

BDS GURUKUL OF EDUCATION

**SEC-8, JAGRITI VIHAR, OPP. MEDICAL COLLEGE,
MEERUT – 250004 (U.P.) INDIA**

SELF-STUDY REPORT (RE-ACCREDITATION)



2016

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राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त 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*

BDS Gurukul of Education

*Sector 8, Jagriti Vihar (Near Somdutt Vihar), Meerut, affiliated to Ch. Charan Singh University,
Uttar Pradesh as*

Accredited

with CGPA of 2.45 on four point scale

at B grade

Valid up to March 26, 2016

Date : March 27, 2011



HARAN
Director



EC/45/A & A/40

Ph. 23236351, 23232701, 23237721
23234116, 23235733, 23232317
23236735, 23239437, 23239627

Extension No. 413 (CPP-I Colleges)
UGC Website: www.ugc.ac.in



SPEED POST

विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली-110 002
UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

F. No. 8-172/2010 (CPP-I/C)

August, 2010

The Registrar,
Ch. Charan Singh University,
Meerut - 250 005,
Uttar Pradesh.

12 AUG 2010

Sub: - Recognition of College under Section 2 (f) & 12 (B) of the UGC Act, 1956.

Sir,

I am directed to refer to the letter No. Nil dated 09.06.2010 received from the Principal, BDS Gurukul of Education, Sector - 8, Jagriti Vihar, Meerut - 250 004, (Uttar Pradesh) on the above subject and to say that it is noted that the following college is un-aided/self financed and permanently affiliated to Ch. Charan Singh University. I am further to say that the name of the following college has been included in the list of colleges prepared under Section 2 (f) & 12 (B) of the UGC Act, 1956 under the head 'Non Government Colleges teaching upto Bachelor's Degree':-

Name of the College	Year of Establishment	Remarks
BDS Gurukul of Education, Sector - 8, Jagriti Vihar, Meerut - 250 004, (Uttar Pradesh).	2004	The College is eligible to receive Central assistance in terms of the Rules framed under Section 12 (B) of the UGC Act, 1956.

The Indemnity Bond and the other supporting documents submitted in respect of the above College have been accepted by the University Grants Commission.

Yours faithfully,

(S.C. Chadha)
Deputy Secretary

Copy to:-

- ✓ The Principal, BDS Gurukul of Education, Sector - 8, Jagriti Vihar, Meerut - 250 004, (Uttar Pradesh).
- The Secretary, Government of India, Ministry of Human Resource Development, Department of Secondary & Higher Education, Shastri Bhawan, New Delhi - 110 001.
- The Principal Secretary, Higher Education Department, Government of Uttar Pradesh, Navin Bhawan, Sachivalaya, Lucknow - 226 001, (Uttar Pradesh).
- The Joint Secretary, UGC, Northern Regional College Bureau (NRCB), 35, Ferozeshah Road, New Delhi - 110 001.
- ✓ Publication Officer (UGC-Website), New Delhi.
- Section Officer (FD-III Section), UGC, New Delhi.
- All Sections, UGC, New Delhi.
- Guard file.

AK.S.
PRINCIPAL
BDS GURUKUL OF EDUCATION
MEERUT

S. Gulati
(Sunita Gulati)
Section Officer

PART-I

INSTITUTIONAL DATA

A- Profile of the Institution

B- Criterion-wise Inputs

A. Profile of the Institution

1. Name and address of the institution:
Sec. 8, JagritiVihar, Meerut

BDS Gurukul of Education

2. Website URL

:

www.bdsgurukul.com

3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal	0121-2603009	0121-2601937	info@bdsgurukul.com
Vice-Principal	---	NA	---
Self - appraisal Co-ordinator	0121-2603009		--- do ---

Residence

Name	Telephone Number with STD Code	Mobile Number
Dr. Ajay Kumar Sharma		
Head/Principal – Dr. Ajay Kumar Sharma		9457066076
Vice-Principal	NA	
Self - appraisal Co-ordinator Dr. Rekha Sharma	---	9412357753

4. Location of the Institution:

Urban ☒ Semi-urban ☐ Rural ☐ Tribal ☐

Any other (specify and indicate) ☐

5. Campus area in acres:

06 Acres

6. Is it a recognized minority institution? Yes ☐ No ☒

7. Date of establishment of the institution:
Month & Year

MM	YYYY
July	2004

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

Ch. Charan Singh University, Meerut (U.P)

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

2f

MM	YYYY
Aug	2010

Month & Year

12B

MM	YYYY
Aug	2010

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? ---- No

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		
				Degree		
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
		B. Ed	Graduate	Degree	2 Years	Hindi, Eng.

(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 upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/Sr.secondary				
Post Graduate				
Other (specify)	B. Ed	I. 104327/25.5.15 II. 80957/3.3.15 – Addl. Intake	Permanent	200

(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	
-----	---	----	--

06 Acres If yes,

a) How many programmes?

01 (B.Ed)

b) Fee charged per programme

51,250/-

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/boards of universities/regulating authority.

NA

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

D.Ed.

--

B.Ed.

2/1

M.Ed. (Full Time)

--

M.Ed. (Part Time)

--

Any other (specify and indicate)

--

6. Are there Programmes offered in modular form

Yes		No	√
-----	--	----	---

Number	NA
--------	----

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

Yes	√	No	--
-----	---	----	----

Number	03
--------	----

8. Are there Programmes with faculty exchange/visiting faculty

Yes	√	No	--
-----	---	----	----

Number	02
--------	----

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?

Within 2 months

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

Yes	-	No	√
-----	---	----	---

Number

Addl. Intake of 100 students from 2015-16

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

Yes	√	No	--
-----	---	----	----

Number 01 (B.Ed.)

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

Yes

☒

No

1. Time Table
2. Academic Calender

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

☒ √

University/Government

c) Through an interview

☐ -

d) Entrance test and interview

☐ -

e) Merit at the qualifying examination

☐ -

f) Any other (specify and indicate)

☐ -

☐ -

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

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

a) Date of start of the academic year 11.08.2014

b) Date of last admission 16.10.2014

c) Date of closing of the academic year 25.07.2015

d) Total teaching days 235 days

e) Total working days 280 days

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	40	60	100	37	42	79	03	18	21
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

Yes	X	No	√
-----	---	----	---

If yes, how many?

NA

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

a) Unit cost excluding salary component

17.130/-

b) Unit cost including salary component

37.258/-

(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.	---	50%		SC = UG Pass only OBC = 50% in UG or PG level
M.Ed. (Full Time)				
M.Ed. (Part Time)				

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

Yes

☒

No

☐

8. Does the institution develop its academic calendar?

Yes

☒

No

☐

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	75%	20%	5%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

1	5
---	---

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

0	5
---	---

11. Practice Teaching at School

a) Number of schools identified for practice teaching

0	5
---	---

b) Total number of practice teaching days

4	0
---	---

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

2	0
---	---

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

No. of Lessons In simulation

No. 05

No. of Lessons Pre-practice teaching

No. 05

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

Yes

☒

No

☐

14. Does the institution provide for continuous evaluation?

Yes

☒

No

☐

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

Programmes	Internal	External
D.Ed.		
B.Ed.	Theory – 0% Practical – 16.66%	Theory – 100% Practical 83.34%
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper

0	2
---	---

b) Number of assignments for each paper

0	2
---	---

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

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

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

2. Does the Institution have ongoing research projects?

3.	Number	02	25	%
----	--------	----	----	---

Yes	---	No	√
-----	-----	----	---

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

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

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

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

NA

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

- ☐ Teachers are given study leave
☐ Teachers are provided with seed money
☐ Adjustment in teaching schedule
☐ Providing secretarial support and other facilities
☐ Any other 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. To whom ?

a. Ph.D.

03

b. M.Phil.

02

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

Yes

No

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

	Yes	No	Number
International journals	✓		03
National journals – referred papers			
Non referred papers	--	--	--
Academic articles in reputed magazines/news papers	--	--	--
Books	✓	--	03
Any other (specify and indicate)			

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

Yes	-	No	✓
-----	---	----	---

Number	NA
--------	----

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

	Faculty	Students
National seminars	<input type="text"/>	<input type="text" value="----"/>
International seminars	<input type="text"/>	<input type="text" value="----"/>
Any other academic forum	<input type="text" value="----"/>	<input type="text" value="----"/>

11. What types of instructional materials have been developed by the institution?
(Mark `✓' for yes and `X' for No.)

Self-instructional materials	<input type="text" value="✓"/>
Print materials	<input type="text" value="✓"/>
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	<input type="text" value="✓"/>
Digitalized (Computer aided instructional materials)	<input type="text" value="✓"/>
Question bank	<input type="text" value="✓"/>
Any other (specify and indicate)	<input type="text" value="x"/>

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

Yes No

If yes, indicate the nature of the post.

Full-time Part-time Additional charge

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

Yes No

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

Yes No

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

16. Does the institution provide consultancy services?

Yes

No

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

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

Local level	√
State level	--
National level	--
International level	--

Criterion 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 type="text" value="√"/>	No	<input type="text" value="--"/>
b) Psychology lab	Yes	<input type="text" value="√"/>	No	<input type="text" value="-"/>
c) Science Lab(s)	Yes	<input type="text" value="√"/>	No	<input type="text" value="-"/>
d) Education Technology lab	Yes	<input type="text" value="√"/>	No	<input type="text" value="-"/>
e) Computer lab	Yes	<input type="text" value="√"/>	No	<input type="text" value="-"/>
f) Workshop for preparing teaching aids	Yes	<input type="text" value="√"/>	No	<input type="text" value="-"/>

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?

1,60,000/-

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

1,50,000/-

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

9700/-

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

Yes

No

9. Total number of posts sanctioned

Open

Reserved

Teaching

Non-teaching

M	F	M	F
2	4	1	1
2	1	2	2

10. Total number of posts vacant

Open

Reserved

Teaching

Non-teaching

M	F	M	F
--	--	--	--
--	--	--	--

11. a. Number of regular and permanent teachers

Open

Reserved

(Gender-wise)

Lecturers

Readers

Professors

M	F	M	F
02	04	01	01
M	F	M	F
--	--	--	--
M	F	M	F
1	--	--	--

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

	Open		Reserved	
	M	F	M	F
Lecturers	--	22	--	--
	M	F	M	F
Readers	--	--	--	--
	M	F	M	F
Professors	--	--	--	--

c. Number of teachers from Same state

Other states

1 + 7
0

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	---
B.Ed.	1 : 12
M.Ed. (Full Time)	---
M.Ed. (Part Time)	---

13. a. Non-teaching staff

Permanent

Temporary

b. Technical Assistants

Permanent

Temporary

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

14. Ratio of Teaching – non-teaching staff

1 : 1

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

54%

16. Is there an advisory committee for the library?

Yes

✓

No

--

17. Working hours of the Library

On working days

9:30 – 5:00 pm

On holidays

--

During examinations

9:30 – 5:30 pm

18. Does the library have an Open access facility

Yes

✓

No

--

19. Total collection of the following in the library

a. Books

6059

- Textbooks

5230

- Reference books

829

b. Magazines

04

e. Journals subscribed

11

- Indian journals

11

- Foreign journals

--

f. Peer reviewed journals

--

g. Back volumes of journals

--

h. E-information resources

- Online journals/e-journals

--

- CDs/ DVDs

04

- Databases

04

- Video Cassettes

--

- Audio Cassettes

04

20. Mention the

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

234.0228 Sq. Mt

Seating capacity of the Reading room

100

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 examinations?

Yes

✓

No

24. Furnish information on the following

Average number of books issued/returned per day

30/25

Maximum number of days books are permitted to be retained

by students

14 days

by faculty

21 days

Maximum number of books permitted for issue

for students

04

for faculty

06

Average number of users who visited/consulted per month

70

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

1 : 43

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

1.0%

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

	I		II		III	
	Number	Total cost (inRs.)	Number	Total cost (inRs.)	Number	Total cost (inRs.)
Text books	976	119084	36	3977	281	24323
Other books	100	19364	06	1555	19	3320
Journals/ Periodicals	11	3160	11	3160	11	3160
Any others specify and indicate						
(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	Year 2	Year 3
D.Ed.			
B.Ed.	0%	6%	7%
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

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	II	III	I	II	III	I	II	III
Pass percentage	100%	100 %	97%						
Number of first classes									
Number of distinctions									
Exemplary performances (Gold Medal and university ranks)	--	--	--	-	--	--	-	-	--

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

NET
SLET/SET
Any other (specify and indicate) CTET

I	II	III
2	2	3

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

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

(Additional rows may be inserted as per requirement)

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

Yes	√	No	--
-----	---	----	----

9. Does the institution provide Residential accommodation for:

Faculty

Yes	-	No	√
-----	---	----	---

Non-teaching staff

Yes	-	No	√
-----	---	----	---

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

Yes	√	No	--
-----	---	----	----

If yes, number of students residing in hostels

Men

--

Women

--

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

Sports fields

Yes	√	No	--
-----	---	----	----

Indoor sports facilities

Yes	√	No	--
-----	---	----	----

Gymnasium

Yes	-	No	√
-----	---	----	---

12. Availability of rest rooms for Women

Yes	√	No	--
-----	---	----	----

13. Availability of rest rooms for men

Yes	√	No	--
-----	---	----	----

14. Is there transport facility available?

Yes	√	No	--
-----	---	----	----

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

Yes	√	No	--
-----	---	----	----

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	√	--	--	√	--	01
Inter-university	--	--	--	--	--	--
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 (Numbers)	Outcome (Medal achievers)
State	--	--
Regional	--	--
National	--	--
International	--	--

18. Does the institution have an active Alumni Association?

Yes	√	No	--
-----	---	----	----

If yes, give the year of establishment

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	70	80	85
Employment (Total)	30	20	15
Teaching	--	--	--
Non teaching	--	--	--

23. Is there a placement cell in the institution?

Yes

☐

No

☒

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

1	2	3
NA	NA	NA

24. Does the institution provide the following guidance and counselling 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	02
Staff council	01
IQAC/or any other similar body/committee	04
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	1. Women Grievance 2. Anti-Ragging 3. Academic Committee

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

Loan facility

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

Medical assistance

Insurance

Other (specify and indicate)

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

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

5. Furnish the following details for the past three years

a. Number of teachers who have availed the Faculty Improvement

Program of the UGC/NCTE or any other recognized

organisation

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

National

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

International

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

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

02	01	01
----	----	----

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

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

01	01	--
----	----	----

e. Research development programmes attended by the faculty

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

f. Invited/endowment lectures at the institution

01	01	--
----	----	----

Any other area (specify the programme and indicate)

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

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

a. Self-appraisal

Yes	√	No	--
-----	---	----	----

b. Student assessment of faculty performance

Yes	√	No	--
-----	---	----	----

c. Expert assessment of faculty performance

Yes	--	No	√
-----	----	----	---

d. Combination of one or more of the above

Yes	√	No	--
-----	---	----	----

e. Any other (specify and indicate)

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

7. Are the faculty assigned additional administrative work?

Yes	√	No	--
-----	---	----	----

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

2-3 Hours

8. Provide the income received under various heads of the account by the institution for previous academic session (2014-15)

Grant-in-aid	---
Fees	48.89.010
Donation	---
Self-funded courses	---
Any other (specify and indicate)	50,313

9. Expenditure statement (for last two years)

Year 1

Year2

2014-15

2013-14

Total sanctioned Budget		
% spent on the salary of faculty	54%	50%
% spent on the salary of non-teaching employees		
% spent on books and journals	0.73%	3.68%
% spent on developmental activities (expansion of building)	0.48%	3.63%

% spent on telephone, electricity and water	0.03%	0.02%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	22.34%	10.31%
% spent on maintenance of equipment, teaching aids, contingency etc.	4.0%	1.35%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.18%	8.92%
% spent on travel	0.169%	2.10%
Any other (specify and indicate)	As per balance sheet	
Total expenditure incurred	83.45%	80.01%

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

	Surplus in Rs.	Deficit in Rs.
2012-13	24,54,575/-	---
2013-14	34.13.420/-	---
2014-15	12.13.467/-	---

11. Is there an internal financial audit mechanism?

Yes

☒

No

☐

12. Is there an external financial audit mechanism?

Yes

☒

No

☐

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

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

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

Yes ☒ No ☐

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

Yes ☒ No ☐

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

Yes ☒ No ☐

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

Yes ☒ No ☐

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

a) for teachers ☒
b) for students ☒
c) for non - teaching staff ☒

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

Yes No

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

Yes No

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

Yes No

Criterion VII: Innovative Practices

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

Yes No

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

Yes No

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

	Category	Men	%	Women	%
a	SC	29	29	32	32
b	ST	--	--	--	--
c	OBC	07	07	10	10
d	Physically challenged	01	--	--	--
e	General Category	03	03	19	19
f	Rural				
g	Urban				
h	Any other (specify)				

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	0		01	14
b	ST	0		--	--
c	OBC	02	25	03	42
d	Women	05	62	03	42
e	Physically challenged	--	--	--	--
f	General Category	06	75	03	42
g	Any other (specify)				

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

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	39 – 76%	33 – 72%	50 – 70%	50.1 – 73.6%
ST	--	--	--	--
OBC	50 – 69%	50 – 68%	59 – 73%	54.7 – 71.6%
Physically challenged	--	--	--	--
General Category	50 – 74%	50 – 74%	57 – 76%	50 – 77%
Rural				
Urban				
Any other (specify)				

PART-II

EVALUATIVE REPORT

- 1. Preface & Executive Summary**
- 2. Criterion-wise Analysis**
- 3. Mapping of Academic Activities of the Institution**
- 4. Declaration by the Head of the Institution**

PREFACE

BDS Gurukul of Education, Meerut was established under the aegis of DKS ShikshaPrasarSamiti. DKS ShikshaPrasarSamiti is a registered society under the society registration Act 1993. It works for the development of education on No Profit No Loss basis. BDS Gurukul of Education was seeded in 2004 for imparting Teachers Education (B. Ed.) of one year duration under Self-Finance Scheme Course. The institute is situated amidst environmental friendly green lawn spread over 6 acres of land on Garh Road, Opp. Medical College in the heart of the city. Meerut City is now in NCR Region is well connected with road and rail from outside.

B.Ed department has well equipped labs and well maintained library. The B.Ed department regularly organizes seminars, conferences, training programmes at institution level. The institute regularly celebrates National Festival like Republic Day, Independence Day, Gandhi Jayanti world environment Day etc. The institute has linkages to many practicing schools. The institute has a well developed lawn, parking sheds. The environment of the whole campus is eco-friendly. The institute also has indoor and outdoor facilities for sports. The institute also has a multi purpose hall with seating capacity of more than 200 students.

At present admission to B.Ed Course is based on Combined Entrance Test (CET) conducted by the State Government of U.P.

There is a strong co-ordination between the management, principal, students and teachers of this institute as a result of this co-ordination we have 100% result and students of this institute are well placed throughout the country in various schools and colleges.

EXECUTIVE SUMMARY

DKS ShikshaPrasarSamiti is the parent body registered under the Indian Societies Registration Act 1860 in 1993. The Societies works in the field of education on No Profit No Loss basis. Under the aegis of the DKS ShikshaPrasarSamiti BDS Gurukul of Education was seeded in 2004 for imprting Teachers Education (B. Ed.). The Institute is situated in Meerut and spread over 06 Acres of Land. Meerut is now included in NCR Region and is well connected with both road and rail from outside.

The Institute has been recognized U/s 14(1) of NCTE Act 1993 vide order FNRC/NCTE/F-3/U.P.-1147/2004/8934 – 8942 dated 12th October, 2004 with annul intake of 100 seats for B. Ed students of one year duration. Further it has been permanently affiliated to Ch. Charan Singh University, Meerut vide letter No. affiliation/929 daed 27.2.2007 and approved by Government of U.P. vide letter No. ES 2541/GS dated 9.12.2006.

2 Year B.Ed: At present Institute is running two year duration B.Ed for its original recognition of 100 seats by order No. F. No./NRC/NCTE/U.P. 117/2015/104327-32 dated 25th May, 2015 from session 2015-16.

Additional Intake of 100 Seats : The institute gets recognition of 100 seats additional intake of B. Ed. Two years duration by orders F. NRC/NCTE/233rd (Part-V) meeting / 2015/89957-90021/NRC App 5591 dated by a letter dated 3rd March 2015 from Session 2015-16 onwrds.

The institute has full infrastructure and education facilities as per U.P. State Govt/NCTE regulation 2014 / Ch. Charan Singh University norms and is imparting quality Teachers Education with 100% results.

The Institute has a well defined Governing Body. It has administrative / academic advisory Committee which is duly approved by Ch. Charan Singh University. The institute

has several other committees also for internal ii) administration and control. The faculty appointed for imparting Teachers Education is duly approved by the Ch. Charan Singh University Meerut as per the NCTE Regulation 2014.

The Institute has good relations with the practicing schools. The challenges which the institute face from time to time in building a quality Teachers Education institute are met out by the Management Committee which provide necessary guidance to remove the hazard which come in the way. The Institute is working hard to meet its mission and vision. The vision and mission of the institute are defined as follows ---

VISION

BDS Gurukul of Education (BDSGE) believes in the eternal truth that “A Nation is known by its citizens and citizens by their education” held in high esteem, the profession of teaching is perhaps the most vital in determining future of a nation what is said and demonstrate by a teacher is a lesson and more importantly the behavior of a teacher is an important input that decide the final outcome in the drawn out process of ethical and productive citizens giving ourselves the above vision, the Teachers Education program (B. Ed) in the institute having been developed to inculcate in the pupil teachers a sense of love and affection towards children while they undertake teaching profession in the Globalized World. The pupil-teachers are enrich with the attitude that children have a right to enjoy their childhood while learning. We are duty bound too groom and strengthen them as promising, citizens of future virtues of ‘KASAM’ which the institute dedicates itself. The world Kasam stands for –

K	-	Knowledge
A	-	Aptitude
S	-	Skills
A	-	Attire
M	-	Moral Values

Mission and Values

The main objective of education is the establishment of two-fold harmony in every individual “Harmony within his own self and harmony with other living being in the world” -- Dr. Rajendra Prasad”.

BDSGE is successfully achieving its mission by its combined efforts of the management, faculty, students and staff.

SWOC Analysis of the Institution

Strengths :

- i. Big Campus
- ii. Availability of infrastructure beyond requirement
- iii. 2(f) and 12(B) status from UGC
- iv. Hard working and devoted faculty and staff
- v. Motivating and committed management
- vi. High Quality of teaching learning with the help of Information and Communication Technology (ICT).
- vii. Higher number of girls students in comparison to boys students.
- viii. Freedom for innovative Teaching and Learning
- ix. Functional IQAC
- x. Functional Anti Ragging Cell
- xi. Women Grievance Cell
- xii. Good Academic Results
- xiii. Few students of B. Ed qualify TET, CTET, TGT exams
- xiv. Students have got job in recognized public schools of Meerut and U.P.

Weakness :

- i. Students coming from different parts of the State and from different sections of the Society have language problems. These students also lack basic knowledge in computers.
- ii. The faculty needs to be trained, in how to using internet / computers for teaching learning purpose effectively.
- iii. Late declaration of examination result by the concern university. Sometimes it takes 3 to 4 months for declaring the examination result. This hinders the regularization of session.
- iv. The students in B.Ed admitted through Combined Entrance Test (CET) conducted by U.P. State Government. The pattern of CET is of general nature. So some of the candidates selected through CET lacks teaching aptitude which is a pre-requisite for a successful teachers.
- v. The institute being a affiliated college has no say in the curriculum process / selection of the University and it is bound to adhere to the fixed syllabus.
- vi. The above weakness leaves little space develop research consultancy and extension activities.
- vii. Lengthy admission process.

Opportunity :

1. Institute strictly follow the State reservation policy in case of SC/ST and OBC students. Equal opportunities are provided to all the students and no discrimination is done on the basis of caste creed place of birth and gender of students.
2. After completing B. Ed course students have opportunities for higher education and research in the field of Education. They can pursue M. Ed, M. Phill (Education), Ph. D (Education), NET (Education) and can become assistant professors.
3. After completing their B.Ed course students have opportunities to appear in TET and CTET exams.

Challenges

1. Less job opportunities in Government Sector after completing B. Ed course.
2. More emphasis on theory than on practical aspects of the B.Ed course.
3. Long time taken by the university to graduation and result declare B.Ed
4. The disparity in the curriculum offered and the requirements of the job is a major challenges to the B.Ed course. However, Ch. Charan Singh University has revised the syllabus from 2015-17 session onwards so its impact is to be seen in future.
5. Longer duration of B. Ed course. Now B. Ed course is of 2 years duration as per NCTE Regulation 2014. This 2 year duration for B. Ed course is a biggest challenge. Students will stop taking admission in 2 years B. Ed course. We are facing this problem in the current session 2015-17.
6. Lack of job opportunities for Hindi Medium B. Ed students in public schools.
7. No productive contribution of B. Ed passed out students in the school education due to lack of aptitude and interest in teaching profession.
8. Lack in implementation of 'Equal Pay for Equal Work' policy.

CRITERION – I

Curricular Aspects

- 1.1 - Curricular Design and Development
- 1.2 - Academic Flexibility
- 1.3 - Feedback on Curriculum
- 1.4 - Curriculum Update
- 1.5 - Best Practices in Curricular Aspects

1.1 Curricular Design and Development

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

Ans BDS Gurukul of Education i.e. the institute has given itself a Mission and Vision.

VISION

- BDSGE believes in the eternal truth that “a nation is known by its citizens and citizens by their education”.

Held in high esteem, the profession of teaching is perhaps the most vital in determining the need of nation. What is said and demonstrate by a teacher is lesson and more importantly as behavior are important input that decide the final outcome in the drawn out process of ethical and production citizens. Giving ourselves the purpose of above said, the teacher training program in the institute having been developed to inculcate in the training teacher a sense of love and affection towards the children while they undertake profession in the outside world. The student-teacher are enrich with the facility that children have a right to enjoy their childhood. We are duty bound to groom and strengthen them as promising citizens of future virtues of ‘KASAM’ which the school dedicates itself to, for the future citizens, the ‘KASAM’ stands for K-Knowledge, A-Aptitude, S-Skills, A-Attire, M-Moral values.

MISSION & VALUES

- “ The main objective of education is the establishment of two-fold harmony in every individual – Harmony within his own self and harmony with other living being in the whole world ” – Dr. Rajendra Prasad

Institute is committed to achieve the same for all around development of the students and the institute itself to become a leading institute imparting teachers education in the region. The staff of the institution is well qualified and provides not only academic curriculum to the student but also trained them to meet all types of situation which in turn results in their development. The institute is situated in most eco-friendly environment. The students who are trained here to get employment as teachers because their personality is developed to meet all the global trend of education.

1.1.2 Specify the various steps in the curricular development process. (Need assessment, development of information database pertaining to feed back from faculty and formalizing the decisions in statutory academic bodies.

Ans. The institute is running only B. Ed programme. The curriculum for B. Ed is developed by the Ch. Charan Singh University, Meerut to which this institute is affiliated. As per the guidelines and norms prescribed by the Ch. Charan Singh University, Meerut, the curriculum is implemented by the institute. The institute has no role in curriculum development of B.Ed.

The institute implements the B. Ed curriculum by providing compulsory, methodology and optional courses to student teachers. The institute provide learning experience to student teachers through classroom teaching, practice teaching, co-curricular activities etc.

In this way, the institution contributes indirectly in the curriculum development process of B. Ed course. Its role is mainly limited to the implementation of curriculum as prescribed by the Ch. Charan Singh University, Meerut.

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

Ans In the B. Ed curriculum, we find some units that reflect global trends in teacher education. The topics like education for peace, communal harmony, role of individual in making peace a way of life, secularism, democracy, issues of national and international conflicts, social injustice, inclusive education, children with diverse needs, Gender issues, Gender inequality in the schools, sexual harassment and abuse universalization of education, vocational education, ICT etc. are included in the curriculum of B. Ed that reflect new global trends in the teacher education programme.

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

Ans. **Environment** : The curriculum contains topics like Protection of Environment. Bio diversity and conservation of national resources and associated problem. Environmental Management, global warming, noise pollution, thermal and nuclear pollution and the like.

Value Education : National Integration emotional unity world heritage and the like.

Information and Communication Technology : Promotion of scientific attitude, use of ICT in teaching learning process, challenges in ICT and the like.

1.1.4 Does the institution make use of ICT for curricular planning if yes give details ?

Ans. The institute make full use of ICT for academic planning and for curriculum implementation. The institute possesses ICT lab equipped with latest facilities. Student teachers take help from the ICT lab in their learning process. The institute has very limited role in using ICT for curricular planning. ICT is used for curriculum implementation purpose only since institute has no role in curricular planning.

1. Time table is prepared by making use of ICT.
2. Student teachers and faculty members have free access to ICT lab. This free access to ICT lab help student-teachers and faculty members update their knowledge.
3. Unit test question papers are printed in ICT lab.

1.2 Academic Flexibility

1.2.1 How does the institution attempt to provide experiences to the students so that teaching become reflective process.

1. The institute in its curriculum has course on microteaching which teaches student teachers about different teaching skills.
2. The institute in its curriculum has course on simulated teaching which enables student teachers to integrate different teaching skills which they learn during micro-teaching.
3. The student teachers after completing their micro-teaching and simulated teaching are sent for macro-teaching. During macro-teaching student teachers prepare their lesson plan and teach in real schools and in real classroom setting. In total they prepare 20-20 lesson plans in each methodology subject.
4. The student teachers are also asked to give presentation in front of their Peers. After they completed their presentation, Peers can ask questions and the concern

student have to answer such questions. If student teacher fails to answer question asked by peers that question is answered by the subject teachers.

5. In theory classes also student teachers can also ask questions from his /her subject teacher and clear his / her doubts. A healthy discussion take place between the faculty and the class which results in reflective teaching learning process.

The above mentioned five process of learning experiences to student teachers combined together results in reflective teaching experience for student teachers.

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

- Ans. The institute provide a wide variety of learning experience to its student teachers. During the implementation of the B. Ed curriculum the faculty members of the institute encourage B.Ed students to participate in various curricular, co-curriculars activities. Further the faculty members of the institute use various innovative teaching approaches. Various innovative teaching methods like project method, demonstration method, lecture cum-demonstration method, heuristic method, problem solving method etc. are used with wide range of teaching aids which includes use of OHP, transparencies, computer, real objects, models, charts etc. The institute while providing effective teaching learning environment to the students in the campus, these students are also motivated to do work with community and in the community. These students are motivated to take literacy classes.

1.2.3 What value added courses have been introduced by the institution during the last three years which would for example develop communication skills (Verbal and written) ICT skills, like skills, community orientation, social responsibility etc.

Ans. The CCS University which is the regulatory body has designed a paper in ' Value Added Course ' which includes topics like National Integration, Emotional unity, Cultural Heritage of India, protection of secularism, democracy equally education of religion and gender.

The institute to effectively impart education in the above sphere has developed the following methods of teaching.

1. **Communication skills** : To develop communication skills in students-teachers workshops on resume writing, job application have been conducted.
2. Group discussions are conducted on burning problems of today.
3. Mock interviews are conducted to prepare student teachers to face interview.
4. Students teachers are asked to give demonstration on any topic selected from secondary school subject. Since now a days it has becomes a practice that after conducting interview, B.Ed students asked to give demonstration lesson in schools.

ICT ICT is a compulsory component in the curriculum of B.Edprogramme. Internet facility is available in the library and in the computer lab for the faculty and the student teachers. Student teachers and faculty members can take help in on-line learning and can use ICT to complete their projects / assignments.

Life Skills : As we all know that today we all live in a materialistic world. Now a days life has become more complex than in earlier days. So in order to face the challenges of life, life style management is need of the hour so institute take initiatives in discussing following topics related to life skills during morning assembly.

1. Adjustment Skills
2. Emotional Maturity
3. Emotional Intelligence
4. Stress Management
5. Positive Thinking
6. View Towards Life
7. Moral values and Commitments

8. Daily Routine
9. Importance of Physical Exercise, meditation and Yoga as life skills
10. Self awareness

The institute also perform its responsibilities related to society and community.

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

- 1. Interdisciplinary / multidisciplinary**
- 2. Multi skill development**
- 3. Inclusive education.**
- 4. Practice Teaching**
- 5. School experience / internship**
- 6. Work experience / SUPW**

Ans. **Interdisciplinary / multidisciplinary** – The curriculum of B. Ed course includes both inter disciplinary and multi disciplinary aspects. Different course in B. Ed. Include knowledge from different fields like psychology, philosophy, sociology, technology, science, social science, History language etc.

2. **Multi skill development** : The curriculum of B.Ed. course provide opportunity to the student teachers for developing various multi skills. This B.Ed course helps in developing communication skills, teaching skill during micro-teaching, writing skills, technical skills, social skills etc. with the help of various theory and practical subjects prescribed in the curriculum of B. Ed. Course.

3. **Inclusive education.** The syllabus of B.Ed include topics like policies and legislation for inclusive education, government schemes and provision for persons with disability definition and character of children with diverse needs sensory, hear visual and physically challenged, gifted talented and mentally challenged etc.

4. **Practice Teaching** – Micro-teaching sessions are organized for B. Ed. Students as a preparation to macro-teaching in schools. It starts from the morning assembly to manage attendance, time table, discipline, organizing co-curricular activities students teachers engage themselves in all these activities besides lesson

planning and implementation during practice teaching. This practice teaching equips the student teachers to perform their multi-dimensional role in future.

5. **School experience / internship** – The institute sends its students for practice teaching only. The concept of internship has not been adopted yet.
6. **Work experience / SUPW** – The concept of work experience develop in student teachers dignity for labour.
 - i) They take part in keeping the institute campus neat and clean.
 - ii) They plant more and more trees in the campus and take care of these plants during the session.
 - iii) They take part in interior decoration, cooking, invitation card making, making useful goods from waste material, rakhi making etc.

1.3 Feedback on Curriculum

1.3.1 How does the institution encourage feedback and communication from the students, alumni, community, academic peers and other stake holders with reference to the curriculum ?

Ans. Feedback on curriculum by student teachers – The institution has adopted a well organized mechanism of getting feedback with respect to curriculum of B. Ed. For this purpose institute invite feedback from students on a performa provided by NAAC. With the help of this perform the student-teachers rate the curriculum of the various subjects taught at B.Ed level.

Feedback on Curriculum by Alumni – The feedback on curriculum from alumni are also invited. Alumni are encouraged to provide feedback on B.Ed curriculum through post.

Feedback on Curriculum by the Community – There are various occasions when the institution and community come together. During this get together informal feedback is received from the community about B.Ed curriculum.

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

Ans. Yes, the institute has a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement. Since, the institute is running a self-finance B. Ed college, the curriculum regulatory body of B. Ed curriculum is CCS University Meerut and the institute has no right to change the curriculum prescribed by the Ch. Charan Singh University, Meerut.

1.3.3 What are the contributions of the institution to curriculum development ?

Ans. The curriculum regulatory body of the B. Ed. Course is CCS University, Meerut. Therefore, there is no scope for any self-finance B.Ed. College in the curriculum development while the institute has in mind certain changes to be introduced in B.Ed. curriculum yet no opportunity is given to it.

1.4 Curriculum Update

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

Ans Major changes in B. Ed Curriculum is made by the Ch. Charan Singh University, Meerut from the session 2015-16. Two years B. Ed with additional subject papers introduced. Result of the change will be reflected after the first batch passes.

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

Ans. No strategies are adopted by the institute for curriculum revision and curriculum update since curriculum revision and update comes under the jurisdiction of Ch. Charan Singh University, Meerut. There is no scope for any self-finance B.Ed College for curriculum revision and update it.

1.5 Best Practice in Curriculum Aspect

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

Ans. **The quality sustenance and quality enhancement measures undertaken by the institution during the last 5 yers in curricular aspects are as follows :**

1. Every year before the commencement of the B.Ed session the institute prepares a academic calendar. The institute strictly follow this academic calendar so that quality sustenance and quality enhancement objectives can be achieved.
2. Every year before the commencement of the B.Ed session the institute prepare time-table which reflects its daily working in curricular and co-curricular activities. This time table is also strictly follow by the institute for quality sustenance and quality enhances.
3. The institute has formulated various committees for smooth implementation of the academic calendar.
4. The institute organize effective content enrichment programme from time to time.
5. The institute has a working IQAC. Suggestions given by IQAC are followed by the institute.
6. Orientation to the faculty members about the curriculum.

7. Organization of seminars on recent emerging trends such as use of ICT in T-L process, impact of globalization on teaches education programme inclusive education, environment education etc.

1.5.2 What innovations / best practices in curricular aspects have been planned / implemented by the institution ?

Ans. The best practice implemented by the institute in curricular aspect is that the institute conduct pre-university examination to assess the students preparation prior to their university examination. Generally these exams are conducted at least one month prior to the commencement of university exams. The feedback coming from the result of the pre-university exams is discussed with the student – teachers so that they can do well in the university exams.

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

CRITERION – I

Curricular Aspects

Q. 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 ?

Ans. The main evaluative observations / suggestions made in the first assessment report with reference to Curricular aspects are as follows :

Section-II : CRITERION WISE ANALYSIS	Observation (Strength and / or Weakness) on Key-Aspects (Please limit to three major ones for each and use telegraphic language) (it is not necessary to indicate all the three bullets each time; write only the relevant ones)
2.1 Curricular Aspects :	
2.1.1 Curricular Design & Development	<ul style="list-style-type: none"> • The curriculum designed by the affiliating University (CCS) is followed • Adhering to norms of NCTE • Limited number of effective options.
2.1.2 Academic Flexibility :	<ul style="list-style-type: none"> • The Only UG course is offered. • Academic Advisory Committee available.
2.1.3 Feedback on Curriculum	<ul style="list-style-type: none"> • Feedback from all sources – teachers, students and alumni is encouraged. • Based on the feedback, improvements are initiated.
2.1.4 Curriculum Update :	<ul style="list-style-type: none"> • Limited scope for updating the curriculum • No representation in the Board of Studies of the University.
2.1.5 Best Practices in Curricular Aspects (if any).	<ul style="list-style-type: none"> • Reflective analysis through personal communication or group discussion • Introduction of ICT into curriculum.

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

Ans. The institute being an affiliated college of CCS University, Meerut has little role to play in fields of curricular design and development, academic flexibility and curriculum update. As per feedback on curriculum is concerned, we have maintained and strengthened the procedure under taken by the institute.

CRITERION – II – Teaching Learning and Evaluation

- 2.1 Admission Process and Student Profile
- 2.2 Catering to Diverse Needs
- 2.3 Teaching Learning Process
- 2.4 Teachers Quality
- 2.5 Evaluation Process and Reforms
- 2.6 Best Practice in Teaching, Learning and Evaluation

2.1 Admission Process and Student Profile

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

Ans. The institute firmly adhere to the admission policy floated by the U.P. State Government. The process which is undertaken by the government of U.P. is that one of the universities of U.P. is entrusted to conduct combined entrance test (CET) to all the aspirant students of the U.P. State and other states. The university after conducting the CET and declares its result and call students for counseling. The students give option to selected B.Ed institutions on the basis of their merit score in CET. In case of vacant seats, the students who have qualified the CET are given admission on vacant seats. The admission on vacant seats are given only on the basis of procedure established by the U.P. State Government. No other procedure or process is adopted by the institute in taking admission in B.Ed course.

- 1 General / OBC students with 50% marks in graduation or post graduation are eligible to apply for admission in B. Ed course.
- 2 In case of SC/ST students, they should have only passed graduation from any recognized university to apply for admission in B. Ed course.

Institute follow the eligibility conditions prescribed by the NCTE for B.Edprogramme from time to time. The institute admission committee go through all the instructions direction, norms and rules circulated by the NCTE, U.P. State Government and the CCS University, Meerut regarding B.Ed. admission. The institute strictly follows the reservation policy of the U.P. Government.

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

Ans. Normally wide publicity of the CET is made by the university conducting the CET. However, the institution in order to promote itself give advertisements in newspapers, distribute pamphlets publish its prospectus, place hoardings. The institute also use the institute website about the location of the institute, admission notice stating eligibility criteria seats available, faculty strength, infrastructure etc.

In the prospectus of the institute the course structure of B.Ed, faculty and their academic achievements, implementation mechanism of programme, co-curricular activities, cultural activities celebrated in the institute etc. are shared with the prospective students. The prospectus of the institute helps the perspective students in understanding the academic environment of the institute which further helps to make their decision.

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

Ans. The institution monitor admission criteria strictly as much as it adhere to the admission policy laid down by the U.P. State Government.. All the information and procedure regarding admission, fees etc. are displayed on the college website. These information are also displayed on the 'admission cell' notice board, situated in the institute campus. The admission cell of the institute remain active during the counseling period.

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

Ans. The institute to retain the students sent for admission by the common entrance test, provide specially designed corridor for physically challenged students. Normally all the students being from Uttar Pradesh cultural linguistic and religious

or economic difference do not ever arise because the students being from single State follow normally the same tend of living. The institute provide uniform to all needy and poor students so that a feeling of equality persist among the students and the feeling of oneness remains among them. This helps the institute to retain the students. However, following strategies are adopted by the institute to retain the diverse student population admitted to the institution.

1. The institute organize morning assembly. The students of different religion can share their thoughts of his / her culture during the morning assembly.
2. Festivals / events related to various religions are celebrated by the B. Ed. students.
3. The institute has an active women grievance cell which look after the issues relating to gender grievances.
4. The institute has a Anti-Ragging cell which look after the issues relating to ragging as per guide lines of Hon'ble Supreme Court.
5. In order to maintain equality among the students the institute prescribed uniform. So that the feeling of oneness remains among them. This help the institute to retain the students from diversified economic status in the institute.

2.1.5 Is there a provision for assessing students knowledge / need and skills before the commencement of teaching programmes ? If yes, give details on the same.

Ans. Before the commencement of session, the institute understands that all the students who have joined B. Ed have qualified the CET and posses basic mental ability and qualification for being taught in B. Ed course. However, institution has following provision for assessing students knowledge needs and skills before the commencement of B.Ed teaching programme.

1. **Orientation Programme** : Every year the academic session of B. Ed. Commences with the orientation programme for a week. During the orientation programme the faculty members of the B.Ed department discuss the curriculum of B.Ed to the pupil teachers. The Pupil-Teachers have the opportunity to share their views, to make discussion regarding the curriculum.

During the orientation programme institute develops conducive relationship between the faculty and pupil teacher. This helps the institute to judge the knowledge / needs and skills of pupil – teachers.

In orientation program the pupil – teachers introduce themselves to the entire gathering which shows the total personality of the students. This also tells about the confidence level of the pupil – teachers to face the audience. After the completion of the admission process, students are given opportunities to express their hidden talent. There are various activities organized in the institute like singing, Rangoli making, making socially useful product from waste materials etc. The performance of the pupil teachers on these activities provide clear picture about their hidden talent in a particular area.

2.2 Catering to Diverse Needs

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

Ans. The institute make conducive environment of learning which encourages all the students of B. Ed. to attend regular class in proper uniform. It has formulated various committees for academic, cultural, sports activities with students representation. Pupil teachers are trained in different teaching skills so that they can face efficiently and effectively all the challenges in the globalized world. The faculty members of the department use different teaching methods and techniques according to the requirement of the students. If any difficulty is faced by the pupil –

teachers during learning that difficulty is removed through remedial teaching by the concerned subject teachers.

The faculty of the institute also encouraged the pupil – teachers to use more and more teaching aids like – real objects, models, charts, pictures, OHP, transparency Power point presentation etc. during micro teaching and macro-teaching. The institute not only provide conducive environment for their learning and development but also provide environment which is conducive for their moral social, cultural, ethical and professional growth. The institute organize co-curricular and cultural program from time to time. The institute organize Quiz debate etc. which develop a sense of healthy competition among the pupil teachers.

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

Ans. In order to cater to the diverse learning needs of the students the institute give special emphasis on the diagnostic and remedial teaching. Following measures are taken in this regard :

1. Individual learning assignment are given to pupil – teachers.
2. Students are allowed to keep library books during university exams.
3. On the basis of diagnostic tests, remedial teaching is provided to the students.
4. Arrangement of tutorial classes is made.
5. Student teachers are made well aware about evaluation system during the class-room teaching by the concerned faculty.
6. Model lessons in different teaching skills are demonstrated by the faculty before micro-teaching.
7. Pre-university exams are conducted to make the pupil teachers aware about question paper pattern model answers are discussed after evaluation of answer sheets.
8. Special attention as per need is given to gifted and not so gifted students.

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

Ans. The curriculum for student-teachers is formulated by the concerned universities. In our case the curriculum designed by the CCS University, Meerut has various activities for student teachers to understand the role of diversity and equity in teaching and learning process. In the curriculum we see a lot of diversity earlier syllabus as well as in the new syllabus implemented from session 2015-16. The subjects in the new curriculum such as “contemporary India and education” paper explains the development of education in India from the vedic period, similarly “philosophical and sociological perspective in education” paper explains the impact of philosophy and sociology on education, “Growing up as a learner” paper explains the various impact of psychology on education. “Teacher, teaching and technology”, paper explains the role of technology, in effective teachers training. The whole curriculum for B. Ed is based on inter-disciplinary approach. The curriculum contains various topics like individual differences, equalization of educational opportunities etc. These topics are well taught and practically administered which help the student – teachers to understand the role of diversity and equity.

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

Ans. The institute has experienced and well qualified faculty. All faculty members are appointed by a selection committee appointed by the CCS University, Meerut. Most of the faculty members are either M. Phil, Ph. D. or NET in Education subject. Regarding performance of faculty members student teachers feedback is obtained on a prescribed form from time to time. Moreover remaining faculty members are motivated to pursue Ph. D., NET, attend seminar etc. They are further encouraged to update their knowledge in their respective fields.

The teachers educators are well trained persons in teaching, training, evaluation, questioning skill, blackboard skill, use of different teaching aids discipline management, taking student participation in class room teaching etc. The pattern of questions asked in the topic 'Individual Difference ' is based on the fact that any two individuals are not alike, they differ with one another in intelligence, interest, aptitude , attitude etc. This concept of individual difference equips the student-teachers to understand the role of diversity and equity in teaching learning process. University exams and about the marking scheme is made known to the students during orientation program unit tests and oral tests are conducted to check the progress of the student – teachers. Difficulties and doubts of student teachers are clarified on the spot.

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

Ans. The institute provides various practices that help student teachers develop knowledge and skill related to diversity and inclusion. Some of these activities are as follows :

1. Celebrating International and National days like 15th August, 26th January, World Environment day etc.
2. Provide opportunities to student – teachers to organize morning assembly, cultural activities, national days and international days.
3. Organize guest lectures of eminent educationists.
4. Organising seminar and students are encouraged to present paper on prescribed topics.
5. Use teaching aids according to the requirement of the situation.
6. Faculty members get their speed slow while delivering their lecture as per the need of the students.
7. More use of black board during teaching.

8. Give regular assignment to the students and proper feedback is provided to the students.
9. Provide remedial teaching and tutorial classes.
10. Take special care of exceptional children.

2.3T – **L Process**

2.3.1 **How does the institute engage student in 'Active Learning' (Use of learning resources such as library, website, focus group, individual projects, simulation peer teaching role playing internship practicum etc.**

Ans In the institute students are engaged in active learning through following activities :

1. Individual assignments in each theory paper are given to B. Ed students. These students are motivated to sit in the library and complete their assignments.
2. The institute provide internet facility to the students. They can take help from internet while completing their assignment. They use internet for update their knowledge.
3. During micro-teaching and simulation teaching role playing and peer teaching technique are used by the students which cater the need of simulation, peer teaching, role playing, practicum etc.
4. Individual projects are also assigned to students.

2.3.2 **How is 'learning'made student centred. Give a list of the participating learning activities adopted by the institution and those which contributed to self management of knowledge and skill development by the students ?**

Ans. The ' learning ' is made student – centred through following participatory learning activities :

1. Organizing debates and Quiz from topics given in B. Ed. Syllabus.
2. Organizing Group discussion from topics given in B.Ed. syllabus.

3. Student of B. Ed. are asked to prepare a topic and give presentation in front of the class and the subject teacher.
4. The faculty changes his / her method of teaching as per the need of the pupil – teachers.
5. In order to facilitate learning, faculty use various teaching aids.

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

- Ans. 1. We Provide practical training to describe (to write) objectives in behavioural terms using RCEM (Regional College of Education, Mysore) approach.
2. Organize practice sessions on how to use different teaching aids like charts, models, real objects, globe maps etc. in order to facilitate students learning in real teaching learning situations.
 3. Provide practical training on how to construct examination question papers and evaluate students performance with the help of these question papers.
 4. Faculty diagnose the problems of the student – teachers in subject matters through oral questioning and provide remedial teaching to the students.
 5. Student teachers are also motivated to visit library on regular basis and update their knowledge by reading foreign text books, reference books and journals etc.
 6. Student – teachers are also provide training how to use OHP, LCD Projectors, CD-ROM, TV etc. in the class room.
 7. Student – teachers are given the option to choose any optional paper according to his / her interest out of the total 10 optional papers.

8. For making effective and competent teachers we make use of micro-teaching simulated teaching and macro teaching techniques. Every student Teacher delivers at least five micro-lesson plans in each method paper.
9. Regular feedback is given to student – teachers by the peers and by the faculty.

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

Ans. In B. Ed curriculum there is no specific content matter related to models of teaching / training. The content matter related to models of teaching and training are given in the curriculum of M. Ed., M. Phil. (Education). However, teaching and training experience from different models of teaching / training provided to the students – teachers.

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

Ans. Yes, the student teachers use micro – teaching and simulated teaching techniques for developing teaching skills. Following teaching skills are used by the students teachers during micro teaching session.

1. Introduction skills
2. Explanation skills
3. Illustration skills
4. Stimulus variation skill
5. Black board skill
6. Students participation skill
7. Writing objectives in behavioural terms skill.

At least two micro-lesson plan are prepared and practices by each student – teacher per skill in each methodology paper.

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

Ans. Before the practice teaching in schools all the student teachers are well oriented about the name and address of the practicing school, school time table, working hours and about lunch time etc. so that they feel themselves as a part of the practicing school during practice teaching in school.

In schools every student teachers delivers 20 lessons in each method paper i.e. total 40 lessons in both method papers. The teaching practice session goes for at least 30 days. The lessons thus delivered by student – teachers are observed by teachers – educator, by Peers and sometimes by the practicing school subject teachers. Appropriate suggestions are provided to student teachers by teacher educator, Peers and school teachers. The teachers – educator regularly check the lesson plan. He / She write down the suggestions in the lesson plan copy of the student – teacher so that their teaching skill can be improve.

2.3.7 Describe the process of Block teaching internship of students in vogue.

Ans. The process of block teaching / internship is not in practice in the CCS University affiliated institutes. However, the new syllabus of B. Ed. Session 2015-17 include internship program for B. Ed. Students – teachers. So we are looking forward in this direction to initiate internship program from session 2015-17 onwards.

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

Ans. Yes the practice teaching session / plan are developed in partnership, co-operating involving the school staff and mentor teachers. A discussion session is organized in which all the staff members of the practicing school,. Principal of the practicing school student teachers, HOD and faculty of the B.Ed institute share their views. Help from school teachers is taken regarding syllabus, distribution of classes along with sections etc.

Student teachers are asked to plan their lesson as per the time table and syllabus provided by the practicing school. It is the responsibility of the mentor teachers (teacher educator) to maintain discipline at the practicing school with the help of the principal of the practicing school. In the end the student teachers are asked to write 'school profile' in which they discuss almost all the aspects of the practicing. After the school is over they come to institute and meet with their respective method teachers to discuss their next day lesson plan. No prior approved plan is allowed to be taught in the class.

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

Ans. Yes, Student teachers are prepare for managing the diverse learning needs of students in school. For this purpose following modes of teaching are used :

1. The student – teachers are asked to deliver their lecture slowly, so that slow learners can have chance to understand their lecture.
2. The student teachers are asked to write more on blackboard while explaining the lesson.
3. Use more and more teaching aids. Use of teaching aids in teaching make the concept more clear to the students.

4. One student is identified with diverse need every week. He is asked to sit in the front row of the class. His / Her activities are carefully monitored.
5. Assignment to the student are given after identifying their diverse need. Gifted children are given assignments according to their capacity and slow learners are given assignments according to their capacity.

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

Ans. Yes, the institute encourage student teachers to use / adopt technology before and during practice teaching practice. The faculty members given emphasis upon use of teaching aid before and during practice teaching while the students present their lesson plan in the class room. The students are asked to bring real object, prepare model, prepare chart etc. so that their teaching can be effective and also facilitate the student learning of the subject matter.

2.4 Teacher Quality

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

Ans. The ratio of student – teachers to identified practice teaching schools is 30:1. The basis on which this decision is taken is the non-availability of practice teaching schools. The general perception of the practice teaching schools is that student teachers not only disturb their academic year plan but also waste their time. Many practice teaching schools in the area are non-cooperative and they refuse to give permission to have practice in their school.

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

Ans. The mechanism of giving feedback to the student-teachers is manual. The faculty and the peers provide feedback to student-teachers during micro-teaching. During practice-teaching faculty members observe the student teachers and make them aware about their strengths, drawbacks, limitations etc. They also give suggestions for improvement in teaching. Following 5-point scale is used for evaluation of teaching. Following 5-point scale for evaluation includes :

A	B	C	D	E
Excellent	Good	Satisfactory	Normal	Poor

Points of Supervision

Teacher	Confidence
	Happiness
	Dress
	Clarity of Voice
	Expressions
Class	Seating arrangements
	Discipline
	Cleanliness
	Student Interest in Topic
	Solution to Students Problem
Lesson Plan	Writing Objectives in Beh. Terms
	Importance to Student Activities
	Use of Teaching Material
	Evaluation Questions
Introduction	Based on previous knowledge
	Linking previous knowledge with new knowledge
	Motivation

Presentation	Systematic
	Student Teacher Interaction
	Level of Questions
	Strategy of Questioning
	Level of Example
	Teacher Statement
	Use of Teaching Material
Black Board Work	Entries
	Clarity
	Sequence
	Use of Pointer

After marking these grade on the 5-point scale the working is discuss with student teachers and reason of such grading is explained to the student teachers so that proper improvement can be made in presenting future lesson plans. This exercise of grading continued for the entire 30 days sessions of teaching practice.

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

Ans. Institute down load latest notification from website. CCS, UPGov.Nic., MHRD. NIC, NRCNCT, NCT, NUPA. NCBRT and imported to the student training notice board.

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

Ans. The faculty members and student-teachers keep pace with the recent developments in school teaching and methodology by updating their knowledge through reading newspapers, reading journals published by NCERT, NCTE, NUEPA etc. They also communicate with the working teachers in the schools. They also attend seminars, conferences etc. Further websites of education

departments are frequently checked by the students and faculty to get recent updates in school subjects and teaching methodology.

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

Ans. As we know quality teachers are fundamental for quality teachers education. Following major activities are introduced by the institution for ensuring the personal and professional growth of the teaching staff working in the institute.

1. The faculty members are encouraged to undertake research programme such as M. Phil. (Education), Ph. D. (Education).
2. The faculty members are encouraged to undertake PG programs in other school subjects like philosophy, sociology, psychology etc.
3. The faculty members are further provided internet access facility, library facility.
4. The faculty members are permitted study leave for their professional growth.
5. The faculty members are sent to attend seminars, workshop and conferences etc.

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

Ans. Yes, the institute have a mechanism to reward and motivate staff members for good performance.

1. The personal file of each of the staff members contains a progress sheet is available in the principal office. The principal is entitled to make entries for the staff members, on the basis of good working increment in pay is granted.
2. The faculty members and staff members who are made entitle for leave encashment are provided the same at the end of the year, if needed.
3. The staff members also receive honour in front of the entire group by way of distribution of certificate of proficiency on Republic Day function or on any other occasion.
4. Management to increase involvement of the faculty and staff in term of get together arrange dinner on different occasions to nurture feeling of family hood among all faculty and staff.
5. Teachers awarded 'Best Teacher Award' every year.

This is how the management tries to reward and motivate staff members for good performance.

2.5 Evaluation Process and Reforms

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

Ans. Some students-teachers face barriers in learning as well as in practice teaching. Faculty members help these students teachers to overcome from barriers. Since most of the students-teachers are from arts back ground they find difficulty in understanding 2nd paper ' Development of learner and T-L process ' paper which includes statistics. Further most of the student teachers are from rural background they not only have limited communication skills but they also find difficulty in understanding IIIrd paper which require some basic knowledge on computers. The faculty members give extra-time to such students.

The barriers to students learning are further identified from the results of periodical tests. These barriers are addressed by the institute faculty members through organizing tutorial classes. The faculty members orient them on proper study techniques. The principal of the institute also kept himself in close touch with the student teachers to know the problems faced by them. The administrative staff of the college also make efforts to create conducive environment in the institute. The management of the institute provide the best infrastructural facility to the student-teacher.

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

Ans. The B.Ed course has provision for continuous feedback. The performance of the candidate appearing in B. Ed examination re evaluated as follows :

1. The evaluation of B. Ed. Student teachers is done from 1000 marks. The division is awarded separately in theory out of 700 (Course I to VII) marks and in practical out of 300 (course VIII and IX) marks respectively.
2. The theory part in all the papers (Course I to VII) is evaluated through a system of university examination (CCS University, Meerut) as per its practice and routine.
3. Evaluation procedure in paper VIII (Sessional work and practical) is done as follows :
 - i. Viva-Voce examination of 50 marks is conducted by the Board of examiners on the basis of students sessional work (5 files).
 - ii. Internal 50 marks (25 maximum marks for each method paper) are given by two subject teachers.
4. For evaluation procedure in paper IX teaching skills / practice teaching, a board of three examiners is appointed by the CCS University, Meerut. All the three examiners assess student teaching separately and average of total sum of marks and is his /her final score in teaching skills out of 200 marks.

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

Ans. Answer sheets of the unit tests are shown to the student teachers. Written remarks are given on the answer sheets to communicate the performance.

2. Oral feedback to student teachers is also provided for improvement in their performance in the examination.
3. During micro-teaching feedback is given to the student teachers on the spot by the faculty.
4. The high achievers are appreciated in front of the class for their extra ordinary effort.
5. The low achievers are guided through proper study techniques. The name of the student-teachers who score highest marks in unit-tests are displayed on the notice board of the department.

The above mentioned practices help in improving the performance of student teachers and curriculum transaction.

2.5.4 How is ICT used in assessment and evaluation processes ?

Ans. Typing unit test question paper.

2. Typing evaluation scheme for theory and practical exams.
3. Recording marks secured by student teachers in unit-tests.
4. Preparation of university examination result.
5. Result analysis
6. Extensive use of OHP
7. Extensive use of Educational CD's.

2.6 Best Practices in Teaching – Learning and Evaluation Process

2.6.1 Detail of any significant innovative in teaching / learning / evaluation introduced by the institute.

Ans. The institute has introduced teacher-educator evaluation by student – teachers.

2. Every week principal visits every section of B. Ed class to obtain feedback about the functioning of the different activities.
3. Progress of student teachers are communicated to their parents.
4. Advanced learners are given challenged tasks.
5. Teachers diary is given to all the faculty members. The faculty members prepare yearly teaching plan. This yearly teaching plan is implemented by the faculty members.
6. The institute use micro-teaching, simulated teaching, seminars etc.

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

Ans. Active participation of student-teachers is taken during teaching learning process.

2. The faculty members have made several transparencies to teach the student teachers effectively with the help of OHP.
3. The effective use of marker board and other teaching aid help in best practice in instructional field.
4. Intensive use of ICT lab.

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

CRITERION – II

Teaching Learning and Evaluation

2.2 Teaching-Learning & Evaluation 2.2.1 Admission Process and Student Profile :	<ul style="list-style-type: none"> • State level entrance test is conducted. • Admission process is transparent and objective.
2.2.2 Catering to the Diverse Needs :	<ul style="list-style-type: none"> • Slow learners are monitored and assisted. • Remedial teaching is done. • Students with special needs are extended special attention.
2.2.3 Teaching-Learning Process :	<ul style="list-style-type: none"> • Use of ICT and multimedia projectors • Teaching-learning process has been made students Centered
2.2.4 Teacher Quality :	<ul style="list-style-type: none"> • One teacher with Ph.D and Seven with M.Phil qualifications. • Teachers Continuously update their competencies • Teacher with NET Qualification is One.
2.2.5 Evaluation Process & Reforms :	<ul style="list-style-type: none"> • Examination process is as per the affiliated University. • Teachers supervise the teaching practice • Students are assessed through Unit Tests
2.2.6 Best Practices in Teaching – Learning and Evaluation (if any)	<ul style="list-style-type: none"> • Course outline prepared. • Self-directed assignments for students.

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

Ans. The institute is maintaining and strengthening the teaching learning process since the previous assessment and accreditation.

CRITERION –III : Research, Consultancy and Extension

- 3.1 - Promotion of Research
- 3.2 - Research and Publication Output
- 3.3 - Consultancy
- 3.4 - Extension Activities
- 3.5 - Collaborations
- 3.6 - Best Practice in Research
Consultancy

3.1 Promotion of Research

3.1.1 How does the institute motivate the teachers to take up research in education.

Ans. The institute motivates its teachers to take up research in education in various ways. Such ways includes faculty friendly time-table, duty leaves, library facilities etc.

The faculty members are allowed easy access to various physical resources available in the institute such as library – research surveys, periodicals, educational journals, internet facilities, photocopying of the matter available in the library. Senior faculty members in the department with Ph. D (Education) background provide guidance for different stages of research work right from presenting a research proposal to report within writing. No question arise to motivate B.Ed student-teachers for research since B.Ed is a UG program in education and to do research work in education student teachers must have PG in education i.e. M.Ed.

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

Ans. Since the institute is running B.Ed course only so the question of prioritize the areas of research by the institute does not arise.

3.1.3 Does the institute encourage action – research ? If yes give details ?

Ans. Yes, the institute encourage its students teachers for action – research. Some of the topics covered under action – research are as follows :

1. Problem of absenteeism
2. Reason of coming late to the institution
3. Characteristics of gifted slow learners, delinquent children etc.
4. How to improve teaching – learning process in schools.
5. Problem of retention at primary level of education.

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

S.No.	Name of Faculty	Seminar / Conference / Workshop attended
1	Dr. Ajay Kumar Sharma	<ol style="list-style-type: none"> 1. National Seminar on Recent Trends in Assessment, March 3rd, 2012 Suryansh College of Higher Education for Girls' Meerut. 2. "IQAC : Total Internal Quality Management" sponsored by Government of Uttar Pradesh, March 20th, 2012 held at Dr. Ram ManoharLohia National Law University, Lucknow. 3. UGC Sponsored National Seminar on Axiological perspective of Teacher Education organized by Deptt. Of Education Ch. Charan Singh University, Meerut March 29-30, 2014.

3.2 **Research and Publication Output**

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

Ans. Most of the faculty members have developed their own teaching aid for teaching the syllabus. The faculty members have prepared transparencies. They use these transparencies with the help of OHP in day-to-day teaching of B.Ed. classes.

The student teachers of this institute have also prepared instructional material for teaching in practicing schools. They use their own teaching aid in the form of charts, models, pictures postures, maps globes etc. during micro-teaching and practice teaching. By using these teaching aids, they make the teaching-learning process interesting and effective.

3.2.2 Give details of facilities available with the institute for developing instructional materials.

Ans. The facilities available with the institute include Transparencies, stationary, blank chart paper blank. CDs etc. are made available to the faculty members to develop instructional materials.

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

Ans. The institute has developed Power Point Presentation with the help of ICT for using as aid teaching.

3.2.4 Give details of various programs and / or workshops on material development (Both instructional and other material).

Ans. The faculty has attended several seminars and workshops which include workshops on material development organized by the institute.

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

Ans. 1. A comparative study of attitude towards teaching of BTC and special BTC Primary Teachers. International and Journal of Education and Allied Science July – December 2013, Volume 5 No. 2 pp 27-30 ISSN-0975-8380, online ISSN-2231-4733 Rekha Sharma and Dr. Ajay Kumar Sharma.

2. A comparative study of professional commitment of BTC and special BTC primary teachers. July – December – 2011,

ISSN – 0975 – 3745, I.T. H.S.S. Rekha Sharma

3. A comparative study of teaching competency of BTC and special BTC primary teachers , I.J. E.A.S. – January – June., 2011, ISSN – 0975 – 8380, Online – 2231 - 4733

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

Ans. NIL

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

Ans. NIL

Consultancy

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

Ans. The faculty member provide consultancy to the public school on expert teaching to BDS International School, Meerut, BDS International School, Kila Parikshitgarh, Meerut, KVSS Vidyapeeth, Meerut.

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

Ans. Yes. The faculty / staff members of the institute are competent enough to provide consultancy in the following areas :

1. Vocational and occupational guidance
2. Educational guidance
3. Personal Guidance
4. Practice teaching
5. ICT
6. Seminars / Conference
7. Inclusive Education

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

Ans. Since the institute did not provide consultancy services paid basis to any organization in the last five years. It is honorary services, hence the question of revenue generated through consultancy does not arise.

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

Ans. Since the institute did not provide consultancy services on paid basis to any organization in the last five years, hence the question how the institution use the revenue generated through consultancy does not arise.

3.4 Extension Activities

3.4.1 How does the local community benefitted from the institution ?(Contribution of institution through various extension activities outreach program, partnering with NGO's and GO's).

Ans. The local community benefitted by the extensive social work of the institute which it undertakes in collaboration with various NGO's are as follows :

1. The institute participated in programs run by 'SurbhiParivar' NGO fighting for female causes to waken public response against the same.
2. The institute also participated in programs run by 'Neer Foundation' NGO fighting for environment protection related issues.

3.4.2 How does the institution benefitted from the community ?(Community participation in institutional development, institution- community network, institution school networking etc.)

Ans. The institution come to know about various social problems faced by the society members in their daily life and the institute works, discuss the solution to the problem.

2. The institution come to know about the drawbacks related to illiteracy and sub-standard learning.
3. The institution come to know about the problems of SC / ST and other deprived society and get their active participation for mutual development. Maximum number of students given admission in B.Ed course from these community.

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

Ans. The institute is planning to hold literacy classes for illiterate poor people of the surrounding area of the institute and villages.

1. Literacy awareness programme.
2. Environment awareness programmes.
3. Value oriented co-curricular activities.
4. Computer literacy program for fourth class employees.
5. Environmental awareness and protection of rain water pollution.
6. Awareness against female infanticide

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

Ans. Yes. The institute has completed the project literacy classes for illiterate people of the surrounding area of the institute. The students of B. Ed were asked to teach at least 5 illiterates for a week time and prepare a report of the same.

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

Ans. The institute its orientation programme and guest lectures motivate the students of B. Ed to become good citizens of India by abiding with the laws of the land. Further they are taught moral values and high tradition of the society. Students are from different discipline given training of basic philosophy of Indian constitution. Fundamental Rights and Duties etc.

3.5 Collaborations

3.5.1 Name the national level organization, if any, with which the institution has established linkages in the past five years. Details the benefits resulted out of such linkages.

Ans. The institute has many linkages with national level organizations. These linkages has contributed in the field of teaching, learning, training and practice teaching etc.

3.5.2 Name the international organizations with which the institution has established linkages in the last five years. Details the benefits resulted out of such linkages ?

Ans. NIL. The institute has yet to establish international linkages

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

- Curriculum development
- Teaching
- Practice Teaching
- Research
- Consultancy
- Extension
- Publication
- Student Placement

Ans. The linkages helps in the above mentioned fields with material organization in developing teaching, training and practice teaching etc.

3.5.4 What are the linkage of the institution with the sector ?(Institute School Community Networking).

Ans. The institute was established in the year 2004. Since then, the institution has linkages with many Junior High School, High Schools and Intermediate Colleges. The student teachers actively participate in all the school activities during practice teaching. The school teachers of the practicing schools are asked to observe and evaluate the lesson plans and give feedback to the student teachers.

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

Ans. Yes. To promote practice teaching in the best possible manner the faculty members of B. Ed actively engaged with school, principal, teachers and other school personnel to design, evaluate and deliver practice teaching. The school principal procured class-wise time table for practice teaching. The student teachers take assistance from school teachers to solve course related activities.

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

Ans. The institute was established in the year 2004. Since then the faculty collaborate with schools for the practice teaching.

The faculty members has established linkages with the faculty members of the other colleges and education department of the Ch. Charan Singh University, Meerut. The institutions learned faculty members are invited as resource persons by other B. Ed colleges to share their views in relation to curriculum, methodology and teaching etc. The institute take guidance from the department of education, Ch. Charan Singh University regarding innovations and new trends in the field of education.

The faculty members of the institute are also invited for evaluation of Answer Sheet of B. Ed students.

3.6 Best Practice in Research, Consultancy and Extension.

3.6.1 What are the major measures adopted by the institution to enhance the quality of research, consultancy and extension activities during the last five years.

Ans. Since the institution is running only B. Ed course .B.Ed is a UG course. As we know to have research practices in a college PH course like M. Ed, M. Phil etc. are pre-requisite. Hence the measures adopted by the institute to enhance the quality of research are not worth mentioning. Moreover, the consultancy and extension activities during the last five years are not in practice in the institute.

However, action research are conducted for improving the quality of education.

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

Ans. The institute is imparting education in UG course only i.e. B.Ed and hence there is little scope in research, consultancy and extension activities. However, at individual level teachers are dedicating trying to improve the facilities as co-curricular activities in the field of research, consultancy and extension program by keeping linkages with other junior schools and social organization at District level.

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

CRITERION – III

Research, Consultancy and Extension

Q.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 ?

Ans. The main evaluative observations / suggestions made in the first assessment report with reference to Research Consultancy and Extension are as follows :

2.3 Research, Consultancy and Extension : 2.3.1 Promotion of Research	<ul style="list-style-type: none"> • Institution encourages the faculty to undertake research work. • Yet to promote research attitude among the teachers. • Scope for research is limited
2.3.2 Research and Publication Output	<ul style="list-style-type: none"> • Major and Minor Projects to be initiated • Few teachers published articles • Yet to create research environment
2.3.3 Consultancy	<ul style="list-style-type: none"> • Scope for consultancy is very limited.
2.3.4 Extension Activities :	<ul style="list-style-type: none"> • No NCC / NSS Unit • Development of social values • Need to organize need based extension programs
2.3.5 Collaborations :	<ul style="list-style-type: none"> • Guest lectures by experts • No collaborative programmes organized.
2.3.6 Best Practices in Research, Consultancy and Extension (if any)	<ul style="list-style-type: none"> • Adoption of a village to create awareness among the students.

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

Ans. The institute has only an under graduate programme with limited scope of activity in the field of research, consultancy and extension. However, teachers are motivated to publish papers in various educational journals and increase their qualification.

CRITERION IV - Infrastructure and Learning Resources

- 4.1 - Physical Facilities
- 4.2 - Maintenance of Infrastructure
- 4.3 - Library as a Learning Resource
- 4.4 - ICT as a Learning Resource
- 4.5 - Other Facilities
- 4.6 - Best Practice in Infrastructure and Learning Resources

4.1 **Physical Facilities**

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

Ans. Yes. The institute has physical infrastructure as per NCTE, Regulations 2009 and upgradation further as per Regulation 2014. The infrastructure includes four classrooms (50 students capacity) multipurpose hall, library cum reading room, ICT resource centre, curriculum laboratory, Art and Craft resource centre, Health and Physical education resource centre, principal's office, staff room, administrative office, visitors room, separate common room for male and female students, seminar room, canteen separate toilet facility for male, female students, for staff and for PWD (Persons with disability), parking space, store rooms play field etc.

The amount invested for maintaining this infrastructure is shown in Balance Sheet, Master Plan of the Building.

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

Ans. The management of the institute is well aware about the new developments in the field of education and academics. So, it plan to meet the need for augmenting the infrastructure to keep pace with the academic growth. It tries its level best to make available the required infrastructure for high academic growth.

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

Ans. Yes. The institute have the infrastructure facilities available for both co-curricular activities and extra-curricular activities. These infrastructure facilities includes facilities for games and sports also.

The institute has a play ground students can play basketball, cricket, volleyball etc. Students can also play indoor games like chess, carom board etc.

The institute also has a Art and Craft resource centre. In this centre students of B. Ed. Learn candle making, pot decoration and other craft related activity.

The institute has a multi-purpose hall with a seating capacity of 200 people.

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

Ans. The institute shares only play ground, multi purpose hall, canteen and dispensary with other institute of the parent society which is located in the same campus.

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

Ans. The institute is located in a lush green, well maintained lawn for healthy and hygiene condition. The institute has a health centre / dispensary which has all the facilities including first aid facilities. The institute has a consultant doctor who is always available when ever needed. Further the institute have arrangement of dustbins placed at different locations in the institute. For providing clean drinking water, water coolers with RO system are fitted in the institute. Separate wash room facilities for boys and girls are provided. Besides these facilities other facilities like separate common room for male and female students are also provided. These common rooms are furnished with chairs, tables, newspapers, magazines etc.

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

Ans. Separate hostel facility are not available in the institute.

4.2 Maintenance of Infrastructure

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

Ans. The existing infrastructure of the institute are looked after by the management committee. Duly audited balance sheet is attached herewith.

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

Ans. Separate administration committee for running the institute has been constituted which has been approved by the CCS University plans for all proper utilization of available infrastructure and it also seeks best utilization of the available infrastructure.

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

Ans. The institute gives environmental issues on top priority. The institute is situated in a calm, beautiful natural surrounding. The institute is situated in a pollution free atmosphere. RO system for healthy water have been installed. The institute has also installed rain water harvesting plan. Summerville tube well is used for proper maintenance of lawns. There is no hazardous pollution in the entire premises. The institute has NOC for water and Air Pollution Board of U.P. The institute also has Rain-Water Harvesting System.

4.3 Library as a Learning Resource

4.3.1 Does the institution have a qualified librarian and sufficient technical staff to support the library ?

Ans. The institution has one qualified librarian and one attendant to support the library work.

4.3.2 What are the library resources available to the staff and students ?(Number of books – volumes and titles, Journals National and International, Magazines, audio-visual teaching – learning resources, software, internet access etc.

Ans. Presently the library is equipped with 6059 books with more than 1000 titles, Educational Encyclopedia – 4, year book 2, NCTE Journals – 4, CD 15, Internet Access available, wi-fi campus and many more facilities.

4.3.3 Does the institution have in place a mechanism to systematically review the various library resources for adequate access, relevance etc. and to

make acquisition decisions. If yes, give details including the composition and functioning of library committee.

Ans. The institute have a mechanism to systematically review the various library resources. The library committee is headed by the principal of the B.Ed department. The other members of the library committee include librarian, accountant, faculty members and two representative. There is proper entry in the accession register, advice for purchase of new books, their timely distribution and return of books to librarian and accountant are included in the library committee to ensure speedy allocation of budget for purchase of new books and their maintenance.

4..3.4 Is your library computerized ? If yes, give details.

Ans. Yes. The library of the institute is computerized.

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

Ans. Yes. The library has computer, internet and reprographic facilities. There is a computer with printer. An internet connection is available in the library. The library also have a photocopy machine. The campus of the institute has wi-fi facility. All these facilities are used by both faculty as well as by students. Students are allowed to get zerox copy of pages from books, reference books, magazines on payment basis.

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

Ans. No

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

Ans. The library of the institute is kept open throughout the year except Sunday and other holidays. The library opened 06 days a week from 9.30 am to 5.00 p.m. The library remains open for 220 days in a academic year. Library cards are

issued to student teachers and their free access is allowed throughout the academic year.

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

Ans. Staff members and students come to know about the new arrivals in the library through display of notice on the notice board placed in the B.Ed. department.

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

Ans. Yes. The institution has a book bank facility. All the student teachers are provided with books of entire syllabus from the library on their library cards at the commencement of the new session. These books are retained by these students teachers upto the end of the academic calendar. A proper account of books is maintained in a register and the books are taken back from the students after the completion of their exams.

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

Ans. Librarian personally attend the physically challenged students on the ground floor. There is no scope for admission to any visually handicapped person in B.Ed. Hence no book in Brail Language has been kept in library.

4.4 ICT as Learning Resources

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

Ans. The institute has well maintained computer lab having 40 computers along with latest hardware and software facilities . Software in the form of CD's based upon various subjects are available in the computer lab. The computer lab comprises of various equipments like overhead projector, television, tape-recorder, CD player, public address system, transparencies etc. The campus is wi-fi and all the computers have internet connectivity. The student teachers and staff members have free access to use internet facilities. Further, student teachers are given training in operation of these equipments.

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

Ans. Yes. There is a provision in the curriculum for imparting computer skills to all student teachers. Students teachers learn operation and working of technological aids available in the ICT lab. Basic computer skills are imparted to the students teachers. The student teachers learn about the use of ICT in making teaching and learning process effective. They learn about internet MS word, power point presentation etc. A large number of books on computer education are available in the library of the institution. All student teachers are training in operating following ICT apparatus :

1. OHP
2. Computers with internet
3. LCD Projectors
4. TV
5. CD Player
6. Preparation of transparencies

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

Ans. Faculty members are very well trained in using the ICT for making the teaching learning process effective. Hardware technology like OHP, CD's, transparencies, computers, TV, new technologies like internet, tele conferencing, computer assisted instructions etc. are incorporated and make use by the faculty members in curriculum transaction process.

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

Ans. Student teachers use / adopt technology in preparing teaching aids preparing lesson plans. The student-teachers present their lesson plans with the help of OHP by using transparencies.

4.5 **Other Facilities**

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

Ans. The institute uses its instructional infrastructural facilities optimally. No, the institute does not share its IT facilities with other institutions. The facilities available in the institute are solely used by the faculty members and student teachers of the institute. However, the charts/models prepared by the student-teachers during practice teaching are donated to the practice schools.

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

Ans. **List of Educational CD and various audio-visual materials.**

1. Teaching aids CD
2. Educational Psychology
3. Psychological Test and Apparatus
4. Others

B. **Transparencies**

1. Development of Indian Education System
2. Teacher in emerging Indian Society
3. Transparencies made by the faculty members

C. **Charts**

1. Charts related to Science, Social Science etc.
2. Maps related to History and Geography.
3. Charts related to Civics.
4. Charts related to Scientists, Mathematicians etc.

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

Ans. The following laboratories are available in the institute :

1. Curriculum laboratory : This laboratory include materials and equipments related to psychology lab., mathematics lab., science lab. (Physics, Chemistry and Biology) Social Science Lab. and Language Lab. etc.
2. ICT Lab.
3. Art and Craft resource centre.
4. Health and Physical Education resource centre including Yoga Education.
5. Music Resource Centre

The above mentioned labs has facilities as per NCTE regulations, 2014. For maintenance of these labs the institution has appointed technical staff to look after the labs. Further the institution has appointed a committee of staff members headed by Principal to advice purchase of new equipments and maintaining the old equipments.

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

Ans. The institute has a multi-purpose hall measuring 2000 sq. ft. with capacity of 200 seats. This multi-purpose hall is used by the institute on sharing basis. In this multipurpose hall seminar, conferences, guest lectures, cultural activities etc. are organized. The multi-purpose hall is equipped with OHP, Public address system, LCD Projector.

Workshop : The workshop or Art and Craft resource centre is equipped with materials preparing best out of waste material, paper cutting, pot decoration, material for chart making, Rakhi making etc.

Sports : The institute has a big play ground. This play ground has facilities for organizing different outdoor games like football, volleyball, badminton, cricket etc. Beside this the institute has facilities for indoor games like skipping, chess, carom board etc.

List of Musical Instruments

Srl. No.	Name of Items	Quantity
1	Harmonium	01
2	Dholak	01
3	Tabla (Set)	One Set
4	Kango / Bango	04
5	Guitar	01
6	Manjira	01
7	Drum	01
8	Statue of Saraswati	01
9	Jyoti (Lamp)	01

The student teachers use their spare time in the music room and also prepare themselves to perform in various cultural activities. They are prepared by music teachers who is employed by them for this purpose.

Transport : The institute has two vehicles – one Qualis and other school bus which is utilized to transport students for education and other activities arranged in the city on various occasions.

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

Ans. Yes. The classroom of B.Ed are very well equipped for the use of technology. Details are as follows :

1. Uninterrupted power supply for the use of latest technology.
2. Comfortable furniture.
3. Curtains on the window so that OHP can be use in classroom.
4. White Board / Green Board

However, the institute have futuristic plan to modernize the classroom with modern facilities so that latest technology can be used to make the T-L process interesting and effective.

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

Ans. Faculty seek to model and reflects on the best practice in the diversity of instruction including the use of ICT like LCD projector, OHP and power point slides for teaching most of the faculty members are expert in the use of computer in T-L situations. Faculty members use inductive method, deductive methods, lecture cum demonstration method, problem solving method etc. during teaching in classroom. Faculty members of the institute attend and participate in various workshops, seminars, conference etc. to make themselves proficient in using computers for teaching.

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

Ans. Every student teacher is provided basic computer knowledge.

2. Student-Teachers use OHP with transparencies while giving presentation / seminars.

3. Student teachers give power point presentation.

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

Ans. The institution is having well furnished class room and well equipped curriculum lab., ICT Lab., Art and Craft Lab., Health and Physical Resource Centre, Music Lab.

2. Student teachers problems related to syllabus are diagnosed and on the basis of this diagnosis, remedial teaching is provided.

3. Student – Teachers can clarify their difficulties with the subject teachers after the classes are over.

4. Specific teaching methodologies are used by the faculty members to cater the needs of exceptional children.

5. Feedback on faculty members performance are received from student – teachers.

6. Display of Anti-Ragging instruction board in the campus.

7. The institute celebrate and organize various National / International days, festivals, cultural programmes to give student teachers to express their hidden talents.

8. The institute has a well maintained play ground.

9. The institute provide indoor / outdoor games facilities to student teachers.

10. The institute has a good canteen.

11. Aqua Guard facility for clean drinking water for student teachers.

12. The institute is having fire extinguishers in its building.

13. Students are provided with book bank facility.
14. Student teachers are provided with the facility to keep the library books during examination period.

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

CRITERION – IV

Infrastructure and Learning Resources

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

Ans. The evaluative observations made under Infrastructure and Learning Resources in the previous assessment report are as follows :

2.4 Infrastructure & Learning Resources : 2.4.1 Physical Facilities for Learning :	<ul style="list-style-type: none"> • Adequate Infrastructure facilities available • Sports facilities are available. • Labs, classrooms & library resources are adequate.
2.4.2 Maintenance of Infrastructure	<ul style="list-style-type: none"> • Maintenance of facilities and equipment is up to the mark • Institution allotted funds for maintenance.
2.4.3 Library as a Learning Resource :	<ul style="list-style-type: none"> • 4184 books are available in the library. • Subscribing to 11 journals and 06 newspapers. • On-line access facility to be provided • Qualified Librarian present • Library fully automated
2.4.4 ICT as Learning Resources :	<ul style="list-style-type: none"> • Computer lab has 50 Pcs with Internet connections • College has website and wi-fi facilities • Use of ICT facilities by teachers
2.4.5 Other Facilities :	<ul style="list-style-type: none"> • Common rooms, seminar hall, canteen available
2.4.6 Best Practices in the Development of Infrastructure and Learning Resources (if any) :	<ul style="list-style-type: none"> • English language lab exists. • Teachers and teacher-educators are encouraged to make optimum use of available facilities

Q. 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 ?

Ans. The institute has been granted an additional intake of 100 seats by NCTE from academic session 2015. Considering the additional requirements the B.Ed course is now working in a New Block with same and added infrastructure and other facilities, which caters to the required need. Site plan of the block is being furnished with the SSR.

CRITERION –V: Student Support and Progression

- 5.1 - Student Progression
- 5.2 - Student Support
- 5.3 - Student Activities
- 5.4 - Best Practices in Student Support and Progression

5.1 Student Progression

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

Ans. 1. The student teachers who were admitted to the programme come through Common Entrance Test (CET) which is conducted by the U.P. State Government. The criteria fixed by the state government. CET is governed and guided by NCTE norms. The qualifying students then take part in counselling and fill choice and choose the institute. They are given admission in the institute as per their allotment letter. Hence the students qualified as per NCTE norms undertake the programme. The institute organizes many quiz, guest lectures, debates, competitions etc. from time to time to assess the student teachers preparedness for the B. Ed. Programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme.

2. For developing teaching skills among student teachers the institute organizes micro-teaching simulated teaching and micro teaching.

3. During macro-teaching in practice school the student teachers participate in academic as well as administrative activities of the practicing school like attending and organizing morning assembly etc.

4. The student teachers receive feedback suggestions from Principal and from other faculty members of the practicing schools based on feedback of students.

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

Ans. 1. To ensure conducive environment in the campus the institute has made it compulsory to wear college uniform. This promotes a sense of equality among all the student teachers.

2. The students are also provided with book bank facility. Further they can retain books issued from library during examination period.

3. The attendance is regularly marked in the class by faculty members to ensure punctuality and continuity.
4. The institute is situated in a lush green environment along with canteen facility.
5. The institute organize different cultural activities to motivate student – teachers to become effective teachers in their respective subjects.
6. There is a anti ragging cell in the institute to protect the students from ragging.
7. Faculty members of the institute develop conducive teacher-taught relationship with students teachers.
8. The faculty members and administrative staff of the institute act as source of motivation and satisfaction to improve performance of the student teachers.

5.1.3 Give gender-wise dropout 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 dropout ?

Ans. The institute has not faced any major problem of dropout in the institute during the last five years. The fewer cases of dropout cases in different years are due to their appointment in different services or due to the rejection of their scholarship form, marriage etc.

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

Ans. The institute assist the students of B.Ed who are willing to compete in competitive exam like CTET, TET or pursue higher education. The students are provided with library facility and appropriate guidance in the subject concerned by the faculty members. After completing the B.Ed course, a good number of students get jobs in various government primary schools, CBSE Public Schools.

As we know B.Ed is UG course. Appearing for NET and SLET the minimum qualification is PG with 55% marks for GEN / OBC and 50% for SC. Hence the question of students appeared / qualified SLET, NET does not arise in common. However, some of the student pursue B.,Ed course after Master Degree and are

eligible for NET and SLET are encouraged to appear for above examination. However, some of our students have cleared CTET, TET competitive exams. The exact number of such students are not available because of the fact that these students after qualifying the exam did not report back to the institute.

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

Ans. After passing out exam from the institute, the students become member of the ALUMINI. But inspite of the fact that Annual Alumini Meet is held by the institute, the meet is not attended by all the pass out students of the previous years. However, the students who attended the meet reflect that about 35-40% of them have chosen to become teachers and about 20-25% for pursuing higher education like M.A., M.Ed. M. Phil.

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

Ans. At the commencement of the each education session, the students of B.Ed are oriented about the facilities and regulations of the institute. Students teachers are also oriented about the resources available in the library, ICT lab. etc.

Yes, the institute provide guidance and access to library and also to different labs available in the institute including ICT Lab. to the students teachers after graduating from the institution. These old student teachers of the institute allowed to consult books, journals etc. from the institute library.

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

Ans. No. There is no placement cell in the institute for B.Ed. Students. However, students are given information about vacancies in Govt. and Private Schools time to time and help them to apply on-line or off line.

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

Ans. Not applicable.

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

Ans. **No.**

5.1.10 What are the resources (financial, human and ICT) provided by the institution to the Placement Cell.

Ans. There is no placement activity conducted by the institute during the course of the program. As B.Ed program is itself a qualifying program of professional education after completion of which the students are entitled for any placement as teachers etc. There is another unit of the same society by the name of BDS International School and bright student who have completed B.Ed from the institute are appointed as the case may be, in the school both for the experience and livelihood.

5.2 **Student Support**

5.2.1 **How are the curricular (teaching learning process), Co-curricular and extra curricular programmes planned (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum.**

Ans. The institute is governed and guided by the CCS Univ. norms while planning curricular activities. The classes, number of lecture, holidays etc. are all governed by the CCS University calendar.

Co-curricular activities are planned by the faculty members of the institute in consultation with the student teachers and administrative committee of the institute. Co-curricular activities being part of curriculum are adjusted in the academic calendar. They include scout guide camp which contains various activities and spread over for five days. Games and sports educational tour, celebration of various National / International days, Cultural Activities etc. are organized. These activities are designed to suit the convenience of all concerned and in consonance with academic calendar of the Institute.

Extra-curricular activities are designed to motivate students on health consciousness. This include various indoor and outdoor games and sports activities including Yoga and Meditation. At the end of each session students feedback is taken and the quality of the program is evaluated for better arrangement of the same in a way to best suit the students.

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

Ans. The curriculum planning is carried out differently for physically challenged students. The institute make provisions for classroom, washroom, ramp etc. facilities at the ground floor of the building.

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

Ans. Yes. The institute has mentoring arrangements for student teachers.

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

- Ans.
1. The faculty members are encouraged to participate in various National, International level Conferences, Workshops, Seminars etc. This participation by faculty members helps in enhancing and improving their teaching capacities and skills.
 2. The institute from time to time organize Guest Lectures, Seminars, Conference etc. at college level for enhancing their effective in teaching.
 3. The institute undertake faculty development program (FDP) to enrich faculty about latest methodology to instruct the students which enhance their capabilities of teaching.

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

- Ans.
- The institute possesses its own website. This website contains all the relevant information about mandatory disclosure, list of faculty members, syllabus, fees structure, vision, mission, admission policy, affiliation letters from NCTE, State of U.P., CCS University, Meerut, list of students, admission policy and process, academic calendar etc. The updated institute website is :

Website – www.bdsgurukul.com

Email : info@bdsgurukul.com

The website of the institute is regularly updated with latest information about the institute and its activities.

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

- Ans.
- Yes. The institute has a remedial programme for academically low achievers. First of all, the students who are weak and slow learners are identified with the help of unit tests, oral tests. After diagnosing the weakness of the students, appropriate special classes / remedial classes are undertaken to make them understand the curriculum and remove their difficulties. Tutorial groups are

formed in which 10 to 15 weak / slow learners are attached to one faculty members. These faculty members provide extra classes, extra notes etc. to slow learners. These slow learners are free to contact their respective faculty members for redressal of their difficulties in studies. The weak students are often made to answer question asked in classroom. Their Note Books are checked during tutorial session. The need of both advance learners and slow learners are meet out by the faculty members of the institute.

The students also give their feedback on the subject matter which enable the faculty members to analyse the student of his capability to understand and further introduce fresh remedial measures as per their individual requirements.

5.2.7 What specific teaching strategies are adopted for teaching (a) advance Learners and (b) Slow Learners.

Ans. For advance learners, institute encourage the students to work challenging task, use internet for advance learning, give presentation and seminar before the class. The advance learners are further encouraged to organize and participate co-curricular and extra-curricular activities. Sometimes the whole class is divided into small groups and in each group one advance learner is included to help the slow learners.

Slow Learners :

1. Teaching strategies are developed according to the need and speed of slow learners.
2. Slow learners are often grouped with advanced learners.
3. Extra time and effort are provided to slow learners by the faculty members.
4. Special Classes / Remedial Classes / Tutorial Classes are arranged for slow learners.

5..2.8 What are the various guidance and counseling services available to the students ? Give details.

Ans. The institute and the faculty members provide three types of counseling services to the students which include :

1. Educational Guidance

2. Vocational Guidance
3. Personal Guidance

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

Ans. Anti-ragging cell, Grievance Redressal Cell, Tutorial groups etc. are established to redress students grievances.

2. There is suggestion box in the B. Ed. Department to record the grievance of the student teachers.

3. The students can also report their grievances directly to the principal.

As we know students of B.Ed. are mature enough so the institute does not come across to any major grievances. No major grievances has been reported during the past two years to the committee.

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

Ans. The academic progress of the student teachers is monitored through classroom observation by the faculty members, unit tests, oral tests, seminars etc.

The cultural and social progress of student teachers is monitored through their participation in daily morning assembly, participating in various cultural activities, participating in national / international days like world environment day on 5th June, etc.

After monitoring student teachers progress feedback is provided for their improvement.

5.2.11 How does the institution ensure the students competency to begin practice teaching (pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in school ?

Ans. To ensure the student teachers competency before the beginning of the practice teaching, following activities are organized at pre-practice stage.

1. **Organization of orientation program** During this program student teachers are provided with the knowledge about what is micro teaching, history of micro teaching need of micro teaching, before practice teaching different micro-teaching skills are also discussed at this stage.
2. Demonstration lesson on each skill is presented by the subject teachers before the class.
3. Micro-teaching lesson plans are prepared and presented by the student teachers.
4. Feedback is provided to the student teachers regarding their performance during micro teaching session.
5. During simulation teaching integration of various teaching skills is taught to student teachers. At this stage student teachers prepare micro lesson plan in which various teaching skills are integrated. Before sending student teacher for practice teaching, student teachers are asked to get his / her lesson plan checked from subject teachers so that corrections can be made.

One or two subject teachers are sent with the student teachers to practicing schools. The subject teachers observe lesson plans of the students and provide appropriate remarks / suggestions. These subject teachers also take care of any difficulty e.g. indiscipline etc. faced by student teachers at practicing school. These subject teachers along with practicing school administrator solve the problems of student teachers.

The student teachers are also encouraged to participate in various school activities e.g. morning assembling etc. The assistance of the practicing school teachers on various issues is also taken to improve teaching skills of the student teachers.

5.3 **Student Activities**

5.3.1 **Does the institution have n Alumni Association ?If yes.**

1. **List the current office bearers.**
2. **Give the year of last election.**
3. **List Alumni Association activities of last two years.**
4. **Give details of the top ten alumni occupying prominent position.**
5. **Give details on the contribution of Alumni to the growth and development position.**

Ans. Yes. The institute has Alumni association. The main aim of the institute to create Alumni association is to remain associated with the old students. The institute also maintain the name, address, mobile number of the old students as far as possible.

1. **The name of the current office bearers are :**

- a. Pushpendra (Boys)
 - b. Neha Sharma (Girls)
- of batch 2015-17

2. There is no election procedure for the selection of Alumni Association office bearers. The office bearers are nominated to the office considering their active participation in various activities organized in the institution.

3. **Some of the Alumni association activities of the last two years are :**

- i) Providing help in career advancement and in placement in education sector.
- ii) Provide feedback / suggestion about present scenario in the field of teachers education.

4. **Give details of the top ten alumni occupying prominent position :**

S.No.	Name of Student	Position	Organization	Batch
1	Monika Chaudhary	Teacher	Diwal Public School, MRT	2013-14
2	Purnima Sharma	Teacher	MPS Meerut	2013-14
3	Ritu Gupta	Teacher	BDS Inter'l, Meerut	2012-13
4	Mansi Dixit	Teacher	-do-	2013-14

5. 1. Motivating students to take part in different competitive exams –

like TGT, PGT, CTET, TET etc.

2. Provide help in placement.
3. Help in solving students problems related to selection of optional subjects.

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

Ans. The students are encouraged to take part in sports activities, debate competitions, seminars etc. during cultural activities period and also through morning assembly.

Whenever any student win some prize in competitions their name is displayed on notice board of the department. Their name with their achievement is announced in morning assembly which encourages other students attending the assembly to participate in such activities which bring name and fame to them and also to the institute. The institute organize sports event for students and participation certificate prizes for 1st, 2nd and 3rd player and consolation prizes are distributed which further encourage the students to take part in co-curricular activities.

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

Ans. There are no mentionable work of the students as far as catalogue, wall magazines, college magazines and other material published by students.

However, the students expose their views and thought on notice board of the institute. The students of B.Ed prepare charts models, make socially useful products from waste products etc.

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

Ans. There is no student council in the institution. The student teachers are only divided into groups for tutorial purpose only.

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

Ans. The institute has formed various committee like sports committee cultural committee, academic committee etc. which have full students representation along with faculty members as head. Cultural committee look after the cultural activities during the session. Sports committee look after the sport arrangements in the organization. Academic Committee look after the academic activities like seminar, quiz, debate syllabus completion etc.

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

Ans. The institute has mechanism to obtain feedback from the student teachers at the end of the academic session and use the feedback for self-analysis of the function of the institution. The feedback regarding the functioning of the department is taken by the Principal and faculty members from time to time. A suggestion Box is placed in the department, student teachers can put their feedback / suggestion in it.

5.4 Best Practices in Student Support and Progression

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

Ans. The institution has adopted several measures to support the student teachers for their all round development. Different student support services are as follows :

- i. Sports Committee
- ii. Cultural Committee
- iii. Tutorial Facility
- iv. Suggestion Box
- v. Anti-Ragging Cell
- vi. Grievance Redressal Cell
- vii. Library Facility, Book Bank Facility
- viii. IQAC
- ix. Alumni Association

- x. Parent – Teachers Association
- xi. First-aid Facility
- xii. Educational Technology Lab Facility
- xiii. Language Lab Facility
- xiv. Science Lab Facility
- xv. Art and Craft Resource Centre
- xvi. Health and Physical Education Resource Centre (Including Yoga Edu.)
- xvii. Wi-fi Campus Facility
- xviii. Fire Extinguisher Facility
- xix. Aqua Guard Facility for clean drinking water.
- xx. Pollution free Generator Facility
- xxi. Rain Water Harvesting System
- xxii. Diagnostic and Remedial Teaching
- xxiii. Facility to retain Library Books during the examination

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

CRITERION – V

Student Support and Progression

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

Ans. The evaluative observations made under Student Support and Progression in the previous assessment report are as follows :

2.5 Student Support & Progression:	
2.5.1 Student Progression :	<ul style="list-style-type: none">• Remedial teaching is provided for slow learners• Easy accessibility to teachers and resources• English
2.5.2 Student Support :	<ul style="list-style-type: none">• Student-teacher ratio is as per norms.• Students Grievance redressal cell exist.
2.5.3 Student Activities :	<ul style="list-style-type: none">• Co-curricular activities are provided.• Alumni association is to be initiated.
2.5.4 Best Practices in Student Support & Progression (if any)	<ul style="list-style-type: none">• Mentoring of students by teachers is done.

Q. 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 ?

Ans.The institute has maintained the quality and facilities provided to the students. ALUMINI association has been updated after the previous visit.

CRITERION – VI: GOVERNANCE AND LEADERSHIP

- 6.1 - Institutional Vision and Leadership
- 6.2 - Organizational Arrangements
- 6.3 - Strategy Development and Deployment
- 6.4 - Human Resource Management
- 6.5 - Financial Management and Resource Mobilization
- 6.6 - Best Practice in Governance and Leadership

6.1 Institutional Vision and Leadership

**6.1.1 What are the institutions stated purpose, vision, mission and values ?
How are they made known to the various stakeholders ?**

Ans. BDS Gurukul of Education is committed to deliver qualitative meaningful and practical oriented professional teacher education for training to the students, keeping pace with ever changing trend updating the knowledge and personality of the faculty staff and making untiring efforts for keeping the institute on the top while setting trend in the education and becoming a global player on the other hand. The teaching physiology comes on the three factors – quality, integrity and students delivery.

VISION – BDSGE believes in the eternal truth that “a nation is known by its citizens and citizens by their education.”

Held in high esteem, the profession of teaching is perhaps the most vital in determining the need of nation. What is said and demonstrate by teacher is a lesson and more importantly as behavior are important input that decide the final outcome in the drawn out process of ethical and production citizens. Giving ourselves the purpose of above said, the teacher training program in the institute having been developed to inculcate in the training teacher a sense of love and affection towards the children while they undertake profession in the outside world. The student-teacher are enrich with the facility that children have a right to enjoy their childhood. We are duty bound to groom and strengthen them as promising citizens of future virtues of ‘KASAM’ which the school dedicates itself to, for the future citizens, the ‘KASAM’ stands for K-Knowledge, A-Aptitude, S-Skills, A-Attire, M-Moral Values.

MISSION & VALUES

“The main object of education is the establishment of two-fold harmony in every individual – Harmony within his own self and harmony with other living being in the whole world” – Dr. Rajendra Prasad.

Governed by the aforesaid quote :

We the academicians at BDS Gurukul of Education have to create and maintain learning environment that allows young minds to flourish without fear or insecurity and work with the mind set of a social activist for our work pen the destiny of India. BDSGE has given itself the Mission, we groom student-teacher, can groom the future citizens. We, the BDSGE institute that student-teacher are involved learners with rational and receptive minds full of inquisitiveness.

- Making learning an enjoyable and natural phenomena we adopt the modes
- Learning to construct an integrated picture of reality,
- Learning to give expression to their understanding,
- Learning to think imaginatively and creatively with facility to express it in oral and written medium
- Learning to develop a sense of beauty and wonder,
- Learning but not be least important,
- Learning to release their imagination with creativity and expressive activities of mind

The purpose, Mission, Vision and Values of BDSGE is communicated to the stakeholders i.e. prospective students-teachers through admission notice and then newspaper. The briefing is also contained about the same in the prospectus which is given to the student at the time of their taking admission. The prospectus is also supplied free of cost to the person making query for admission.

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

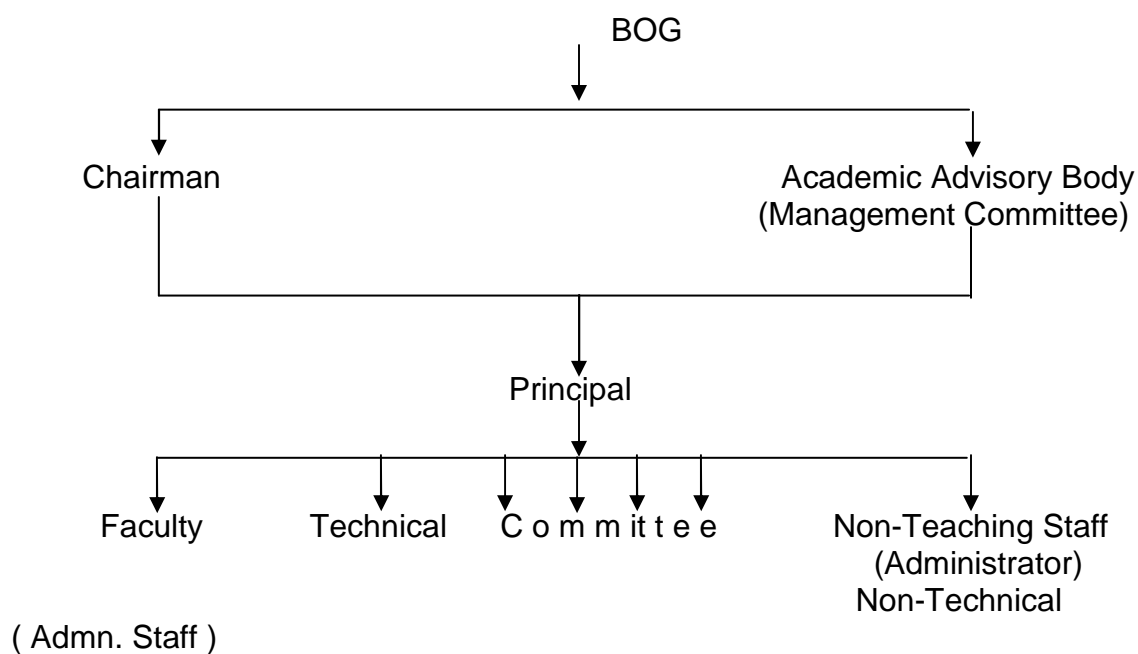
Ans. Yes. The mission includes the institution's goal and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institutions traditions and value orientations.

6.1.3 Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning process (functioning and composition of various committee and board of management etc.)

Ans. The institute is headed by a management committee which is approved by the CCS University to look after the management related affairs of the institute. The following are the members of the Management Committee of the institute.

Mr. Sushil Kumar Sharma	-	President
Smt. Namrata Sharma	-	Vice President
Mr. Dharmendra Kr. Sharma	-	Manager
Mr. Atul Gaur	-	Dy. Manager
Mr. Akhil Bhardwaj	-	Treasurer
Mr. Ram Gopal Sharma	-	Sr. Manager
Mr. Arun Kumar Saxena	-	Member

The society DKS Shiksha Prasar Samiti which runs the institute has also made a governing body and academic council which is over all governing body. The organizational hierarchy of these body :



MEMBERS OF BOARD OF GOVERNERS AS FOLLOWS :

R.G. Sharma Chairman	M.Sc. Ph. D.	Former Director, NPL Govt. of India
D.K. Sharma General Secretary	Advocate	Advocate
Prof. H.G. Sharma Academic Member	M.Sc. Ph. D.	Head, Maths, IIT Roorkee
Er. ArvindGautam Industry Member	B. Tech., MBA	
Shiv Raj Singh Bureaucratic Member	I.A.S.	Ch. Secretary Govt. of Chattisgarh
Prof. N.JK. Punia Director	M.A. (Eco.)LL.B.	Former Director of B-School CCS University
K.K. Shukla	M.B.A.	

Thus for proper governess of the institute there is a board of governess which set out goals for the institute which is then worked out by the Management Committee / Academic Advisory Committee. The Chairman of the institute plays a vital role in co-ordinator between the two.

The goal set by BOG is given practical shape by the Management Committee and Chairman which is then executed by the Principal with the help of various committees formed under him which also as student representation.

For smooth execution of academic activities, sports & cultural activities and other various committees have been formed. The committee for curricular and extra curricular activities draw the blue print for events under guidance of faculty member. The blue print is submitted to the principal who then discuss the matter with the Advisory Committee / Management Committee and execute it after the proper guidance and approval by chairman. The committee which are formed every year and are functioning smoothly.

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

Ans. The Management of the institute is committed for all round development and growth of the institute. The Management of the Institute provides all required infrastructure like classrooms, laboratories, library, musical instruments, games

and sports equipments, store room, principal room, staff room, separate common rooms for boys and girls, play ground, technical staff, computer labs with latest CD's and software, internet access on computer etc.

For smooth execution of academic activities, sports and cultural activities and other various committees have been formed. The committees for curricular and extra curricular activities draw the blue print for events under the guidance of faculty members. The blue print is then submitted to the principal who then discuss the matter with the advisory committee / management committee and execute it after the proper guidance and approval by Chairman. The different committees which are formed every year for smooth functioning are as follows :

Library Committee

This committee consists of Principal, Librarian and Accountant.

The purpose of the committee is to maintain library, purchase of books, issuance of books to faculty members and students, maintenance of seating arrangements in the library etc.

Sports Committee

This committee consists of two faculty members i.e. Maninder Kumar and Mrs. Vinita Dubey and two students i.e. Rohit Sharma and RomiJadwani. The committee is entrusted to check out sports to be played regularly and also to organize sports events. The committee also works for maintenance of sports articles available in the institute. A regular calendar of sports is formed by the committee as curriculum.

Cultural Committee

The institute has also cultural committee which consists of two faculty members i.e. Smt. Rekha Sharma and Smt. Uma Sharma and two students i.e. Rameshwar Pd. and Abha Mishra. The committee is constituted with the purpose of making arrangements for smooth running of function on different occasions of different national days including Gandhi Jayanti, Children Day, Republic Day, Independence Day, Annual Function Day and other festivals. The Committee also organizes cultural activities relating to Indian festivals.

Academic Committee

The Academic Committee has also been constituted with the purpose to monitor proper dispensation of teaching work in the institute which advises about labs updated curriculum which is necessary to be introduced in the academic calendar. The Committee is headed by Chairman and its members

are the principal and two faculty members i.e. Rekha Sharma and RenuYadav along with two students Rameshwar Prasad and PratibhaVerma. A special concession is given to the students members of the committee to get feedback from other students about quality of teaching and also make suggestion of improvement, if any, in the methodology of teaching and also requirement of latest teaching aids required to meet the same.

The Management and the committee of the institution may responsible to fix the responsibility of the committees which is then communicated to all the staff members and is also pasted on notice board for communicated to all the students and other concerned. Copy of the orders is also sent to the members of management committee for information.

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

Ans. The meeting of the Principal with faculty members, staff members, students teachers parents etc. provide valid information. The valid information received in this manner are made available for the management to review the activities of the institution. In a regular weekly meeting of the principal with the Management Committee / Academic Advisory Committee. The principal of the institute is duty bound to communicate all the feedback, information and working of different committees to the management committees and seek its advise for modification in the working of the institute.

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

Ans. The meeting of the Principal with the Management Committee / Academic Advisory Committee simplifies the various barriers which seldom arise in smooth working of the institution and this aid in achieving the goal of the institute.

6.1.7 How does the Management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional process ?

Ans. During the meeting between the Management and staff members the Management encourage and support the staff members for the improvement of the effectiveness and efficiency of the institutional process. Management take active part in the professional growth of the faculty members and encourage faculty members to take part in seminars and conference workshops organized by other institutes.

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

Ans. The head of the institute take personal interest and is involved in the smooth functioning of all committees like academic committee, game and sport committee, library committee etc. Principal take periodical reports and carefully watches the implementation of the different schemes laid down / formulated for the welfare of the student teachers. The different committees are also free to consult the head of the institute in formulating and implementing the various schemes related to administration, academic, co-curricular and extra curriculum activities. This involvement of the head of the institute in the functioning of different committees strengthen all the fields of working. This helps in administration allocation and utilization of resources of the institute for preparing the student teachers with main mission of the institute.

6.2 Organizational Arrangements

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

Ans. The different committees constituted for different purposes are existing and working. To assist the Principal in academic area various committees are constituted. These committees plan, execute and co-ordinate the activities in their respective areas of functions :

S.No.	Name of Committee	Name of Members
1	Examination Committee	1. Dr. Ajay Kumar Sharma 2. Dr. Rekha Sharma 3. Poonam Sharma
2	Lab. Committee	1. Ajay Pal Singh 2. Avnish Singh 3. Shaloo Sharma
3	Grievance Redressal Committee	1. Dr. Rekha Sharma 2. Poonam Sharma 3. Shaloo Sharma
4	Sports Committee	1. Rohit Sharma 2. Lavi Tyagi
5	Cultural Committee	1. Dr. Rekha Sharma 2. Himani 3. Pushpendra
6	Library Committee	1. Poonam Singh 2. Rajesh Agarwal 3. Priyanka Tyagi

In this way the institute encourage participatory management practices and team work between the various committees.

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

Ans. The organizational structure, academic and administrative bodies constituted for the working and growth of the institute are as follows :

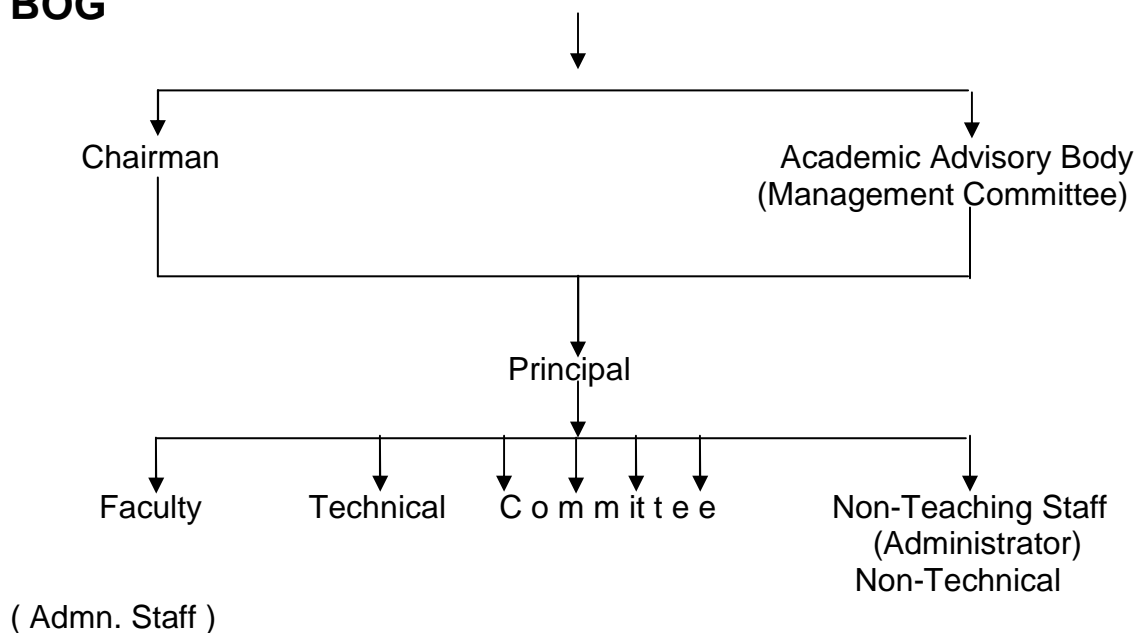
Srl. No.	Name of Committee	Name of Member
1	Examination Committee	Dr. Ajay Kr. Sharma Rekha Sharma
2	Lab. Committee	Dr. A.K. Sharma Vinita Dubey RenuYadav]
3	Grievance Redressal Comm.	Sushil Kr. Sharma AkhilBhardwaj
4	Sports Committee	Vinita Dubey Rohit Sharma
5	Cultural Committee	Rekha Sharma
6.	Library Committee	Dr. Ajay Kr. Sharma Poonam Singh Rajesh Agarwal

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

Ans. The administration of the institute is totally decentralized. The Principal is given full freedom in academic areas while the Management take care of the financial matters along with the accountant. The institute has formed various committees to execute functions like cultural activities, library management, organize games and sports activities, grievance and redressal etc. This also shows that the administration of the institute is totally decentralized. The meeting of the various committees are organized by the Principal from time to

time and the decisions of these committees are put before the Management for final approval.

BOG



	Committee	Purpose
1.	Chairman / Academic Council	Overall Management, Finance Infrastructure, extension and Linkage.
2.	Principal	Academic and Administrative Control of students, faculty members and staff of Institute.
3.	Sports Committee	
4.	Library Committee	
5.	Grievances Committee	
6.	Comp. Lab. Committee	
7.	Cultural Committee	
6.2.4	How does the institution collaborate with other sections / department and school personnel to improve and plan the quality of educational provisions ?	

Ans. To improve and plan the quality of educational provisions the institute collaborate with other sections / departments and school personnel. For better organization of practice teaching B.Ed. department conduct meetings with practicing school principal and subject teachers. The suggestions received from them are noted down for successful practice teaching. In addition to this common meetings are held with other sections / departments / management to improve the quality of education. The institute also organize quiz, debate, seminars etc. to improve quality of teachers education program.

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

Ans. The institution use the various data and information obtained from the feedback in decision-making and performance improvement. The institute has the following feedback mechanism for performance improvement.

1. A suggestion box is placed in the department to receive student teachers feedback for performance improvement.
2. The Principal and IQAC also take feedback from student teachers about the availability of infrastructural facilities and learning resources.
3. At the end of the academic year the institute take written feedback about the institute and faculty members from student teachers.
4. Suggestions / Feedback are also obtained from faculty members also. The problems are discussed with open heart and the solutions are find out for performance improvement.
5. Feedback / suggestions are also obtained from practicing school Principals and faculty members for enhancing the quality of practice teaching.

6.2.6 What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty ?(Skill sharing across departments creating / providing conducive environment).

Ans. The institute take initiatives in promoting co-operation, sharing of knowledge innovations and empowerment of faculty. BDS Gurukul of Education institute has been constituted by the parent body named DKS ShikshaPrasarSamiti to promote teachers education program. This Samiti has other wings also like

MBA, Law, BTC, Public School. All these wings have separate buildings, infrastructure, faculty and norms. As all these wings belong to the same parent body they have harmonious relations among themselves and for certain things to share in common. The common share areas are like play ground, dispensary, wi-fi connectivity, multi-purpose hall etc. Faculty development program are also conducted by the society at a common platform with specialized program for faculty members of different groups of the institute. The Samiti interact and collaborate with Personnel of different sections, departments to create conducive environment.

The institute organizes Quiz, debates, seminar and conferences etc. for sharing of skill, knowledge and innovations across departments.

2. The institute motivates student teachers faculty members to participate in seminars, workshops, conference etc.
3. The institute motivates faculty members to share their experience during staff meetings.

6.3 Strategy Development and Deployment

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

Ans. The institute is manually handling the MIS. It collects data and information from the different committees like academic committee, library committee, games and sports committee etc. every year for effective working and management of the institute.

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

Ans. The Management Committee of the institute is responsible for allocation of resources both human and financial. As soon as the action plans are prepared, full attention is given to allocate both human and financial resources so that the action plan can be executed effectively. The Management has provided the basic infrastructure like classroom, computer lab., library, furniture etc. for the prescribed and allocated strength of 100 students. The human resources which include one principal and seven lecturers along with technical staff for labs., librarian, office staff and peons etc. as per norms of NCTE to run the institute in an efficient manner.

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

Ans. The institute has its mission, goals and objectives. However, there are certain norms from the apex regulating body to run the course also i.e. NCTE, To implement the mission, goals, objectives and NCTE norm, the institute has to appoint qualified human resources with the help of publishing advertisement in daily newspaper of National level besides this necessary financial provisions to meet out the expenses on the B.Ed course are made available by the Management Committee from the tuition fees received from student teachers.

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

- Ans.
1. At the commencement of every academic year, the Principal of the Institute distributes the responsibilities of academic program to all the faculty members of B. Ed department. The co-ordinator calls for the academic plan from all the faculty members. The faculty members prepare tentative academic plan for the department.
 2. The faculty members organize the meeting with the practice school Principal and subject teachers to decide about the convenient dates for practice teaching. This plan is also taken into consideration while preparing the academic year plan. This plan is then discussed by the Principal, Co-ordinator and by faculty members. The Principal in co-ordination with the Management Committee approves this academic plan and make every effort to implement the plan. The academic plan of the institute is this developed in a decentralized manner.

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

- Ans.
- Written notices displayed on the notice boards of the department.
2. Principal's address in the morning assembly.
 3. Oral communication during faculty and staff meetings with Principal.
 4. Oral communication with individual employee's.
 5. Printed in the prospectus of the institute.

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

- Ans.
- The institution monitored, evaluated and revised vision, mission and implementation plans on regular basis. The Principal and Management takes feedback from faculty members and students teachers about academic plans smooth functioning from time to time. The Principal, Management and faculty members do the needful for effective implementation of the academic plans which is finalized at the commencement of the each academic year.

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

Ans. The institute always tries for the optimum utilization of the new technology in teaching-learning process. The institute has a well equipped ICT Lab. for conducting computer related activities like power point presentation, developing computer literacy etc among student teachers.

Following facilities are provided to student teachers by the ICT Lab.

1. Internet facility is provided to student teachers.
2. Wi-fi campus facilities are available to student teachers.
3. The institute has OHP LCD Projector, TV, Laptops, Photocopy Machine etc. that can be used for making teaching learning process more effective.

The new technology requirements for updating the ICT Lab. is reviewed by the Lab Committee in its meeting with IQAC and are planned and purchased accordingly.

6.4 Human Resource Management

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

Ans. The faculty appointed in the institute are well qualified and has been appointed after following proper procedure of giving advertisement in newspaper, calling of subject experts from the CCS University, Meerut and then the report is sent for approval to the university. However, the institute has concerned about the faculty development needs and career progression of the staff. The institute identify the need of its staff and provide training from outside experts. Faculty development program is also undertaken to boost the teaching skills of the faculty members and their all round development to impart best teaching to the student teachers.

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

Ans. The institute has developed a mechanism to assess the working of the faculty members by giving them quarterly entry. This entry is given to them by the Principal on the following 4-points :

1. Punctuality
2. Work
3. Conduct
4. Sincerity

Work and sincerity are assessed from the teaching work being undertaken by the faculty members. Further to assess the performance of faculty members feedback from student teachers is also taken.

The character role is attached in the personal file of each faculty members and the report on it is considered at the time of increment and also for reward and appreciation.

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

Ans.

1. Good salary is provided to the faculty and staff on time through Bank Cheque.
2. Free transport facility is provided to the faculty and staff if they whenever they demand.
3. Duty leave and TA is provided to faculty members for attending / participating seminar, conferences, workshops etc.
4. Some guest lecture are also organized by the institute for improving the teaching skills of the faculty members.
5. The institute permit leave on half pay for promoting higher studies in faculty members. All these measures greatly help in improve staff well being, satisfaction motivation.

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

Ans. The institute has conducted several faculty development program for skill up-gradation and training of the teaching and non-teaching staff. The staff development program are undertaken by way of sending faculty members to different seminars, workshops and also to programs undertaken by government and university.

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

Ans. The institute while recruiting the faculty members adopts the policy as prescribed by NCTE / UGC / University. The methodology undertake for

recruitment begins with the publication of vacancy in leading national newspaper. The resumes received thus are compiled and the candidates who have the desired qualification as per NCTE / UGC / University norms are called for interview before the interview committee which include one representative of the management, the Principal and two subject experts appointed by the CCS University, Meerut for conducting the interview the short listed candidates documents along with affidavit are sent to the university for the approval. These short listed candidates after their approval are appointed as confirmed lecturer in B.Ed department. An affidavit is also obtained from the approved candidates that they will not join in another institute after joining this institute.

The salary of the selected candidates is as per norms followed by timely increments. The above mentioned procedure of appointment help the institute in retention of qualified and desired faculty members in the institute. Regular salary even of leave period is also given to the faculty members and their services are not discontinued. They are provided conducive and peaceful atmosphere to work as confirmed teachers.

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

Ans. The institute undertakes employment for part-time / adhoc faculty members as per the NCTE norms which permits appointment of one physical instructor and one teacher for art and craft on part-time basis. These faculty members are searched by advertisement published in newspaper and the qualified and eligible candidates are selected to work as part-time teacher. However, as per NCTE, regulation 2014 appointment of part-time faculty is no more in practice and only full time regular appointments can be made on such posts.

6.4.7 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty ? (e.g. budget allocation for staff development, sponsoring for advanced study, research, participation, seminars, conferences, workshops etc. supporting membership and active involvement in local, state, national and international professional associations ?

Ans. The institute supports and ensure the professional growth and development of the faculty. Faculty members are regularly motivated and encouraged for their professional development. Institute organizes guest lectures, seminars,

conferences etc. for the development of the faculty members. The institute give grants to the faculty members to go and attend the faculty development programs. The faculty is given advance fund to meet TA / DA and entry fees (if any) to attend the program on submission of the bill by the faculty members, the faculty member is reimbursed with extra amount spent by him. The institute has in abundance miscellaneous fund at its disposal to meet out professional development programs of its faculty members hence there is no need for budget allocation for this purpose has ever been felt by the institute nor any faculty member desired of attending the seminar has detained for wants of funds.

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

Ans. The institute has well furnished staff room with proper furniture, light, fans, coolers etc. where faculty members can work and carry out its academic and instructional work. Further the institute has well furnished common rooms, ventilated classrooms, principal room, multipurpose hall, waiting room, accounts office with computer and well equipped laboratories, library etc.

6.4.9 What are the major mechanism in place for faculty and other stake holder to seek information and / or make complaints ?

Ans. In order to impart important information to faculty and stake holders the institute not only use the traditional method of placing such information on the notice board but it has also developed a mechanism for imparting important information through information technology on Internet.

“www.way2sms.com”

on which important messages are printed, the mobile number of the stake holders is feeded and the message is immediately sent to all stake holders.

Besides this the principal's office is opened through out the working days which receives complaints / information from the stake holders. The faculty members get information from Principal through circular. A suggestion box is also placed in the department where stakeholders can put their suggestions.

6.4.10 Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

Ans. The institute strictly adhere to norms prescribed by UGC / NCTE / University wherein it is required that each faculty member is supposed to take lecture only for three hours / period a day which brings his work load to 18 period per week. A time table is prepared to maintain this norm. The total working period for which the institute open is 7.5 hours per day which include lunch of 30 minutes. Thus the faculty members have at least 4 hours per day to spare for mentoring assessment, research, working with school and community engagement.

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

Ans. Yes. The institution has a mechanism to reward and motivate staff members from time to time.

1. Faculty members are encouraged to pursue Ph.D. course and to attend seminars, conferences, workshops etc. Duty leave is given to faculty members to attend such programs.
2. There is a provision of additional increment for the deserving staff members.
3. Public honour to good teacher and staff in institute functions.
4. Distribution of certificate of excellence.

6.5 Finance Management and Resource Mobilization

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

Ans. No, the institution does not get any financial support from the government since the institute is a self financing institute, its revenue is generated through :

1. Tuition fees received from students.
2. Contribution from parent society.

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

Ans. The institute is a self finance institute. It does not receive any donation from any where since its inception.

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

Ans. Yes, the institute is well equipped and has adequate funds with it to maintain the proper budget and to cover day to day expenses of the institute. Some time opportunity arises to meet some requirements where there is paucity of funds in that case the institute take advance from the parent society i.e. DKS ShikshaPrasarSamiti to meet the immediate requirement.

6.5.4 **What are the budgetary resources to fulfill the mission and offer quality programs ? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year and excess / deficit).**

Ans. The only sources of budget which is received by the institute to fulfill the mission and offer quality B.Ed program is 'Tuition fees' realized from the students. Duly audited balance sheet for the previous five years are annexed herewith as annexures.

6.5.5 Are the accounts audited regularly ? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits (major pending audit paras, objections raised and dropped).

Ans. Yes, the accounts are audited regularly. The procedure adopted for audit of the accounts is the normal procedure which is recognized by the financial department for audit purpose. The accountant maintain all the receipt of payments and all the bills of expenditure by voucher which is filled up properly. Thus the accounts are tallied by the Chartered Accountant who also takes the Bank Statement for tallying the accounts. Duly audited balance sheet for the past five years with their results are placed as annexure.

6.5.6 Has the institution computerized its finance.

Ans. Yes, the entire accounts of the institute are computerized at TALLY Software system. All the accounts are managed by the Accountant and CA.

6.6 Best Practices in Governance and Leadership

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

Ans. Transparency in administration

2. Committee system is followed to decentralized administration
3. Decision taking is based on democratic principles.
4. Conducive environment is provided for decision making
5. Informal / formal interaction exists among different stake holders.

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

CRITERION – VI

Governance and Leadership

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

Ans. The evaluative observations made under Governance and Leadership in the previous assessment report are as follows :

2.6 Governance and Leadership : 2.6.1 Institutional Vision & Leadership	<ul style="list-style-type: none"> • The vision and mission of the institution are in consonance with the stated objectives • Regular interaction with staff and students
2.6.2 Organizational Arrangements :	<ul style="list-style-type: none"> • There is decentralization and participatory management. • Academic activities are formulated after discussion with the staff. • Teachers' work monitored appropriately.
2.6.3 Strategy Development and Deployment :	<ul style="list-style-type: none"> • The objectives are communicated and deployed at all levels. • Perspective plan needs to be prepared. • Attempt to be made to receive financial assistance from UGC
2.6.4 Human Resource Management	<ul style="list-style-type: none"> • Academic freedom is given to the teachers • The management supports and ensures professional development of the faculty.
2.6.5 Financial Management and Resource Mobilization	<ul style="list-style-type: none"> • Accounts are internally audited regularly. • Financial Management System may be fully computerized.
2.6.6 Best Practices in Governance and Leadership (if any).	<ul style="list-style-type: none"> • Medical assistance is provided.

Q.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 ?

- Ans.
1. The institute since the previous visit has emphasized on preparation of academic calendar as perspective plan for the ensuring academic session, which is being regularly done.
 2. Establishment of proper IQAC Committee as per guideline of NAAC 2011.
 3. Establishment of New Academic Advisory Committee.

Criterion VII – Innovative Practices

- 7.1 - Internal Quality Assurance System**
- 7.2 - Inclusive Practices**
- 7.3 - Stakeholder Relationships**

7.1 Internal Quality Assurance System

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

Ans. Yes, the institution has established internal quality assurance cell (IQAC) on 1st January, 2016. Its composition and major activities undertaken by it are as under :

- | | | | |
|-----|--|---|-----------------------|
| i. | Chairperson
(Head of the Institute) | - | Dr. Ajay Kumar Sharma |
| ii. | Co-ordinator
(Sr. Teacher of the Institute) | - | Dr. Rekha Sharma |

Member

- | | | | |
|------|--------------------------------------|---|--------------------|
| iii. | Sr. Administrative Officer | - | Mr. Shiv Raj Singh |
| iv. | Three Teachers | - | a. Dr. K.D. Sharma |
| | b. Dr. H.K. Sharma | | |
| | c. Dr. K.K. Sharma | | |
| v. | Member of Management | - | Akhil Bhardwaj |
| vi. | Two Members ✓ | - | Pushpendra Singh |
| | Local Society / Student / Alumini | | Neha Sharma |
| vii. | Two Nominee ✓ | - | Sushil Kr. Sharma |
| | Employer / Industries / Stake Holder | | Pratap Singh |

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

Ans. The Academic Advisory Committee and the administrative body critically analyze the university examination result of the institute to evaluate the achievement of goals and objectives as decided earlier. Further to evaluate the achievement of goals and objective the management committee evaluate the

suggestions received from student teachers, principals and subject teachers of practicing schools, Alumni members and feedback from student teachers parents. All the feedback, suggestions received from different stakeholders provide a clear cut picture of the accomplishment of goals and objectives of the institute.

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

Ans. Various committees are formed by the institute to ensure the effective working in academic and other activities. The members have individual responsibility to improve the quality of academic program. The report submitted by the different committees is put before the academic advisory committee, who interviewed the committee members on the report. The academic advisory committee meet once in two months to monitor whether the mission vision goals and objectives of the institute are being properly followed and advise on the lacuna which is received by it in the form of the report given to it. The latest methodology and equipments are purchased for updating the education process.

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

Ans. Various committees are constituted for management of different purposes. These existing and working committee include academic committee, examination committee, lab committee, grievance redressal committee, sports committee, cultural committee, library committee. The Academic Advisory Committee and Management Committee is responsible and make guidelines and look after the execution of finance, infrastructure, administration faculty etc. for all round growth and development of the institution. The management committee take following measures to ensure the quality of its administration and financial management.

1. Preparation of annual statement of accounts by the accounts department and get it audited by the registered CA.
2. Ask for bank statement
3. Salary is given to its employees through bank account only

7.1.5 Meetings are arranged every month to identify and share good practices with various constituents of the institution by the Principal. The institution has

various committee consisting of management members, faculty members, principal and student representatives to evaluate the growth and development of the institution. Faculty members and student teachers participation are welcome in academic and administrative field. The organizational structure of academic and administrative growth of the institute are as follows :

S.No.	Name of Committee	Name of Committee Members
1	Examination Committee	1. Dr. Ajay Kumar Sharma 2. Dr. Rekha Sharma 3. Poonam Sharma
2	Lab. Committee	1. Ajay Pal Singh 2. Avnish Singh 3. Shaloo Sharma
3	Grievance and Redressal Committee	1. Dr. Rekha Sharma 2. Poonam Sharma 3. Shaloo Sharma
4	Sports Committee	1. Rohit Sharma 2. LaviTyagi 3. Pushpendra
5	Cultural Committee	1. Dr. Rekha Sharma 2. Himani 3. Neha Sharma
6.	Library Committee	1. Poonam Singh 2. Rajesh Agarwal 3. PriyankaTyagi

7.2 Inclusive Practices

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

Ans. Yes. The institute sensitize teachers to issues of inclusive education. The institute is fully aware that the students who come to take B.Ed course belong to different caste and creed and nurtured in different environment. Accordingly their level of understanding is quite different from each other. Some students are very intelligent and other are weak. Some students are physically handicapped. So the teachers are exposed to the concept of inclusive education. The teachers are given orientation on different types of disabilities, their identification, causes of disabilities, prevention of disabilities, education of disable children, government facilities available to students suffering from disabilities. The teachers are fully sensitive to this issue of inclusive education and national policy of education as far as the education of physically challenged students are concerned. The teachers are fully adhered to it in the school without any discrimination.

7.2.2 What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning.

Ans. The institute follow U.P. State Government policy in giving admission to physically handicapped students. The institute also make provisions in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on teaching learning process. Moreover there are some subject papers in B.Ed course / syllabus which give emphasis on inclusive education and exceptionalities as well as gender differences. These provisions in the syllabus help teacher to impart student teachers the concept of inclusive education and exceptionalities and their impact on teaching learning process in easy way.

7.2.3 Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self motivations.

Ans. B.Ed curriculum provide various opportunities to create learning environments that foster positive social interaction, active engagement in learning and self motivation. In the B.Ed curriculum following activities are given importance to foster positive social interaction, active engagement in learning and self motivation.

1. Scout Guide camp is organized for 5 days.
2. Oral tests, quiz and debate are organized on regular basis to make the teaching learning process more interesting and effective the institution are :
3. Diagnostic testing is done to know the student teachers weakness in subject concern and also to provide remedial teaching.
4. Provide personal attention to the students with exceptionalities.
5. Motivate students to use library, labs etc. in an efficient manner.

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

Ans. The institution is fully aware that the students who come to take B. Ed course belong to different caste and creed and nurtured in different environment. Accordingly there level of understanding is quite different from each other. Some students are very intelligent and other are weak. Some students are physically handicapped. The institute is co-educational which impart education to both the genders i.e. girls and boys. Some of the important activities that are being organized by the institute are :

1. The teachers have been trained not to differentiate between academically sound students and weak students for simple reason that if they differentiate the weak students will suffer from a sense of complex and will further degenerate in quality.
2. The academically weak students and handicapped students are given special attention after the common classes are over in the form of tutorial classes so that they may rise and learn equally good.

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

Ans. The institute cater to the need of physically challenged students while they are admitted in the institute. The classes are organized on the ground floor of the building. Students who are physically challenged are taught in these classes. The institute provide ramp facility to physically challenged students so that they can reach the main building easily.

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

Ans. The institute is a co-educational institute in which boys and girls study together. The faculty, administration and management are fully aware that at times gender sensitive issues arise. Hence the institute has a Grievance Redressal Committee to handle gender sensitive issues. This committee constitute of three lady faculty members of the institute, namely :

1. Dr. Rekha Sharma
 2. Ms. Poonam Sharma
 3. Ms. Shaloo Sharma
1. The institute has separate common room and washroom for girls.
 2. Special care is taken to avoid any discrimination in allocation of responsibilities to female faculty and girls students.
 3. Sufficient number of female faculty members are appointed in the B.Ed department.

7.3 Stakeholder Relationships

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

Ans. During the Academic Advisory Committee meeting the information on organizational performance (Academic and Administrative) is provided to the stakeholders. The institution displays its achievement on the institute website, prospectus and is also made known by publishing advertisement in the newspaper. Once the student get admission in the institute and become part of the institution the academic and administrative information are circulated to

them by displaying notice on the notice board, announcement in morning assembly, telephone calls and even by SMS. Thus all the stakeholders have full access to the information about academic and administrative policies and performance of the Institute.

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

Ans. The Academic Advisory Committee of the institute seeks reports, suggestions feedback from principal, student teachers, parents and the alumni. The academic advisory committee analyze such reports, suggestions, feedback and find out the prospective areas for further work. Various issues are discussed about the academic and administrative functions. Suggestions, feedbacks related to qualitative improvement are welcomed by the academic advisory committee.

7.3.3 What are the feedback mechanism in vogue to collect, collate data from students, professional community, alumni and other stakeholders on program quality ? How does the institution use the information for quality improvement ?

Ans. The institute has developed a feedback mechanism in vogue to collect, collate data received from students, professional community, Alumni and other stakeholders on program quality. All quality improvement issues are monitored by IQAC of the institute which is also known as the academic advisory committee. The IQAC frequently visit different labs like ICT Lab, science lab etc. and library to find out the problems. If any, is present there. Further IQAC motivate faculty members to use modern technology and methodology to make the teaching learning process interesting. A suggestion box is placed in the department any one can put their suggestion in this suggestion box.

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

CRITERION – VII

Innovative Practices

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

Ans. Core values of NAAC are being monitored by the :

1. Academic Advisory Committee
2. Management Committee
3. IQAC

For overall assessment of Academic, infrastructural and value added facilities to the institute.

MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

B.Ed Session! 2014-2015

[illegible]

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

Declaration by the Head of the Institution


Declaration by the Head of the Institution

I, Dr. Ajay Kumar Sharma certify that whatever data is included in this SSR (Self-Study Report) is true to the best of my knowledge. This Self-Study Report is prepared by the institution after consultation and discussion with the different departments of the institute. No part of this SSR has been out sourced.

I am well aware with the fact that the Peer Team during visit will validate the data and information contained in this Self-Study Report.

Place: Meerut

Date: 08/03/2016


PRINCIPAL
BDS.GURUKUL OF EDUCATION,
MEERUT

LIST OF ANNEXURES

S. No.	Particulars
1	A Brief Note on Teacher Education Scenario in the State
2	Institutional Academic Calendar
3	Time Table
4	Syllabus
5	Master Plan of the Institution
6	Sample of Student Feedback on curriculum and faculty
7	Audited Income-Expenditure Statement for the previous financial year
8	A copy of latest Recognition Order issued by NCTE
9	University Result for previous Academic Year
10	NCTE Norms
11	List of Items in Educational Technology Lab
12	List of Psychological Tests
13	List of Items in Social Science Lab
14	List of Items in Mathematics Lab
15	List of Items in Language Lab
16	List of Items in Science Lab
17	List of Journals
18	List of Approved Faculty


Teacher Education Scenario in the State

Sir,

It is submitted that Teacher Education i.e. B.Ed. course (in the State of U.P.) where our Institute is located is strictly governed by State Government and University norms. The syllabus prescribed by Ch. Charan Singh Univ., Meerut is enforced as teaching curriculum and no institute is required to make any alteration, changes and addition in the syllabus. It is prerogative of the State and University to update, alter or amend the syllabus and no institute is any say in the same.

The admission process is governed by the State. Any one of the U.P. university is authorized to conduct common entrance test (CET) for the particular year; after the entrance test result is declared and candidates are called for counseling. The students who attend counseling are send for admission to the institute for their choice locked through counseling. No institute has any liberty to conduct any other exam or fill up the seat in management quota.

The State Government strictly follow the NCTE norms. Copy of the NCTE norms and regulations by laws and syllabus are being enclosed herewith as Annexure.


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Encl.: As above

ACADEMIC CALANDER (2014-2015)

S.No.	Activities	Month with Date	Month	Working Days	Holidays
1.	Last Admission Date	1 st Counselling - 07-07-2014 2 nd Counselling – 12-10-2014	July October		
2.	Orientation Programme	06 August to 08 th August	August	03	
3.	Theory Classes Start	11 th August to 31 st August	August	17	
	Janamastmi Independence Day	18 th August 15th August	August		01 01
4.	Theory Classes Start	1 st September to 30 th September, 2014	September	26	
	Teacher's Day Hindi Diwas	05 th September, 2014 14 th September, 2014	September		
5.	Theory Classes Start	01 st October to 30 th October	October	20	
	Gandhi Jayant Vijay Dashmi	02 nd October, 2014 03 rd October, 2014	October		01 01
	Id	06 th October, 2014	October		01
	Depawali	22 nd October to 26 th October	October		05
6.	Theory Classes Start	01 st November, 2014 to 30 th November, 2014	November	23	
	Mohram Guru Nanak Birthday	04 th November, 2014 06 th November, 2014	November		01 01
	Legal Day	26 th November	November		
7.	Theory Classes Start	01 st December, 2014 to 31 st December, 2014	December	26	
	Guest Lecture Christmas	06 th December 25 th December	December		01
8.	Theory Classes start Maker Sankranti	01 st January, 2015 to 31 st January, 2015 14th January, 2015	January	25	01

S.No.	Activities	Month with Date	Month	Working Days	Holidays
	Micro Teaching Basant Panchmi Republic Day	15 th January to 31 st January 25 th January 26 th January	January		01 01
9.	Theory Classes Start	01 st February to 28 th February, 2015	February	23	
	Teaching Practice Maha Shiv Ratri	05 th February to 28 th February 17 th February	February		01
10.	Theory Classes Start Holi	01 st March to 31 st March, 2015 05 th March to 08 th March, 2015	March	22	04
	Ram Navmi	28 th March, 2015	March		01
11.	Theory Classes Start	01 st April to 30 th April	April	26	
	Guest Lecturer	06 th April, 2015	April		
12.	Theory Classes Start Budh Purnima	07 th May to 31 st May 04 th May, 2015	May	25	01
	Pre University Exam	05 th May to 20 th May, 2015	May		
13.	Theory Classes Start	01 st June to 30 th June	June	26	
14.	Theory Classes Start	01 July to 26 July	July	21	
			TOTAL	280	23


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BDS Gurukul of Education B.Ed. 2014 - 2015

Time – Table

Section - A

Day	09:45 to 10:00	10:00 to 10:45	10:45 to 11:30	11:30 to 12:15	12:15 to 01:00	01:00 to 01:30	01:30 to 02:15	02:15 to 03:00	3:00 to 3:45
Mon	P	Development of Edu. System in India (Rekha Sharma)	Development of Teaching & Learning Process (Poonam Sharma)	Teacher in Emerging Indian Society (Vinita Dubey)	Essentials of Edu. Technology & Mangl. (Renu Yadav)	B	Education Environmental (Preeti Dixit)	Teaching of Hindi (Rekha Sharma) Teaching of Eng. (Renu Yadav) Teaching of Sanskrit (Rekha Sharma) Teaching of Phy. (Dr. Ajay Kr. Sharma) Teaching of Comm. (Poonam Sharma) Teaching of Home Sci. (Vinita Dubey)	Games & Sports
Tues	A	"	"	"	"	E	"	"	Games & Sports
Wed	Y	"	"	"	"	A	"	"	Library
Thur	E	"	"	"	"		"	Teaching of Biology (Preeti Dixit) Teaching of Maths (Dr. Ajay Kr. Sharma) Teaching of Sst (Avnish)	Library
Fri	R	"	"	"	"	K	"	"	File Work
Sat		"	"	"	"		"	"	File Work

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BDS Gurukul of Education B.Ed. 2014 - 2015 Time – Table

Section - B

Day	09:45 to 10:00	10:00 to 10:45	10:45 to 11:30	11:30 to 12:15	12:15 to 01:00	01:00 to 01:30	01:30 to 02:15	02:15 to 03:00	3:00 to 3:45
Mon	P	Development of Edu. System in India (Shallo Sharma)	Development of Teaching & Learning Process (Preeti Dixit)	Teacher in Emerging Indian Society (Avinish)	Essentials of Edu. Technology & Mangt. (Dr. Ajay Kr. Sharma)	B	Education Environmental (Poonam Sharma)	Teaching of Hindi (Shallo Sharma)	Games & Sports
	R					R		Teaching of Eng. (Renu Yadav)	
	A					R		Teaching of Sanskrit (Rekha Sharma)	
								Teaching of Phy. (Dr. Ajay Kr. Sharma)	
								Teaching of Comm. (Poonam Sharma)	
								Teaching of Home Sci. (Vinita Dubey)	
Tues	Y	"	"	"	"	E	"	"	Games & Sports
Wed		"	"	"	"	A	"	"	Library
Thur	E	"	"	"	"		"	Teaching of Biology (Preeti Dixit)	Library
	R					K		Teaching of Maths (Dr. Ajay Kr. Sharma)	
Fri		"	"	"	"		"	Teaching of SST (Vinita Dubey)	File Work
Sat		"	"	"	"		"	"	File Work

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**C.C.S. UNIVERSITY
MEERUT**

Regulations
&
Syllabus

~~2010-11~~ 2014-15

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CHAUDHARY CHARAN SINGH UNIVERSITY, MEERUT
FACULTY OF EDUCATION
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 thereto (C.C.S. 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. Beside the above the theory courses, 40 lessons in the subjects offered under 'method of teaching' will have to be completed by the end of the 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. 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 & Percentage of marks

Practical Separately

First Division	60% or above
Second Division	48% or above but below 60%
Third Division in Theory	36% or above but below 48%

6. If 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 Practical without attending further regular classes.

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PRAGATI EDUCATION

7. A candidate shall be required to offer the course as prescribed in the syllabus. Each theory course shall carry 100 maximum 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 be ceased 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 N.C.T.E. & Government from time to time.

EVALUATION SCHEME

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 700 (Course I to VII) marks and in practical out of 300 (Course 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 practice and routine.
- (iii) Evaluation procedure in Paper VIII (Sessional Work and Practicum) will be as follows:
 - (a) Viva-Voce Examination of 50 marks will be conducted by the Board of Examiners on the basis of student's sessional work.
 - (b) Internal 50 marks will be given by two subject Supervisors.
 - (iv) 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 Departments of C.C.S. University including Campus Education Department and third one Retired Teacher of C.C.S. University, Meerut OR in Service Teacher

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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 200 marks.

GOAL

To prepare effective secondary school teachers, who are capable of responding to the changing needs of the modern Indian Society.

OBJECTIVES

- The specific objectives at this stage may be to:
- Enable the prospective teachers to understand the nature, purpose and philosophy of secondary education.
 - Develop among teachers an understanding of psychology of their pupils.
 - Enable them to acquire competencies relevant to stage specific pedagogy, curriculum development, its transaction and evaluation.
 - Enable them to make pedagogical analysis of the subject they are to teach at the secondary stage; develop skills to guidance and counselling.
 - Enable them to foster creative thinking among pupils for reconstruction of knowledge.
 - Acquaint them with factors and forces affecting education system and classroom situation.
 - Acquaint them with educational needs to special groups pupils.
 - Enable them to utilize community resources as educational inputs.
 - Develop communication skills and use modern information technology for school purpose.
 - Develop aesthetic sensibilities, and
 - Acquaint them with research in education including action research.
 - Develop awareness about role of education in building a democratic, secular and socialistic pattern of society.

CHANDHARY CHARAN SINGH UNIVERSITY, MEERUT
FACULTY OF EDUCATION
BACHELOR OF EDUCATION (B.Ed.)

Scheme of Examination and Weightage given to each Course
(2006-2007 and onwards)

Course	Code No.	Name of Course	Maximum Marks	Duration of Exams.
I	E-101	Teacher in Emerging Indian Society	100	3 Hrs.
II	E-102	Development of Learner and Teaching Learning Process	100	3 Hrs.
III	E-103	Essential of Educational Technology and Management	100	3 Hrs.
IV	E-104	Development of Educational System in India	100	3 Hrs.
V		Any one from the following:	100	3 Hrs.
	E-205	Educational and Mental Measurement	100	3 Hrs.
	E-206	Educational Management and Administration	100	3 Hrs.
	E-207	Career Information and Career Guidance	100	3 Hrs.
	E-208	Teaching Values	100	3 Hrs.
	E-209	Environmental Education	100	3 Hrs.
	E-210	Computer Education	100	3 Hrs.
	E-211	Physical Education	100	3 Hrs.
VI & VII	E-212	Elementary Education	100	3 Hrs.
		Teaching Methodology		
		Any two school subjects to be studied as method papers. These will be based on the two main subjects or the main and one of the		

	ancillary subjects in the case of graduates; and the subject offered in post-graduation which should be the same as in graduation except in the case of those who have offered the fundamental subjects like Philosophy, Sociology, or M.A. Education.		
	School Teaching Subjects:		
E-313	Teaching of Hindi	100	3 Hrs.
E-314	Teaching of English	100	3 Hrs.
E-315	Teaching of Sanskrit	100	3 Hrs.
E-316	Teaching of Social Science	100	3 Hrs.
E-317	Teaching of Commerce	100	3 Hrs.
E-318	Teaching of Computer Science	100	3 Hrs.
E-319	Teaching of Mathematics	100	3 Hrs.
E-320	Teaching of Home Science	100	3 Hrs.
E-321	Teaching of Physical Science	100	3 Hrs.
E-322	Teaching of Biology Science	100	3 Hr
VIII	E-701 Practical: Sessional Work Take any five of the following:		
	(a) Administration, Scoring and 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	

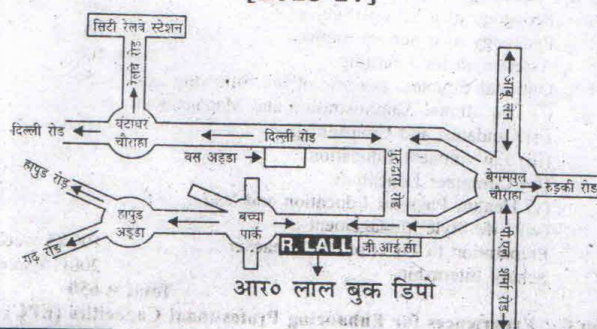
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	(c) Scouting and Guiding	10	
	(f) Work with Community	10	
	(g) Participating Cultural Activities	10	
	(h) Physical Exercise, Games and Sports	10	
		5×10=50	
IX	E-702 Teaching Skills/Practice Teaching	50 marks for each Examiner 3×50=150	
	Viva-Voce Examination based on Sessional Work and Skills of Teaching will be consulted by the Board of Practice Examiners.	50	
	Internal Assessment by Two Subject Supervisors	25 + 25 = 50	
	Total	300	

B.Ed. COURSES


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**B.Ed. Syllabus
[2015-17]**



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Curriculum Framework for Two-Year B.Ed. Programme

Group A : Core Courses (CC)			
		MM	Pas/Wk
CC 1 :	Contemporary India and Education	100	6
CC 2 :	Philosophical and Sociological Perspectives of Education	100	6
CC 3 :	Growing up as a Learner	100	6
CC 4 :	Teacher, Teaching and Technology	100	6
CC 5 :	Creating an Inclusive School	50	3
CC 6 :	Gender, School and Society	50	3
CC 7 :	Knowledge, Language and Curriculum	50	3
Total = 550			
Group B : Pedagogy Courses (PC)			
PC 1 :	Pedagogy of a School Subject -I	100	6
PC 2 :	Pedagogy of a School Subject -I	100	6
PC 3 :	Assessment for Learning	100	6
PC 4 :	Optional Courses: any one of the following :	50	3
	(i) Educational Administration and Management		
	(ii) Guidance and Counselling		
	(iii) Environment Education		
	(iv) Computer Education		
	(v) Health, Physical Education and Yog		
	(vi) Life Style Management		
PC 5 :	Preparation to Function as a Teacher	100 (5 weeks)	
PC 6 :	School Internship	200(16 weeks)	
Total = 650			
Group C : Experiences for Enhancing Professional Capacities (EPC)			
EPC 1 :	Strengthening Language Proficiency	25	
EPC 2 :	Art and Aesthetics	25	
EPC 3 :	Reading and Reflecting on Texts	25	
EPC 4 :	Understanding of ICT	25	
EPC 5 :	Scouting and Guiding	25	
EPC 6 :	Working with Community	25	
Total = 150			
Task and Assignments that run through all the courses			
CC 1-7 & PC 3-4	Total = 50		
	Grand Total = 1400		

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Annual Distribution of the Courses and Weightage of Marks

Year - I			
Theory	Max. Marks	Internal	External
CC 1 : Contemporary India and Education	100	20	80
CC 2 : Philosophical and Sociological Perspectives of Education	100	20	80
CC 3 : Growing up as a Learner	100	20	80
CC 4 : Teacher, Teaching and Technology	100	20	80
PC 1 : Pedagogy of a School Subject-I	100	20	80
PC 2 : Pedagogy of a School Subject-I	100	20	80
Field Activities Based Practicum	600	120	480
EPC 1 : Strengthening Language Proficiency	25	5	20
EPC 2 : Art and Aesthetics	25	5	20
EPC 3 : Reading and Reflecting on Texts	25	5	20
Task and Assignments on CC 1-4 (Viva)	25	5	20
School Activities Based Practicum	100	20	80
PC 5 : Preparation to Function as a Teacher	100	20	80
Year - II			
Theory	Max. Marks	Internal	External
CC 5 : Creating an Inclusive School	50	10	40
CC 6 : Gender, School and Society	50	10	40
CC 7 : Knowledge, Language and Curriculum	50	10	40
PC 3 : Assessment for Learning	100	20	80
PC 4 : Optional Courses—any one of the following :	50	10	40
(i) Educational Administration and Management			
(ii) Guidance and Counselling			
(iii) Environment Education			
(iv) Computer Education			
(v) Health, Physical Education and Yog			
(vi) Life Style Management			
Field Activities Based Practicum	300	60	240
EPC 4 : Understanding of ICT	25	5	20
EPC 5 : Scouting and Guiding	25	5	20

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EPC 6 : Working with Community Task and Assignments on CC 5-7 & PC 3-4 (Viva)	25	5	20
School Activities Based Practicum	25	5	20
PC 6 : School Internship	100	20	80
	200	30	170

Two-year Bachelor of Education (B.Ed.) Year-wise Scheme of Examination (Session: 2015-17 and onwards)

Year -1

Theory Course Code	Name of the Course	MM	IM	EM	Duration
I E-101	CC 1 : Contemporary India and Education	100	20	80	3 Hrs.
II E-102	CC 2 : Philosophical and Sociological Perspectives of Education	100	20	80	3 Hrs.
III E-103	CC 3 : Growing up as a Learner	100	20	80	3 Hrs.
IV E-104	CC 4 : Teacher, Teaching and Technology	100	20	80	3 Hrs.
V & VI	Pedagogy Courses (PC 1 & PC 2)	100	20	80	3 Hrs.
	(Any two school subjects to be studied as Pedagogy Course)	100	20	80	3 Hrs.

These will be based on the two main subjects or the main and one of the ancillary subjects in the case of graduates and the subject offered in post-graduation which should be the same as in graduation except in the case of those who have offered the fundamental subjects like philosophy, sociology or MA (Education).

E-201	Pedagogy of Hindi
E-202	Pedagogy of English
E-203	Pedagogy of Sanskrit
F-204	Pedagogy of Social Sciences
E-205	Pedagogy of Mathematics
F-206	Pedagogy of Physical Science
E-207	Pedagogy of Biological Sciences
F-208	Pedagogy of Computer Science
E-209	Pedagogy of Home Science

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E-210 Pedagogy of Commerce

VIII Field Activities Based Practicum
E-702 Viva-Voce Examination based on

EPC 1 : Strengthening Language Proficiency	25	5	20
EPC 2 : Art and Aesthetics	25	5	20
EPC 3 : Reading and Reflecting on Texts	25	5	20
Tasks and Assignments on CC 1-4	25	5	20
	100	20	80

School Activities Based Practicum

VII E-701	PC 5 : Preparation to Function as a Teacher	100	20	80
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Two-year Bachelor of Education (B.Ed.) Year-wise Scheme of Examination (Session: 2015-17 and onwards)

Year-II

Theory Course Code	Name of the Course	MM	IM	EM	Duration
IX E-301	CC 5 : Creating an Inclusive School	50	10	40	3 Hrs.
X E-302	CC 6 : Gender, School and Society	50	10	40	3 Hrs.
E-303	CC 7 : Knowledge, Language and Curriculum	50	10	40	3 Hrs.
XI E-401	PC 3 : Assessment for Learning	100	20	80	3 Hrs.
XII	PC 4 : Optional Courses-Any one of the following :	50	10	40	3 Hrs.
XIII	Educational Administration and Management				
E-501	Guidance and Counseling				
E-502	Environment Education				
E-503	Computer Education				
E-504	Health, Physical Education and Yog				
E-505	Life Style Management				
E-506		300	60	240	

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Field Activities Based Practicum

XV	E-704	Viva-Voce Examination based on			
		EPC 4 : Understanding of ICT	25	5	20
		EPC 5 : Scouting and Guiding	25	5	20
		EPC 6 : Working with Community	25	5	20
		Task and Assignments on CC 5-7 & PC 3-4	25	5	20

School Activities Based Practicum

XIV	E-703	PC6 : School Internship	200	30	170
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Course Structure**1. Course Status**
Core Course (CC-1)

2. Course Number	1
3. Course Title	Contemporary India & Education
4. Course Code	E-101

5. Course Objectives To enable student teacher to-

- Understand that development of education is influenced by socio-political forces of the time.
- Acquire the knowledge of features of education in ancient, medieval and pre-independent period in India with their strengths and weaknesses.
- Understand the contribution of various Committees and Commissions on education set up from time to time in India.
- Appreciate the developments of Indian education in the post independent period.

Course Contents**Unit I : Education in India**

- Vedic Period, Buddhist Period and Medieval Period

Unit II : Policy Framework of Education in Pre-Independent Period

- Macaulay's Minutes (1835), Woods Despatch (1854), Hunter Commission (1882) and Indianisation of Education, National Education Movement, Lord Curzon Policy (1902), Crookall Bill (1910), Sadler Commission (1917), Hartog Committee (1929), Basic Education (1937), Sargent Report (1944).

Unit III : Policy Framework of Education in Post-Independent Period

- University Education Commission (1948-49) ● Secondary Education Commission (1952-53) ● Indian Education Commission (1964-66) in the context of Industrialisation ● National Policy of Education (1986) and its review (1992) in the context of Liberalization and Globalization of Indian Economy ● National Curriculum Framework (2005) ● National Knowledge Commission (2007)

Unit IV : Elementary Education

- Universalization (Provision, Enrolment, Retention, Success), Wastage and Stagnation, Education for all (Sara Shiksha Abhiyan), Minimum Level of Learning (MLL), Review of Mid-Day Meal Programme, Kasturba Balika Vojna, RTE (2009).

Unit V : Secondary Education

- Expansion, differentiation of curricula between boys and girls, discrimination of curricula, vocationalization of education.

Unit VI : Current Issues : ● University autonomy, privatisation of education, commercialization of education ● Education of marginalized groups—women, scheduled caste, tribes, minorities ● Medium of schooling—Three Language Formula ● Population Education.

Tasks and Assignments (any one)

- Review of Mid-day meal programme ● Review of Kasturba Balika Vojna
- Review of the education of the marginalized Groups—like—women, dalit, tribal, slum areas ● Review of the New Education Policy (1986) ● Critical analysis of any theme of the course content in about eight to ten pages.

अनुमोदित पुस्तकें

1. **समाकलीन भारत और शिक्षा** —रमन बिहारी लाल
2. **Contemporary India and Education** —Raman Bahari Lal
3. **समाकलीन भारत और शिक्षा** —दोशै भटनगर एवं अनुराग भटनगर
4. **Contemporary India and Education** —A.B. Bhatnagar & Anurag Bhatnagar

Course Structure**Core Course (CC-2)**

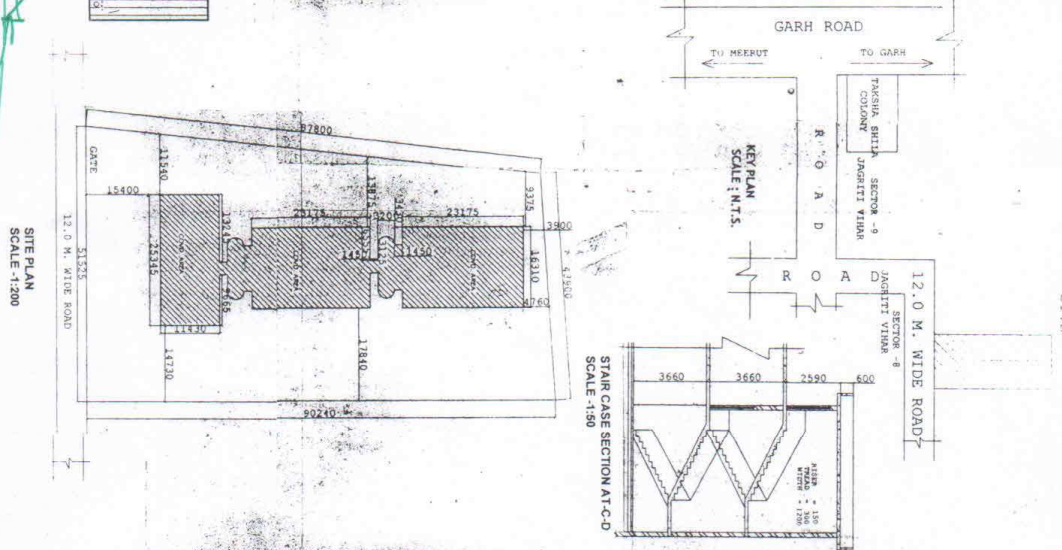
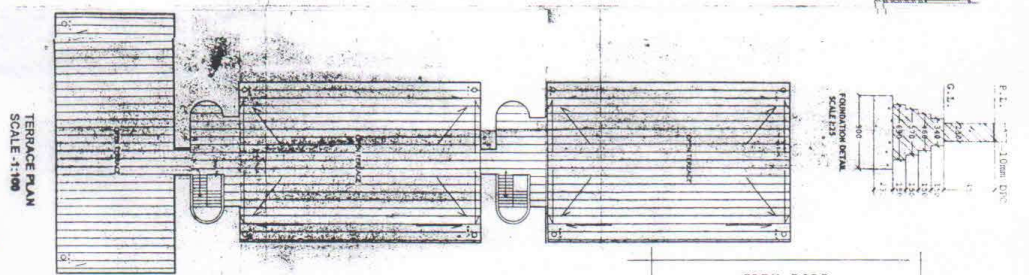
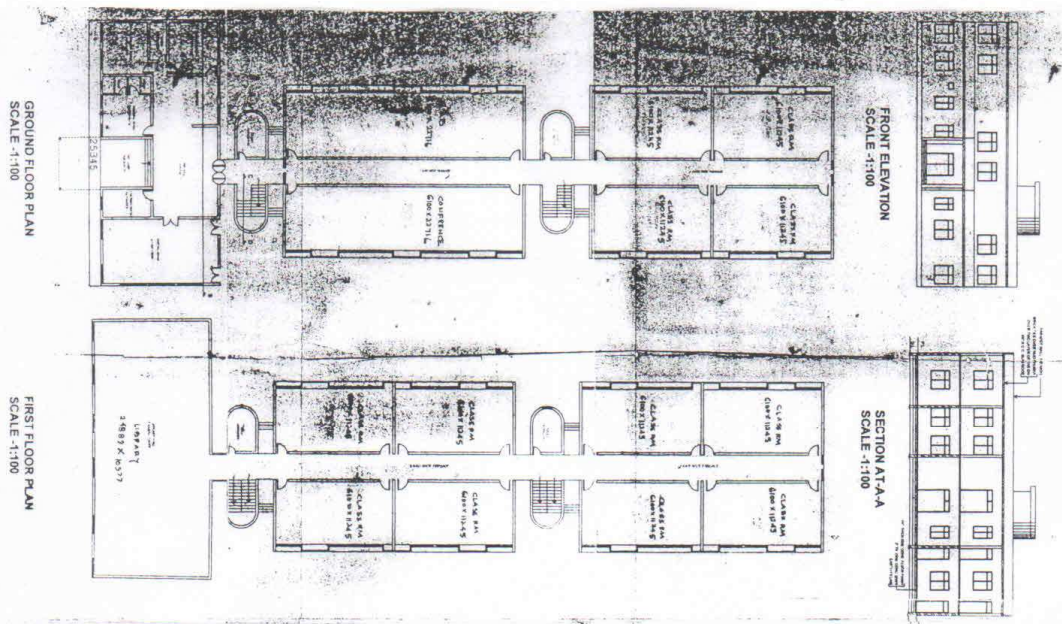
1. Course Status	II
2. Course Number	PHILOSOPHICAL & SOCIOLOGICAL
3. Course Title	PERSPECTIVES OF EDUCATION
4. Course Code	E-102

5. Course Objectives To enable student-teachers to :

- Answer three basic questions—what, why and how of the Education.
- Develop an understanding of contribution of Indian and Western philosophers.
- Build their own view about different Indian religion and respect them.
- Describe the role of education in desirable social change and socio-economic development.
- Transform one-self and society to empower people to assure responsibilities for creating sustainable future.

Course Contents

Unit I : Education and Knowledge : ● Education – meaning, nature and modes-formal, informal and nonformal ● Purposes of education—individual development or social transformation ● Knowledge—meaning and ways of knowing ● Forms of knowledge—local & universal, concrete & abstract, theoretical & practical, contextual & textual, school & out-of-school



AREA CHART	SQM.
TOTAL PLANT AREA	4900.00
EXIST. COVD. AREA (C.F.)	1146.95
OPEN AREA	3753.05
EXIST. COVD. AREA (F.F.)	3146.95
EXIST. QUANTITY AREA	30.25
TOTAL EXIST. COVD. AREA	7324.15

SCHEDULE OF DOORS	SCHEDULE OF WINDOWS
NO.	NO.
WIDTH	WIDTH
HEIGHT	HEIGHT
83	10
1800	900
2550	2100

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Sample Questionnaires for Feedback from Students

Affiliated/Constituent Colleges

Questionnaire No. 1

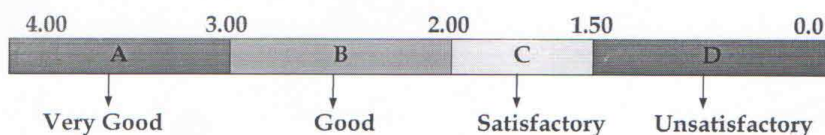
College XYZ

Programme: *Development of Edu System in India*

Department: *B.Ed*

Semester/Term/Year:

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-I

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				

19

Sonali

Sample Questionnaires for Feedback from Students

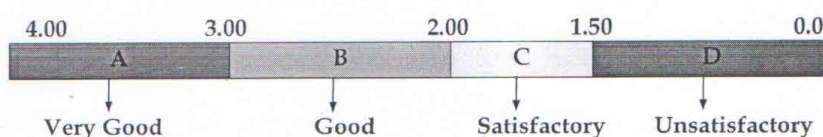
Affiliated/ Constituent Colleges

Questionnaire No. 1

College XYZ

Programme: *Teacher in emerging Indian society*
 Department: *B. Ed* Semester/Term/Year:

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-I

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				

20

Judha

Sample Questionnaires for Feedback from Students

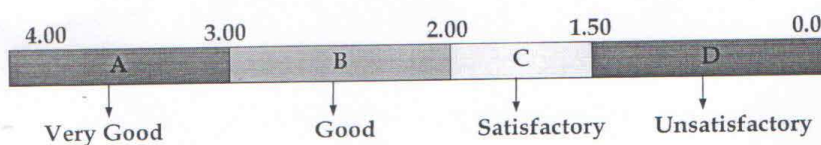
Affiliated/Constituent Colleges

Questionnaire No. 1

College XYZ

Programme: *Essentials of Edu Technology & Management*
 Department: *B.Ed* Semester/Term/Year:

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-I

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				

22

Sumit

Sample Questionnaires for Feedback from Students

Affiliated/Constituent Colleges

Questionnaire No. 1

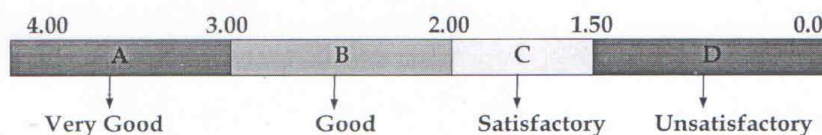
College XYZ

Programme: *Develop of Teaching learners & Learning Process*

Department: *B.Ed*

Semester/Term/Year: *2014-15*

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-I

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				

20

Prachi

Questionnaire No. 2

College XYZ

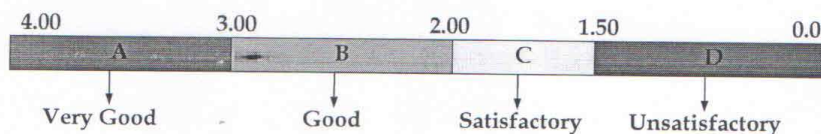
Dr. Ajay Kumar Sharma

Student Feedback on Teachers

Department : B. Ed

Semester/Term/Year : 2014-15

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



Name of the Teacher:

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 /Tests /assignments / examinations and projects to evaluate students understanding of the course		✓		
9. Provision of sufficient time for feedback	✓			
10. Overall rating				

33

Dr. Ajay Kumar Sharma

Questionnaire No. 2

College XYZ

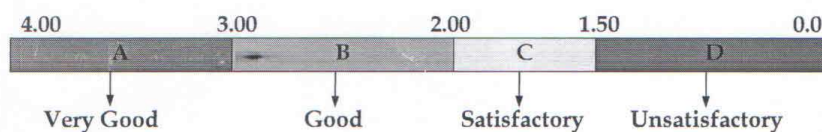
Poonam Sharma

Student Feedback on Teachers

Department : B.Ed

Semester/Term/Year : 2014-15

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



Name of the Teacher:

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 /Tests /assignments / examinations and projects to evaluate students understanding of the course		✓		
9. Provision of sufficient time for feedback	✓	✓		
10. Overall rating				

30

Vikram

Questionnaire No. 2

College XYZ

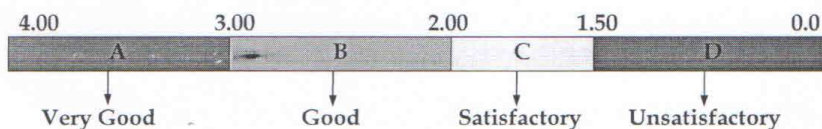
Dr. Rekha Sharma

Student Feedback on Teachers

Department : B.Ed

Semester/Term/Year : 2014-15

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



Name of the Teacher:

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 /Tests /assignments / examinations and projects to evaluate students understanding of the course		✓		
9. Provision of sufficient time for feedback				
10. Overall rating				

32

V. Sharma

Questionnaire No. 2

College XYZ

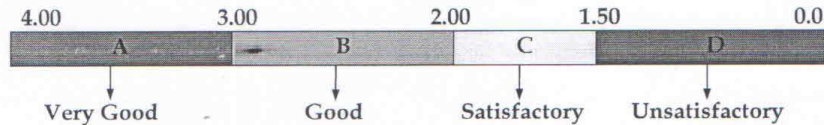
RENO YADAV

Student Feedback on Teachers

Department : B.Ed

Semester/Term/Year : 2014-15

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



Name of the Teacher:

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 /Tests /assignments / examinations and projects to evaluate students understanding of the course		✓		
9. Provision of sufficient time for feedback	✓			
10. Overall rating				

32

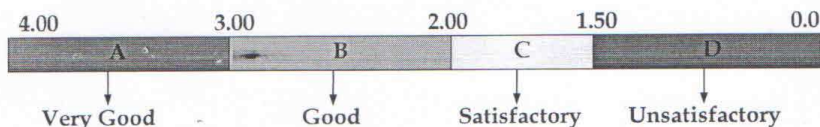
Questionnaire No. 2

College XYZ

Student Feedback on Teachers

Department : B.EdSemester/Term/Year : 2014-15*Vinita Dubey*

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



Name of the Teacher:

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

32

Pragati Singh

T.L. MAHAJAN & CO.
CHARTERED ACCOUNTANTS

175/5, SHASTRI NAGAR
NAI SARAK, MEERUT - 250 004
PH. : (0121) 2763284, 2760271

B.D.S. GURUKUL OF EDUCATION
BALANCE SHEET AS ON 31.3.2015

LIABILITIES	AMOUNT	ASSETS	AMOUNT
CURRENT LIABILITIES		FIXED ASSETS	
D.K.S. Shiksha Prasas Samiti	70,51,563.50	(Annexure-A)	11,96,957.00
B. D.S. School of Law	13,75,530.00		
Sundry Creditors		CURRENT ASSETS LAONS & ADVANCES	
-Sup. Farme Ads		C/A with PNB, Meerut	1,16,346.50
Expenses Payable-		C/A with SBI, Meerut	8,21,382.00
-Salary Payable	1,73,001.00	Cash in Hand	9,881.00
-New Paper	140.00	B.D.S. International School Poothi	28,18,750.00
-TDS Payable		B.D.S.I.M	36,14,167.00
-M/s Jecard Fashion		B.D.S.I.M.T.	1,89,000.00
-R. Lal Book Depot		B.D.S. International School, Meerut	1,00,000.00
-M/s Srasthi Paper		Advance to Staff	30,000.00
Security from Students	10,950.00	Fee to Bundel Khand University, Jhansi	
		Recoverable from Students	2,57,500.00
		Advance to Farme Ads	401.00
Total Rs..	91,54,384.50	Total Rs..	91,54,384.50

TREASURER

SECRETARY

AUDITOR'S REPORT

In terms of our separate report of even date annexed.

PLACE: Meerut
DATE : 25-09-2015



B.D.S. GURUKUL OF EDUCATION
MEERUT

For T.L. MAHAJAN & CO.,
Chartered Accountants
(T.L. MAHAJAN)
F.C.A.

PRESIDENT

CHARTERED ACCOUNTANTS

**B.D.S. GURUKUL OF EDUCATION
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED ON 31.03.2015**

NAI SARAK, MEERUT - 250 004
Ph. : (0121) 2763284, 2760271

EXPENDITURE	AMOUNT	INCOME	AMOUNT
To Salaries	20,12,888.00	By Tuition Fee - B ed	35,05,260.00
To Poojan Expenses	1,07,940.00	By Prospects Fees	11,700.00
To Faculty Development	7,000.00	By Other Fees	6,000.00
To News Paper & Periodicals	2,210.00	By Fine Fee	25,321.00
To Bank Charges & Interest	4,298.25	By Fee from CCS University	7,292.00
To Programme Expenses	7,500.00	By Fees Reimbursement(SWD)	13,83,750.00
To Depreciation	1,76,948.00		
To Conveyance Expense	9,700.00		
To Repair & Maintenance	18,000.00		
To Website Expenses	1,50,110.00		
To Lab Expenses	2,490.00		
To Legal Expenses			
To Postage Expenses	548.00		
To Office Expenses	63,065.00		
To Tour & Travelling			
To Guest Faculty	13,144.00		
To Printing & Stationery			
To Advertisement			
To TDS Deposited on Salary	40,028.00		
To Students Development	14,362.00		
To Generator Running Expenses	8,32,500.00		
To Telephone Expenses			
To Scout Guide Programme	1,05,075.00		
To Uniform Expenses	1,59,600.00		
To Rent			
To Vehicle Running & Maintenance	1,450.00		
To Computer Repairs	700.00		
To Electricity Expenses	1,354.00		
To Entertainment	945.00		
To Excess of Income Over Exp.			
-Transferred to D.K.S Shiksha Prasar Samiti	12,13,467.75		
Total Rs..	49,39,323.00		
		Total Rs..	49,39,323.00

TREASURER

AUDITOR'S REPORT

In terms of our separate report of even date annexed

PLACE, Meerut
DATE 25-09-2015

For T.L. MAHAJAN & CO.,
CHARTERED ACCOUNTANTS
(T.L. MAHAJAN)
F.C.A.

PRESIDENT

PRINCIPAL
B.D.S. GURUKUL OF EDUCATION
MEERUT

SCHEDULE OF FIXED ASSETS AS ON 31ST MARCH 2015

(Annexure - A)

PARTICULARS	W.D.V. AS ON 1.4.2014 (A)	ADDITION DURING THE YEAR (B) UP TO 31/0/14 AFTER 31/0/14	SOLD DURING THE YEAR (C)	TOTAL D = (A+B-C)	RATE OF DEP.	DEP. E	W.D.V. AS ON 31.03.2015 (D-E)
GROUP-A							
Building	9,33,255.00			9,33,255.00	10%	93,326.00	8,39,929.00
GROUP-A							
Furniture & Fixture	1,54,016.00	-	-	1,54,016.00	10%	15,402.00	1,38,614.00
GROUP-B							
Books	2,59,128.00	-	-	2,59,128.00	25%	68,220.00	2,18,414.00
Total Rs.	13,46,399.00	-	27,506.00	13,73,905.00		1,76,948.00	11,96,957.00



Devi


PRINCIPAL
BDS GURUKUL OF EDUCATION
MEERUT

F. No./NRC/NCTE/UP-1147/2015

1104327-32

Date:

TO BE PUBLISHED IN GAZETTE ON INDIA PART III SECTION 4

ORDER

25 MAY 2015

WHEREAS, in exercise of the powers conferred by sub-section (2) of Section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993) and in supersession of the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 01.12.2014.

2. AND WHEREAS, the recognition was granted by NRC to B.D.S. Gurukul of Education, Sector-8, Jagriti Vihar, Opp. - Medical College, Meerut-250004, State - Uttar Pradesh for B.Ed. Course vide order No. F. NRC/NCTE/F-3/UP-1147-8934-8942 dated 12.10.2004 with an annual intake of 100 seats from the academic session 2004-2005.

3. AND WHEREAS, the institution B.D.S. Gurukul of Education, Sector-8, Jagriti Vihar, Opp. - Medical College, Meerut-250004, State - Uttar Pradesh has by affidavit consented to come under New Regulations and sought for two basic units in B.Ed., which require additional facilities.

4. AND WHEREAS, it has been decided to permit the institution to have two basic units of 50 students each subject to the institution fulfilling following conditions namely.

- The institution shall create additional facilities that include (a) additional built-up-area, (b) additional infrastructure, (c) additional funds, (d) adhere to staff norms as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.
- The application-Institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC) and the Building Plan (BP) in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting Team at the time of inspection.
- The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these condition by 20 February, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.
- In case any existing institution's matter is sub-judice under court direction/SCN under section 17 of the NCTE Act/ Complaint etc., the institution shall be required to submit a copy of the Hon'ble Court order/reply to SCN/complaint/already submitted alongwith the documents, if any together the documents referred above. In case the institution's request for shifting of premises is pending, such institution shall be required to submit the requisite documents as per provisions of the NCTE Regulations, 2014 with a copy of the order/NOC of the affiliating body/State Govt. and such other documents as indicated in the revised format recognition order. The final decision shall be subject to the directions given by the Hon'ble Court in the Writ Petition/case decided by the Northern Regional Committee in respect of Section 17/complaint cases etc.

5. Now therefore, in the light of the above, the Northern Regional Committee, NCTE hereby issues the revised Recognition Order to B.D.S. Gurukul of Education, Sector-8, Jagriti Vihar, Opp. - Medical College, Meerut-250004, State - Uttar Pradesh for conducting B.Ed. programme of two years duration with an annual intake of 100 for two basic units of 50 students each from the academic session 2015-2016 subject to fulfillment of the conditions mentioned herein before 31.10.2015.

6. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/ Body, State Government etc. as applicable. The affiliating body (University/State Govt.) shall also be required to verify the authenticity of the land & building documents as well as appointment of requisite teaching & non-teaching staff as per provisions of the NCTE Regulations, 2014 by the concerned institution before grant of affiliation to an institution.

7. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a Chartered Accountant.

कार्यालय : चौथी मंजिल, जीवन निधी-II, एल.आई.सी. बिल्डिंग, अम्बेडकर सर्किल
भवानी सिंह मार्ग, जयपुर-302 005 (राजस्थान)
कार्यालय : उत्तर, प्रदेश, उत्तरांचल, दिल्ली, हरियाणा, पंजाब, चण्डीगढ़, हिमाचल प्रदेश, राजस्थान
Phone No : 0141-2744288, 2744635, Fax : 0141-2744173

Office : 4th Floor, Jeevan Nidhi-II, LIC Building, Ambedkar Circle,
Bhawani Singh Marg, Jaipur -302 005 (Rajasthan)
Jurisdiction: U.P., Uttaranchal, Delhi, Haryana, Punjab, Chandigarh, H.P., Rajasthan
E-mail : nrc@ncte-india.org, Website : www.ncte-india.org

8. The institution shall maintain & update its website as per provisions of NCTE Regulations and always display following as mandatory disclosure.

- (a) Sanctioned programmes along with annual intake in the institution.
- (b) Name of the faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- (c) Name of faculty members who left or joined during the last quarter.
- (d) Names of students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.
- (e) Fee charged from students.
- (f) Available infrastructural facilities.
- (g) Facilities added during the last quarter.
- (h) ~~Number of books in the library, journals subscribed to and additions, if any, in the last quarter.~~
- (i) The affidavit with enclosure submitted along with application.
- (j) The institution shall be free to post additional relevant information, if it so desires.
- (k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If the institution Contravenes any the above conditions or the provision of the NCTE Act, Rules, Regulations and Orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17(1) of the NCTE Act.

By Order

 (Dr. S.K. Chaudhary)
 Regional Director

The Manager to Govt. of India,
 Department of Publications, (Gazette Section)
 Civil Lines, Delhi - 110 054

Copy to:-

1. The Principal, B.D.S. Gurukul of Education, Sector-8, Jagriti Vihar, Opp. - Medical College, Meerut-250004, State - Uttar Pradesh.
2. The Secretary, Department of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi- 110001
3. The Director, Directorate of Higher Education, I/C Teacher Education, Govt. of U.P., Directorate, Allahabad, U.P.
4. The Secretary Education, Govt. of Uttar Pradesh, Secretariat, Lucknow, U.P.
5. The Registrar, Choudhary Charan Singh University, University Road, Meerut-200005, Uttar Pradesh.
6. The US (Computer), National Council for Teacher Education, Hans Bhawan Wing-II, I, Bahadur Shah Zafar Marg, New Delhi- 110 002.
7. Office order file/ Institution file


 Regional Director

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

F.NRC/NCTE/233rd (Part-V) Meeting/2015/89957-90021

Dated: 3 MAR 2015

NRCAPP-5591	NRCAPP-5082	NRCAPP-4576	NRCAPP-4341	NRCAPP-4784	NRCAPP-4912	NRCAPP-5047	NRCAPP-4924
NRCAPP-5306	NRCAPP-5470	NRCAPP-4505	NRCAPP-4438	NRCAPP-4368	NRCAPP-4839	NRCAPP-5258	NRCAPP-4863
NRCAPP-5256	NRCAPP-4632	NRCAPP-4979	NRCAPP-4461	NRCAPP-5134	NRCAPP-5454	NRCAPP-5532	
NRCAPP-5278	NRCAPP-4504	NRCAPP-4474	NRCAPP-5037	NRCAPP-4996	NRCAPP-4840	NRCAPP-5389	
NRCAPP-5511	NRCAPP-4588	NRCAPP-5250	NRCAPP-5610	NRCAPP-5072	NRCAPP-4771	NRCAPP-4597	
NRCAPP-4302	NRCAPP-4662	NRCAPP-5051	NRCAPP-5104	NRCAPP-4888	NRCAPP-4267	NRCAPP-5525	
NRCAPP-5076	NRCAPP-4554	NRCAPP-4914	NRCAPP-5144	NRCAPP-4972	NRCAPP-5499	NRCAPP-5149	

RECOGNITION ORDER

WHEREAS in terms of section 14(1)(5)(1) of the NCTE Act, 1993, the institutions had submitted applications to the Northern Regional Committee of NCTE for grant of recognition for Teacher Education Courses:

2. AND WHEREAS on scrutiny/perusal, veracity of the facts & figures as per the application submitted by these institutions, the documents attached therewith, the affidavit and the input received from the visiting team in the form of visiting team report including videography and also the reply submitted by the institution against letter of intent under clause 7(13) of the NCTE Regulations, 2014 (earlier 7(9) of the NCTE Regulations, 2009), the Northern Regional Committee in its 233rd Meeting of the NRC from February 18, 2015 (Part-V) is satisfied that the institution/society fulfils the requirements under the provisions of NCTE Act, Rules and relevant Regulations including the Norms and Standards for the concerned Teacher Education Programme such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratory, etc. for running the programme and has selected/appointed duly qualified teaching staff as per NCTE norms.

3. NOW, THEREFORE, in exercise of the powers vested under Section 14(3)(a)/15(3)(a) of the NCTE Act, 1993, the Northern Regional Committee hereby grants recognition to the following Institutions for conducting Teacher Education Course with an annual intake mentioned against their names from the academic session 2015-2016 under clause 7(16) of NCTE (Recognition Norms & Procedure) Regulations, 2014 subject to fulfilment of the conditions mentioned below :-

S. No.	File No.	Name of Institutions	Course	Duration	Approved annual intake	Name of the Affiliating Body
1.	NRCAPP-5591	BDS Gurukul of Education, Plot No. - 228/1/1 & 227, Street No. - 0, Village - Sarai Kazi, Post Office - Medical, Tehsil - Meerut, Dist. Meerut, UP - 250004	B.Ed.	2 Years	100 (2 Units)	Chaudhary Charan Singh University, Dist. Meerut-250005, State-Uttar Pradesh.
2.	NRCAPP-5306	Surendra Pal Sharma Degree College, Plot No. 962,964, Khasara No. 962,964, Street Number- 1, Village/Town- Ganiyawali, Post office- Ganiyawali, Tehsil/Taluka- Atrauli, Town/City- Ganiyawali, State- UP, District- Aligarh(UP), Pin Code -202280	B.Ed.	2 Years	100 (2 Units)	Dr. B.R. Ambedkar University, Dist. Agra-282004, State-Uttar Pradesh.
3.	NRCAPP-5256	Smt. Mahadevi Mahavidhyalya, Plot No. - 682, Village - Bhauroul, Post Office - Bhauroul, Teh. Shikohabad, Dist. - Firozabad, UP - 205121	B.Ed.	2 Years	100 (2 Units)	Dr. B.R. Ambedkar University, Dist. Agra-282004, State-Uttar Pradesh.

4th Floor, Jeevan Nidhi-II, LIC Building, Ambedkar Circle, Bhawani Singh Marg,
Jaipur -302 005 (Rajasthan), Phone: (0141)- 2744288, 2744635, Fax : 0141-2744173
E-mail : nrc@ncte-india.org, Website : www.ncte-india.org

						Pradesh.
4.	NRCAPP-5278	Jyoti College of Management Science And Technology, Plot no. - 435, 436, Khasra No - 02, 0117, 0461, 0475, Village - Mudiya Ahmad Nagar, Post Office - Izzat Nagar, Tehsil - Sadar, Dist. - Bareilly, UP - 243001.	B.Ed.	2 Years	100 (2 Units)	M.J.P. Rohilkhand University, Doli Lal Agarwal Marg, Dist. Bareilly, State-Uttar Pradesh.
5.	NRCAPP-5511	Baba Jai Gurdeo Smriti Mahavidyalaya, Plot No. - 517, Village - Goprichandpur, Post Office - Tighra, Tehsil - Taluka, Dist. - Ambedkar Nagar, UP - 224149	B.Ed.	2 Years	100 (2 Units)	Dr. Ram Manohar Lohia Awadh University, Dist. Faizabad-224001, State-Uttar Pradesh.
6.	NRCAPP-4302	Maulana Mohammad Ali Johar Higher Education Institute, Plot No:- 56 B, Street Number- NH-119, Village - Gauspur Raj, Post Office - Kiratpur, Tehsil/Taluka - Najibabad, Dist. - Bijnor, State - Uttar Pradesh - 246731	B.Ed.	2 Years	100 (2 Units)	Chaudhary Charan Singh University, Dist. Meerut-250005, State-Uttar Pradesh.
7.	NRCAPP-5076	Ujjain Raj Singh College of Education, Plot No.- 542, Village - Ragauli, Post Office - Ragauli, Tehsil- Karwi, Dist.- Chitrakoot, State- Uttar Pradesh - 210205.	B.Ed.	2 Years	100 (2 Units)	Bundelkhand University, Kanpur Road, Dist. Jhansi-284128, State-Uttar Pradesh.
8.	NRCAPP-5082	KP Higher Educational Institute Jhalwa, Plot No.- 124, Village-Saha Urf Peepal Gaon, Post Office-Peepal Gaon, Tehsil/Taluka- Sadar, Dist.- Allahabad, Uttar Pradesh-211012.	B.Ed.	2 Years	100 (2 Units)	Chatrapati Sahaji Maharaj Kanpur University, Kalyanpur, Dist. Kanpur-208024, State-Uttar Pradesh.
9.	NRCAPP-5470	Sneh Lata Gupta Memorial Degree College Plot No.3241, 3242A, Khasara No. 3241, 3242A, Street Number-Kanpur Road, Village/Town-Rasulabad Dehat, Post office-Rasulabad, Tehsil/Taluka-Rasulabad, Town/City- Rasulabad, State- UP, District- Kanpur Dehat(U/P), Pin Code -209306	B.Ed.	2 Years	100 (2 Units)	Chatrapati Sahaji Maharaj Kanpur University, Kalyanpur, Dist. Kanpur-208024, State-Uttar Pradesh.
10.	NRCAPP-4632	Dr. Girish Chandra Rama Mahavidhyalay, Plot No. - 849, Village - Shenou, Post Office - Awagarh, Tehsil/Taluka - Jaleasar, Dist. - Etah, Up - 207001	B.Ed.	2 Years	100 (2 Units)	Dr. B.R. Ambedkar University, Dist. Agra-282004, State-Uttar Pradesh.
11.	NRCAPP-4504	Tapathali Mahila Mahavidyalay, Plot No. - 2848&2849, Village - Dili Saraiya, Post Office - Dili Saraiya, Tehsil/Taluka - Milkipur, Dist. - Faizabad, UP -224189	B.Ed.	2 Years	100 (2 Units)	Dr. Ram Manohar Lohia Awadh University, Dist. Faizabad-224001, State-Uttar Pradesh.

						Pradesh.
12.	NRCAPP-4588	Shri Sagar Singh Somvati PG College, Plot No. - 871, 72, 73, 75, 59, 60, 57, 58, 67 & 68, Village - Bahorikpur, Post Office - Jahangaj, Tehsil/Taluka - Farrukhabad, Dist. - Farrukhabad, UP - 209739.	B.Ed.	2 Years	100 (2 Units)	Chatrapati Sahuji Maharaj Kanpur University, Kalyanpur, Dist. Kanpur-208024, State-Uttar Pradesh.
13.	NRCAPP-4682	Ram Chandra Singh Memorial Degree College, Plot No. - 869, 3344, Village - Mirzapur, Post Office - Mirzapur, Tehsil - Jalalabad, Dist. - Shahjahanpur, UP - 242221.	B.Ed.	2 Years	100 (2 Units)	M. J. P. Rohilkhand University, Doli Lal Agarwal Marg, Dist. Bareilly, State-Uttar Pradesh.
14.	NRCAPP-4554	Smt. Vimla Singh Memorial Women College of Education and Management, Plot No.- 97, Village - Rampur Sardha, Post Office - Rampur Sardha, Tehsil- Sadar, Dist.- Faizabad, State- Uttar Pradesh - 224201.	B.Ed.	2 Years	100 (2 Units)	Dr. Ram Manohar Lohia Awadh University, Dist. Faizabad-224001, State-Uttar Pradesh.
15.	NRCAPP-4576	Shri Pattulal Memorial Mahavidyalaya, Plot No.- 148, Village Bahora, Post Office - Jahangaj, Tehsil- Farrukhabad, Dist.- Farrukhabad, State- Uttar Pradesh - 209739.	B.Ed.	2 Years	100 (2 Units)	Chatrapati Sahuji Maharaj Kanpur University, Kalyanpur, Dist. Kanpur-208024, State-Uttar Pradesh.
16.	NRCAPP-4505	Aryabhata College of Management and Technology, Plot No. 2225, 2226, 2227, Village - Daula, Post Office - Bagpat, Tehsil - Bagpat, Dist. -Bagpat, State UP - 250601.	B.Ed.	2 Years	100 (2 Units)	Chaudhary Charan Singh University, Dist. Meerut-250005, State-Uttar Pradesh.
17.	NRCAPP-4979	Kedarnath Jagannath Mahavidyalay, Plot Number - 1498, 1516, Village - Khatwara, Post Office - Rajapur, Tehsil/Taluka - Mau, Dist. - Chitrakoot, UP- 210207.	B.Ed.	2 Years	100 (2 Units)	Bundelkhand University, Kanpur Road, Dist. Jhansi- 284128, State-Uttar Pradesh.
18.	NRCAPP-4474	Abhay College of Commerce and Education, Plot No. - 277, 283, Village - Munderi, Post Office - Chaubeypur Khurd, Tehsil/Taluka - Varanasi, Dist. - Varanasi, UP - 221101.	B.Ed.	2 Years	100 (2 Units)	Mahatma Gandhi Kashi Vidyapeeth, Dist. Varanasi-221007, State-Uttar Pradesh.
19.	NRCAPP-5250	Shri R N Yadav Mahavidhyalaya, Plot Number - 625, 626, 628, 1141, Village - Ekahara, Post Office - Barnahal, Tehsil/Taluka - Karhal, Dist. - Mainpuri, UP- 205261.	B.Ed.	2 Years	100 (2 Units)	Dr. B.R. Ambedkar University, Dist. Agra-282004, State-Uttar Pradesh.
20.	NRCAPP-5051	DT College, Plot No.- 15, Village- Rehankhurd, Post Office-	B.Ed.	2 Years	100 (2 Units)	Dr. B.R. Ambedkar

		Rehankhord, Tehsil/Taluka- Farrukhgarh, Dist.- Agra, Uttar Pradesh-283202				University, Dist. Agra-282004, State-Uttar Pradesh.
21.	NRCAPP-4914	Sharda Devi Degree College, Plot Number - 485, 486, Village - Bijoli, Post Office - Rajgarh, Tehsil/Taluka - Jhansi, Dist. - Jhansi, UP- 284135.	B.Ed.	2 Years	100 (2 Units)	Bundelkhand University, Kanpur Road, Dist. Jhansi- 284128, State- Uttar Pradesh.
22.	NRCAPP-4341	Shri Ram Institute of Education, Plot No.- 525/5, Village - Dibai, Post Office - Dibai, Teh. Dibai, Dist. - Bulandshahr, Uttar Pradesh - 202393	B.Ed.	2 Years	100 (2 Units)	Chaudhary Charan Singh University, Dist. Meerut-250005, State-Uttar Pradesh.
23.	NRAPP-4438	SD Maha Vidhyalaya Thakudrawara, Plot No - 227&94, Village - Nagaliya, Post Office - Thakudrawara, Tehsil- Thakudrawara, Dist. - Moradabad, UP - 244601	B.Ed.	2 Years	100 (2 Units)	Chaudhary Charan Singh University, Dist. Meerut-250005, State-Uttar Pradesh.
24.	NRCAPP-4461	Gramodaya Mahila Mahavidyalay, Village - Rampur Sardha, Post Office - Rampur, Tehsil - Sadar, Dist Faizabad, UP - 224201	B.Ed.	2 Years	100 (2 Units)	Dr. Ram Manohar Lohia Awadh University, Dist. Faizabad-224001, State-Uttar Pradesh.
25.	NRCAPP-5037	Shri Shyam Mahavidyalaya, Plot Number - 510, Village - Karahara, Post Office - Karahara, Tehsil/Taluka - Kirawati, Dist. - Agra, UP- 283105.	B.Ed.	2 Years	100 (2 Units)	Dr. B.R. Ambedkar University, Dist. Agra-282004, State-Uttar Pradesh.
26.	NRCAPP-5610	Manorama Institute of Management And Technology, Plot No. - 132, Fatehpursikri Road, Village- Ladamda, P.O. Bichpuri, Tehsil/Taluka-Sadar, Town/City- Agra, Dist. Agra, Uttar Pradesh.	B.Ed.	2 Years	100 (2 Units)	Dr. B.R. Ambedkar University, Dist. Agra-282004, State-Uttar Pradesh.
27.	NRCAPP-5104	BDM Girls Degree College, Plot No.- 180, Village- Baag Colony Garhi Dariyah, Post Office- Fatehabad, Tehsil/Taluka- Fatehabad, Dist.- Agra, Uttar Pradesh- 283111.	B.Ed.	2 Years	100 (2 Units)	Dr. B.R. Ambedkar University, Dist. Agra-282004, State-Uttar Pradesh.
28.	NRCAPP-5144	Bansh Bahadur Pal Smarak Mahavidyalaya, Plot No. - 539, Village - Uchgaon, Post Office - Uchgaon, Tehsi - Sadar, Dist. - Basti, UP - 272178	B.Ed.	2 Years	100 (2 Units)	Deen Dayal Upadhyay Gorakhpur University, Dist. Gorakhpur- 273009, State- Uttar Pradesh.
29.	NRCAPP-4784	Sri Kripa Shikshan Prashikshan Sansthan, Plot No. - 243, Village -	B.Ed.	2 Years	100 (2 Units)	Dr. Ram Manohar Lohia Awadh

		Dudai, Post Office - Amaniganj, Tehsil - Milkipur, Dist. - Faizabad, UP - 224121				University, Dist. Faizabad-224001, State-Uttar Pradesh.
30.	NRCAPP-4368	Kanwati Rajbahadur Degree College, Plot No - -628 Kha, Post Office - Prathvipur, Tehsil - Etawah, Dist. - Etawah, State - UP - 206126	B.Ed.	2 Years	100 (2 Units)	Chhatrapati Sahuji Maharaj Kanpur University, Kalyanpur, Dist. Kanpur-208024, State-Uttar Pradesh.
31.	NRCAPP-5134	Rishikul Vidyapeeth College of Education, Plot No. - 470&471, Village - Jagos, Post Office - Kotana, Tehsil - Baraut, Dist. - Bagpat, UP - 250617	B.Ed.	2 Years	100 (2 Units)	Chaudhary Charan Singh University, Dist. Meerut-250005, State-Uttar Pradesh.
32.	NRCAPP-4996	Smt Kiran Devi Degree College, Plot No.- 1032, Village - Tanki Nagar, Post Office - Dauki, Tehsil- Fatehabad, Dist.- Agra, State- Uttar Pradesh - 283111.	B.Ed.	2 Years	100 (2 Units)	Dr. B.R. Ambedkar University, Dist. Agra-282004, State-Uttar Pradesh.
33.	NRCAPP-5072	Baba Viswanath Mahavidyalaya, Plot No.- 83, Village- Teliyanj, Post Office- Bahadina, Tehsil/Taluka- Saidpur, Dist.- Ghazipur, Uttar Pradesh- 233223.	B.Ed.	2 Years	100 (2 Units)	Veer Bahadur Singh Purvanchal University, Shahganj Road, Dist. Jaunpur- 222002, State- Uttar Pradesh.
34.	NRCAPP-4888	MDP College of Education, Plot Number - 336, Village - Gathi Gusa (Garhi Dariyab), Post Office - Fatehabad, Tehsil/Taluka - Fatehabad, Dist. - Agra, UP- 283111.	B.Ed.	2 Years	100 (2 Units)	Dr. B.R. Ambedkar University, Dist. Agra-282004, State-Uttar Pradesh.
35.	NRCAPP-4972	Navals Degree College, Plot Number - 522, Village - Rudrapur, Post Office - Kusmhi Bazar, Tehsil/Taluka - Chauri Chauri, Dist. - Gorkhampur, UP- 273002.	B.Ed.	2 Years	100 (2 Units)	Deen Dayal Upadhyay Gorakhpur University, Dist. Gorakhpur- 273009, State- Uttar Pradesh.
36.	NRCAPP-4912	Smt Kalawati Devi Mahavidhyalay, Plot Number - 440/2, Village - Banguri, Post Office - Digneri, Tehsil/Taluka - Fatehabad, Dist. - Agra, UP- 283125.	B.Ed.	2 Years	100 (2 Units)	Dr. B.R. Ambedkar University, Dist. Agra-282004, State-Uttar Pradesh.
37.	NRCAPP-4839	I D Memorial Degree College, Plot Number - 305 to 311, Village - Anand Bihar Murawal, Post Office - Fatehullapur, Tehsil/Taluka - Ghazipur, Dist. - Ghazipur, UP- 233302.	B.Ed.	2 Years	100 (2 Units)	Veer Bahadur Singh Purvanchal University, Shahganj Road, Dist. Jaunpur- 222002, State-

38.	NRCAPP-5454	Kavi Pooranmal Das Shikshan Sansthan Plot No. NA, Khasra No. 26, Street Number- NA, Village/Town- Kutubpur, Post office- Aun, Tehsil/Taluka- Etah, Town/City- Etah, State- UP, District- Etah (UP), Pin Code - 207001	B.Ed.	2 Years	100 (2 Units)	Uttar Pradesh Dr. B.R. Ambedkar University, Dist. Agra-282004, State-Uttar Pradesh.
39.	NRCAPP-4840	Dr Chandrma Singh Mahila Mahavidyalaya, Plot Number - 157, Village - Parashiv, Post Office - Sakalpur, Tehsil/Taluka - Sadar, Dist. - Varanasi, UP- 221403.	B.Ed.	2 Years	100 (2 Units)	Mahatma Gandhi Kashi Vidyapeeth, Dist. Varanasi-221002, State-Uttar Pradesh
40.	NRCAPP-4771	Shri Ram Mahavidhyalay, Plot No. - 269, 270, Village - Ukharra, Post Office - Pratap Pura, Tehsil - Sadar Agra, State UP - 282001	B.Ed.	2 Years	100 (2 Units)	Dr. B.R. Ambedkar University, Dist. Agra-282004, State-Uttar Pradesh.
41.	NRCAPP-4267	Swami Vivekanand Mahavidyalaya, Plot No. - 70, Street Number -NA, Village - Jankapur, Post Office - Powayan, Tehsil/Taluka - SPowayan, Town/City - Powayan, Dist. - Shahjahanpur(UP), State - Uttar Pradesh, Pin Code - 242401	B.Ed.	2 Years	100 (2 Units)	M.J.P. Rohilkhand University, Doh Lal Agarwal Marg, Dist. Bareilly, State-Uttar Pradesh.
42.	NRCAPP-5499	Pt. Rajpati Mahavidyalaya Parmipatti Patti Pratapgarh, Plot No. - 183, 184, Village- Parmipatti, Post Office - Pandarimustarka, Tehsil - Patti, Dist. - Pratapgarh, UP - 230135	B.Ed.	2 Years	100 (2 Units)	Dr. Ram Manohar Lohia Awadh University, Dist. Faizabad-224001, State-Uttar Pradesh.
43.	NRCAPP-5047	Jay Bajrang Mahavidhyalaya, Plot Number - 339, Village - Chankari, Post Office - Etah, Tehsil/Taluka - Etah, Dist. - Etah, UP- 207001.	B.Ed.	2 Years	100 (2 Units)	Dr. B.R. Ambedkar University, Dist. Agra-282004, State-Uttar Pradesh.
44.	NRCAPP-5258	Sri Ram Singh Educational Institute, Plot No. - 485, Village - Barthar, Post Office - Etah, Tehsil - Pargana Etah Sakil, Dist. - Etah, UP - 207001.	B.Ed.	2 Years	100 (2 Units)	Dr. B.R. Ambedkar University, Dist. Agra-282004, State-Uttar Pradesh.
45.	NRCAPP-5532	Shri Atvar Singh Deshwar Institute of Education, Plot No. 425, Village - Istaura, Post Office - Baldev, Tehsil - mahavan, Dist.- Mathura, UP - 281301	B.Ed.	2 Years	100 (2 Units)	Dr. B.R. Ambedkar University, Dist. Agra-282004, State-Uttar Pradesh.
46.	NRCAPP-5389	Babu Shivpattar Rai Smarak Balika Mahavidyalaya, Khasra No.-	B.Ed.	2 Years	100 (2 Units)	Veer Bahadur Singh Parvanchal

		256258, Vill- Bachaur Khurd Ramgarh, Dist. Azamgarh				University, Shahganj Road, Dist. Jaunpur- 222002, State- Uttar Pradesh.
47.	NRCAPP-4597	Shyam Sunder Shikshan Prashikshan Mahavidyalaya, Plot No. 1096, 1098, 1099, 1107, 1108, Street No. - 1, Village - Mawai Kada, Post Office - Kunda, Tehsil - Kunda, Dist. - Pratapgarh, State - UP-230204.	B.Ed.	2 Years	100 (2 Units)	Dr. Ram Manohar Lohia Awadh University, Dist. Faizabad-224001, State-Uttar Pradesh.
48.	NRCAPP-5525	Rambeti Balika Degree College, Plot No. 2882, Chha, Village - Nikwa, Post Office - Telegram, Chhibramau, Kannauj, U.P.	B.Ed.	2 Years	100 (2 Units)	Chhatrapati Sahuji Maharaj Kanpur University, Kalyanpur, Dist. Kanpur-208024, State-Uttar Pradesh.
49.	NRCAPP-5149	Pt. Deen Dayal Upadhyay PG College, Plot No.- 617, Village- Didisiyakala, Post Office- Didisiyakala, Tehsil/Taluka- Tarabganj, Dist.- Gonda, Uttar Pradesh- 271401.	B.Ed.	2 Years	100 (2 Units)	Dr. Ram Manohar Lohia Awadh University, Dist. Faizabad-224001, State-Uttar Pradesh.
50.	NRCAPP-4924	Raghavram Diwakerdutt Gyanodaya Mahavidyalaya, Plot Number - 80801, Village - Pure Tiwari, Post Office - Kundwa Tiwari pur, Tehsil/Taluka - Colonelganj, Dist. - Gonda, UP- 271504.	B.Ed.	2 Years	100 (2 Units)	Dr. Ram Manohar Lohia Awadh University, Dist. Faizabad-224001, State-Uttar Pradesh.
51.	NRCAPP-4863	Shree Vedram College of Higher Education, Plot Number - 159, Village - Lodhipur Rajput, Post Office - Pakbura, Tehsil/Taluka - Moradabad, Dist. - Moradabad, UP- 244102.	B.Ed.	2 Years	100 (2 Units)	The Registrar, Chaudhary Charan Singh University, Dist. Meerut-250005, State-Uttar Pradesh.

- The institution shall comply with various other norms and standards prescribed in the NCTE regulations, as amended from time to time. The Institution shall fulfil the revised Norms relating to infrastructure, instructional facilities, enhanced amount of Endowment and Reserve Fund, Number and qualifications of Teaching Staff, Curriculum and implementation strategies in view of the change in duration/intake of programme(s) offered in the institution within the time limit allowed by NCTE.
- The institution shall make admission only after it obtains affiliation from the examining body in terms of clause 8(10) of the NCTE (Recognition Norms & Procedure) Regulations, 2014.
- The institution shall comply with the condition as laid down in the clause 8(3) of the NCTE Regulations, 2014 which provided that "An institution which has been recognized by the Council shall obtain accreditation from an accrediting agency approved by Council within five year of such recognition."
- The institution shall ensure that the required number of academic staff for conducting the course is always in position.
- As per the provisions of the NCTE Regulations, 2014 the following norms have been prescribed for staff/ qualifications/administrative and professional staff/terms and conditions of service etc.



NORMS AND STANDARDS FOR BACHELOR OF EDUCATION PROGRAMME LEADING TO THE BACHELOR OF EDUCATION (B.ED.) DEGREE – Regarding Staff

5.1 Academic Faculty

For an intake of two basic units of 50 students each, that is total students strength of 200, there shall 16 full-time faculty members.

The distribution of faculty across different curricular areas shall be as under:

1.	Principal / HoD	One
2.	Perspectives in Education	Four
3.	Pedagogy subjects (Maths, Science, Social Science, Language)	Eight
4.	Health and Physical Education	One
5.	Fine Arts	One
6.	Performing Arts (Music/Dance/Theatre)	One

- Note: (i) The faculty positions listed under different subject categories may teach course(s) in the Teacher Education Programme across curricular areas specified, and can cater to both foundation and pedagogy course(s). If the students strength for two years is one hundred (with one basic unit) only, the number of faculty shall be reduced to 8.
- (ii) Faculty can be utilized teaching in flexible manner so as to optimize academic expertise available.

5.2 Qualifications

The faculty shall possess the following qualifications:

- A. Principal / HOD
- Postgraduate degree in Arts / Sciences / Social Sciences / Humanities/Commerce with minimum 55% marks; and
 - M.Ed. with minimum 55% marks; and
 - Ph.D in Education or in any pedagogic subject offered in the institutions; and
 - Eight years of teaching experience in a secondary Teacher Education Institution.
- Desirable : Diploma/Degree in Education Administration or Educational Leadership.
- B. Perspectives in Education or Foundation Courses
- Postgraduate degree in Social Sciences with minimum 55% marks; and
 - M.Ed. degree from a recognized university with minimum 55% marks.
- OR
- Postgraduate (MA) degree in Education with minimum 55% marks; and
 - B.Ed./B.El.Ed. degree with minimum 55% marks.
- C. Curriculum and Pedagogic Courses
- Postgraduate degree in Sciences / Mathematics /Social Sciences/Languages with minimum 55% marks; and
 - M.Ed. degree minimum 55% marks.

Desirable : PhD degree in Education with subject specializations.

[Note : In case of B and C put together, for two faculty positions, a postgraduate degree in Sociology/Psychology/Philosophy with 55% marks, and B.Ed./B.El.Ed. with 55% marks and three years of teaching experience in a secondary school shall be considered].

- D. Specialised Courses Physical Education
- Master of Physical Education (M.P.Ed.) with minimum 55% marks. (Training/qualification in yoga education shall be desirable)
- Visual Arts
- Post graduate degree in Fine Arts (MFA) with minimum 55% marks
- Performing Arts
- Post graduate degree in Music/Dance/Theatre Arts with minimum 55% marks.

5.3 Administrative and Professional Staff

(a)	Librarian (B.Lib. with 55% marks)	One
(b)	Lab Assistant (BCA with 55% marks)	One
(c)	Office-cum-Account Assistant	One
(d)	Office Assistant-cum-Computer Operator	One
(e)	Store-Keeper	One
(f)	Technical Assistant	One

(g) Lab Attendants/Helpers/Support Staff

Two

Qualifications

As prescribed by State Government /J.T Administration Concerned

Note : In a composite institution, the Principal and academic, administrative and technical staff can be shared. There shall be one Principal, and others may be termed as HoDs.

5.4. Terms and conditions Service

The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scales, age of superannuation and other benefits shall be as per the policy of the State Government/Affiliating body.

The institutions shall adhere to the fulfillment of the provisions of the NCTE Regulations, 2014 and ensure the following before commencement of the session:-

- (a) The institution which have submitted reply to Letter of Intent and appointed staff as per provisions of the NCTE Regulations, 2009 with the approval of the affiliating body shall be required to modify/replace the required faculty as per provisions of the NCTE Regulations, 2014. The institution shall be required to submit the compliance report before the commencement of the session 2015-16.
- (b) As per the provisions of the NCTE Regulations, 2014 an institution is allowed/permitted to take two units at a time of a teacher education programme. Accordingly, the faculty requirements have been laid down for two units of the programme in the Regulations 2014 i.e. for 200 students in the first and the second year. However, those institutions whose applications are pending if opt for one unit i.e. 100 students in the first and second year, the requirement of faculty shall be reduced to eight out of which five lecturers i.e. one each for Science, Social Studies, Mathematics and two for Languages and one Health and Physical Education lecturer and one Performing/Visual Art Lecturer, and one Principal or Head of the Department shall be appointed. One of the lecturers may possess post graduation degree in Psychology/Philosophy/Sociology if the Principal/Head of the Department possesses PG degree in one of the school subjects.
- (c) The institutions having applied for D.Ed. course are being granted recognition for one unit only, as the application made by the institution was for an intake of 50 students.

(vi) The institutions whose applications were pending with the Regional offices before 1.12.2014 (the date of notification of Regulations, 2014), shall be considered for recognition as standalone institutions but they shall move gradually to become a composite institution but not later than 2016-17.

(vii) As per the guidelines issued by the NCTE Hq vide letter No. 51-4/2014/NCTE/N&S dated 24th December, 2014 the institutions shall be required to fulfil the requirement of additional staff, infrastructure by 31st October, 2015 in case recognition has been granted for two units of B.Ed. course. However in respect of B.Ed. programme, under new Regulations, 2014, there is a change in basic unit size and required infrastructure, staff pattern etc., the NRC shall cause inspection of the institution by 29 Feb., 2016 for ascertaining the fulfilment of infrastructure facilities. If the institution fails to comply with these requirements, the permission given for one basic unit out of two basic units shall be withdrawn.

4. Further, the recognition is subject to fulfilment of all such other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/ Body, the State Government etc. as applicable. The affiliating body (University/State Govt.) shall also required to verify the authenticity of the land & building documents as well as appointment of requisite teaching & non-teaching staff as per provisions of the NCTE Regulations, 2014 by the concerned institution before grant of affiliation to an institution.

5. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant.

6. The institution shall maintain & update its Web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

- (i) Copy of the Application Form
- (ii) Land and Building Particulars
- (iii) Staff Profile
- (iv) Recognition letter
- (v) Information for having fulfilled the norms & standard and other required conditions.



7. In case if the land is in the name of the Society/trust, the land is to be transferred within six months in the name of the institution, failing which action shall be initiated to withdraw the recognition. It shall be essential on the part of the institution concerned to get the needful done in this regard and intimate about the same to the respective Regional Committee along with the new land documents within the stipulated time.

8. If the institution contravenes any of the above conditions or the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee shall withdraw the recognition as under the provisions of Section 17(1) of the NCTE Act.

9. Further, if the institution is not satisfied with the order, it may prefer an appeal under sections 18 of NCTE Act, 1993 in the "online mode" available on NCTE's website www.ncte-india.org within 60 days from the date of this order. The guidelines for filing appeal may be seen on NCTE's website.


(Dr. I.K. Mansoori)
Regional Director

Encl:- As above
The Manager to Govt. of India,
Department of Publications, (Gazette Section)
Civil Lines, Delhi - 110 054

Copy to:-

1.	The Principal Secretary, (Higher Education) Govt. of Uttar Pradesh, UP Civil Secretariat, Annex Bhawan 5 th Floor, Room No. 501, Lucknow-226001, Uttar Pradesh	With a request to ensure compliance of the terms & conditions as laid down above.
2.	The Registrar, Bundelkhand University, Kanpur Road, Dist. Jhansi-284128, State-Uttar Pradesh.	<i>With a request to ensure that admission are made by the institutions as per the size of unit and intake mentioned in the recognition /permission order and compliance of other terms and conditions as laid down above.</i>
3.	The Registrar, Chatrapati Sahuji Maharaj Kanpur University, Kalyanpur, Dist. Kanpur-208024, State-Uttar Pradesh.	
4.	The Registrar, Chandhary Charan Singh University, Dist. Meerut-250005, State-Uttar Pradesh.	
5.	The Registrar, Deen Dayal Upadhyay Gorakhpur University, Dist. Gorakhpur-273009, State-Uttar Pradesh.	
6.	The Registrar, Dr. B.R. Ambedkar University, Dist. Agra-282004, State-Uttar Pradesh.	
7.	The Registrar, Dr. Ram Manohar Lohia Awadh University, Dist. Faizabad-224001, State-Uttar Pradesh.	
8.	The Registrar, M.J.P. Rohilkhand University, Doli Lal Agarwal Marg, Dist. Bareilly, State-Uttar Pradesh.	
9.	The Registrar, Mahatma Gandhi Kashi Vidyapeeth, Dist. Varanasi-221002, State-Uttar Pradesh.	
10.	The Registrar, Veer Bahadur Singh Purvanchal University, Shahganj Road, Dist. Jaunpur-222002, State-Uttar Pradesh.	
11.	The Secretary, Department of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi- 110001	
12.	The US (Computer), National Council for Teacher Education, Hans Bhawan Wing-II, I, Bahadur Shah Zafar Marg, New Delhi- 110 002	
13.	Computer Section of NRC, NCTE, Jaipur for upload the same of NRC website.	
14.	Office order file/ Institution file.	

1.	The Principal/Correspondent,	BDS Gurukul of Education, Plot No. - 228/1/1 & 227, Street No. - 0, Village - Sarai Kazi, Post Office - Medical, Tehsil - Meerut, Dist. Meerut, UP - 250004
2.		Surendra Pal Sharma Degree College, Plot No. 962,964, Khasara No. 962,964, Street Number- 1, Village/Town- Ganiyawali, Post office- Ganiyawali, Tehsil/Taluka- Aramli, Town/City- Ganiyawali, State- UP, District- Aligarh(UP), Pin Code - 202289
3.		Smt. Mahadevi Mahavidhyalya, Plot No. - 682, Village - Bharaul, Post Office - Bharaul, Teh. Shikohabad, Dist. - Firozabad, UP - 205121

4.	Jyoti College of Management Science And Technology, Plot no. - 435, 436, Khasra No. - 02, 0117, 0461, 0475, Village - Mudliya Ahmad Nagar, Post Office - Izzat Nagar, Tehsil - Sadar, Dist. - Bareilly, UP - 243001
5.	Baba Jai Gurdeo Smriti Mahavidyalaya, Plot No. - 517, Village - Goparichandpur, Post Office - Tigra, Tehsil - Taluka, Dist. - Ambedkar Nagar, UP - 224149
6.	Maulana Mohammad Ali Johar Higher Education Institute, Plot No. - 56 B, Street Number- NH-119, Village - Gauspur Raj, Post Office - Kiratpur, Tehsil/Taluka - Najibabad, Dist. - Bijnor, State - Uttar Pradesh - 246731
7.	Dharm Raj Singh College of Education, Plot No. - 542, Village - Raganli, Post Office - Raganli, Tehsil - Karwi, Dist. - Chitrakoot, State - Uttar Pradesh - 210205.
8.	KP Higher Educational Institute Jhalwa, Plot No. - 124, Village - Saha Urf Peepal Gaon, Post Office - Peepal Gaon, Tehsil/Taluka - Sadar, Dist. - Allahabad, Uttar Pradesh - 211012
9.	Sneh Lata Gupta Memorial Degree College, Plot No. 3241, 3242A, Street Number- Kanpur Road, Village/Town- Rasulabad Dehat, Post office- Rasulabad, Tehsil/Taluka- Rasulabad, Town/City- Rasulabad, State- UP, District- Kanpur Dehat (UP), Pin Code - 209306
10.	Dr. Girish Chandra Rama Mahavidhyalay, Plot No. - 849, Village - Shenou, Post Office - Awagarh, Tehsil/Taluka - Jalesar, Dist. - Etah, UP - 207001
11.	Tapsthal Mahila Mahavidyalay, Plot No. - 2848&2849, Village - Dili Saraiya, Post Office - Dili Saraiya, Tehsil/Taluka - Milkpur, Dist. - Faizabad, UP - 224189
12.	Shri Sagar Singh Somvati PG College, Plot No. - 871, 72, 73, 75, 59, 60, 57, 58, 67 & 68, Village - Bahorikpur, Post Office - Jahangaj, Tehsil/Taluka - Farrukhabad, Dist. - Farrukhabad, UP - 209739
13.	Ram Chandra Singh Memorial Degree College, Plot No. - 869, 3344, Village - Mirzapur, Post Office - Mirzapur, Tehsil - Jalalabad, Dist. - Shahjahanpur, UP - 242221
14.	Smt. Vinla Singh Memorial Women College of Education and Management, Plot No. - 97, Village - Rampur Sardha, Post Office - Rampur Sardha, Tehsil - Sadar, Dist. - Faizabad, State - Uttar Pradesh - 224201.
15.	Shri Putt Lal Memorial Mahavidhyalaya, Plot No. - 148, Village - Bahorn, Post Office - Jahangaj, Tehsil - Farrukhabad, State - Uttar Pradesh - 209739.
16.	Aryabhata College of Management and Technology, Plot No. 2225, 2226, 2227, Village - Daula, Post Office - Bagpat, Tehsil - Bagpat, Dist. - Bagpat, State UP - 250601.
17.	Kedarnath Jagannath Mahavidyalay, Plot Number - 1498, 1516, Village - Khatwara, Post Office - Rajapur, Tehsil/Taluka - Mau, Dist. - Chitrakoot, UP - 210207.
18.	Abhay College of Commerce and Education, Plot No. - 277, 283, Village - Munderi, Post Office - Chaubeypur Khurd, Tehsil/Taluka - Varanasi, Dist. - Varanasi, UP - 221101.
19.	Shri R N Yadav Mahavidhyalaya, Plot Number - 625, 626, 628, 1141, Village - Ekahara, Post Office - Barnahal, Tehsil/Taluka - Karhal, Dist. - Mainpuri, UP - 205261.
20.	DT College, Plot No. - 15, Village - Rehan Khurd, Post Office - Rehan Khurd, Tehsil/Taluka - Etanadpur, Dist. - Agra, Uttar Pradesh - 283202.
21.	Sharda Devi Degree College, Plot Number - 485, 486, Village - Bijoli, Post Office - Rajgarh, Tehsil/Taluka - Jhansi, Dist. - Jhansi, UP - 284135.
22.	Shri Ram Institute of Education, Plot No. - 525/5, Village - Dibai, Post Office - Dibai, Teh. Dibai, Dist. - Bulandshahr, Uttar Pradesh - 202393
23.	SD Maha Vidhyalaya Thakudrawara, Plot No - 227&94, Village - Nagaliya, Post Office - Thakudrawara, Tehsil - Thakudrawara, Dist. - Moradabad, UP - 244601
24.	Gramodaya Mahila Mahavidyalay, Village - Rampur Sardha, Post Office - Rampur, Tehsil - Sadar, Dist. Faizabad, UP - 224201
25.	Shri Shyam Mahavidyalaya, Plot Number - 510, Village - Karahara, Post Office - Karahara, Tehsil/Taluka - Kirawali, Dist. - Agra, UP - 283105.
26.	Manorama Institute of Management And Technology, Plot No. - 132, Fatehpursikri Road, Village-Ladanda, P.O.-Bichpuri, Tehsil/Taluka-Sadar, Town/City-Agra, Dist. Agra, Uttar Pradesh.
27.	BDM Girls Degree College, Plot No - 180, Village- Baa Colony Garhi Daryab, Post

		Office- Fatehabad, Tehsil/Taluka- Fatehabad, Dist.- Agra, Uttar Pradesh- 283111.
28.		Bansh Bahadur Pal Smarak Mahavidyalaya, Plot No. - 539, Village - Uchgaon, Post Office - Uchgaon, Tehsil - Sadar, Dist. - Basti, UP - 272178
29.		Sai Kripa Shikshan Prashikshan Sansthan, Plot No. - 243, Village - Dudai, Post Office - Amaniganj, Tehsil - Milkipur, Dist. - Faizabad, UP - 224121
30.		Ramwari Rajbahadur Degree College, Plot No - -628 Kha, Post Office - Prathvipur, Tehsil - Etawah, Dist. - Etawah, State - UP - 206126
31.		Rishikul Vidyapeeth College of Education, Plot No. - 476&471, Village - Jagos, Post Office - Kotara, Tehsil - Baraut, Dist. - Bagpat, UP - 250617
32.		Smt Kiran Devi Degree College, Plot No.- 1032, Village - Tanki Nagar, Post Office - Dauki, Tehsil - Fatehabad, Dist.- Agra, State- Uttar Pradesh - 283111.
33.		Baba Viswanath Mahavidyalaya, Plot No.- 83, Village- Teliyani, Post Office- Bahadia, Tehsil/Taluka- Saidpur, Dist.- Ghazipur, Uttar Pradesh- 233223.
34.		MDP College of Education, Plot Number - 536, Village - Garhi Gusai (Garhi Dariyah), Post Office - Fatehabad, Tehsil/Taluka - Fatehabad, Dist. - Agra, UP- 283111.
35.		Navals Degree College, Plot Number - 522, Village - Rudrapur, Post Office - Kusmhi Bazar, Tehsil/Taluka - Chamri Chaura, Dist. - Gorkakhpur, UP- 273002
36.		Smt Kalawati Devi Mahavidhyalay, Plot Number - 440/2, Village - Banguri, Post Office - Digner, Tehsil/Taluka - Fatehabad, Dist. - Agra, UP- 283125.
37.		I D Memorial Degree College, Plot Number - 305 to 311, Village - Anand Bihar Murawal, Post Office - Fatehullahpur, Tehsil/Taluka - Ghazipur, Dist. - Ghazipur, UP- 233302.
38.		Kavi Pooranmal Das Shikshan Samsthan Plot No.NA, Khasra No. 26, Street Number- NA, Village/Town- Kutubpur, Post office- Aun, Tehsil/Taluka- Etah, Town/City- Etah, State- UP, District- Etah (UP), Pin Code - 207001
39.		Dr Chandrma Singh Mahila Mahavidyalaya, Plot Number - 157, Village - Purashiv, Post Office - Sakalpur, Tehsil/Taluka - Sadar, Dist. - Varanasi, UP- 221403.
40.		Shri Ram Mahavidhyalay, Plot No. - 269, 270, Village - Ukharra, Post Office - Pratap Pura, Tehsil - Sadar Agra, State UP - 282001
41.		Swami Vivekanand Mahavidyalaya, Plot No. - 70, Street Number -NA, Village - Jankapur, Post Office - Powayan, Tehsil/Taluka - SPowayan, Town/City - Powayan, Dist. -Shahjahanpur(UP), State - Uttar Pradesh, Pin Code - 242401
42.		Pt. Rajpati Mahavidyalaya Parmipatti Patti Pratapgarh, Plot No. - 183, 184, Village- Parmipatti, Post Office - Pandarimustarka, Tehsil - Patti, Dist. - Pratapgarh, UP - 230135
43.		Jay Bajrang Mahavidhyalaya, Plot Number - 339, Village - Chamkari, Post Office - Etah, Tehsil/Taluka - Etah, Dist. - Etah, UP- 207001
44.		Sri Ram Singh Educational Institute, Plot No. - 485, Village - Barthar, Post Office - Etah, Tehsil - Purgana Etah Sakit, Dist. - Etah, UP - 207001.
45.		Shri Aivar Singh Deshwar Institute of Education, Plot No. 425, Village - Jataura, Post Office - Baldev, Tehsil - mahavan, Dist - Mathura, UP - 281301
46.		Babu Shivpattar Rai Smarak Balika Mahavidyalaya, Khasra No.- 256258, Vill- Bachaur Khurd Ramgarh, Dist. Azamgarh
47.		Shyam Sunder Shikshan Prashikshan Mahavidyalaya, Plot No. 1096, 1098, 1099, 1107, 1108, Street No. - 1, Village - Mawai Kala, Post Office - Kunda, Tehsil - Kunda, Dist. - Pratapgarh, State - UP 230204.
48.		Rambeti Balika Degree College, Plot No. 2882, Chha, Village - Nikwa, Post Office - Telegram, Chhibramau, Kannauj, U.P.
49.		Pt. Deen Dayal Upadhyay PG College, Plot No.- 617, Village- Didisiyakala, Post Office- Didisiyakala, Tehsil/Taluka- Tarabganj, Dist.- Gonda, Uttar Pradesh- 271401
50.		Raghavram Diwakerdutt Gyunodaya Mahavidyalaya, Plot Number - 80801, Village - Pure Tiwari, Post Office - Kundwa Tiwari pur, Tehsil/Taluka - Colonelganj, Dist. - Gonda, UP- 271504.
		159, Village - Lodhipur, Rajpur, Post Office - Pakbara, Tehsil/Taluka - Moradabad, Dist. - Moradabad, UP- 244102.

Regional Director

UNIVERSITY EXAMINATION RESULT
B.Ed.

Year	2012-13	2013-14	2014-15
Pass Percentage	100%	90.32	98.88
No. of 1 st Classes	84%	84%	81%


PRINCIPAL
BDS GURUKUL OF EDUCATION
MEERUT

(d) The Workshop Space shall include provision in two separate spaces for the conducting of specific practicum activities such as theatre workshops, self-development workshops, craft, music and physical education workshops (including yoga education). These spaces should allow for free physical movement for a batch of 25-30 students.

6.3 Other Amenities

- (a) functional and appropriate furniture in required number for instructional and other purposes;
- (b) Arrangement may be made for parking of vehicles.
- (c) Access to safe drinking water in the institution.
- (d) Effective arrangement for regular cleaning of the campus, water and toilet facilities (separate toilet for men, women and PWD), repair and replacement of furniture and other equipment.

(Note: In case of composite institution, the infrastructural, instructional and other facilities shall be shared by various programmes.)

7. Managing Committee

The institution shall have a Managing Committee constituted as per norms of the affiliating University/concerned State Government. In the absence of such norms, the institution shall constitute the Managing Committee on its own. The Committee shall comprise representatives of the sponsoring society/trust / Company, Educationists and Teacher Educators, representatives of the affiliating university and of the faculty.

APPENDIX-4

Norms and Standards for bachelor of education programme leading to the Bachelor of Education (B.Ed) Degree

1. Preamble

The Bachelor of Education programme, generally known as B.Ed., is a professional course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary level (classes IX-X) and senior secondary level (classes XI-XII). The programme shall be offered in composite institutions as defined in clause (b) of regulations 2.

2. Duration and Working Days

2.1 Duration

The B.Ed. programme shall be of a duration of two academic years, which can be completed in a maximum of three years from the date of admission to the programme.

2.2 Working Days

- (a) There shall be at least two hundred working days each year exclusive of the period of examination and admission.
- (b) The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- (c) The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

3. Intake, Eligibility, Admission Procedure and Fees

3.1 Intake

There shall be a basic unit of 50 students, with a maximum of two units. There shall not be more than twenty five students per teacher for a school subject for methods courses and other practical activities of the programme to facilitate participatory teaching and learning.

3.2 Eligibility

- (a) Candidates with at least fifty percent marks either in the Bachelor's Degree and/or in the Master's Degree in Sciences/Social Sciences/ Humanity, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.
- (b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.

3.3 Admission Procedure

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the State Government/U.T. Administration and the University.

3.4 Fees

The institution shall charge only such fee as prescribed by the affiliating body / state government concerned in accordance with provisions of National Council for Teacher Education (NCTE) (Guidelines for regulations of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002, as amended from time to time and shall not charge donations, capitation fee etc from the students.

4. Curriculum, Programme Implementation and Assessment

4.1 Curriculum

The B.Ed. curriculum shall be designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. The programme shall comprise three broad curricular areas: Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field.

The courses under each of these curricular areas will be based on a close reading of original writings, seminar/term paper presentations and continuous engagement with the field. Transaction of the courses shall be done using a variety of approaches, such as, case studies, discussions on reflective journals, observations of children, and interactions with the community in multiple socio-cultural environments.

Information and Communication Technology (ICT), gender, yoga education, and disability/inclusive education shall form an integral part of the B.Ed. curriculum.

(i) Theory Courses

(a) Perspectives in Education

Perspectives in Education should include courses in the study of childhood, child development and adolescence, contemporary India and education, philosophical and sociological perspectives in education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education. The course in childhood studies shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on 'Contemporary India and Education' shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education. The course on 'knowledge and curriculum' will address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and context, and the relationship between curriculum, policy and learning. The course on 'teaching and learning' will focus on aspects of social and emotional development; self and identity, and cognition and learning.

(b) Curriculum and Pedagogic Studies

Courses in Curriculum and Pedagogic Studies shall include aspects of language across the curriculum and communication, understanding of a discipline, social history of a school subject, and its pedagogical foundations, with a focus on the learner; and a course on the theoretical perspectives on assessment for learning.

Curriculum and Pedagogic Studies courses shall offer a study of the nature of a particular discipline, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in one disciplinary area, viz. Social Science, Science, Mathematics, Languages, and a subject area from the same discipline, at one/ two levels of school. The courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with community life. A variety of investigative projects shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes and to communicate meaningfully with children.

(ii) Engagement with the Field/Practicum

The B.Ed. programme shall provide for sustained engagement with the Self, the Child, Community and School, at different levels and through establishing close connections between different curricular areas. This curricular area would serve as an important link between the above two broad curricular areas through its three components:

- (a) Tasks and Assignments that run through all the courses.
- (b) School Internship.
- (c) Courses on Enhancing Professional Capacities.

The curricular areas of 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' shall offer field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school. These tasks and projects would help in substantiating perspectives and theoretical frameworks studied in a teacher education classroom with field-based experiences. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, establishing study circles/forums for professional development of in-service school teachers, or dialoguing with the School Management Committee, etc. Community-based engagement may also include oral history projects with a community of

artisans as part of 'Contemporary India and Education' or 'Pedagogy of Social Science/History'. Likewise, the pedagogy course on science may include environment-based projects to address concerns of a particular village/city or a community.

Several specialised courses shall be offered to enhance professional capacities of a student-teacher such as courses on language and communication, drama and art, self development and ICT. A course on critical understanding of ICTs shall be offered as an important curricular resource, according primacy to the role of the teacher, ensuring public ownership of digital resources, and promoting constructivist approaches that privilege anticipation and co-creation over mere access to ICTs. Courses that would focus on developing the professional and personal self of a teacher will be designed to integrate theoretical and practical components, transacted through focused workshops with specific inputs on art, music and drama. These courses shall offer opportunities to study issues of identity, interpersonal relations, adult-child gaps, personal and social constructs, schools as sites for struggle and social change; understanding and practicing yoga education, developing social sensitivity and the capacity to listen and emphasize.

(iii) School Internship

School Internship would be a part of the broad curricular area of 'Engagement with the Field' and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. shall provide for sustained engagement with learners and the school (including engaging in continuous and comprehensive assessment for learning), thereby creating a synergy with schools in the neighbourhood throughout the year. Student-teachers shall be equipped to cater to diverse needs of learners in schools. These activities shall be organized for 4 weeks in the first year of the course.

Students are to be actively engaged in teaching for 16 weeks in the final year of the course. They shall be engaged at two levels, namely, upper primary (classes VI-VIII) and secondary (IX-X), or senior secondary, with at least 16 weeks in secondary/senior secondary classes. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.

Internship in schools will be for a minimum duration of 20 weeks for a two-year programme (4 weeks in the first year, and 16 weeks in the second year as noted above). This should also include, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and faculty observations of practice lessons.

4.2 Programme Implementation

The institution shall meet the following specific demands of implementing this professional programme of study.

- (a) Prepare a calendar for all activities, including school internship. The school internship and other school contact programmes shall be synchronised with the academic calendar of the school.
- (b) Make an arrangement with at least ten schools for the Internship as well as other school-based activities of the programme. The arrangement shall have the approval of the district education authorities. These schools shall form basic contact point for all practicum activities and related work during the course of the programme.
- (c) Transaction of the Perspectives in Education and Curriculum and Pedagogic Studies courses should be done using a multiple and variety of approaches such as case studies, problem solving, discussions on reflective journals in colloquia, observations of children in multiple socio-cultural environments. Interns shall maintain reflective journals and observation records, which provide opportunities for reflective thinking.
- (d) Initiate discourse on education by periodically organising seminars, debates, lectures and discussion groups for students and faculty.
- (e) Organise academic enrichment programmes including interactions with faculty from parent disciplines; and encourage faculty members to participate in academic pursuits and pursue research, especially in schools. Provisions of leave shall be made for faculty to undertake research/teaching in universities and schools.
- (f) School teachers shall be invited to teacher education institutions for feed back to student-teachers and for extension/guest lectures and organising colloquium.
- (g) There shall be mechanisms and provisions for addressing complaints of students and faculty, and for grievance redressal.
- (h) For school internship, the TEIs and the participating schools shall set up a mutually agreed mechanism for mentoring, supervising, tracking and assessing the student teachers.

4.3 Assessment

For Perspectives in Education and Curriculum and Pedagogic Studies, at least 20% to 30% marks may be assigned for continuous internal assessment and 70% to 80% marks for external examination. One-fourth of the total marks/weightage shall be allocated to assessment of practice teaching. The weightage for internal and external assessment shall be prescribed by the affiliating university. Candidates must be internally assessed on the entire course of Engagement with the Field and not only on the project/field work given to them as part of their units of study. The basis for assessment and criteria used ought to be transparent for students to benefit maximally out of professional feedback. Students shall be given information about their grades/marks as part of professional feedback so that they get the opportunity to improve their performance. The bases of internal assessment may include individual or group assignments, observation records, student portfolio, diaries, journal etc.

5. Staff

5.1 Academic Faculty

For an intake of two basic units of 50 students each, that is total students strength of 200, there shall 16 full-time faculty members.

The distribution of faculty across different curricular areas shall be as under:

1. Principal/ HoD	One
2. Perspectives in Education	Four
3. Pedagogy subjects (Maths, Science, Social Science, Language)	Eight
4. Health and Physical Education	One
5. Fine Arts	One
6. Performing Arts (Music/Dance/Theatre)	One

Note: (i) The faculty positions listed under different subject categories may teach course(s) in the Teacher Education Programme across curricular areas specified, and can cater to both foundation and pedagogy course(s). If the students' strength for two years is one hundred (with one basic unit) only, the number of faculty shall be reduced to 8.

(ii) Faculty can be utilised for teaching in flexible manner so as to optimize academic expertise available.

5.2 Qualifications

The faculty shall possess the following qualifications:

A. Principal/HoD

- Postgraduate degree in Arts/Sciences/Social Sciences/Humanities/ Commerce with minimum 55% marks; and
- M.Ed. with minimum 55% marks; and
- Ph.D. in Education or in any pedagogic subject offered in the institution; and
- Eight years of teaching experience in a secondary Teacher Education Institution.

Desirable: Diploma/Degree in Educational Administration or Educational Leadership.

B. Perspectives in Education or Foundation Courses

- Postgraduate degree in Social Sciences with minimum 55% marks; and
- M.Ed. degree from a recognised university with minimum 55% marks.

OR

- Postgraduate (MA) degree in Education with minimum 55% marks; and
- B.Ed./B.El.Ed. degree with minimum 55% marks.

C. Curriculum and Pedagogic Courses

- Postgraduate degree in Sciences/ Mathematics/ Social Sciences/ Languages with minimum 55% marks; and
- M.Ed. degree with minimum 55% marks.

Desirable : PhD degree in Education with subject specialisations.

[Note: In case of B and C put together, for two faculty positions, a postgraduate degree in Sociology/Psychology/Philosophy with 55% marks, and B.Ed./BEEd with 55% marks and three years of teaching experience in a secondary school shall be considered].

D. Specialised Courses Physical Education

- (i) Master of Physical Education (M.P.Ed.) with minimum 55% marks. (Training/qualification in yoga education shall be desirable)

Visual Arts

- (i) Post graduate degree in Fine Arts (MFA) with minimum 55% marks.

Performing Arts

- (i) Post graduate degree in Music/Dance/ Theatre Arts with minimum 55% marks.

5.3 Administrative and Professional Staff

(a) Librarian (B.Lib with 55% marks)	One
(b) Lab Assistant (BCA with 55% marks)	One
(c) Office-cum-Account Assistant	One
(d) Office Assistant-cum Computer Operator	One
(e) Store-Keeper	One
(f) Technical Assistant	One
(g) Lab Attendants/Helpers/Support Staff	Two

Qualifications

As prescribed by State Government/UT Administration concerned.

Note: In a composite institution, the Principal and academic, administrative and technical staff can be shared. There shall be one Principal, and others may be termed as HoDs.

5.4 Terms and Conditions of Service

The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scales, age of superannuation and other benefits shall be as per the policy of the State Government/Affiliating body.

6. Facilities

6.1 Infrastructure

(i) The institutions shall possess 2500 sq mts (two thousand five hundred square meters) of exclusive well demarcated land for the initial intake of fifty students out of which 1500 sq mts (one thousand five hundred square meters) shall be the built up area and the remaining space for lawns, playfields, etc. For an additional intake of fifty students, it shall possess additional land of 500 sqm. (five hundred square metre). For an annual intake beyond two hundred and upto three hundred, it shall possess land of 3500 sqm. (three thousand five hundred square metre). For the institutions established prior to this Regulations, for an additional intake of one hundred students, built up area is to be increased by 500 sqm (five hundred square metre) and the requirement of additional land may not apply to them.

(ii) Built up Area for running other teacher education programmes in combination with B.Ed programme shall be as under:

(ii) Facilities

Course(s)	Built up Area (in sqm)	Land Area in (sqm)
B.Ed/Education Component of B.A. B.Ed./B.Sc.B.Ed.	1500	2500
D.E.C.Ed plus B.Ed	2500	3000
D.El.Ed plus B.Ed	3000	3000
B.Ed plus M.Ed	2000	3000
D.E.C.Ed plus B.Ed plus M.Ed	3000	3500
D.El.Ed plus B.Ed plus M.Ed	3500	3500
D.El.Ed plus D.E.C.Ed plus B.Ed plus M.Ed	4000	4000

Note: Additional intake of one unit of B.Ed will require additional built up area of 500sq. m. (five hundred square meters).

The institution must have the following infrastructure (each item to include facilitation for PWD):

- (a) One classroom for every 50 students
- (b) Multipurpose Hall with seating capacity of 200 and a dias (2000 sq. ft)
- (c) Library-cum-Reading Room
- (d) ICT Resource Centre
- (e) Curriculum Laboratory
- (f) Art and Craft Resource Centre
- (g) Health and Physical Education Resource Centre (including yoga education)
- (h) Principal's Office
- (i) Staff Room
- (j) Administrative Office
- (k) Visitor's Room
- (l) Separate Common Room for male and female students
- (m) Seminar Room
- (n) Canteen
- (o) Separate Toilet facility for male and female students, for staff, and for PWD.
- (p) Parking Space
- (q) Store Rooms (two)
- (r) Multipurpose Playfield
- (s) Open space for Additional Accommodation.
- (iv) There shall be games facilities with a playground. Where there is scarcity of space as in the metropolitan towns/hilly regions, separate facilities for yoga, small court and indoor games may be provided.
- (v) Safeguard against fire hazard be provided in all parts of the building.
- (vi) The institution campus, buildings, furniture etc. should be barrier free.
- (vii) Hostel for male and female students separately, and some residential quarters are desirable.

6.2 Instructional

- (a) The Institution shall have easy access to sufficient number of recognized secondary schools within reasonable distance for field work and practice teaching related activities of the student teachers. The institution shall furnish undertaking from the schools that they are willing to provide facilities for practice teaching. The state education administration may allot schools to different TELs. Not more than ten and twenty students-teachers shall be attached with a school having pupil strength up to 1000 (one thousand) and 2000 (two thousand) respectively. It is desirable that the institution has an attached school under its control.
- (b) There shall be a library-cum-reading room with seating capacity for at least fifty percent students equipped with minimum 1000 (one thousand) titles and 3000 (three thousand) books including text and reference books relevant to the course of study, educational encyclopedias, year books, electronic publications (CD-ROMs), online resources, and minimum five refereed journals on education, and subscription to five others in related disciplines. The library holdings shall be augmented with addition of two hundred titles annually including books and journals. The library shall have photocopying facility and computer with internet facility for the use of faculty and student-teachers. Except in the case of textbooks and reference books there shall not more than three multiple copies of each title.
- (c) There shall be a Curriculum Laboratory with materials and resources relating to different areas of school curriculum.
- (d) There shall be ICT facilities with hardware and software including computers, internet, TV, Camera; ICT equipment like ROT (Receive Only Terminal), SIT (Satellite Interlinking Terminal) etc.

- (e) There shall be a fully furnished Teaching-Learning Resource Centre for Arts and Work Experience.
- (f) Games and sports equipments for common indoor and out door games should be available.
- (g) Simple musical instruments such as harmonium, table, manjira and other indigenous instruments.

6.3 Other Amenities

- (a) Functional and appropriate furniture in required number for instructional and other purposes.
- (b) Arrangement may be made for parking of vehicles.
- (c) Access to safe drinking water be provided in the institution.
- (d) Effective arrangement be made for regular cleaning of campus, water and toilet facilities (separate for male and female students and teachers), repair and replacement of furniture and other equipments.

(Note: In case of composite institution, the infrastructural, instructional and other facilities shall be shared by various programmes.)

7. Managing Committee

The institution shall have a Managing Committee constituted as per the rules, if any of the affiliating University/concerned State Government. In the absence of such rules, the institution shall constitute the Managing Committee on its own. The Committee shall comprise representatives of the sponsoring society/trust, Educationists and Teacher Educators, representatives of the affiliating university and of the staff.

APPENDIX-5

Norms and Standards for master of education programme leading to Master of Education (M.Ed.) Degree

1. Preamble

The Master of Education (M.Ed.) Programme is a two-year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to M.Ed. degree with specialisation either in elementary education (upto class VIII) or in secondary education (classes VI-XII).

2. Institutions Eligible to Apply

- (i) Institutions offering teacher education programmes for a minimum period of five academic years, being affiliated to a university, and having applied for accreditation from NAAC or any other accrediting agency approved by NCTE.
- (ii) University Departments of Education.

3. Duration and Working Days

3.1 Duration

The M.Ed. programme shall be of a duration of two academic years including field attachment for a minimum of 4 weeks and research dissertation. Students shall be permitted to complete the programme requirements of the two-year programme within a maximum period of three years from the date of admission to the programme. The summer should be used for field attachment/practicum/other activities.

3.2 Working Days

There shall be at least two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty six hours in a week (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students. The minimum attendance of students shall be 80% for Theory Courses and Practicum, and 90% for Field Attachment.

4. Intake, Eligibility, Admission Procedure and Fees

4.1 Intake

The basic unit size for the programme shall be 50. An Institution shall be allowed only one unit. Additional unit in the programme shall be permitted only based on quality of infrastructure, faculty and other resources, after the Institution has offered the programme for three years and has been awarded minimum B+ grade by NAAC or any other accrediting agency approved by NCTE.

**LIST OF ITEMS IN EDUCATIONAL
TECHNOLOGY LAB**

Sr. No.	Name of Item	Quantity of Item
1.	Computers	45
2.	Colour Television	01
3.	DVD	01
4.	Educational CD's	10
5.	Over Head Projector	02
6.	Audio Cassettes	05
7.	Video Cassettes	05
8.	Column	02
9.	Amplifier	01
10.	Public Addressing System	02
11.	Tape Recorder	01
12.	Transparency Sheet	01


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LIST OF PSYCHOLOGICAL TESTS

1. Personality Tests :

- a. Introversion-Extroversion Inventory
by Dr. Rekha Gupta
Dr. P.F. Aziz
- b. Multi-Dimensional Assessment of Personality Test
by M/s Psy-Com Services
- c. D.P.I. – Dimension Personality Inventory
by Dr. Mahesh Bhargava

2. Intelligence Tests :

- a. Verbal Intelligence Test by Dr. R.K. Ojha & K. Ray Choudhary
 - b. General Mental Alertness Test by Dr. R.P. Srivastava
 - c. A Test of Intelligence for Special Studies by Dr. S.S. Jalota
 - d. Mangal Emotional Intelligence Inventory
by Dr. K. Mangal & Mrs. Mangal
- 1. T.A.T. Blank for Recording & Interpreting T.A.T stories
by Mahesh Bhargava
 - 2. Cognitive Style Inventory (C.S.I.) by Praveen Kumar Jha

3. Interest Test / Record :

- a. Educational Interest Record by Dr. S.P. Kulshrestha
- b. Vocational Interest Record by Dr. S.P. Kulshrestha

4. Aptitude Tests :

- a. Scientific Aptitude Test Battery
by K.K. Agarwal & Saroj Arora
 - b. Teaching Aptitude Test
by Dr. R.P. Singh & Dr. S.N. Sharma
- 5. Adjustment Inventory for College Students
by A.K.P. Sinha & R.P. Singh
 - 6. Sodhi's Attitude Scale by Dr. T.S. Sodhi
 - 7. Indian Modification
 - 8. Passi Test of Creativity by Dr. B.K. Passi
 - 9. Sinha's Comprehensive Anxiety Test
by A.K.P. Sinha and L.N .K. Sinha
 - 10. A Test of Intelligence
 - 11. Socio-Emotional School Climate Inventory (S.E.S.C.I.)
by Renuka Kumar Sinha & Mrs. Rajni Bhargava


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LIST OF MATHEMATICS LAB.

<u>Sr. No.</u>	<u>Name of Item</u>	<u>Quantity of Item</u>
1.	Geometrical Models & Shapes Wooden	12
2.	Meter Scale Wooden	01
3.	Half Meter Scale Wooden	01
4.	Drawing Instrument Box	01 Set
5.	Portraits of Great Mathematicians	04
6.	Mathematical Chart	04
7.	Geometrical Instrument Box	01
8.	Measuring Tape	01


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List of items in Language Lab.

1. Head Phone
2. Speaker
3. Master Computer for Teacher
4. Computers – 15 Nos.


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LIST OF ITEMS IN SCIENCE LAB.

1.	Physical Weight Box	01
2.	Physical Balance	01
3.	Spring Balance (100g & 250g)	02
4.	Nicholson Hydro Meter	02
5.	Pendulum Bob Brass	02
6.	Retart Stand with Alum. Stand	01
7.	Micrometer Screw Gauge	02
8.	Vernier Calippers	02
9.	Spherometer	01
10.	Spirit Lamp	06
11.	Tripod Stand	06
12.	Wire Gauge	06
13.	Beaker 100 ml.	06
14.	Wood Scale 1 Mtr.	02
15.	Drawing Board	04
16.	Alpins 100 g (Pack)	02
17.	Drawing Pins (Pack)	02
18.	Amonium Chloride Pure	500 g
19.	Copper Sulphate Pure	500 g
20.	Tube Tubing Soft	5 Mtr.
21.	Rubber Cork	12
22.	Stop Watch	01
23.	Wet & Dry Thermometer	01
24.	Max. Min. Thermometer	01
25.	Wall Thermometer	01

26.	Plane Mirror Strip	10
27.	Glass Prism	06
28.	Glass Slab	06
29.	Newton Apparatus	01
30.	Travelling Microscope	01
31.	Deniel Cell	01
32.	Model of AC Dynamo	01
33.	Potentio Meter 10 Wire	01
34.	Spirit Level	01
35.	Resonance Tube Apparatus	01
36.	Sonometer	01
37.	Tunning Fork	01
38.	Compass Magnetic	06
39.	Volt Meter	01
40.	Dry Cell	02
41.	Galvanometer	01
42.	Convex Mirror	02
43.	Buratte Pinch	02
44.	Peppatt Glass 25 ml	02
45.	Buratte Stand	01
46.	Funnel Stand	01
47.	Test Tube Stand	01
48.	Test Tube Netwall	12
49.	Cork Borer Brass	01
50.	Test Tube Holder	06
51.	Test Tube Brush	06
52.	Beaker 250 ml	02

53.	Funnel 75 ml	06
54.	Keeps Apparatus	01
55.	Wash Bottle	04
56.	Beehive Shelves	02
57.	Evaporating Disc	02
58.	Filter Paper	02
59.	Glass Jar	01
60.	Measuring Cylinder	02
61.	Regend Bottle	01
62.	Petty Dish	02
63.	Cemada Bolsen	500 ml
64.	Boiling Tube	04
65.	Litmus Paper Blue	01 Pkt.
66.	Disseting Box	01
67.	Slide Box	25 Pc.
68.	Watch Glass	12
69.	Dropping Bottle	06
70.	Biological Chart	04
71.	Dissection Tray with Wax	02
72.	Burner Stove	01
73.	Model Human Ear	01
74.	Model of Brain	01
75.	Model Human Eye	01
76.	Specimen of Squilla	01
77.	Specimen of Octopus	01
78.	Specimen of Prawn	01
79.	Specimen of Stinglaw	01


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LIST OF JOURNALS

<u>Sr. No.</u>	<u>Name of Journals</u>	<u>Publisher</u>
1.	Indian Educational Review	NCERT, New Delhi
2.	School Science	NCERT, New Delhi
3.	Journal of Indian Education	NCERT, New Delhi
4.	Primary Teachers	NCERT, New Delhi
5.	Indian Adhunik Shiksha	NCERT, New Delhi
6.	Primary Shishak	NCERT, New Delhi
7.	Indian Education Abstracts	NCERT, New Delhi
8.	Anweshika	NCERT, New Delhi
9.	योजना	सूचना एवं प्रसारण मंत्रालय
10.	कुरुक्षेत्र	ग्रामीण विकास मंत्रालय, दिल्ली
11.	विज्ञान प्रगति	वैज्ञानिक तथा औद्योगिक अनुसंधान परिषद्, नई दिल्ली


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 BDS GURUKUL OF EDUCATION
 MEERUT

चौधरी चरण सिंह विश्वविद्यालय, मेरठ

Ch. Charan Singh University, Meerut



पत्रांक : सम्बद्धता/256/
दिनांक : 31.10.2015

सेवा में,
चेयरमैन,
बी0डी0एस10 गुरुकुल ऑफ एजुकेशन,
सेक्टर-3, जागृति बिहार,
मेरठ।

महोदय,

कृपया अपने पत्र-दिनांक 15.10.2015 का संदर्भ ग्रहण करने की कृपा करें, जिसके द्वारा आपने संस्थान में स्ववित्त पोषित योजना के अंतर्गत संचालित बी0एड0 पाठ्यक्रम में चयन समिति द्वारा चयनित निम्नलिखित अभ्यर्थियों को प्रवक्ता पद पर अनुमोदन प्रदान करने का अनुरोध किया गया है, जिनका विवरण निम्नवत है :-

S.N.	Name	Design	Qualification	Univ. Expert
1-	Shaloo Sharma	Lecturer	M.A.(Edu.), B.Ed., M.Ed	Dr. Sangeeta Srivastava DAV College, MZN Dr. Indraini VMLG College, GZB
2-	Priyanka Tyagi	Lecturer	M.A.(Edu.), B.Ed	—do—
3-	Ritu Singh	Lecturer	M.A.(Edu.), B.Ed	—do—
4-	Poonam	Lecturer	M.A.(Edu.), B.Ed., M.Ed	—do—
5-	Babeeta Saxena	Lecturer	M.A.(Edu.), B.Ed., TET	—do—
6-	Suhil Kumar	Lecturer	M.A.(Edu./Pol.Sci.), B.Ed	—do—
7-	Km. Umesh	Lecturer	M.A.(Edu.), B.Ed	—do—
8-	Km. Priyanka	Lecturer	M.A.(Edu.), B.Ed	—do—
9-	Rekha Sharma	Lecturer	M.A.(Hindi), B.Ed, M.Ed M.Phil.(Edu.87)	—do—
10-	Km. Anita	Lecturer	M.A.(Hindi), B.Ed., M.Ed	—do—
11-	Harish Kumar	Lecturer	M.A.(Eng.), B.Ed., M.Ed., M.Phil.(Edu.11), NET (Edu.14)	—do—
12-	Lakhi Chand	Lecturer	M.A.(Eng.), B.Ed., M.Ed	—do—
13-	Dr. Rajrani Singh	Lecturer	M.A.(Skt./Hindi), B.Ed., M.Ed Ph.D. (Edu.14)	—do—
14-	Satya Pal Singh	Lecturer	M.A.(Hist.), B.Ed., M.Ed	—do—
15-	Reenu Dubey	Lecturer	M.A.(Eco.), B.Ed., M.Ed	—do—
16-	Avnish Kumar	Lecturer	M.A.(Pol.Sci.), B.Ed., M.Ed	—do—
17-	Rohit Sharma	Lecturer	M.A.(Pol.Sci.), B.Ed., M.Ed	—do—
18-	Bhawana Juneja	Lecturer	M.Com., B.Ed., M.Ed	—do—
19-	Nishi	Lecturer	M.Com., B.Ed., M.Ed	—do—
20-	Kavita Singh	Lecturer	M.A.(H.S.), B.Ed., M.Ed	—do—
21-	Girish Chand Joshi	Lecturer	M.Sc (Maths), B.Ed., M.Ed., NET (Edu.12)	—do—
22-	Ajay Pal Singh	Lecturer	M.Sc (Bot.), B.Ed., M.Ed M.Phil. (Bot./Edu.)	—do—
23-	Neelam Karanwal	Lecturer	M.Sc (Chem.), B.Ed., M.Ed., NET (Edu.13)	—do—
24-	Pushpendra Kr. Thakur	Lecturer	M.Sc (Zool.), B.Ed., M.A.(Edu.), M.A.(Socio.), M.Ed., M.Phil. (Edu.09) NET (Edu.09)	—do—

D : Dhan_2 (103)

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MEERUT

क्रमांक.....2

(2)

सम्बन्धित विषय विशेषज्ञ द्वारा प्रवक्ता पद हेतु उपरोक्त अभ्यर्थियों की संस्तुति की गयी है। विषय विशेषज्ञ की संस्तुति एवं विश्वविद्यालय में उपलब्ध कराये गये अभिलेखों के आधार पर कुलपति जी के आदेशानुसार उपरोक्त अभ्यर्थियों को एन0सी0टी0ई0 के मागकानुसार प्रवक्ता पद पर अनुमोदन इस शर्त के साथ प्रदान किया जाता है कि विश्वविद्यालय द्वारा अनुमोदित शिक्षक की मृत्यु/त्यागपत्र/निष्कासन की दशा में विलम्बतम 15 दिनों में विश्वविद्यालय को सूचित किया जायेगा। उक्त के अतिरिक्त संस्थान को यह भी निर्देशित किया जाता है कि उपरोक्त चयनित अभ्यर्थी केवल एक ही संस्थान में कार्यरत रहेंगे अन्यथा की स्थिति में विश्वविद्यालय कार्यवाही करने के लिए स्वतंत्र होगा।

भवदीय,

31/12/16

उपकुलसचिव (सम्बद्धता)
कृते कुलसचिव

PRINCIPAL
BDS GURUKUL OF EDUCATION
MEERUT

चौधरी चरण सिंह विश्वविद्यालय, मेरठ
Ch. Charan Singh University, Meerut



पत्रांक : सम्बद्धता /
दिनांक :

सेवा में,
चेयरमैन,
बी०डी०एस० गुरुकुल ऑफ एजुकेशन,
सेक्टर-8, जागृति विहार
मेरठ।

महोदय,


कृपया अपने पत्र दिनांक 30.11.2015 का संदर्भ ग्रहण करने की कृपा करें, जिसके द्वारा आपने संस्थान में स्ववित्त पोषित योजना के अंतर्गत संचालित बी०एड० पाठ्यक्रम में चयन समिति द्वारा चयनित निम्नलिखित अभ्यर्थियों को प्रवक्ता पद पर अनुमोदन प्रदान करने का अनुरोध किया गया है, जिनका विवरण निम्नवत है :-

S.N.	Name	Design	Qualification	Univ. Expert
1-	Shivani Gupta	Lecturer	B.P.Ed., M.P.Ed	Dr. Virendra Kumar Meerut College, Meerut Dr. Yogendra Singh MMH College, Ghaziabad —do—
2-	Lavi Tyagi	Lecturer	B.P.Ed., M.P.Ed	Dr. Usha Kiran
3-	Meenakshi Gupta	Lecturer	M.A. (Drg. & Ptg.)	Meerut College, Meerut Dr. Jyotsna KLM, Meerut —do—
4-	Himani	Lecturer	M.A. (Drg. & Ptg.)	

सम्बन्धित विषय विशेषज्ञ द्वारा प्रवक्ता पद हेतु उपरोक्त अभ्यर्थियों की संस्तुति की गयी है। विषय विशेषज्ञ की संस्तुति एवं विश्वविद्यालय में उपलब्ध कराये गये अभिलेखों के आधार पर कुलपति जी के आदेशानुसार उपरोक्त अभ्यर्थियों को एन०सी०टी०ई० के मानकानुसार प्रवक्ता पर अनुमोदन इस शर्त के साथ प्रदान किया जाता है कि विश्वविद्यालय द्वारा अनुमोदित शिक्षक की मृत्यु/त्यागपत्र/निष्कासन की दशा में विलम्बतम 15 दिनों में विश्वविद्यालय को सूचित किया जायेगा। उक्त के अतिरिक्त संस्थान को यह भी निर्देशित किया जाता है कि उपरोक्त चयनित अभ्यर्थी केवल एक ही संस्थान में कार्यरत रहेंगे अन्यथा की स्थिति में विश्वविद्यालय कार्यवाही करने के लिए स्वतंत्र होगा।


PRINCIPAL
BDS GURUKUL OF EDUCATION
MEERUT

भवदीय,


उपकुलसचिव (सम्बद्धता)
कृते कुलसचिव

चौधरी चरण सिंह विश्वविद्यालय, मेरठ
Ch. Charan Singh University, Meerut



पत्रांक : सम्बद्धता/1478

दिनांक : 11.7.2014

सेवा में,
चेयरमैन,
बी०डी०एस० गुरुकुल ऑफ एजुकेशन,
सेक्टर-8, जागृति बिहार,
मेरठ।

महोदय,

कृपया अपने पत्र दिनांक 07.04.2014 एवं 19.04.2014 का संदर्भ ग्रहण करने की कृपा करें, जिसके द्वारा आपने संस्थान में स्ववित्त पोषित योजना के अंतर्गत संचालित बी०एड० पाठ्यक्रम में चयन समिति द्वारा चयनित निम्नलिखित अभ्यर्थियों को प्राचार्य एवं प्रवक्ता पद पर अनुमोदन प्रदान करने का अनुरोध किया गया है, जिनका विवरण निम्नवत है :-

S.N.	Name	Design	Qualification	Univ. Expert
1-	Dr.Ajay Kumar Sharma	Principal	M.A.(Pol.Sci.), B.Ed., M.Ed M.Phil. (Edu.04), Ph.D. (Edu.10)	Dr.Y.P.Singh NREC College, Khurja Dr.M.P.Tyagi CSNSS (P.G.) Collge, Machara, Meerut Dr.D.K.Sharma Sh.K.K.Jain College, Khautali Dr.Indrani VMLG College, GZB Dr.Bharat Singh M.B.College, Dadri Dr.Sangeeta Srivastava D.A.V.College, MZB
2-	Sushma Singh	Lecturer	M.A (Edu./Pol.Sci.), B.Ed., M.Ed., NET (Edu.10)	—do— —do—
3-	Jyoti Tyagi	Lecturer	M.A. (Eng./Edu./Eco./Hist.). B.Ed., M.Ed., M.Phil. (Edu.07), NET (Edu.13)	—do— —do—
4-	Ankur Kumar	Lecturer	M.A.(Hist.), B.Ed., M.Ed., NET (Edu.12)	—do—
5-	Chanchal Rani	Lecturer	M.Com., B.Ed., M.Ed, NET (Edu.12)	—do—
6-	Yogendra Kumar	Lecturer	M.A (Math), B.Ed., M.Ed., NET (Edu.12)	—do—
7-	Kuldeep Kumar	Lecturer	M.Sc (Phy.), B.Ed., M.Ed., M.A. (Math), NET (Edu.13)	—do—
8-	Seema Singh	Lecturer	M.A (Hindi), B.Ed., M.Ed., NET (Edu.12)	—do—

सम्बन्धित विषय विशेषज्ञ द्वारा प्राचार्य एवं प्रवक्ता पद हेतु उपरोक्त अभ्यर्थियों की संस्तुति की गयी है। विषय विशेषज्ञ की संस्तुति एवं विश्वविद्यालय में उपलब्ध कराये गये अभिलेखों के आधार पर कुलपति जी के आदेश दिनांक 05.07.2014 द्वारा उपरोक्त अभ्यर्थियों को शासन/यू०जी०सी०/एन०सी०टी०ई० के मानकानुसार प्राचार्य एवं प्रवक्ता पद पर अनुमोदन प्रदान किया जाता है। उक्त के अतिरिक्त संस्थान को यह भी निर्देशित किया जाता है कि उपरोक्त चयनित अभ्यर्थी केवल एक ही संस्थान में कार्यरत रहेंगे अन्यथा की स्थिति में विश्वविद्यालय कार्यवाही करने के लिए स्वतंत्र होगा

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MEERUT

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भवदीय,

सहा० कुलसचिव (सम्बद्धता)
कृते कुलसचिव

चौधरी चरण सिंह विश्वविद्यालय, मेरठ
Ch. Charan Singh University, Meerut



पत्रांक : सम्बद्धता/2113
दिनांक : 26/9/2010

सेवा में,
सचिव,
बी०डी०एस० गुरुकुल ऑफ एजुकेशन,
मेरठ

महोदय,

कृपया अपने पत्र दिनांक 03.04.2010 का संदर्भ ग्रहण करने की कृपा करें, जिसके द्वारा आपने संस्थान में संचालित बी०डी०एस० पाठ्यक्रम में चयन समिति द्वारा चयनित निम्नलिखित अभ्यर्थियों को प्रवक्ता पद पर अनुमोदन प्रदान करने का अनुरोध किया गया है, जिनका विवरण निम्नवत है :-

S.N.	Name	Design	Qualification	Univ. Expert
1-	Smt. Rekha Sharma	Lecturer	M.A (Hindi/Skt./Eng.), B.Ed., M.Ed., M.Phil.(Edu.87)	Dr. Ajay Kumar Meerut College, Mrt
2-	Mr. Ajay Kumar Sharma	Lecturer	M.A.(Pol.Sci.), B.Ed., M.Ed M.Phil.(Edu.04)	—do—
3-	Mr. Fakhruddin	Lecturer	M.A.(Psy./Pol.Sci.), B.Ed., M.Ed., M.Phil.(Edu. 05)	—do—
4.	Mr. Manindra Kumar	Lecturer	M.Sc (Phy.), B.Ed., M.A.(Edu.)	—do—
5.	Smt. Uma Sharma	Lecturer	M.A.(Hindi), B.Ed., M.Ed., M.Phil.(Edu.02)	—do—
6.	Smt. Vinita Dubey	Lecturer	M.A.(Pol.Sci.), B.Ed., M.Ed	—do—
7.	Ms. Gunjali Sharma	Lecturer	M.Sc (Bot.), B.Ed. M.A.(Edu.)	—do—
8.	Smt. Renu	Lecturer	M.A.(Eng.), B.Ed., M.Ed., M.Phil.(Edu.)	—do—

सम्बन्धित विषय विशेषज्ञ द्वारा प्रवक्ता पद हेतु उपरोक्त अभ्यर्थियों की संस्तुति की गयी है। विषय विशेषज्ञ की संस्तुति एवं विश्वविद्यालय में उपलब्ध कराये गये अभिलेखों के आधार पर कुलपति जी के आदेशानुसार उपरोक्त अभ्यर्थियों को शासन/यू०जी०सी०/एन०सी०टी०ई० के मानकानुसार अनुमोदन प्रदान किया जाता है। उक्त के अतिरिक्त संस्थान को यह भी निर्देशित किया जाता है कि उपरोक्त चयनित अभ्यर्थी केवल एक ही संस्थान में कार्यरत रहेंगे अन्यथा की स्थिति में विश्वविद्यालय कार्यवाही करने के लिए स्वतंत्र होगा।

Ak. Sharma

भवदीय,

प्रति

उपकुलसचिव (सम्बद्धता)

कुलसचिव

SDS GURUKUL OF EDUCATION
MEERUT