of Management, MIT, Moradabad	3-4 April 2012 Moradabad (U.P.)
WORKSHOP		
^ihry m ksx dfeZ;ksa ds fy, O;kolkf;d ikB~;Øe ,oa dk;Z'kkyk**	jk"V^h; eqDr fo ky; ¼Hkkjr ljdkj½ ubZ fnYyh ,oa bf.M;u ,lksfl,'ku vkWQ Vhpj ,twdsVIZ	14-16 July 2002 Moradabad (U.P.)

iii) Teaching Experience

Courses Taught	Name of the University/College/Institution	Duration
i) U.G. (B.Ed.)	Nehru College of Education Hindan City (Rajasthan)	15.07.1989 to 30.04.1997

	R.S.D. Academy, Moradabad (U.P.)	15.08.2003 to 27.04.2011
	Shree Balaji Academy Moradabad (U.P.)	11.07.2011 to till date
ii) P.G. (M.Ed.)	Hindu College, Moradabad (U.P.)	15.07.1998 to 15.07.2002

Total Teaching Experience : 21 years 9 months

vii) Innovations/Contributions in Teaching

- a) Design of Curriculum : None
- b) Teaching methods : None
- c) Laboratory experiments : None
- d) Evaluation methods : None
- e) Preparation of resources material : Prepared Print Material
Including books, reading materials,
Laboratory, manuals etc.
- f) Remedial Teaching/Student Counseling (academic) : Yes
- g) Any other : None

xi) Extension Work/Community Service

- a) Please give a short account of your contribution to :
 - i) Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc. : Organized different activities in college
 - ii) National Literacy Mission : None
- b) Positions held/Leadership role played in organizations linked with extension work and National Service Scheme (NSS), or NCC or any other similar activity. : Secured N.C.C. G-1 Certificate

D) Participation in Corporate Life

Please give a short account of your contribution to :

- a) College/University/Institution : As a guiding light

- b) Co-curricular Activities : As an effective leader
- c) Enrichment of Campus Life : A good organize
- d) Students Welfare and Discipline : An effective administrator
- e) Membership/Participation in Bodies/Committees

on Education and National Development

- f) Professional Organization of Teachers : Life member of Indian Association of Teacher Educators (I.A.T.E.)

E) (a) Membership of Professional Bodies, Societies etc. Counsellor of IGNOU B.Ed. Program

- (b) Editorship of Journals : N.A.

F) Any other Information : University Gold Medalist in M.A, (Hindi)



(Dr. ARCHANA GUPTA)

Performance Appraisal(Format-II)

Format-2

PERFORMANCE APPRAISAL REPORT FOR SELF APPRAISAL OF TEACHERS OF SHREE BALAJI ACADEMY, MORADABAD-244001 (U.P.)

A. General Information

- a) Name : Dr. Mandeep Singh
- b) Address (R) : 107/A-6, Ashok Nagar, Behind Jail, Moradabad-244001 (U.P.)
Ph. No. 09456611666
- c) Designation : Asst. Prof.
- d) Department : B.Ed.
- e) Date of Birth : 30.07.1979
- f) Area of Specialization : History of Indian Education
- g) Date of Appointment :
- (i) in the institution : 12.03.2007
- (ii) in the present post : 12.03.2007
- h) Honors Conferred :
- i) Received **Appreciation Card of Civil Defence Organization (Ministry of Home Affairs) Govt. of U.P.** for contribution to Civil Defence Day Celebration and Training on 06-Dec-1999.
- ii) Received **Governors Puls Polio Appreciation Certificate (R.I. Dist-3010)** for exceptional services and devotion and support to Rotary's Programme for Noble Cause in June 2001.
- iii) **Certificate of Appreciation** by **Pt. Deen Dayal Combined District Hospital, Moradabad** for participation in Voluntary Blood Donation Programme organized by Syndicate Bank on 86th Foundation Day on 20-10-2011.

- iv) **Certificate of Appreciation** by **Shree Balaji Academy, Moradabad** for participation in Voluntary Blood Donation Programme organized by Syndicate Bank on 87th Foundation Day on 05-05-2012.
- v) **Certificate of Appreciation** for participation in Voluntary Blood Donation Programme organized by **Syndicate Bank** on 88th Foundation Day on 20-10-2012.
- vi) **Certificate of Appreciation** by **Pt. Deen Dayal Combined District Hospital, Moradabad** for participation in Voluntary Blood Donation Programme organized by Syndicate Bank on 88th Foundation Day on 20-10-2012.
- vii) Secured "AYE" Grade in "B Certificate" of NCC in 1999.
- viii) Secured "AYE" Grade in "C Certificate" of NCC in 2000.
- ix) Attached for Training with Regular Army Unit (17 Rajput Regiment) from 25.11.98 to 09.12.98
- x) Received **Deputy Director General's Appreciation Card** from Deputy Director General (U.P.) for outstanding performance in General Elections 1999.
- xi) Received **Appreciation Card of Chief Electoral Officer (U.P.) Election Commission of India** for outstanding performance in General Elections 1999.

B. Teaching

Class	Periods		
	Assigned per week **LT/P (1)	Taught in the year LT/P (2)	Steps taken for the teaching of periods missed during absence or leave (3)
U.G. (B.Ed.)	12+4	447+100	Arrangement was made in advance

* (To be filled at the end of every academic year)

** L= Lecture T=Tutorial P= Practical

b) Regularity and Punctuality : With great sincerity

c) Details of course teaching plan, synopsis of lectures, and reading lists supplied to students.

(i) Print Material of Course III (Development of Educational System in India) was provided to the students in time which covered Ist, IInd & IVth Unit

d) Details of participation in the following-

(i) University Education : Being the Coordinator of I.Q.A.C. time to time suggestions are being provided to the Board of Studies in Education of M.J.P. Rohilkhand University, Bareilly (U.P.)

(ii) Internal Evaluation : Being a teacher of S.F.S. College, I was not permitted to evaluate the answer script of University Exams. Internal Evaluation in form of assignments, class test & pre-university examination was done by me.

(iii) Paper Setting : Paper setter of Teerthankar Mahaveer University, Moradabad for B.Ed. Examination in 2011

(iv) Assessment of Home Assignments : Assessment of regular students of B.Ed. & IGNOU (B.Ed.) was done by me from the past 6 and 4 years respectively

(v) Conduct of Examinations : Assistant Superintendent of University Examinations in Academic Session 2010-11

(vi) Evaluation of Dissertation etc. : Not Applicable

C. Details of Innovations/Contribution in Teaching, during the year :

a) Design of curriculum : None

b) Teaching methods : None

c) Laboratory Experiments : None

d) Evaluation methods : None

e) Preparation of resource material including books, : Prepared Print Material of Course-III reading materials, laboratory manuals etc.

f) Remedial Teaching/Student Counseling (academic) : Provided remedial teaching to the regular students of Shree Balaji Academy & 2714 (IGNOU Study Centre), Hindu College Moradabad

g) Any other : None

D. Improvement of Professional Competence

(a) Details regarding refresher courses/orientation attended, participation in summer schools, workshops, seminars, symposia etc. including open university courses/M.Phil. Ph.D.

S.N.	Name of Seminar/Conference/Symposia/Orientation/Workshop etc.	Sponsoring Agency	Place & Date
	INTERNATIONAL SEMINAR		
1.	"Quality of Professional Education in the Present Era"	I.E.I. (U.K. Centre) & I.A.T.E.	25-26, July, 2009 Dehradun (U.K.)
	NATIONAL SEMINAR		
1.	"Privatization of Professional Education & Its Implications for Technical Education"	P.G. Deptt. of Edu. Research, Hindu College, Moradabad & I.A.T.E.	09-10, Feb 2002 Moradabad (U.P.)
2.	"Women Empowerment in Educational-Economic Management & Administration" (UGC Sponsored)	P.G. Deptt. of Education & Economics, Hindu College, Moradabad	30-31 Jan-2003 Moradabad (U.P.)
3.	"Quality in Higher Education & Its Implications on Human Resource Development in Different Fields"	Deptt. of Education, University of Rajasthan & I.A.T.E.	18-19 Oct-2003 Jaipur (Raj.)
4.	"Communalism in India : Post Gujrat Concerns (UGC Sponsored)	Deptt. of Sociology Hindu College, Moradabad	13-14 Oct-2004 Moradabad (U.P.)
5.	"Indian Society in 21 st Century-Challenges and Responses"	M.H. (P.G.) College, Moradabad	05-06 Nov-2004 Moradabad (U.P.)

	(UGC Sponsored)		
6.	"Environmental Education : Nature & Nature"	Deptt. of Teacher Education Vardhaman College, Bijnor (U.P.)	26-27 Feb-2006 Bijnor (U.P.)
7.	"Quality of Teacher Education : Problems & Prospects" (UGC Sponsored)	Deptt. of Teacher Education D.V. (P.G.) College, Orai (Jalaun)	25-26 Nov-2006 Orai (U.P.)
8.	"Samkaleen Sahitya Avam Dalit Vimarsh" (UGC Sponsored)	M.H. (P.G.) College, Moradabad	02-03 Feb-2008 Moradabad (U.P.)
9.	"Pariavarana, Krishi Evam Nirdhanta"	J.S. Hindu P.G. College, Amroha	10-11 Feb-2008 Amroha (U.P.)
10.	"Family : A Stepping Stone in Holisitc Development of Child" (UGC Sponsored)	R.B.D. College, Bijnor	27-28 Sep-2008 Bijnor (U.P.)
11.	"Environmental Education : Need & Current Trend" (UGC Sponsored)	Mahila Mahavidyalaya (PG) College, Kanpur	24-25 Oct-2009 Kanpur (U.P.)
12.	"Prathmik Shiksha Me Gunvakta : Ishiti Aur Upaye"	D.I.E.T. & S.S. (PG) College, Shahjhanpur	26-27 Nov-2009 Shahjhanpur (U.P.)
13.	"Aaup Niveshik Thata Aaup Niveshikuttar Bharat Mein Naari Ithihas Avam Itivratamak Paridrishya 1805 Se Ab tak"	J.S. Hindu College, Amroha	6-7 Feb-2010 Amroha (U.P.)
14.	"Today's Teacher Education in India its Relevance, Effectiveness & Empowerment"	Vivekananda College of Education, Aligarh	07-Feb-2010 Aligarh (U.P.)
15.	"Revamping Teacher Education in Creation of a Knowledge Society"	Noida College of Physical Education, Noida	20-21 Feb-2010 Noida (U.P.)
16.	"Teachers Role & Commitment to Higher Education"	P.D. Mahila Degree College, Fatehgarh	24-Feb-2010 Farrukhabad (U.P.)
17.	"Qualitative Improvement in Teacher	Durgra Prasad Baljeet	29-30-Jan-2011

	Education"	Singh (PG) College, Anoopshahr, (U.P.)	Anoopshahr, (U.P.)
18.	"Naari Shiksha : Samajik Sanchetna Ka Aadhar"	G.D.H.G. College, Moradabad	12-Feb-2011 Moradabad (U.P.)
19.	"Value Education & The Role of Teachers, Institutions of Society"	J.C.M.S.T. Bareilly	11-12-Feb-2012 Bareilly (U.P.)
20.	"Environment and Social Issues" (U.G.C. Sponsored)	G.D.H.G. College, Moradabad	25-26-Feb-2012 Moradabad (U.P.)
21.	"Human Rights Concepts, Meaning & Development"	D.A.K. (P.G.) College, Moradabad	27-28-Feb-2012 Moradabad (U.P.)
22.	"Teacher Education in Present Scenario"	S.I.M.T. Gadarpur (U.S. Nagar)	4-5-March-2012 Gadarpur (U.K.)
23.	"Women Education and Empowerment : Status & Prospects"	Durgra Prasad Baljeet Singh (PG) College, Anoopshahr, (U.P.)	23-24-Feb-2013 Anoopshahr, (U.P.)
24.	"School Climate & Quality Education"	J.C.M.S.T. Bareilly	6-7-March-2013 Bareilly (U.P.)
	CONFERENCES		
1.	"XXXVII th Annual Conference on Environmental and Education Perspectives and Prospects"	I.A.T.E., I.E.I. & Deptt. of Technical Education Uttanchal	13-15 March-2003 Dehradun (U.K.)
2.	II nd Annual Conference on "Teacher Education and Empowerment"	C.T.E. (Raj. Chapter) & Shri Agarsen P.G. College of Education Jaipur (Raj.)	06-07 Dec-2003 Jaipur (Raj.)
3.	XXXVII th Annual Conference on "I.C.T. & Teacher Education"	Deptt. of Education, Osmania University, Hyderabad & I.A.T.E.	26-28 Dec-2003 Hyderabad (A.P.)
4.	XLI National Conference on "Environmental Education : Need and Importance in Present Era"	I.A.T.E., Hindu College & Shree Balaji Academy Moradabad	01-03 March, 2009 Moradabad (U.P.)
	SYMPOSIA		

	"Moolya Parak Shiksha-Raastriya Parisamvad"	Dev Sanskriti Vishvidalaya & Raastriya Sanskrit Utthan Niyas, New Delhi	03-04 Oct-2009 Haridwar (U.K.)
	WORKSHOP		
1.	"Peetal Udyog Karmiyo Ke Liye Vyavsyik Pathyakaram Par Karyashala"	N.O.S. & I.A.T.E.	14-16 July-2002 Moradabad (U.P.)
2.	"Stress & Depression in Education"	Vivekanand College of Education, Aligarh	30-31 May-2010 Aligarh (U.P.)
3.	"Micro-Teaching in Teacher Education"	Shree Balaji Academy Moradabad	10-11 Oct-2010 Moradabad (U.P.)
4.	"Lesson Planning in Teacher Education"	H.L.M. College, Ghaziabad	18-Dec. 2010 Ghaziabad (U.P.)
5.	"I.Q.A.C. : Total Internal Quality Management"	U.P.S.H.E.C. & Govt. of U.P.	24-March-2012 Lucknow (U.P.)
6.	"Quality Promotion & NAAC Accreditation"	Dept. of Higher Education, Govt. of U.P. & U.P.S.H.E.C.	2-3-March-2013 Lucknow (U.P.)
	ORIENTATION		
1.	Orientation Programe for the Academic Councillor's	IGNOU Regional Centre, Aligarh (U.P.)	20-21 April, 2013 Aligarh (U.P.)

E. Research Contributions : Not Applicable

a) Number of students (M.Phil./Ph.D.)

At the beginning of the year		Registered during the year	Completed during the year
M.Phil.			
Ph.D.			

b) No. of research papers published (please enclose list)

1- "Bencharmpaing : A Challenge For Higher Education" Research Paper Published in Professional	A.P.H. Publication Corporation, New Delhi P.P. 111-120
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Education.	
2- "Internal & External Quality Assessment in Professional Education (Means & Ways)"	Mulya Avmulyan (ISSN No-2231-5772) 15.07.2011 Yr. I st , Issue-II nd
3- "i;kZoj.k ds izfr efgykvksa dh tkx:drk dk v/;;u**"	Mulya Avmulyan (ISSN No-2231-5772) 15.07.2012 Yr. I st , Issue-IV th

c) Research Projects : : **Not Applicable**

Title of the Project	Name of the Funding Agency	Duration

d) Details of seminars, conferences, symposia organized.

- Two days National Seminar on "**Scenario of Education in 21st Century**" under the aegis of IATE 28-29 Nov, 2009.
- National workshop on "**Micro-Teaching in Teacher Education**" 10-11, Oct, 2010. Under the aegis of I.A.T.E.
- One day workshop on "**Socially Useful Productive Work**" on 20 April, 2011.
- Two days National Seminar on "**Role & Impact of Various Agencies in the Qualitative Up-gradation of Education**" under the aegis of IATE 5-6 May, 2012.
- One day National Seminar on "**Role of ICT in Educational Growth and Development in Present Era**" under the aegis of IATE (U.P. Chapters), 31 Dec. 2012.

e) Patents taken, if any, give a brief description. : None

f) Membership of Professional Bodies, Editorship of Journals etc.

- (a) Life Members of Indian Association of Teacher Educators (I.A.T.E.) w.e.f. 12.01.2008

(b) Editorship of Journals : Ex. Member of Editorial Board of Mulya Avmulyan
(Quarterly Journal of Education)

F. Extension Work/Community Service

- a) Please give a short account of your contribution to :
- i) Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.
 - i) Received **Appreciation Card of Civil Defence Organization (Ministry of Home Affairs) Govt. of U.P.** for contribution to Civil Defence Day Celebration and Training on 06-Dec-1999.
 - ii) Received **Governors Puls Polio Appreciation Certificate (R.I. Dist-3010)** for exceptional services and devotion and support to Rotary's Programme for Noble Cause in June 2001.
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 - iv) **Certificate of Appreciation** by **Shree Balaji Academy, Moradabad** for participation in Voluntary Blood Donation Programme organized by Syndicate Bank on 87th Foundation Day on 05-05-2012.
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 - ii) National Literacy Mission : Not Applicable
- b) Positions held/Leadership role played in organizations linked with extension work and National Service Scheme (NSS), or NCC or any other similar activity.

- i) Secured "AYE" Grade in "B Certificate" of NCC in 1999.
- ii) Secured "AYE" Grade in "C Certificate" of NCC in 2000.
- iii) **Attached for Training with Regular Army Unit (17 Rajput Regiment)** from 25.11.98 to 09.12.98
- vi) Received **Deputy Director General's Appreciation Card** from Deputy Director General (U.P.) for outstanding performance in General Elections 1999.
- v) Received **Appreciation Card of Chief Electoral Officer (U.P.) Election Commission of India** for outstanding performance in General Elections 1999.

G. Participation in Corporate Life

Please give a short account of your contribution to :

- a) College/University/Institution : A sincere employee of the institution
- b) Co-curricular Activities : Organized by following National Seminars and National Workshops whose details are as follows-
 - i) Organized Two Days National Seminar on "**Scenario of Education in 21st Century**" under the aegis of I.A.T.E. on 28-29 Nov, 2008.
 - ii) Organized Two Days National Seminar on "**Role and Impact of Various Agencies in the Qualitative Upgradation of Education**" under the aegis of I.A.T.E. on 5-6 May, 2012.
 - iii) Organized one day National Seminar on "**Role of I.C.T. in Educational Growth and Development in Present Era**" under the aegis of I.A.T.E. on 31.12.2012.
 - vi) National Workshop on "**Micro Teaching in Teacher Education**" on 10-11 Oct, 2010.
- c) Enrichment of Campus Life : Always motivate the students to produced their best
- d) Students Welfare and Discipline : Member of Proctorial Board

e) Membership/Participation in Bodies/Committees Education and National Development : Life Member of S.S. Educational Welfare Society Moradabad (Regd.)

f) Professional Organization of Teachers :

H. Assessment

a) Steps taken by your for the evaluation of the course programme taught. : After the Contents are taught an assignment is taken from the students which cover the entire unit and also quiz and extempore are conducted in the class and also a guest lecture is organized to enrich the knowledge of the student and clarify their doubts if any.

I. General Data

State brief assessment of your performance indicating -

(a) Achievements : Out of the sanctioned one intake of the student majority of the student are able to come out with flying colours which provides a sense of satisfaction to myself.

(b) Difficulties faced : Due to the rigidity of the existing social system students are not able to attend the complete lecturers which create nuisance in the class some time.

(c) Suggestions for improvement : Biometric attendance should be made compulsory before the commencement of each activity and it should be directly linked to the control system of the apex bodies so that proper participation ensured and enhanced.



(MANDEEP SINGH)

Audited Income Expenditure Statement

KANSAL KAPOOR & CO.
Chartered Accountants



-, STATION ROAD, KOTHIWAL NAGAR,
MORADABAD UTTAR PRADESH 244001
Ph. 9837046921, 591-3290474

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

We have examined the balance sheet of SHRI BALAJI SHIKSHA SAMITI AADAS3399E [name and PAN of the trust or institution] as at 31/03/2013 and the Profit and loss account for the year ended on that date which are in agreement with the books of account maintained by the said trust or institution

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

In our opinion and to the best of our information, and according to information given to 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 as at 31/03/2013
- ii. in the case of the profit and loss account, of the profit or loss of its accounting year ending on 31/03/2013

The prescribed particulars are annexed hereto.

Place : MORADABAD
Date : 10/09/2013

For KANSAL KAPOOR & CO.
Chartered Accountants

(MOHD YAHYA)

CHARTERED ACCOUNTANTS

Membership No: 524792

Registration No: 001815C



**ANNEXURE
STATEMENT OF PARTICULARS**

I Application of income for charitable or religious purposes.

1.	Amount of income of the previous year applied to charitable or religious purposes in India during that year.	8668205
2.	Whether the trust has exercised the option under clause (2) of the Explanation to section 11 (1)? If so, the details of the amount of income deemed to have been applied to charitable or religious purposes in India during the previous year.	No
3.	Amount of income Finally set apart for application to charitable or religious purposes, to the extent it does not exceed 15 per cent of the income derived from property held under trust Wholly for such purposes.	NA
4.	Amount of income eligible for exemption under section 11(1)(c) [Give details]	No
5.	Amount of income, in addition to the amount referred to in item 3 above, accumulated or set apart for specified purposes under section 11(2)	0
6.	Whether the amount of income of mentioned in item 5 above has been invested or deposited in the manner laid down in section 11(2)(b)? If so, the details thereof.	No
7.	Whether any part of the income in respect of which an option was exercised under clause (2) of the Explanation to section 11(1) in any earlier year is deemed to be income of the previous year under section 11(B)? If so, the details thereof.	No
8.	Whether, during the previous year, any part of income accumulated or set apart for specified purposes under section 11(2) in any earlier year :-	
a.	has been applied for purposes other than charitable or religious purposes or has ceased to be accumulated or set apart for application thereto, or	No
b.	has ceased to remain invested in any security referred to in section 11(2)(b)(i) or deposited in any account referred to in section 11(2)(b)(ii) or section 11(2) (b) (iii), or	No
c.	has not been utilised for purpose for which it was accumulated or set apart during the period for which it was to be accumulated or set apart, or in the year immediately following the expiry thereof? If so, the details thereof	No

II. Application or use of income or property for the benefit of persons referred to in section 13 [3].

1.	Whether any part of the income or property of the trust was lent, or continues to be lent, in the previous year to any person referred to in section 13(3) (hereinafter referred to in this Annexure as such person) ? If so, give details of the amount, rate of interest charged and the nature of security, if any.	NO
2.	Whether any land, building or other property of the trust was made, or continued to be made, available for the use of any such person during the previous year? If so, give details of the property and the amount of rent or compensation charged, if any.	NO
3.	Whether any payment was made to any such person during the previous year by way of salary allowance or otherwise? If so, give details.	NO



4.	Whether the services of the trust were made available to any such person during the previous year? If so, give details thereof together with remuneration or compensation received, if any.	NO
5.	Whether any share, security, or other property was purchased by or on behalf of the trust during the previous year from any such person? If so, give details thereof together with the consideration paid.	NO
6.	Whether any share, security, or other property was sold by or on behalf of the trust during the previous year to any such person? If so, the details thereof together with the consideration received.	NO
7.	Whether any income or property of the trust was diverted during the previous year in favour of any such person? If so, give details thereof together with the amount of income or value of property so diverted.	NO
8.	Whether the income or property of the trust was used or applied during the previous year for the benefit of any such person in any other manner? If so, give details.	NO



SHREE BALAJI ACADEMY-SAMBHAL ROAD, MBD

LIST OF EXPANCES PAYABLE AS ON 31.03.2013

<u>PARTICULAR</u>	<u>AMOUNT</u>
Examination Fee Payable	1,42,500.00
P.F. Expenses Payable	31,984.00
Teaching Staff Salary Payable	4,60,611.00
Rent Expenses Payable	10,000.00
	<u>6,45,095.00</u>

LIST OF CASH & BANK BALANCE AS ON 31.03.2013

<u>PARTICULAR</u>	<u>AMOUNT</u>
Union Bank Of India-A/C 101928189	9,415.28
Union Bank Of India-A/C 10014359	5,007.00
Union Bank Of India- A/C 2050000160	9,102.48
Union Bank Of India-A/C 2010014358	8,952.00
Syndicate Bank 85942010008300	5,122.61
Syndicate Bank 85942010015898	24,059.95
Cash In Hand	43,056.00
	<u>1,04,715.32</u>

LIST OF CREDITORS AS ON 31.03.2013

<u>PARTICULAR</u>	<u>AMOUNT</u>
Aashiana Bricks Works	2,43,300.00
Jain Traders	26,494.00
Rajat Scientific	24,430.00
Singhal Iron & Steel Corporation	2,06,496.00
Vranda Traders	26,000.00
	<u>5,26,720.00</u>

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III. Investment held at any time during the previous year(s) in concerns in which persons referred to in section 13(3) have a substantial interest.

Sl. No	Name and address of the concern	Where the concern is a company No. and class of shares held	Nominal value of the investment	Income from the investment	Whether the amount in Col. 4 exceeded 5% of the capital of the concern during the previous year-say Yes/No
			NIL		

For KANSAL KAPOOR & CO.
Chartered Accountants
(MOHD YAKUB)
CHARTERED ACCOUNTANTS
Moradabad.
Membership No: 524792
Registration No: 001815C

Place : MORADABAD
Date : 10/09/2013

M/S SHREE BALAJI ACADEMY-SAMBHAL ROAD, MBD
SCHEDULE OF FIXED ASSETS AS ON 31-3-2013

NAME OF ASSETS	RATE	W.D.V. AS ON 01.04.12	ADDITION		TOTAL	DEPRECIATION	W.D.V. AS ON 31.03.13
			BEFORE SEP.	AFTER SEP.			
Books	100%	16,668.00	-	-	16,668.00	16,668.00	-
Building Under Construction	-	-	6,91,381.00	27,39,529.00	34,30,910.00	-	34,30,910.00
Car	15%	1,28,382.00	5,67,000.00	-	6,95,382.00	1,04,307.00	5,91,075.00
Computer	60%	54,244.00	5,850.00	-	60,094.00	36,056.00	24,038.00
CTV	15%	5,889.00	-	-	5,889.00	883.00	5,006.00
Engine Pumping Set	15%	-	61,750.00	-	61,750.00	9,263.00	52,487.00
Generator	15%	6,655.00	-	-	6,655.00	998.00	5,657.00
Office Equipments	15%	49,019.00	-	-	49,019.00	7,353.00	41,666.00
Scientific Equipment	15%	2,39,706.00	-	-	2,39,706.00	35,956.00	2,03,750.00
		5,00,563.00	13,25,981.00	27,39,529.00	45,66,073.00	2,11,484.00	43,54,589.00

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**M/S SHREE BALAJI ACADEMY-SAMBHAL ROAD, MBD
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDING 31-3-2013**

EXPENDITURE	AMOUNT	TOTAL	INCOME	AMOUNT	TOTAL
To Advertisement		18,500.00	By Intt. On S/B A/c		39,996.14
To Balance Write Off		59,726.00	By Intt on FDR		1,07,897.99
To Bank Charges		1,329.50	By Fee Received		52,16,077.00
To Car Expenses		91,340.00	By Discount		355.93
To Depreciation		2,11,484.00	By Misc Income		2.00
To Enrolment Charges		1,100.00			
To Generator Repair & Maintenance		65,307.93			
To Legal Fees		1,500.00			
To Misc. Exps.		2,429.00			
To Other Staff Salary		7,20,000.00			
To P.F. Exps		2,11,344.00			
To Printing & Stationery		13,639.00			
To Teaching Staff Salary		33,22,768.00			
To Telephone Exps.		5,100.00			
To Rent Exps.		2,500.00			
To Repair & Maintenance		7,706.00			
To Travelling & Conveyance Exps.		13,000.00			
		6,15,555.63			
		53,64,329.06			53,64,329.06

To Excess of Income Over Expenditure

PLACE : MORADABAD

DATED : 10/09/2013

SUBJECT TO OUR SEPARATE REPORT OF EVEN DATE

FOR KANSAL KAMBOOR & CO.,
CHARTERED ACCOUNTANTS



(TRUSTEE)

(TRUSTEE)

M/S SHREE BALAJI ACADEMY-SAMBHAL ROAD, MBD

BALANCE SHEET AS AT THE 31-3-2013

LIABILITIES	AMOUNT	TOTAL	ASSETS	AMOUNT	TOTAL
SHREE BALAJI SHIKSHA SAMITI			FIXED ASSETS		
Opening Balance As on 1/4/2012	26,59,164.26				43,54,589.00
Add:- Excess of Income Over Expenditure	6,15,555.63		CURRENT ASSETS		
Additions	26,41,381.98		FDR with Union Bank of India	3,00,000.00	
	59,16,101.87		FDR with Syndicate Bank	2,02,547.44	
Less:-Withdrawal	10,000.00	59,06,101.87	DRMILA Faizabad University	8,00,000.00	
			Fee Receivable	1,88,750.00	
			TDS	11,10,000.00	
			Telephone Security	16,815.11	
				500.00	26,18,612.55
CURRENT LIABILITIES & PROVISIONS					
Sundry Creditors	5,26,720.00				
Expenses Payable	6,45,095.00	11,71,815.00	CASH & BANK BALANCE		1,04,715.32
					70,77,916.87
					70,77,916.87

PLACE : MORADABAD

DATED : 10/09/2013

SUBJECT TO OUR SEPARATE REPORT OF EVEN DATE
FOR KANSAL KAPOOR & CO.,
CHARTERED ACCOUNTANT

(Signature)



(TRUSTEE)

(Signature)
(TRUSTEE)

M/S SHREE BALAJI SHIKSHA SAMITI

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDING 31-03-2013

EXPENDITURE	AMOUNT	TOTAL	INCOME	AMOUNT	TOTAL
To Audit Fees		20,787.00	By Intt Received on S.B.		1,389.00
To Amount Written Off		0.65	By Intt on FDR		19,147.28
To Legal Expenses		8,618.00	By Rental Income		2,500.00
To Salary		36,000.00	By Donation Received		14,06,066.00
To Depreciation		17,894.00	By Membership Fees		3,003.00
To Net Income		19,64,361.26	By Net Income Over Exps. From Shree Balaji Academy		6,15,555.63
		<u>20,47,660.91</u>			<u>20,47,660.91</u>

PLACE : MORADABAD

DATED : 10/09/2013

[Signature]

(TRUSTEE)

[Signature]

(TRUSTEE)

SUBJECT TO OUR SEPARATE REPORT OF EVEN DATE

FOR KANSAL KATAPUR CO.,
CHARTERED ACCOUNTANTS



(PARTNER)

M/S SHREE BALAJI SHIKSHA SAMITI
SCHEDULE OF FIXED ASSETS AS ON 31-3-2013

NAME OF ASSETS	RATE	W.D.V. AS ON		ADDITION		TOTAL	DEPRECIATION	W.D.V. AS ON
		01.04.12	31.03.13	Before sep.	After sep.			
Land	-	11,50,000.00	-	-	-	11,50,000.00	-	11,50,000.00
Building under Construction	-	66,65,153.58	-	-	-	66,65,153.58	-	66,65,153.58
Computer	60%	804.00	-	-	-	804.00	482.00	322.00
Electronic Equipment	15%	23,381.00	-	-	-	23,381.00	3,507.00	19,874.00
Furniture	10%	65,503.00	-	-	-	65,503.00	6,550.00	58,953.00
Laboratory Equipment	15%	49,030.00	-	-	-	49,030.00	7,355.00	41,675.00
		79,53,871.58	-	-	-	79,53,871.58	17,894.00	79,35,977.58

~~11~~

refer



Recognition Orders of Univ. Govt. NCTE, UGC, IT Dept



महात्मा ज्योतिबा फुले कृषि विद्यापीठ विश्वविद्यालय, बरेली
 MAHATMA JYOTIBA PHULE KRISHI VIDYAPEETH UNIVERSITY, BAREILLY

बरेली - 243 006 (INDIA)
 BAREILLY-243 006 (INDIA)
 दिनांक : 03.04.2007

पत्रांक : स.वि./संख्या/2007/ 4.7. 77

सेवा में
 प्रबन्धक,
 श्री बालाजी एकेडमी,
 मधुपुर वस्तौर, कुपरकी,
 सम्मल रोड, मुरादाबाद

विषय :- संख्या में बी.एड. पाठ्यक्रम की सम्बद्धता

महोदय,

कृपया अपने पत्र दिनांक 26.09.2006 का रीपर्स प्रेषण करने का कष्ट करें जिसके द्वारा आपको अवगत कराना है कि आपकी संस्था की सम्बद्धता के पत्रांक ई.स. 2733/जी.एड. दिनांक 11.01.2007 द्वारा स्नातक स्तर पर शिक्षा सहाय के अन्तर्गत बी.एड. पाठ्यक्रम की संख्या 2006-07 की सम्बद्धता की स्वीकृति प्रदान की गयी है। कुलाधिपति महोदय के उपरोक्त स्वीकृति एवं एग्रीमेंट के पत्र संख्या NRC/NCTE/F-7/UP-1953/2006/2175 दिनांक 06.06.2006 को आशोक में कुलपति जी ने कार्य परिवर्तन की स्वीकृति की प्रत्याशा में श्री बालाजी एकेडमी, मुरादाबाद को शिक्षा सहाय के अन्तर्गत बी.एड. पाठ्यक्रम में सत्र 2006-07 हेतु सम्बद्धता निम्नलिखित शर्तों के अधीन प्रदान की गयी है।

1. यदि महाविद्यालय द्वारा विश्वविद्यालय परिनिष्ठा/अध्यादेश में सम्बन्धित तथा शासन, विश्वविद्यालय एवं राष्ट्रीय अध्यापक शिक्षा परिषद, (एनसीटीई) जयपुर द्वारा निर्धारित शर्तों एवं मानकों की पूर्णता एवं उनकी निरन्तरता को सुनिश्चित नहीं किया जावेगा तो उ.प्र. राज्य विश्वविद्यालय अधिनियम 1975 के सुसंगत प्रबंधनों के अन्तर्गत महाविद्यालय को प्रदान की गयी सम्बद्धता वापस लिये जाने की कार्यवाही निरन्तरता की जायेगी।
2. सम्बद्धता मानकों की पूर्ति सुनिश्चित करने हेतु प्रतिवर्ष विश्वविद्यालय द्वारा निरीक्षण किया जावेगा।
3. शासनादेश संख्या 2851/सासत-2-2003-16(92)/2002 दिनांक 02 जुलाई, 2003 (सुसंगत संवन्धी) एवं समय-समय पर जारी शासनादेशों का पालन सुनिश्चित किया जावेगा।
4. महाविद्यालय में स्वीकृत 100 सीटों पर समस्त प्रवेश शिक्षा विभाग द्वारा काउन्सिलिंग के माध्यम से किये जायेंगे।

धुबदीप,

कुलसचिव

प्रतिलिपि सूचनाएं प्रेषित :-

1. वित्त अधिकारी
2. उप कुलसचिव
3. सहायक कुलसचिव (गोपनीय/भरीक्षा/शैक्षणिक/मुद्रण)
4. निजी सचिव (कुलपति)

कुलसचिव

संख्या-मंत्री-356/सत्तर-2-2008-2(129)/2004टी0सी0

प्रेषक,

इन्द्रदेव पटेल,

अनु सचिव,

उत्तर प्रदेश शासन।

सेवा में,

कुलसचिव,

महात्मा ज्योतिबा फुले रूहेलखण्ड विश्वविद्यालय,

बरेली।

उच्च शिक्षा अनुभाग-2

लेखनक्र:दिनांक: 25 अप्रैल, 2008

विषय:-

महाविद्यालय संचालन हेतु सम्बद्धता की स्वीकृति।

महोदय,

उपर्युक्त विषयक आपके पत्रांक:रू0वि0/सम्ब0/2007/3810-11, दिनांक 31-08-2007 के संदर्भ में मुझे यह कहने का निदेश हुआ है कि राज्य सरकार ने उत्तर प्रदेश राज्य विश्वविद्यालय अधिनियम, 1973 (यथासंशोधित उत्तर प्रदेश राज्य विश्वविद्यालय संशोधन अधिनियम, 2007) की धारा-37(2) के परन्तुक के अधीन श्री बाला जी एकेडमी, कुन्दरकी, मुरादाबाद को बी0एड0 पाठ्यक्रम में 100 सीटों की प्रवेश क्षमता के साथ स्ववित्त पोषित योजना के अन्तर्गत निम्नलिखित शर्तों के अधीन सत्र 2007-08 से सम्बद्धता की सहर्ष स्वीकृति प्रदान कर दी है:-

- (1) 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) 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।
- (3) 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।

भवदीय,

(इन्द्रदेव पटेल)
अनु सचिव।

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

F.NRC/NCTE/A-7/ 5308-

September 1, 2006

ORDER

The 09 institution mentioned in para 3 below submitted application to the Northern Regional Committee of National Council for Teacher Education for grant of recognition to B. Ed/ BTC/ B. P. Ed/ M. P. Ed or equivalent course in terms of Section 14(1)/ 15 (1) of NCTE Act, 1993, among others.

2. The NRC at its 103rd, 104th and 105th meeting held on 26th-27th June, 15th-17th July and 28th-30th July 2006 respectively, considered application of the institution included in the Agenda for the meeting and after careful examination of relevant documents, Visiting Team Reports, Video Recording etc. found the institutions mentioned in para 3 below fit for grant of conditional recognition of the course and intake mentioned against its name. Thereafter, the institution removed the minor deficiencies and submitted compliance to that effect.

3. Now, therefore, in exercise of powers vested under Section 14(3)(a) / 15 (3) (a) of the NCTE Act, 1993, the Regional Committee hereby grants recognition to this institution w.e.f. the session 2006-2007 for the course and intake mentioned against its name and address shown as under:-

Sl. No.	Name and address of the institution	Course	Approved intake
1.	Shree Balaji Academy, 8 th KM Stone, Sambhal Road, Moradabad (UP)	B. Ed.	100
2.	Shri Ram College of Education, NH, Opp. Mela Restaurant, Gahraula, J. P. Nagar (UP)	B. Ed.	100
3.	S. K. College, G. T. Road, Etah (UP)	B. Ed.	100
4.	Saraswati Higher Education & Technical College, Village - Gahni, Post - Ayar, Distt. - Varanasi (UP)	BTC	50
5.	Citizen Girls College, Balram Nagar, Naini, Allahabad-211008 (UP)	B. Ed.	100
6.	Decpanshu Womens Degree College, ChunahtiGada, Dehri Road, Saharanpur (U.P.)	B. Ed.	100
7.	Bankey Bihari College of Technology, Artoni, Agra	B. Ed.	100
8.	Dr. Ram Manohar Lohiya Avadh University, Faizabad	B. P. Ed.	50
9.	Dr. Ram Manohar Lohiya Avadh University, Faizabad	M. P. Ed.	50

4. The institutions shall ensure the fulfillment of the following:-

- (a) The institutions shall maintain the teaching staff strength as per NCTE norms applicable to respective course's approved

- (b) The institutions shall adhere to all the other regulations and guidelines as framed by NCTE from time to time.
- (c) The institutions shall within one month of the receipt of the Recognition order, convert the Endowment Fund account into a Joint Account in the form of FDR for a period of not less than 60 months (Five Years) in a Nationalized Bank only to be operated along with an authorized official of the Regional Committee.
- (d) That the Reserve Fund for an amount of Rs. Three Lakhs be maintained in the form of FDR in favour of the managements / institutions.
- (e) Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC and State Government / SCERT etc.
- (f) The institutions shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with a copy of the approval of the affiliating University / State Directorate of Education about the appointment of faculty members and the Statement of Annual Accounts duly audited by a Chartered Accountant.
- (g) The institutions shall regularly update their website.
- (h) The institutions intending to run the teacher training programme approved above in a rented premises are required to shift to their permanent building. They are required to submit report in compliance of the requirement of NCTE Regulations on the subject.
- (i) The institution shall take note of the Section 7 (12) of the NCTE Regulations dated 13th Jan 06 and send report to that effect after the staff list is duly approved by the affiliating body / university.

5. If any of the institution contravene any of the above conditions or any of the provisions of the NCTE Act, Rules, Regulations and / or order made or issued there under, the Regional Committee may withdraw the recognition under the provisions of Section 17 (1) of the NCTE Act, 1993. The NCTE Hqrs. May also cause inspections under Section 13 of NCTE Act, 1993.

By Order,

(L.R. Aggarwal)
Regional Director

To,

The Principal / Correspondent
All the institutions concerned

Copy to :-

1. The Secretary, Department of Elementary Education and Literacy, Ministry of Human Resource Development, Government of India, Shastri Bhawan, New Delhi.
2. The Education Secretary, Government of Uttar Pradesh, Secretariat, Lucknow, Uttar Pradesh.
3. The Director, SCERT, Nishant Ganj, Lucknow, Uttar Pradesh
4. The Registrar, All Universities concerned - To ensure compliance of the para 4(a) & (f) of the recognition order. *M.J.P. Rohilkhand University, Bareilly (UP)*
5. The Chairperson, NRC, NCTE, Jaipur.
6. The Member Secretary, National Council for Teacher Education, Hans Bhawan, Wing II, 1, Bahadur Shah Zafar Marg, (Near ITO), New Delhi - 110002.
7. The Under Secretary, Computer Section, National Council for Teacher Education, Hans Bhawan, Wing II, 1, Bahadur Shah Zafar Marg, (Near ITO), New Delhi - 110002.
8. PS to Chairperson, National Council for Teacher Education, Hans Bhawan, Wing II, 1, Bahadur Shah Zafar Marg, (Near ITO), New Delhi - 110002.
9. Computer Cell, NRC, Jaipur.



(I.R. Aggarwal)
Regional Director
Tel No. : 0141-2620116

संख्या 1209
24/6/09



सोसाइटी के नवीकरण का प्रमाण-पत्र

नवीकरण संख्या MBD-276 2009

फाइल संख्या MBD-13050

एतद्वारा प्रमाणित किया जाता है कि जीवाला जी शिक्षा समिति

अवध नं० बी-14 डिग्री कालीजी सुरावाबाद

को दिये गये रजिस्ट्रीकरण प्रमाण-पत्र संख्या 63/2004-2005

दिनांक 19-5-2004 को दिनांक 19-5-2009 से पांच वर्ष

की अवधि के लिए नवीकृत किया गया है।

260 रुपये की नवीकरण फीस सम्यक् रूप से प्राप्त हो गयी है।

दिनांक 24-6- 2009

सिवी
प्रमुख/सचिव

सोसाइटी के रजिस्ट्रार,
उत्तर प्रदेश।



OFFICE OF THE
COMMISSIONER OF INCOME TAX
MORADABAD.

1. Name & address of the assessee : Shri Balaji Shiksha Samiti
B-14, Jigar Colony, Moradabad (UP)
2. Date of Order : 12.09.2012

ORDER

Subject : Exemption u/s 80-G of the Income Tax Act, 1961 r/w IT Rule 11AA

It is hereby ordered that donations received by Shri Balaji Shiksha Samiti B-14, Jigar Colony, Moradabad (UP) shall qualify for deduction u/s 80G of the Income Tax Act, 1961 in the hands of the donors subject to the limit prescribed. This permission is entered at Sl. No. 242/25 of the concerned register. This permission is allowed subject to following conditions:

- i. Receipts issued to the donors should bear the number and date of this order.
 - ii. The Income and Expenditure Account and Balance Sheet should be submitted annually to the Assessing Officer having jurisdiction over the case.
 - iii. The amendments, if any made to the memorandum of association should be intimated to this office immediately.
2. Non compliance/fulfillment of any of the conditions required for 12 AA registration may result into withdrawal of registration u/s 12 AA of the Income Tax Act, 1961 and consequential to which this order shall become automatically void.

sd/
(Dr. Ramesh Kumar)
Commissioner of Income Tax,
Moradabad.

Dated: 12.09.2012

F. No. 80G/CIT/MBD/2012-13 / 1250

Copy to:

- 1250 ✓ 1 Shri Balaji Shiksha Samiti B-14, Jigar Colony, Moradabad (UP)
2. The Addl. CIT, Range-II, Moradabad for information.
3. The Income Tax Officer Ward-2(2), Moradabad.

sd/
(Ravindra Kumar)
Income Tax Officer (Tech.)
O/o. Commissioner of Income Tax
Moradabad.





GOVERNMENT OF INDIA
OFFICE OF THE
COMMISSIONER OF INCOME TAX
Moradabad.

ORDER U/S 12 AA OF THE INCOME TAX ACT, 1961

DATED: 12.09.2012

On an application filed by **Shri Balaji Shiksha Samiti, B-14, Jigar Colony, Moradabad (UP)** and after examining the documents accompanying it and also causing such further inquiries to be made as were deemed necessary in this behalf and after being satisfied about the objects and genuineness of its activities, registration is hereby granted to the aforesaid institution/ trust as prayed subject to the conditions as mentioned below:

- A. The Society shall apply its income or accumulate for application, wholly and exclusively to the objects of the Society for which it is established and in a case where more than fifteen percent of its income is accumulated, the period of the accumulation of the amount exceeding fifteen percent of its income shall in no case exceed five years.
- B. The Society shall not invest or deposit its funds (other than voluntary contributions received and maintained in the form of jewellery, furniture etc.) for any period during the previous years relevant to the assessment year mentioned above otherwise than in any one or more of the forms or modes specified in sub-section (5) of section 11 of the Income tax Act, 1961 read with the provisions of section 11 (2) (b) of the Income tax Act, 1961.
- C. This approval shall not apply in relation to any income being profits and gains of business, unless the business is incidental to the attainment of the objectives of the Society and separate books of account are maintained in respect of such business;
- D. Any anonymous donation referred to in Section 115BBC of the Income tax Act, 1961 on which tax is payable in accordance with the provisions of the said section shall be included in the total income of the Society.
- E. The Society shall regularly file its return of income before the Income tax authority in accordance with the provisions of the Income Tax Act, 1961 alongwith Income & Expenditure Account, Balance Sheet and Audit Report on prescribed form as per Income Tax Rules.
- F. In the event of dissolution of the Society, its surplus and assets shall be given to an organization with similar objectives and no part of the same will go directly or indirectly to any of the beneficiaries of the Society or anybody specified in section 13(3) of the Income tax Act, 1961;

Contd.....



G. The amendments, if any made to the memorandum of association should be intimated to this office immediately.

H. The permission granted to the Society shall be withdrawn if it is subsequently found that

(a) the activities of the Society-

- (i) are not genuine or
- (ii) are not being carried out in accordance with all or any of the conditions subject to which it has been approved or

(b) the Society has obtained the approval by fraud or misrepresentation of facts.

2. The above application has been entered at **SI No. 147/33** in the register for entry of application received under section 12A (a) of the I.T. Act, 1961. Since, the application is received on **30.03.2012** the registration will be effective from A.Y.2012-13.

3. The above approval is given for the purpose of section 12AA of the Income tax Act, 1961 only and not for any other purpose.

Sd/-
(Dr. Ramesh Kumar)
Commissioner of Income Tax,
MORADABAD.

Dated: 12.09.2012

F.No.12A/CIT/MBD/2012-13

1251

Copy to:

✓ Shri Balaji Shiksha Samiti, B-14, Jigar Colony, Moradabad (UP)

2. The Addl. Commissioner of Income Tax, Range-II, Moradabad for information.

3. The ITO-2(2) Moradabad to ensure the regular filing of return of income by the trust as per the provision of the Income tax act and to examine whether all the above conditions are fulfilled for continuation of 12AA.



Sd/-
(Ravindra Kumar)
Income Tax Officer (HQ)
O/o Commissioner of Income tax
MORADABAD.

Accreditation Certificate of NAAC



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वयत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

*The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed
Peer Team is pleased to declare the
Shree Balaji Academy (B.Ed. College)
Mohamadpur, Moradabad, affiliated to M. J. P. Rohilkhand University,
Uttar Pradesh as
Accredited
with *CSPA* of 1.96 on four point scale
at C grade
valid up to September 15, 2016*

Date : September 16, 2011



HARASU
Director

EC/56/A & A/121

University Result



Shree Balaji Academy (B.Ed. College)

Phone : 0591-6454820
Fax : 0591-2956044
E-mail : hod.sba@gmail.com
shreebalajiacademy@yahoo.com
Website : shreebalajiacademy.in

Accredited by NAAC, Approved by N.C.T.E. & Affiliated to M.J.P. Rohilkhand University, Bareilly (U.P.)

Ref. : SBA/1000/2013-14

Date : 31.05.2013.....

UNIVERSITY RESULTS FOR THE ACADEMIC SESSION 2012-2013

In session 2012-2013 out of 100 students 93 students secured first division and 07 students secured second division (inclusive of theory and practical examination)

(Dr. Archana Gupta)
Principal/H.O.D.
Shree Balaji Academy (B.Ed. College)
Vill. Mohamadpur Bastor, P.O. Noorpur
Sambhal Road, Opp. Petrol Pump
Moradabad-244001 (U.P.) Ph. 0591-6454820

Practice Teaching Feedback



स्थापित : 1992

राजकीय मान्यता प्राप्त

फोन : 0591-2481599

आकाँक्षा विद्यापीठ इण्टर कॉलेज

(माध्यमिक शिक्षा परिषद, उ.प्र. द्वारा मान्यता प्राप्त)

प्रधानाचार्य/प्रबन्धक

सेवा में,

पत्रांक : 1078/21/2013/023

दिनांक : 12.3.13

प्राचार्य
श्री बालाजी स्कैडमी
मुरादाबाद

आदरणीय महोदय,

आपको सूचित करते हुए मुझे हर्ष हो रहा है कि इस वर्ष आपके विद्यार्थियों द्वारा शिक्षण कार्य उच्च स्तर का किया गया जिससे हमारे विद्यार्थी लाभान्वित हुए उन्हें स्वचालित माडलों से विशेष ज्ञान एवं आकर्षण प्राप्त हुआ जिससे उनको लुईसलन्धि में वृद्धि हुई और परीक्षाफल भी अच्छा रहा। आशा है कि भविष्य में यह क्रम जारी रहेगा।

साथ ही निवेदन है कि प्रशिक्षण प्राप्त कला एवं विज्ञान वर्ग के विद्यार्थी जो सेवा करने के इच्छुक हो हमारे सस्यता में सम्पर्क कर सकते हैं।

सचन्सबाद

भवदीय


प्रधानाचार्य

आकाँक्षा विद्यापीठ इण्टर कॉलेज
मिलन विहार, दिल्ली रोड, मुरादाबाद

मिलन विहार, दिल्ली रोड, मुरादाबाद-244103

Website : www.akankshavidyapeethintercollege.in • E-mail : akankshavidyapeethintercollege@gmail.com

Faculty Approval by University



महात्मा ज्योतिबा फुले रुहेलखण्ड विश्वविद्यालय, बरेली
MAHATMA JYOTIBA PHULE ROHILKHAND UNIVERSITY, BAREILLY

बरेली 243 006 (भारत)

BAREILLY-243 006 (INDIA)

दिनांक 08.03.2007

पत्रांक : रु.वि./सम्ब/2007/14167

सेवा में,

पुबन्दाक

श्री बाला जी एकेडमी, महमूदपुर, बरतौर

सम्भल रोड, गरादाबाद ।

प्रति,

कृपया अपने पत्र JTR-07/02 दिनांक 22.2.2007 का सम्बन्ध ग्रहण करने का कष्ट करें। जिसमें आपने अपनी संस्था में प्रस्तावित स्नातक स्तर शिक्षा संकाय बी.एड. पाठ्यक्रम में विषय विशेषज्ञों की उपस्थिति में चयनित विभागाध्यक्ष/प्राचार्य/प्रवक्ताओं का अनुमोदन प्रदान करने का अनुरोध किया है। उक्त के तारताम्य में शासन/एम.सी.टी.ई. नोटिफिकेशन दिनांक 20.08.2006 के अनुसार कुलपति जी ने निम्न प्राचार्य/विभागाध्यक्ष/प्रवक्ताओं का अनुमोदन प्रदान किया है।

✓ श्री. एड. प्राचार्य/विभागाध्यक्ष : डा. बीना सक्सेना

। सेवा निवृत्ति।

✓ प्रवक्ता : श्री अंकुर वैश	विज्ञान	। एम. एड. ।
✓ श्री जोमेन्द्र सिंह	कला	। एम. एड. ।
✓ श्री एकलाक जहमद	कला	। नेट-2003।
✓ श्री मनदीप सिंह	कला	। एम. एड. ।
✓ श्री सन्तोष कुमार त्रिपाठी	कला	। एम. एड. ।
✓ सूश्री नीता गुप्ता	कला	। एम. एड. ।
✓ श्री अनिल कुमार	कला	। एम. एड. ।
✓ श्री रविकान्त शर्मा	वाणिज्य	। एम. एड. ।

अतः उक्त अनुमोदित प्राचार्य/विभागाध्यक्ष/प्रवक्ताओं से जो कि एम.एड. उत्तीर्ण हो एक वर्ष पत्र लिया जाये कि वह सत्र 2009-10 परम्भ होने से पूर्व गेट/स्लेट/अथवा सगकषा परीक्षा उत्तीर्ण कर लेंगे। तन्नुसार उक्त अनुमोदित विभागाध्यक्ष/प्रवक्ताओं को शासनादेश दिनांक 09.05.2000 के प्राविधानानुसार नियुक्ति पत्र प्रदान करें तथा नियुक्ति पत्र की प्रति कार्य भार आरम्भ अनुमोदन शपथ पत्र शासन द्वारा निर्धारित प्रारूप पर फोटोग्राफ सहित विश्वविद्यालय अधिकारियों के पास प्रस्तुत करें। विभागाध्यक्ष सूचि सेवा निवृत्ति है अतः 65 वर्ष की आयु तक अनुमोदन मान्य होगा।

भवदीय

श्री एम. एड. एम. एड.

श्री एम. एड. एम. एड.



महात्मा ज्योतिबा फुले
रुहेलखण्ड विश्वविद्यालय, बरेली

महात्मा ज्योतिबा फुले रुहेलखण्ड विश्वविद्यालय, बरेली

Mahatma Jyotiba Phule Rohilkhand University, Bareilly

पत्रांक : रु.वि./सम्ब./2010/123(3)/2247

दिनांक.13-8-20/0

सेवा में,

प्रबन्धक/प्राचार्य

श्री बाला जी एकेडमी मोहम्मदपुर बस्तौल
शाहजल रोड मुशयबाद

महोदय,

कृपया अपने पत्र दिनांक.13-8-20/0 का संदर्भ ग्रहण करे जिसमें आपने संस्था में कुलपति महोदय द्वारा नामित विषय विशेषज्ञों की उपस्थिति में चयनित प्रवक्ताओं/प्राचार्य का अनुमोदन प्रदान किये जाने का अनुरोध किया है। उक्त के आलोक में कुलपति जी ने निम्नलिखित प्रवक्ताओं/प्राचार्य का अनुमोदन प्रदान किया है-

- 1- श्री रवि कुमार - बला - बीएड-प्रवक्ता - (30) एम.एड. नैट-2004
- 2- " प्रेमपाल - विशाल - " " " - (08-0) एम.एड.
- 3- " लवजीतशर्मा - विशाल - " " " - (08-0) " "
- 4- " सुगंधा कुमार - विशाल - " " " - (08-0) " "

अतः उपरोक्त अनुमोदित प्रवक्ताओं/प्राचार्य को शासनादेश संख्या 2443/सत्तर-2-2002-2 (85)/97 दिनांक 09.05.2000 के अनुसार नियुक्ति पत्र प्रदान करें। अनुमोदित प्रवक्ताओं के नियुक्ति पत्र की प्रति, कार्यभार आख्या, अनुबन्ध पत्र/शपथ पत्र फोटो सहित विश्वविद्यालय में अभिलेखार्थ प्रस्तुत करें।

भवदीय

उपकुलसचिव



महात्मा ज्योतिबा फुले
रुहेलखण्ड विश्वविद्यालय, बरेली

महात्मा ज्योतिबा फुले रुहेलखण्ड विश्वविद्यालय, बरेली

Mahatma Jyotiba Phule Rohilkhand University, Bareilly

पत्रांक : रु.वि./सम्ब./2011/132(3)/2797

दिनांक 03-10-2011

स्पीड पोस्ट

सेवा में,

प्रबन्धक/प्राचार्य

श्री बबला जी स्कैडमी श्री-ए३० मन्वेज
मोहम्मदपुर बस्तौर, सफ़ल रोड
(मु शहाबाद)

महोदय,

कृपया अपने पत्र दिनांक 29-9-2011 का संदर्भ ग्रहण करें जिसमें आपने संस्था में कुलपति महोदय द्वारा नामित विषय विशेषज्ञों की उपस्थिति में चयनित प्रवक्ताओं/प्राचार्य का अनुमोदन प्रदान किये जाने का अनुरोध किया है। उक्त के आलोक में कुलपति जी ने निम्नलिखित प्रवक्ताओं/प्राचार्य का अनुमोदन प्रदान किया है—

डा० अर्चना गुप्ता	आचार्य विद्यानाथ शर्मा	श्री-ए३०	श्री-ए३०-३१-१९४४
शुश्री शीमासम सेना	प्रवक्ता	" "	ए३०-२०१०
श्री प्रेमशंकर	"	" "	ए३०-२००९
श्री खिलेन्द्र शर्मा	"	" "	" " - २००९

अतः उपरोक्त अनुमोदित प्रवक्ताओं/प्राचार्य को शासनादेश संख्या 2443/सत्तर-2-2002-2 (85)/97 दिनांक 09.05.2000 के अनुसार नियुक्ति पत्र प्रदान करें। अनुमोदित प्रवक्ताओं के नियुक्ति पत्र की प्रति, कार्यभार आख्या, अनुबन्ध पत्र/शपथ पत्र फोटो सहित विश्वविद्यालय में अभिलेखार्थ प्रस्तुत करें।

भवदीय

स्वाक्षर कुलसचिव



महामा ज्योतिबा फुले
उद्देश्य विद्यापीठ, बरेली

महात्मा ज्योतिबा फुले रुहेलखण्ड विश्वविद्यालय, बरेली

Mahatma Jyotiba Phule Rohilkhand University, Bareilly

पत्रांक : रु.वि./सम्ब./2013/5 (44-1210) / 3653

दिनांक 27.6.2013

सेवा में,

प्रबन्धक/प्राचार्य

श्री बाला जी एनेडमी मुहम्मदपुर बरेली

समभल रोड मुसादाबाद

महोदय,

कृपया अपने पत्र दिनांक 11.6.2012 का संदर्भ ग्रहण करें जिसमें आपने संस्था में कुलपति महोदय द्वारा नामित विषय विशेषज्ञों की उपस्थिति में चयनित प्रवक्ताओं/प्राचार्य का अनुमोदन प्रदान किये जाने का अनुरोध किया है। उक्त के आलोक में कुलपति जी ने निम्नलिखित प्रवक्ताओं/प्राचार्य का अनुमोदन प्रदान किया है-

प्रवक्ता/प्राचार्य	अवकाश	दिनांक	विवरण	दिनांक
श्री राजेश कुमार	-	"	"	"
श्री सुनील अहलवाल	-	"	"	"
श्री अमरेश कुमार	-	"	"	"
श्री अक्षय कुमार शर्मा	-	"	"	"
श्री सत्येन्द्र कुमार	-	"	"	"

अतः उपरोक्त अनुमोदित प्रवक्ताओं/प्राचार्य को शासनादेश संख्या 2443/सत्तर-2-2002-2 (85)/97 दिनांक 09.05.2000 के अनुसार नियुक्ति पत्र प्रदान करें। अनुमोदित प्रवक्ताओं के नियुक्ति पत्र की प्रति, कार्यभार आख्या, अनुबन्ध पत्र/शपथ पत्र फोटो सहित विश्वविद्यालय में अभिलेखार्थ प्रस्तुत करें।

भवदीय

उप-कुलसचिव

2

Sunday, March 8, 2008
Moradabad Plus

localvocal

Seminar organised

Umesh Prasad Cairao

A national seminar on Environmental Education: Need and importance in Present Era was jointly organised by IATE, the education department Hindu College and Balaji Academy, Moradabad. The main speakers were, Professor Mohammad Miyan (made a keynote address) of faculty of education Jamia Millia Islamia, New Delhi, Badri Prasad, DIG, Badri Prasad Singh, Prof. R.P. Singh, Dr. R.P. Bhatnagar, former head of the department of education, Meerut University, Dr. Vinay Gupta, orthopedic surgeon and chairman of Balaji Academy Dr. S.M. Singh, principal Hindu College, Moradabad, Dr. V.C. Verma from Jammu and Kashmir, Prof. DP Mukerjee, West Bengal, Prof. J.K. Joshi Uttarakhand, Dr. Y.K. Gupta, organizing secretary. Professor Miyan said people were living in difficult circumstances. The people who are conscious and aware about the environmental preservation are not able to do so in real life and so the difference in precept and practice.

He suggested integration of environmental education and teacher education. The focus that environmental education curriculum should be on learning about the environment, learning through the environment and learning for the environment. Efforts should be made to develop environmental values among children. He said there is need to adopt suitable strategies for environmental education at different levels, community development and development of natural resources. Earlier professor Miyan criticised the back-sliding activities of NCTE. He said if they were allowed to go unchecked, the standard of education will further downgrade in absence of able teachers.

The DIG said the environmental pollution is visible everywhere leading to innumerable hazards. Singh said poverty, population explosion and unscientific development in form of urbanization are its basic causes. Development is the enemy of congenial en-

vironment of the two. He felt that environmental education can do a lot in this regard but the approach should be practical. The president of IATE, Prof. Singh talked about need of integration of concern for environment protection and its related knowledge, scientifically literate people in the country, creating awareness among all the teachers and teacher educators about the environment and preparation of experts for environment conservation, in environmental ed-



>>> IATE functionaries and chief guest releasing the souvenir of the function

ucation in teacher education courses.

Earlier Singh also threw light on matters related to teacher education and said norms and standards to run training colleges should be decided by the GE. The principal Dr. Singh attempted to explain the subject in the parlance of religious light. He also welcomed the guests.

Before the start of discussions the organizing secretary Dr. Gupta welcomed the guest and assured them that their stay with them will be comfortable. The other speakers also expressed their concern in this regard and felt the need of environmental education. In the beginning of the function the book 'Paryawaran Shiksha' (Environmental Education) written by Dr. C.S. Shukla, the head of B.Ed. Department, Vardhman College, Bijnor, was released along with seminar souvenir by the functionaries on the



SUNDAY TIMES



Bennett, Coleman & Co., Ltd.

OF INDIA

POLITICS DOES NOT EXCITE ME, SAYS AMIR KHAN
ALL THAT MATTERS | P. 16

INDIA'S POOR ALREADY FEELING THE HEAT OF CLIMATE CHANGE
SPECIAL REPORT | P. 8

IS THE SOULMATE A CONCEPT OR PERCEPTION? DEEPAK CHOPRA EXPLAINS
MIND OVER MATTER | P. 17



NEW DELHI

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2 mixedbag

Seminar on education

A two-day national seminar on **S**ectors of Education in 21st Century was organised by Shree Balaji Academy under the aegis of Indian Association of Teachers - Educators (IATE) in Mohammasabad, Buxton, Moradabad. It deliberated on improving the quality of education and developing work culture. The delegates concluded that the teachers must touch with internal and aim at developing good values and morals in the society.

In the seminar, in which around 200 distinguished delegates from 25 states participated, Professor S.P. Gokhale, VC of MPJ Rohilkhand University was the chief guest while M. Parokh of University of Rajasthan and Pawan Singh of Delhi University were guests of honour. Mohammad Mian of Jamia Millia Islamia New Delhi was the keynote speaker and Dr. S.N. Singh, principal Haryana College, Moradabad was the special guest in the inaugural session. Dr. Vinay Gupta, chairman of Shree Balaji, Shikha Samiti was in chair.



Professors R.P. Bhatnagar (director CCS University Meerut) was the chief guest, R.C. Nautiyal of MPJ Rohilkhand University and Dr. UC Agrawal joint director State Institute of Planning, Lucknow were guests of honour in the valedictory session. Dr. Jaijit Singh, Vice-Chairman of IATE conducted the programme and Dr. Mandeep Singh, organising secretary of the association, thanked guests and delegates.

Speaking on the occasion, professor Gokhale laid emphasis on the change to be brought about in thought process, infrastructure and accountability of teachers of today. Mohd Mian compared the existing system of education with the ancient and international

model. Singh discussed professionalism in education and pointed towards partiality of the government which providing grants to central and affiliated colleges. Professor P.K. Sahoo of Allahabad University insisted on globalisation of education and its outcome. The participants presented papers in 12 different technical sessions.

हिन्दी जगत में सर्वाधिक लोकप्रिय
प्रकाशन का 91 वां वर्ष (शताब्दी दशक)
महानगर संस्करण मुम्बई महानगर

बरेली, सोमवार 11 अक्टूबर 2010

पृष्ठ 12
मूल्य 2.00 रुपये

बदायूँ पोस्टमैन इलाहाबाद (रथम प्रेस)

आज



सचिन तेंदुलकर बने १४ हजारी



श्री बाला जी एकेडमी में कार्यशाला के दौरान संभारतीन प्रोफेसर।

सूक्ष्म शिक्षण को गुणवत्ता पूर्ण बनाने के लिये गुणात्मक सुधार की आवश्यकता

आज समाचार सेवा-
मुम्बई, 11 अक्टूबर 2010। श्री बाला जी एकेडमी, मुम्बई में एक शैक्षणिक कार्यशाला का आयोजन किया गया। इस कार्यक्रम में शिक्षण विभाग के प्रमुख अधिकारी और शिक्षकों के प्रतिनिधि शामिल थे।

कार्यशाला का उद्देश्य सूक्ष्म शिक्षण को गुणवत्ता पूर्ण बनाने के लिये गुणात्मक सुधार की आवश्यकता को समझाना और शिक्षकों को इसके महत्व के प्रति जागरूक बनाना है।

कार्यशाला में शिक्षण विभाग के प्रमुख अधिकारी और शिक्षकों के प्रतिनिधि शामिल थे। इस कार्यक्रम में शिक्षण विभाग के प्रमुख अधिकारी और शिक्षकों के प्रतिनिधि शामिल थे।

श्री बाला जी एकेडमी, बीएड कालेज में कार्यशाला में मंचन किया प्रोफेसरों ने

श्री बाला जी एकेडमी, बीएड कालेज में कार्यशाला में मंचन किया प्रोफेसरों ने। इस कार्यक्रम में शिक्षण विभाग के प्रमुख अधिकारी और शिक्षकों के प्रतिनिधि शामिल थे।

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हिन्दी जगत में सर्वाधिक लोकप्रिय
प्रकाशन का 91 वाँ वर्ष (शताब्दी दशक)
महानगर संस्करण मुंबदाबाद महानगर

आज



बरेली, गुरुवार 28 अप्रैल 2011

पृष्ठ 12
मूल्य 2.00 रुपये

उत्तम आरती का इम्तार

बरेली (संस्करण) शहराबाद (महानगर संस्करण) कागपुर (द्वितीय संस्करण) हावराक आगरा, कोरली (द्वितीय संस्करण) भद्रा रायरी (महानगर संस्करण) कागपुरादपुर से प्रकाशित

एक दिवसीय कार्यशाला का किया आयोजन

एक दिवसीय कार्यशाला का आयोजन किया गया। इस कार्यक्रम में भाग लेने वाले लोगों को आवश्यक ज्ञान और कौशल प्राप्त हुआ। कार्यक्रम में विशेषज्ञों की सलाह और मार्गदर्शक भूमिका निभाई गई।

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2 राजधानी
समान पाठ्यक्रम लागू
करेगा डीईसी

8 अभिमत
भष्टाचार विरोधी
परिदृश्य

9 दृष्टिकोण
भारतीय इतिहास को
गुप्त करने का समय

16 विदेश
वैश्विक मंच पर भारत
की प्रमुख भूमिका

RNI NO. UPHIN/2010/36547
चर्च 3 अंक 17
सब्रतक, लुधियाना, 4 फरवरी 2011
₹ 161 प्रति ₹ 3
पत्र संस्करण *****



पार्याणियर



रुद्र ने दिखाया
रीढ़ रूप
स्पोर्ट्स-15

सिंडिकेट बैंक ने दी मोबाइल बैंकिंग की जानकारी

संवाददाता: मयंक

की भाषा जो सर्वोच्च स्तर
कोषागार में सिंडिकेट बैंक के
संस्थापकों में इतर बैंक मोबाइल
सेक्टर में प्रतिस्पर्धा करना पर एक
उपलब्धता कार्यक्रम का आयोजन
किया गया, जिसके मुख्य अतिथि
डॉ. जी.एस. प्रदीप कुमार और एक
सिंडिकेट बैंकिंग के क्षेत्र में मुख्य
अतिथि डॉ. जी.एस. प्रदीप, मुख्य
अतिथि में बात लेकर एवं विभिन्न
गोष्ठी, सांख्यिकी विभाग में एक
एवं एक-एक की मोबाइल बैंकिंग के
विभिन्न पहलु, प्रबंधन, विचारों को
सुनिश्चित करने के लिए, सांख्यिकी
विभाग, बैंक इत्यादि, इत्यादि
विभाग अतिथि के विचारों में विचार
आदान-प्रदान की है। इन बातों को
विचारों को अद्यतन
विचारों को अद्यतन करने की परंपरा
आज भी जारी है। इन बातों के
अभ्यास इतिहास को अद्यतन करने
किया गया। इन बातों को
सांख्यिकी विभाग में आयोजित करने

एवं सर्वोच्च प्रतियोगिता के
प्रतिस्पर्धी को भी प्रोत्साहन दिया
गया। कार्यक्रम में सहयोग करने
वालों में सांख्यिकी विभाग की अध्यक्ष
डॉ. अरविंद कुमार, एवं डॉ. मनीष
सिंह, डॉ. ललित कुमार शर्मा, डॉ.
अनिल सिंह, डॉ. जी.एस. प्रदीप,
डॉ. जी.एस. प्रदीप, एवं डॉ. जी.एस.
प्रदीप शामिल थे।

बैंक बना रहा है

जागरूकता सहाय
सिंडिकेट बैंक 31 अक्टूबर से 5
अक्टूबर को प्रदीप, सांख्यिकी
विभाग में एक दिन के लिए अद्यतन में
सिंडिकेट बैंक और अन्य क्षेत्रों
आयोजित कार्यक्रमों में भाग
लेने के लिए। इन बातों को
अद्यतन करने की परंपरा
आज भी जारी है। इन बातों के
अभ्यास इतिहास को अद्यतन करने
किया गया। इन बातों को
सांख्यिकी विभाग में आयोजित करने

2 राजधानी
वित्तविहीन शिक्षक
आमरण अवशान पर

8 अभिमत
शांति पुरुष
गिलानी

9 दृष्टिकोण
यूरोजोन को बचाने
की मुहिम

15 स्पोर्ट्स
भारत ने कबड्डी विश्व
कप जीता

RNI NO. UPHIN/2010/36547
पृष्ठ 2 अंक 34
सबानक, चोगलवा, 22 नवम्बर 2011
पृष्ठ 16 | पृष्ठ ₹ 3
पत्र संख्या 1111111



पारवणियर



कुचर को दंडित
करना चाहती हैं
डेमी मूर
विदेश-16

पोस्टर प्रतियोगिता का आयोजन

मुम्बई/मद्रास। बीकानेर की अकादमी
परिवर्तन में पोस्टर प्रतियोगिता एवं फोटो
कैमरेज प्रतियोगिता का आयोजन किया
गया, प्रतियोगिता का शुभारंभ साजन देवी
समिति द्वारा हुआ एवं उनको यही नाम
परिवर्तन की प्रतियोगिता 200 अर्थात् मुम्बई में
है साजन के साथ ही प्रतियोगिता का
निर्वाह। फोटो कैमरेज प्रतियोगिता
प्रतियोगिता के लिए तथा पोस्टर प्रतियोगिता
पुरुषों के लिए थी। दोनों प्रतियोगिताओं में
सबसे उत्तमार्थी एवं सर्वश्रेष्ठकार्यों ने
प्रतियोगिता में भाग लेने का पुरस्कार
प्रतियोगिता का संकलन 200 अर्थात् मुम्बई में
किया, इस अवसर पर 200 अर्थात् मुम्बई,
200 अर्थात् मुम्बई, 200 अर्थात् मुम्बई, इन
पुस्तकें, डिजिटल कृपण एवं जारि ने
सहयोग दिया। पोस्टर प्रतियोगिता में प्रथम
स्तर पर श्री देवी, श्री सविता श्री देवी
द्वितीय स्तर पर अरुणा, विवेक व सविता
श्री देवी द्वितीय स्तर पर सविता, सविता,
सवितासुख ने द्वितीय स्थान तथा फोटो
कैमरेज में प्रथम स्तर, श्री देवी द्वितीय
स्तर पर सविता, सविता श्री देवी द्वितीय
स्तर पर, प्रथम स्तर, अरुणा ने द्वितीय
स्तर।

हिन्दुस्तान

तरक्की को चाँहि नया नजरिया

रविवार, 06 अक्टूबर 2012, मुंबई, पृष्ठ 13, संस्करण

नगर संस्करण

www.livehindustan.com

कॉ. 1, अंक 366, 78 रोज़ मुंबई 2.00 रुका, अधिक साइट रुका नहीं, प्रिंटिंग लागत 2067

करीना की खिराब

करीना काफ़ूर पर आयातित 'स्टायल क्वॉरी' और 'बीबीकुड टिग' नाम की खिराब रिजर्व में जारी होयीं। इन्होंने जपि उमको कई अलतु पावु सको अपणे।



देश की तरक्की में शिक्षक का योगदान अनमोल

सुभाषचंद्र मिश्र/मुंबई

शिक्षण क्षेत्र में शिक्षकों का योगदान अनमोल है। शिक्षक ही हैं जो देश के भविष्य को तैयार करते हैं।

देश में शिक्षकों की संख्या बढ़ाने की आवश्यकता है। शिक्षकों को आकर्षक करों की जरूरत है।

शिक्षकों को आकर्षक करों की जरूरत है। शिक्षकों को आकर्षक करों की जरूरत है।

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राष्ट्र निर्माण में नृसिंघात है शिक्षक

शिक्षकों को आकर्षक करों की जरूरत है। शिक्षकों को आकर्षक करों की जरूरत है।

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8 अभिमत
व्यवस्था बनाये रखने
में विफल संग्राम

9 दृष्टिकोण
संविदनहीन नेताओं
का सही स्थान

14 मनी मार्केट
यूपी की बालू खनन
परियोजनाएं खारिज

15 स्पोर्ट्स
उत्तरप्रदेश जीत
कर शीर्ष पर

RNI NO. UPHIN/2010/36547
पृष्ठ 3 अंक 72
संस्करण, पंजाब, 1 जनवरी 2013
पृष्ठ 30 x 40 सेंटीमीटर
आकार में नया संस्करण

संस्करण और नयी दिल्ली से प्रकाशित



प्रायोज्य



सेलेना गोमेज
के लिए वीवर
ने लिखे गाने

विविध-16

श्री बालाजी अकादमी में राष्ट्रीय शैक्षिक संगोष्ठी का आयोजन



संवाददाता। पटना

श्री बालाजी अकादमी में "शैक्षिक विकास में योगदान पर विचार" अर्थात् अंतरराष्ट्रीय (ग्लोबल पैपर्स) अन्तर्-संस्था संस्थाओं द्वारा विचारों को प्रस्तुत करने का कार्यक्रम आयोजित किया गया। इस अवसर पर मुख्य अतिथि के रूप में कोलकाता विश्वविद्यालय के शिक्षक विकास के अध्यक्ष प्रो. एम. ए. पांडे ने विश्व के क्षेत्र में प्रमुख एवं संशोधन तकनीकों के प्रयोग द्वारा

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