

REGIONAL INSTITUTE OF EDUCATION, AJMER

(A constituent unit of NCERT, under MHRD, New Delhi)

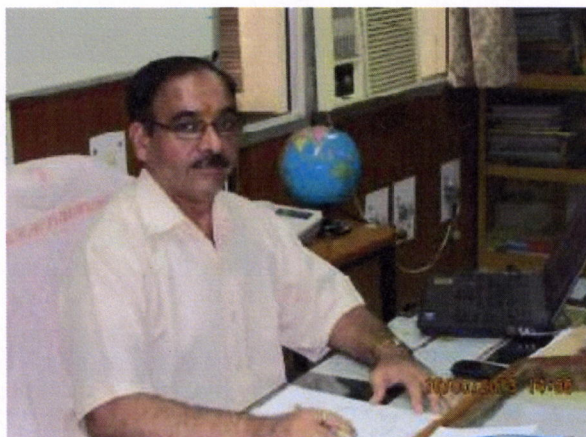


SELF APPRAISAL REPORT FOR ACCREDITATION

**SUBMITTED TO
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
BANGALORE**

2017

DECLARATION BY THE HEAD OF INSTITUTION



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

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

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

Signature of the Head of Institution

Place : Ajmer

Date: 07.03.2017

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Part – I

Profile of the Institution

A. Profile of the Institution

1. Name and address of the institution: **Regional Institute of Education, Pushkar Road, Ajmer-305004**
2. Website URL **<http://www.rieajmer.raj.nic.in>**
3. For communication:

Office

Designation	Name	Telephone Number with STD Code	Fax No	E-Mail Address
Principal	Professor V.K. Kakaria	01452643671	0145-2643862	rieajmer@yahoo.com
Dean of Instruction	Professor J.P. Bagchi	0145-2643760	0145-2643760	acdriajmer@gmail.com
Co-ordinator	Professor B.Barthakur	0145-2990146		barthakur1@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Principal – Prof. V.K. Kakaria	0145-2643671	9414018981
Dean – Prof. J.P. Bagchi	0145-2643760	9414008344
Co-ordinator- Prof. B. Barthakur	0145-2640012	9784529980

4. Location of the Institution: **Urban**
5. Campus area in acres: **110 Acres**
6. Is it a recognized minority institution? : **No**
7. Date of establishment of the institution - Month & Year : **October 1962**
8. University/Board to which the institution is affiliated:
Maharshi Dayanand Saraswati University, Ajmer
9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act. (copy to both the letters are missing from records but the permanent recognition has been obtained from UGC from the year 1988 which can also be viewed on UGC website. A Letter for providing copy of the same has already been written to UGC. Both letters will be added in the report as soon the Institute will find the copies from UGC).
Month & Year : 1988

2.F.

12 B

} 1988

10. Type of Institution

a. By funding

- i. Government✓
- ii. Grant-in-aid
- iii. Constituent
- iv. Self-financed
- v. Any other (specify and indicate)

(Government : Funding by National Council of Educational Research and Training under MHRD, Government of India.)

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)✓

(Autonomous, as a constituent of NCERT under MHRD, Government of India and affiliated to M.D.S. University, Ajmer)

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

Yes

No✓

If yes, has the institution applied for autonomy? : **Not applicable**

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					
ii)	Primary/ Elementary					
iii)	Secondary/ Sr. secondary	B.Sc.B.Ed.	Sr. Sec.	Degree	4 years	
		B.A.B.Ed.	Sr. Sec.	Degree	4 years	
		B.Ed.	Graduate	Degree	2 years	
iv.	Post Graduate	M.Ed.	B.Ed.	Degree	2 years	
v.	Other (specify)	DCGC	Diploma	Diploma	1 year	
		Ph.D.	Degree	Degree		

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				
Graduate Level	B.Sc.B.Ed.	F-3/RJ-26/5700 Dated 24-1-1997	Permanent	80/100
	B.A.B.Ed.	F.NRC./NCTE/RJ..(Part-VI)/2015/110104-08 dated 31.5.2015	Permanent	50
	B.Ed.	रा.अ.शि. प/उक्षेस/RIE/99/9035 Dated: 14-7-99	Permanent	80/100
Post Graduate	M.Ed.	F.No.F-3/RJ-9/M.Ed./2000/4456-63 dated 25-7-2000	Permanent	30
Other (specify)	DCGC	Run as PAC approved Programme by NCERT New Delhi		
	Ph.D.			
Earlier the sanctioned seats for B.Sc.B.Ed. and B.Ed. were 80 but at present number of seats has been raised upto 100.				

B. Criterion-wise Inputs:

Criterion 1: Curricular Aspects

1. Does the Institution have a stated
Vision Yes ✓
Mission Yes ✓
Values Yes ✓
Objectives Yes ✓
2. a) Does the institution offer self-financed programme(s)? **No**
If yes,
a) How many programmes?
b) Fee charged per programme
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**

If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.
All
5. Number of methods/elective options (programme wise)
B.Sc.B.Ed. - Two (1.Chemistry-Zoology-Botany 2. Physics, Chemistry, Mathematics)

B.A.B.Ed. - Three (Any one of the three languages 1. Hindi, 2.English, 3.Urdu with any of two options from - History, Geography, Political Science, Economics)
B.Ed. Two (1. Social Science and 2.Science)
M.Ed. One
DCGC One
6. Are there Programmes offered in modular form : **Yes**

Name of the Programme : Diploma in Guidance and Counselling
7. Are there Programmes where assessment of teachers by the students has been introduced: **No**
8. Are there Programmes with faculty exchange/visiting faculty : **No**
9. Is there any mechanism to obtain feedback on the curricular aspects from the
 - Heads of practice teaching schools **Yes**
 - Academic peers **Yes**
 - Alumni **No**
 - Students **Yes**
 - Employers **NA**

10. How long does it take for the institution to introduce a new programme within the existing system? **Minimum One Year**
11. Has the institution introduced any new courses in teacher education during the last three years? **Yes – B.A.B.Ed.**
12. Are there courses in which major syllabus revision was done during the last five years?
Yes _ B.Sc.B.Ed., B.A.B.Ed., B.Ed., M.Ed.
13. Does the institution develop and deploy action plans for effective implementation of the curriculum? **Yes**
14. Does the institution encourage the faculty to prepare course outlines?
Yes

Criterion II: Teaching-Learning and Evaluation

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

i. B.Sc. B.Ed., B.A.B.Ed., B.Ed., M.Ed.

- a).Through entrance test developed by the institution (NCERT)
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)

☐

(Weightage of entrance test is only 80% and remaining 20% weightage is given to qualifying exam result marks) State wise quota is also there based on population of respective States according to census 2011.

ii. DCGC (PAC approved programme)

- a).Through an entrance test developed by the institution (NCERT)
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

i). B.Ed., B.Sc. B.Ed., B.A. B.Ed. and M.Ed.

July2015

iii). DCGC

July 2015

b) Date of last admission

i). B.Ed

August2015

ii). M. Ed., B.Sc. B.Ed. and B.A.B.Ed

August2015

iii). DCGC

July2015

c) Date of closing of the academic year

i). B.Ed

March 2016

ii). M. Ed., B.Sc. B.Ed. and B.A.B.Ed

March 2016

iii). DCGC

December, 2015

d) Total teaching ays

i). B.Ed., M. Ed., B.Sc. B.Ed. and B.A.B.Ed
(Including official holidays)

240 Days

iii). DCGC

(Including official holidays)

Face to face
75 days

e) Total working days of the Institute

(Including official holidays)

365 Days

3.Total number of students admitted : (3 Years)

Name of the course	Number of Students Admitted								
	2014-15			Reserved			Open		
	Male	Female	Total	M	F	Total	Male	Female	Total
B.Sc. B.Ed. 1 st Year	31	67	98	24	36	60	7	31	38
B.Sc. B.Ed. II Year	27	63	90	23	37	60	4	26	30
B.Sc. B.Ed. IIIYear	26	64	90	19	35	54	7	29	36
B.Sc. B.Ed. IVYear	25	84	109	18	54	72	8	29	37
B.Ed. I Year	7	21	28	4	7	11	3	14	17
B.Ed. II Year	7	15	22	3	7	10	4	8	12
M.Ed. . I Year	11	18	29	12	5	17	6	6	12
DCGC	12	13	25	-	-	-	-	-	-
Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Sc. B.Ed.	22	58	80	17	33	50	5	25	30
B.A.B. Ed.	18	22	40	13	18	31	5	4	9
B. Ed. (TwoYear)	16	64	80	13	40	53	3	24	27
M. Ed. (Full Time)	6	14	20	5	9	14	1	5	6
DCGC	36	22	58	21	6	27	15	16	31

Name of the course	Number of Students Admitted								
	2015-16			Reserved			Open		
	Male	Female	Total	M	F	Total	Male	Female	Total
B.Sc. B.Ed. 1 st Year	39	60	99	25	39	64	14	21	35
B.Sc. B.Ed. II Year	32	59	91	23	31	54	7	30	37
B.Sc. B.Ed. IIIYear	29	60	89	23	30	53	5	31	36
B.Sc. B.Ed. IVYear	26	61	89	17	35	52	9	28	37

B.Ed. I Year	21	61	82	16	30	46	5	31	36
B.Ed. II Year	7	22	29	4	8	12	3	14	17
M.Ed. . I Year	12	28	40	8	15	23	4	13	17
B.A. B.Ed 1 st Year	14	34	48	10	20	30	4	14	18
DCGC	8	9	17	–	–	–	–	–	–

Name of the course	Number of Students Admitted								
	2016-17			Reserved			Open		
	Male	Female	Total	M	F	Total	Male	Female	Total
B.Sc. B.Ed. 1 st Year	32	66	98	24	39	63	8	27	35
B.Sc. B.Ed. II Year	32	59	91	19	39	58	13	20	33
B.Sc. B.Ed. IIIYear	30	60	90	23	30	53	7	30	37
B.Sc. B.Ed. IVYear	27	61	88	22	36	58	5	25	30
B.Ed. I Year	35	64	99	24	34	58	11	29	31
B.Ed. II Year	20	56	76	15	27	42	5	29	34
M.Ed. . I Year	11	18	29	6	13	19	5	5	10
M.Ed. II Year	12	24	36	8	13	21	4	11	15
B.A. B.Ed 1 st Year	23	25	48	17	13	30	6	12	18
B.A. B.Ed. II nd Year	14	33	47	10	20	30	4	13	17
DCGC	27	13	40	-	-	-	-	-	-

4. Are there any overseas students?

No

If yes, how many?

NA

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

(a). Unit cost excluding salary component 1,81,530 p.a.

(b). Unit cost including salary component 3,64,350 p.a.

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

Programme	Open		Reserved					
	Highest (%)	Lowest (%)	Highest (%)			Lowest (%)		
			OBC	SC	ST	OBC	SC	ST
B.Sc. B.Ed. (Physical)	82.51	69.30	77.10	72.18	73.03	59.51	53.75	62.50
B.Sc. B.Ed. (Biological)	82.10	63.46	76.45	69.33	55.88	63.31	48.48	49.56
B.A. B.Ed.	75.25	59.03	68.29	61.29	52.24	31.27	41.81	40.81
B.Ed. (Science Gp.) Two Year	72.18	30.31	57.50	54.06	36.87	31.85	44.06	36.87
B.Ed. (Social Science Gp.) Two Year	97.50	55.00	84.50	61.50	62.00	35.50	45.00	41.00
M.Ed. Prog. (Two Year)	81.20	56.00	79.20	77.80	71.90	64.00	77.80	71.90
DCGC*	A	D						

* Students are selected on the basis of grades

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

Yes

8. Does the institution develop its academic calendar?

Yes

9. Time allotted (in percentage)

Programme	Theory	Practice Teaching	Practicum
B.Sc. B.Ed.*	70	30	
B.A.B. Ed.*	70	30	
B. Ed. (Two Year)	70	30	
M. Ed. (Full Time)**	60	40	
DCGC	16 Credits	7 Credits	14 Credits

*In B.Sc.B. Ed and B.A. B.Ed time allotted for practice teaching reflects only B.Ed components.

**In M.Ed practice teaching reflects Dissertation and School Experience.

10. Pre-practice teaching at the institution

a). Number of pre-practice teaching days

i. B.Ed

15

ii. B.Sc. B.Ed. and B.A.B.Ed

15

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

8

11. Practice Teaching at School

(a).	Number of schools identified for practice teaching	
	i. B.Ed., M.Ed., B.Sc.B.Ed. and B.A. B.Ed	15
	ii. DCGC	3
(b).	Total number of practice teaching days	
	i. B.Ed.	1+16 = 17 Weeks
	ii. B.Sc. B.Ed. and B.A. B.Ed	4 Weeks
	iii. DCGC	12 days

(c). Minimum number of practice teaching Lessons given by each student: As per NCTE norms.

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

13.

No. of lessons in simulation	No. 8 +8	No. of lessons in pre practice	No. 5 +5
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14. Is the scheme of evaluation made known to students at the beginning of academic session?

Yes

☒

15. Does the institution provide for continuous evaluation?

Yes

✓

Weightage (in percentage) given to internal and external evaluation

(According to the latest syllabus-scheme of syllabus enclosed in appendix portion)

Programme	Internal	External
B.Sc. B.Ed.	31	69
B.A.B. Ed.	34	66

B. Ed. (Two Year)	49	51
M. Ed. (Full Time)	45	55
DCGC	30	70

16. Examinations

- (a). Number of session tests held for each
 paper i). B.Sc.B.Ed. and B.A.B.Ed
 ii). B.Ed.(Two Year)
 iii). M. Ed.
 iv). DCGC
- (b). Number of assignments for each paper i). B.Sc.B.Ed. and
 B.A. B.Ed
 ii).B.Ed.(Two Year)
 iii). M. Ed.
 iv). DCGC

2
2
2
1

2
1
2
1

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

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

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

i). B.Sc.B.Ed. and B.A.B.Ed	✓
ii). B.Ed.(Two Year)	✓
iii). M. Ed	✓
iv). DCGC	✓

19. Does the institution offer computer science as a subject? : **No**

Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph. D and their percentage to the total faculty strength
Number – 24 – 88.8%

2. Does the Institution have ongoing research projects?

Yes

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

Funding agency	Amount	Title of project	Duration(year)	Collaboration if any
NCERT, New Delhi	375700/-	Qualitative Analysis of Pupils' Errors in Languages and Social Sciences at Class X Level	One year	State Board of Education, Punjab
NCERT, New Delhi	461880/-	A comparative study on Learning Outcomes of Functional Academics of Children with Special Needs in Inclusive school and Special school	One year	State Authorities of Rajasthan and UP
NCERT, New Delhi	570000/-	A Study of the In-service Education for Teachers (INSET) Programmes for Science Teachers organized by the States of Northern Region.	One year	State Authorities of Rajasthan, UP and Uttarakhand
NCERT, New Delhi	581000/-	An Exploratory Study on learning difficulties in Mathematics classroom at Upper Primary Stage	One year	State Authorities of UP
NCERT, New Delhi	580500/-	The Efficacy of Home Language(s) in Schooling of Tribal Children at Primary Stage in Rajasthan	One year	State Authorities of Rajasthan
NCERT, New Delhi	145000/-	Environmental Education theme park for strengthening school education programmes and sensitizing of school children for generating environmental awareness	One year	Central Institute of Environmental Education, Ahmedabad
NCERT, New Delhi	1257000/-	Development of e-content in Science at Secondary stage	One year	CIET, New Delhi
NCERT, New Delhi	1110000/-	Development of digital interactive e-book of Mathematics Class VIII textbook with ePub3- Part-1 (8 Chapters)	One year	CIET, New Delhi
NCERT, New Delhi	710000/-	"Muskarata Bachpan". An early child care Education (ECCE) programme of one year at RIE, DMS, Ajmer.	One year	

Number of completed research projects during last three years. - 13

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

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

Yes

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

a. Ph.D. - 10

b. M.Phil.-

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

Yes

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

	Yes	No	Number
International journals	Yes		35
National journals – referred papers	Yes		23
Non referred papers			
Academic articles in reputed magazines/news papers			
Books	Yes		06
Any other (specify and indicate)			

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

Yes – 02

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

	Faculty	Students
National seminars	26	
International seminars	11	
Any other academic forum (Wednesday Forum)	24	

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

Self-instructional materials

Yes

Print materials Yes

Non-print materials (e.g. Teaching Yes

Aids/audio-visual, multimedia, etc.)

Digitalized (Computer aided instructional materials) Yes

Question bank Yes

Any other (specify and indicate)

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

Yes

If yes, indicate the nature of the post.

Full-time

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

Yes only NCC

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

Yes

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

04 – Blood Donation Camp, West Zone cultural programme by MDS University, Ajmer, Inter Collegiate Sports Tournament Events, Association of Chemistry Teachers CONTECH-2016

16. Does the institution provide consultancy services?

Yes

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

NA

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

Local level	Yes
State level	Yes
National level	Yes
International level	No

Criterion IV: Infrastructure and Learning Resources

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

37,737

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

Methods lab	Yes	√	No	
Psychology lab	Yes	√	No	
Science Lab(s)	Yes	√	No	
Education Technology lab	Yes	√	No	
Computer lab	Yes	√	No	
Workshop for preparing	Yes	√	No	
teaching aids	Yes		No	X

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

284

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

30 Lakhs

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

2.19 Lakhs

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

19.63 Lakhs

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

178.21Lakhs

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

Yes	√	No	
-----	---	----	--

9. Total number of posts sanctioned (including DMS) : **294**

Teaching	116
No-Teaching	178

10. Total number of posts vacant : **163**

Teaching	64
No-Teaching	99

11. a. Number of regular and permanent teachers : **52**

Institute	M	F	DMS	M	F
Lectures	11	1	PGT*	7	3
Readers	5	-	TGT	9	1
Professors	10	-	PRT	3	0
			WET	2	0
Total	26	1		21	4

* PGT Includes HM and AHM

b. Number of temporary/ad-hoc/part-time teachers (Gender-wise) :**54**

Institute	M	F	DMS	M	F
Lectures	13	12	PGT*	5	5
Readers	-	-	TGT	4	8
Professors	-	-	PRT	3	1
			WET	3	
Total	13	12		15	14

c. Number of teachers from

Same state	39
Other states	25

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Sc.B.Ed.	31: 362
B.Ed.	22:92
M.Ed.(Full Time)	16:65
B.A.B.Ed.	16:92
DCGC	3: 50

13 a. Non-teaching staff (Excluding house keeping staff)

	M	F
Permanent	74	5
Temporary	13	5

b. Technical Assistants

	M	F
--	---	---

	9	1
--	---	---

14. Ratio of Teaching – non-teaching staff

180 : 107

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

18.39

16. Is there an advisory committee for the library?

Yes	√	No	
-----	---	----	--

17. Working hours of the Library :

On working days	5 Days	8:00 a.m. to 8:00 p.m.
On holidays	Saturday & Sunday	9:00 a.m. to 5:30 p.m.
During examinations	Same as above	Same as above

18. Does the library have an Open access facility

Yes	√	No	
-----	---	----	--

19. Total collection of the following in the library

a.	Books	82857
	• textbooks	80571
	• Reference	2286
b.	Magazines	32
c.	Journals Subscribed	
	• Indian journals	32
	• Foreign journals	32
d.	Peer reviewed journals	46
f.	Back volumes resources	780
g.	E-information resources	
	• Online journals/e-journals	32
	• CDs/DVDs	360
	• Databases	N List
	• Video Cassettes	-----

20. Mention the

--

Total carpet area of the Library (in sq. mts.) 726.045

Seating capacity of the Reading room

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

23. Are students allowed to retain books for examinations?

Yes		No	<input checked="" type="text"/>
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24. Furnish information on the following

Average number of books issued/returned per day

Maximum number of days books are permitted to be retained

by students	15 days
by faculty	60 days

Maximum number of books permitted for issue

by students	02
by faculty	20

Average number of users who visited/consulted per month 2750

Ratio of library books (excluding textbooks and book bank

Facility to the number of students enrolled : All Students of the
Institute

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

There is no separate budget for library; it is under non – plan expenditure

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

	I (2013-14)		II(2014-15)		III(2015-16)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	591	89202	416	164828	232	61119
Other books	94	124516	17	96448	49	225660
Journals/ Periodicals	68	19,40,288	61	2063663	64	2305916
Any others specify and indicate	N-List Annual Membership E5,000 Started from 2014-15					
(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

Programme	Year 1(2013-14)	Year 2(2014-15)	Year 3(2015-16)
B.Sc.B.Ed	5/98	7/99	5/98
B.Ed	0/27	4/82	1/99
M.Ed.(Ele.)	1/29	3/40	0/29

2. Does the Institution have the tutor-ward /or any similar mentoring system: **No**

3. Does the institution offer Remedial instruction?No

4. Does the institution offer Bridge courses? No

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

	UG			PG		
	I 2013-14	II 2014-15	III 2015-16	I 2013-14	II 2014-15	III 2015-16
Pass percentage B.Sc.B.Ed. B.Ed. II(Sec) M.Ed.	109 26	107 26	87 29	30	28	—
Number of first Classes B.Sc.B.Ed 60% B.Ed II(Sec) 60% M.Ed 60%	83 26	66 20	63 28	27	18	—
Number of distinctions B.Sc.B.Ed 75% B.Ed II(Sec)75% M.Ed 75%	26	41 01	20 01	3	09	—
Exemplary performances(Gold Medal and university ranks) B.Sc.B.Ed B.Ed II(Sec) M.Ed.	2158/2700 1589/2000	2072/2700 1551/2000	2234/2700 1621/2000	507/650	516/650	544/650

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

NET : Record Not Maintained

SLET/SET : Record Not Maintained

Any other (specify and indicate) : CTET : 2014-15 – 2 Nos. , 2015-16 – 38 Nos.,
 UPTET : 2015-16 – 15 Nos.,

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

Financial Aid	I 2013-14	II 2014-15	III 2015-16
Merit Scholarship	309	198	244

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

Yes – Primary Health Centre with Two Doctors two nurse (Male and Female) and an attendant.

9. Does the institution provide residential accommodation for:

Faculty : Yes

Non teaching staff : Yes

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If yes, number of students residing in hostels

Men- 200 Women – 360

11. Does the institution provide Indoor and Outdoor sports facility?

Sports fields

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Indoor sports facility

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

Gymnasium

Yes	Construction in progress	No	<input type="checkbox"/>
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12. Availability of rest

room for women

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

12. Availability of rest room for men

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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13. Is there transport facility available?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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14. Does the
experience?

institution obtain feedback from students on their campus

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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16. Give information on the cultural events (Last year Data) in which the institution participated / organized.

1. Institute organised a variety of cultural programmes during its Inter-house cultural events wherein cultural programmes including classical dance, singing, folk dance, song, instrument, music, theatre, rangoli, drawing & painting etc. with special emphasis on regional culture. More than 300 students from various pre-service courses participated in Inter-House cultural events.
2. Institute has participated in NCERTs foundation day celebration held on 1st September, 2016 at New Delhi. 10 students participated in the cultural programme including skit, mime, group dance.
3. A group of eight girls of RIE Ajmer participated in Dance competition held on 24th July, 2016 arranged by Kala Ankur Sansthan, Ajmer. The group was awarded with second prize by the organising Institute.

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

	Participation of students (Numbers)	Outcomes(Medal achievers)
State		
Regional		
National	02 (National NCC Games)	
International		
Inter college	102	-
Wes zone inter university	07	-

18. Does the institution have an active Alumni Association?

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

If yes, give _____ the year of establishment

Constitution work for Alumini Association is under process

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

Yes

20. Does the institution regularly publish a college magazine?

e-newsletter published regularly.

21. Does the institution publish its updated prospectus annually?

Yes

22. Give the details on the progression of the students employments/ further study (give pecentage) for last 3 years:

Detailed Information is not available in the academic section.

	2014-15 Percentage	2015-16 Percentage	2016-17 Percentage
Higher studies			
Employment (Total)			
Teaching			
Nonteaching			

23. Is there a placement cell in the institution?

Yes

24. Does the Institution provide the following guidance and counselling services to students?

Academic guidance and Counselling **Yes**

Personal Counselling Yes

Career Counselling Yes

Criterion VI: Governance and Leadership

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

Yes

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

Governing Body/management	01 (Institute Advisory Board) + 01 (Management Committee)
Staff council	02 Meeting from Jan.16 to 20 th December, 2016
IQAC/or any other similar body/committee	7 Meetings
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	NA

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

Loan facility Yes

Medical assistance Yes

Insurance Yes

Other (specify and indicate) Death Relief Fund, Group Insurance,
Advances as per GoI norms.

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

No

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

One

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

National 30

International 02

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

37

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

04

e. Research development programmes attended by the faculty

50

f. Invited/endowment lectures at the institution

07

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**

b. Student assessment of faculty performance **No**

c. Expert assessment of faculty performance **No**

d. Combination of one or more of the above **Yes**

e. Any other (specify and indicate) **-**

7. Are the faculty assigned additional administrative work?

Yes

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

707 Hours per week

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

Grant-in-aid **Nil**

Fees **22,67,037**

Donation **Nil**

Self-funded courses Nil

Any other (specify and indicate) Nil

9. Expenditure statement (for last two years)

	2014-15	2015-16
Total sanctioned Budget (Rs. In Lac.)	2435	2305.50
% spent on the salary of faculty	13.35	18.39
% spent on the salary of non-teaching employees	19.72	26.59
% spent on books and journals	0.90	0.99
% spent on developmental activities (expansion of building)	1.28	4.33
% spent on telephone, electricity and water	0.21	2.39
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	1.28	4.33
% spent on maintenance of equipment, teaching aids, contingency etc.	13	0.17
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.57	0.73
% spent on travel	0.12	0.13
Any other (specify and indicate)	49.57 %	41.95 %
Total expenditure incurred	1500	2157

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

Year	Surplus in Rs.	Deficit in Rs.
2013-14	280 Lac.	-
2014-15	935 Lac.	-
2015-16	148.5 Lac.	-

11. Is there an internal financial audit mechanism?

Yes

12. Is there an external financial audit mechanism?

Yes

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

Administration **Yes**

Finance **Yes**

Student Records **Yes**

Career Counselling **Yes**

Aptitude Testing **Yes**

Examinations/Evaluation/ **Yes**

Assessment **Yes**

Any other (specify and indicate)

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

Yes

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

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

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

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

a) for teachers **Yes**

b) for students **Yes**

c) for non - teaching staff **Yes**

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

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

Yes

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

Criterion VII: Innovative Practices

1. Does the institution has an established Internal Quality Assurance Mechanisms? **Yes**
2. Do students participate in the Quality Enhancement of the Institution? **Yes**
3. What is the percentage of the following student categories in the institution?

	Category	Men	%	Women	%
a	SC	58	8.25	79	11.24
b	ST	14	1.99	19	2.70
c	OBC	81	11.52	167	23.75
d	Physically challenged	10	1.42	05	0.71
e	General Category	67	9.53	203	28.88
f	Rural	-		-	
g	Urban	-		-	
h	Any other (specify)	-		-	
	Total	230		473	

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	08	13.33	25	28.41
b	ST	07	11.67	10	11.36
c	OBC	07	11.67	19	21.59
d	Women	05	8.33	05	5.68
e	Physically challenged	02	3.33	02	2.27
f	General category	31	51.67	27	30.68
g	Any other (specify)	-		-	

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

Name of the course		At the time of Admission						At the time of Completion					
		2011-12 Batch 1			2012-13 Batch 2			2014-15 Batch 1			2015-2016 Batch 2		
		M	F	Tot	M	F	Tot	M	F	Tot	M	F	Total
B.Sc. B.Ed. IV Year	SC	11	14	25	8	9	17	8	12	20	8	3	11
	ST	1	3	4	2	2	4	2*	3	5*	1	5	6
	OBC	12	43	55	11	10	21	7	39	46	9	24	33
	GEN	7	33	40	6	38	44	7	29	36	8	29	37
	PH	-	-	-	-	-	-	--	-	-	-	-	-
	Total	31	93	124	27	59	86	24	83	107	26	61	87
		2013-2014			2014-2015			2014-2015			2015-2016		
B.Ed IIVear (Sec)	SC	-	3	3	1	2	3	-	2	2	1	2	3
	ST	-	-	-				-	-	-	-	-	-
	OBC	4	6	10	3	5	8	3	5	8	3	5	8
	GEN	4	10	14	3	14	17	4	8	12	3	14	17
	PH	-	--	-				-	-	-			
	Total	8	19	27	7	21	28	7	15	22	7	22	28
M.Ed (Ele)	SC	-	-	-	4	-	4	3		3	-	-	-
	ST	-	-	-	1	1	2	1	1	2	-	-	-
	OBC	-	-	-	6	4	10	6	4	10	-	-	-
	GEN	-	-	-	6	6	12	6	7	13	-	-	-
	PH	-	-	-	1	-	-				-	-	-
		-	-	-	18	11	29	16	12	28	-	-	-

* One male ex-student appeared and passed the examination in the year 2014-15 so the number of passed ST Male student is one more than ST admitted Male student.

Some Photographs of Infrastructure available at Institute



Institute Entrance Gate



Institute Building



Assembly Hall



Badminton Court



Dispensary



Basketball Court



Institute Play

Ground



Lawn Tennis

Court



Guest House



Zoology

Museum



Botany Lab



Zoology Lab



Botany

Museum



Chemistry Lab



Computer Lab



Institute Library



Studio



Hostel



Physics Lab



Psychology Lab



Mathematics Lab



Smart Classroom



Electricity Lab



Tissue Culture

Apparatus

Part – II

Evaluative Report

1. Executive Summary:

The National Council of Educational Research and Training (NCERT) was established in 1961 by the Ministry of Education, Government of India to prepare quality teachers in Science, Humanities, Commerce, Agriculture and Technology. Consequently, four Regional Colleges of Education at Ajmer, Bhopal, Bhubaneswar and Mysore were established as constituents units of NCERT. Regional College of Education, Ajmer was set up in the year 1962. Later it was renamed as Regional Institute of Education (RIE), Ajmer in the year 1995. It looks after the educational interests of Northern Region comprising the states of Haryana, Himachal Pradesh, Jammu & Kashmir, Punjab, Rajasthan, Uttaranchal, Uttar Pradesh, the National Capital Territory of Delhi and the Union Territory of Chandigarh.

Ajmer is well-known all over India as a historical and religious place of pilgrimage as well as an educational centre. It owes this reputation partly to the Regional Institute of Education (RIE). The Institute is situated six km. away from the Ajmer Railway Station in midst of idyllic surroundings with the historic Anasagar Lake in front and the Aravali hills all around. It is almost equidistant from the world famous Dargah of Khawaja Moinuddin Chisti beyond the lake and the holy place of Hindu pilgrimage, Pushkar, at the back. This Institute, with its spacious buildings, playgrounds, gardens, lawns and farm is spread over 110 acres. It is affiliated to the M.D.S. University, Ajmer and its courses – B.A.B.Ed., B.Sc.B.Ed., M.Ed. and B.Ed. are recognised by the NCTE, New Delhi. It is controlled and managed by the NCERT. The management committee, chaired by the Vice-Chancellor of the affiliating university performs the advisory role on matters of academic interest. The Institute has Four Departments namely: Department of Education in Science and Mathematics (DESM), Department of Education (DE), Department of Extension Education (DEE) and Department of Education in Social Science and Humanities (DESSH), A well-equipped and rich library with 10 computers having internet facility and more than 75 thousand books for readers. Its administrative work is shared by 5 sections namely, Establishment Section, Principal's Secretariat, Campus and Welfare Section, Academic Section and Accounts Section. Institution has fully functional and well equipped 8 laboratories – Physics, Chemistry, Botany, Zoology, Mathematics, Psychology, Geography and Educational Technology. To support latest trends in education a fully equipped and functional Studio is also established recently. A dispensary with basic medical facilities in supervision of a Medical Officer and 24 hour medical attendant (Compounder) is functional in the Institute. Its spacious play-ground with practice nets and volley ball, basketball, Tennis courts are available for students and staff members.

To promote environmental awareness through interactive way and to bring school children, youth and teachers to a forum where they can discuss their perspectives on the environmental issues this Institute maintains a rich Environmental Education Theme Park situated in the Campus which comprises a huge biodiversity. It includes Aquatic Desert and terrestrial ecosystem, a medicinal plant conservatory, Sarva Dharma Vatika, a centre for demonstration of rain water harvesting conservation of water and soil organic farming etc.

2. Criterion Wise Analysis

Criterion I: Curricular Aspects

1.1 Curricular Design and Development

- The Regional College of Education at Ajmer was established as constituents units of NCERT. Regional College of Education, Ajmer was set up in the year 1962. Later it was renamed as Regional Institute of Education (RIE), Ajmer in the year 1995. It looks after the educational interests of Northern Region comprising the states of Haryana, Himachal Pradesh, Jammu & Kashmir, Punjab, Rajasthan, Uttarakhand, Uttar Pradesh, the National Capital Territory of Delhi and the Union Territory of Chandigarh.
- This Institute, with its spacious buildings, playgrounds, gardens, lawns and farm is spread over 110 acres. It is affiliated to the M.D.S. University, Ajmer and its courses are recognized by the NCTE, New Delhi. It is controlled and managed by the NCERT. The management committee, chaired by the Vice-Chancellor of the affiliating university performs the advisory role on matters of academic interest.
- To ensure of improvement in quality of education through different in-service and pre-service programmes in the field of school education.
- To fulfill need of different SCERT, DIET etc. of northern region the in-service teachers' training/in-service teachers' professional development package had been developed.
- Further assistance for implementation of different policies of state and UTs of northern region.
- Support NCERT for implementation of all centrally sponsored programmes of MHRD.
- Encourage innovative practices in school and teacher education.

1.2 Academic Flexibility

Flexibility of the Curriculum: CBCS / Core / Elective option / Open options

Four regular programmes are being run by the Institute. Out of these, B.Sc.B.Ed. (Four year programme) and B.Ed.(Two year programme) follow core curriculum whereas, M.Ed.(Two year programme) and B.A.B.Ed. (Four year programme) follow elective option curriculum.

Pattern of programme- Annual

Pattern	Number of Programmes
Semester	NA
Trimester	NA
Annual	B.Sc. B.Ed. B.A. B.Ed. B.Ed. M.Ed. D.C.G.C. – PAC approved programme

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

Different learning experiences such as field service, debates, seminar, sessionals, project work in order to provide teaching a reflective practice in the Institute.

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

The flexibility is provided in languages, social sciences, science, mathematics, work experience and methods of teaching.

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

Language proficiency, communication skills and ICT are introduced as compulsory components of teacher education programmes of the Institute. Social responsibilities are also included through working with community (component in a camp mode).

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

- i. Interdisciplinary/Multidisciplinary – Institute has ensured the inclusion of interdisciplinary – multidisciplinary at two levels such as at curriculum making level and at teaching level.
- ii. Multi-skill development – The Institute ensures the development of multi-skills such as language and communication, computer, teaching, laboratory skills, leadership skills etc.
- iii. Inclusive education – The Institute ensures the component of inclusive education through a compulsory component in all teacher education courses.
- iv. Practice teaching – The Institute provides opportunities for school experience through various school based assignments of different courses.
- v. School experience / internship : B.Sc.B.Ed., B.A.B.Ed., M.Ed., B.Ed. and DCGC programmes include school experience through Internship as per NCTE norms.
- v. Work experience /SUPW : work experience is important compulsory component in B.Sc.B.Ed., B.A.B.Ed. and B.Ed. courses
- vi. Any other (specify and give details)

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

1.3 Feedback on Curriculum

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

The experiences of students, teachers and stake holders are taken into account while developing a curriculum. Besides, directions issued from NCERT are taken into consideration.

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

There is no such formal mechanism.

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

Dean faculty of Education of affiliated University, i.e. M.D.S. university belongs to RIE Ajmer. He is also Member Convener of BOS and along with other members of board of studies of the affiliated University, timely suggests, monitors and provides feed-back for changes in courses time to time at University Level.

1.4 Curriculum Update

- 1.4.1 B.Sc.B.Ed. IV year integrated course was redesigned in the year 2015-16.

The revision was done on the basis of NCTE guidelines and teachers, students' feedback.

A workshop was conducted involving educationist in the field of education, Science to work out detailed outlines, frames, design of the syllabus.

The opinion was also considered from other university fellow teachers.

- 1.4.2 Reviewing and revising the syllabus on the basis of experiences on transaction of curriculum and process of implementation has been an annual practice of the Institute.

Each and every paper designed by the Faculty is reviewed and revised in the light of classroom transaction and internal and external assessment and evaluation of the course run by the Institute.

1.5 Best Practices in curricular Aspects

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

The Institute has helped various Institutions under MDS University in implementation of innovative courses like B.A.B.Ed. and B.Sc.B.Ed.

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

Regarding innovative practices in curriculum aspects, the Institute has the mechanism of receiving feed back from its stake holders like parents, teachers, cooperating schools and employees through questionnaire.

The responses received have been consolidated and given in the following pages.

(i) Students

Students had to answer questions related to selection of the Institute, facilities available and give their suggestions for improvement of the Institute.

Students have said that they have selected RIE for their education as it offers professional course, it is an integrated one, they get dual degree and the institution is regarded as Prime Institution.

About the **library facilities** of the institution most of the students are of the opinion that good books are available as well as reading hall is maintained well. Students have also given certain suggestions to improve the library facilities. While some students have asked for a separate study room, some more have asked for increase in the number of competitive books, furniture and new books. A few have asked to increase the duration of library time. With regard to **medical facilities** of the institution most of the students are satisfied as Doctor and Compounder are available in the dispensary. Suggestions given by them include, to open it for 24 hours, ambulance and more medicines to be made available. About **Lab** facilities of the institution most of the students are satisfied with Labs though they have given suggestions to clean the lab regularly, get new tools and maintain a Humanities Lab.

With regard to **infrastructure** facilities of the Institution most of the students have shown their satisfaction and suggested for a Visitor’s room.

According to most of the students, **toilet** facilities are good and maintained well and have suggested for continuous water supply and mirror. With regard to **drinking water** facilities though it is good, they have suggested for new purifier and avoid situation of shortage of drinking water which is rare.

Students are of the opinion that **canteen** facility is good and maintained well but they have suggested for better furniture, separate canteen for college section and healthy food items. With regard to **sports and games** facilities students have expressed their satisfaction and have suggested for increase of sports staff, materials and to have sports meet at University level.

With regard to **hostel facilities** of the Institution, most of the students are opinion that good facilities are in the Hostel. Their suggestions include, improvement in water supply, maintenance of furniture, improvement of drainage system and food quality. Some students have given suggestion to allow for outside Coaching and WI-FI facility in the hostel.

With regard to **Co Curricular activities**, most of the students are of the opinion that they are good, though some have said that they is need to have educational tour every year and have some new activities. Regarding **NCC** facilities of the Institution, students have high appreciation though they want the Institute to improve the selection process and provide ANO for NCC.

Students have expressed that they would surely **recommend the Institution** for others mainly for peaceful learning environment and good teaching though they have suggested for running other general degree courses in RIE.

(ii) Parents

The parents know about the RIE, from relatives, friends and newspaper advertisement. The parents admitted their ward to RIE because of the good reputation, quality education and residential facility. They feel that the Institution is excellent in providing quality education. Parents have also observed maintaining very good discipline and inculcating different values in terms of self confidence, self dependence, moral and social values among their wards. They also feel that the Institute is providing good facilities to students. Most of the parents have expressed that they would inform others about RIE mainly due to quality education, residential facility and nominal fees.

Parents have given a few suggestions for the improvement of RIE, like- to give wider publicity, use of ICT in teaching learning process, introducing of new P.G. integrated courses, to reduce the duration of B.Ed. course to one year, to improve the facilities in terms of infrastructure, water, medical and security, providing free Wi-Fi facility for the students, appointment of faculty and inclusion of self study hours in time- table.

(iii) Cooperating Schools

The student teachers of the Institute were being sent to local schools for their Internship prior to 2015-16, and they were sent to NVS of Jaipur region- Ajmer, Jaipur, Delhi, Haryana

and Punjab during 2015-16. The local schools were requested to give their feedback about our student teachers by responding to the Questionnaire which was sent to them. The responses given by teachers/Heads of schools have been consolidated and described in the following paragraphs.

Cooperating schools have said that the student teachers always prepared well for taking the class. They planned their lessons and submitted them to the cooperating teachers well in advance. According to the schools, the student teachers exhibit content mastery in their subjects and prepare TLM appropriate to the class and content. They also mentioned that the student teachers showed creativity in preparing the TLMs and sometimes used innovative methods in the practice teaching session.

With regard to discipline of student teachers, the teachers are of the opinion that the student teachers were well disciplined and their relationship with school was always very good. According to them, student teachers involved themselves in the co curricular activities of the school other than teaching. They said that the Principal and Faculty of RIE are regularly in touch with the cooperating schools. The RIE prepared the student teachers very well for internship. The cooperating schools did observe difference between the student teachers of RIE both B.Ed. as well as B.Sc.B.Ed. and student teachers of other B. Ed. Colleges. According to them, the student teachers of RIE are well trained and practiced well.

The suggestions given by the cooperating schools to improve the performance of student teachers are as follows.

RIE has to take more effort to prepare the students for internship and to provide more practice for teaching by increasing the number of lessons.

Use of ICT has to be an integral part of all the lessons during practice teaching. Remuneration is paid to Principal and Cooperating teachers for monitoring the internship activities of student teachers.

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 Admission Process and Student Profile:

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

- The general criterion of the admission into M.Ed. course is the merit of the qualifying examinations. However, from the academic year 2014-15 admissions to B.Sc. B.Ed. course was done through centralized entrance test. Further, admissions to B. A. B.Ed. B.Sc. B.Ed. and B.Ed. are done through common entrance examination from the academic session 2015-16.
- All the norms stipulated by the concerned statutory bodies are followed.
- Equity, access, and transparency are maintained.

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

- Admission schedules are published in various newspapers that include both English and Hindi, so as to reach all the states of Northern region which the institute caters to.
- The admission notification is uploaded on its website.
- Application forms are made available offline and online.

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

The admission procedure and criteria are discussed and laid down at highest level in advance and committees are constituted for each course to oversee the process of admission.

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

The policies and norms laid down by the Government of India are strictly followed to ensure the admission of diverse students. Along with the admission of general category students, strategies to ensure the admission of diverse students include reservations to ST, SC, OBC, and Physically Challenged category (PH) students. Further, as RIE is catering the needs of the western region, state-wise quota is also followed. Over and above, the provision for admission of TIBETAN student is also in practice.

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

Yes. Faculty, at individual level, assesses student's knowledge and needs before commencing the instruction.

2.2 Catering to Diverse Needs:

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

The Institute is committed and create conducive environment for all-round development of students. In order to fulfill the above, following initiatives are taken:

- Arranging Regular classroom interactions
- Creating conducive and educative library environment
- Providing Internet facilities
- Providing peaceful physical environment in the hostels with Wi-Fi facility
- Conducting games and sports activities regularly in spacious ground;
- Organizing various kinds of cultural and literary activities;
- Organizing educational field trips to historical, cultural and science museums and botanical gardens;
- Organizing community living camp in the villages;
- Organizing NCC and NSS activities
- Organizing lecture series on important themes of education and society;
- Observing all important national and international days;

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

- By arranging need specific classroom sessions;
- By providing need specific material in the institute's library;
- By conducting remedial teaching sessions;
- Encouraging peer learning strategies;
- Forming into google groups;

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?

- Curricular Courses are in place to teach, orient and develop awareness regarding equity for gender and other marginalized sections of the society
- Sensitizing students towards the learning needs of diverse groups, inclusive education and classroom practices are incorporated in the curriculum
- Debates, data analysis pertaining to diversity is encouraged as part of course works;
- Sending students to diverse institutes to understand the nature of diversity;
- Students are sent to villages as part of 'Working With Community' to understand

and appreciate the diversity;

- Cultural events are organized to present diversity of the nation

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

- Teacher educators are constantly oriented into new developments in the field of knowledge so as to sensitize them towards diverse needs of the students
- Exposing teacher educators to different schools to understand the diversity among schools

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

- Courses, such as Gender Issues, and Inclusive Education, are part of the teacher education programme. These course contents provide opportunities for dialogue and discussion between teacher and learners regarding diversity and inclusion
- Giving assignments to conduct case study research and action research activities during internship
- Exposing student teachers to institutions of differently-abled children.

2.3 Teaching-Learning Process:

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

- Effective and extensive use of library resources is one of the important activities of the institute;
- Core training, practice teaching in simulated conditions and peer evaluation is the regular feature of the institute
- Utilization of ICT and encouraging students to use ICT in learning is constantly emphasized and given training to students
- Google and other on-line groups are formed

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

To make learning student centered, following strategies are constantly encouraged and followed:

- Laboratory based teaching learning processes
- Exploratory and investigatory approaches

- Group Assignments work;
- Project work;
- Seminar presentations
- Data-analysis activities

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

- Concept attainment model and information processing model are used in teaching certain themes for effective learning. Students are provided with training and guidance to undertake these models during their internship.
- Student teachers are trained into 5 E constructivist training model and encouraged to use the same in the classrooms during internship

2.3.4. Does the institution have a provision for additional training in models of teaching?

If yes, provide details on the models of teaching and number of lessons given by each student.

- It is part of regular training structure; No additional training is given to students.

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 student per skill.

- Yes, it is regular feature of the institute during core training. Each student delivers minimum of 2 lessons of each skill; the list of skills is:
 - Skill of Set Induction/Introduction;
 - Skill of Explanation;
 - Skill of Illustration with example;
 - Skill of Probing questioning;
 - Skill of Stimulus variation;
 - Skill of Black Board Writing;
 - Skill of Reinforcement;
 - Skill of Classroom management
 - Skill of Integration of Skills
- Along with these micro-teaching skills, as part of constructivist paradigm, training in process skills such as, observation, classification, inference, interpretation, argumentation and communication etc., is also provided to students.

2.3.6. Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback

mechanism, monitoring mechanisms of lesson plans, etc.

- 25 lessons in each of two school subjects (Total of 50 lessons) are given by every student during their 6/8 weeks long internship programme.
- Three-fold monitoring and observing mechanism is in place viz., Institute's supervisors, teachers of cooperating schools and peer group.
- School subject teacher is assigned the job of observation of the lessons delivered by pupil teacher;
- Peer observation is in place; (Every student has to observe ten lessons each of two school subjects and submit observational report record to the institute)
- Different subject teachers of the institute would supervise and monitor the lessons of internees on daily basis and provide feedback to students regularly in the form of observations and suggestion in the lesson plan record.
- Along with regular lessons every student teacher has to deliver criticism lessons and final lessons in each method subject.

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

- Institute has both Two Year B. Ed. Programme and Four Year Integrated B. Sc. B. Ed/B. A. B. Ed. Programmes;
- Two Year B. Ed. students are sent to schools in the first year for two weeks to acquaint and to develop critical understanding about the functioning of schooling; also observe the classrooms of regular school teachers; In second year students are placed in schools for eight weeks for internship;
- B. Sc. B. Ed. and B. A. B. Ed. students are sent to schools during final (4th Year) year for eight weeks for internship.

2.3.8. Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes, give details on the same. Yes, plans are developed in partnership with school teachers and mentor teachers. Before they deliver the lesson, they are supposed to take approval from the teacher supervisor.

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

- In foundation courses, by providing strong understanding about how contexts shape learning; these courses develop sensitivity among learners about the contextual influences on learning.
- In pedagogy courses, students are exposed to alternative pedagogical strategies required for diverse contexts;

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

- Theoretical inputs are given;
- Lab based practice sessions are organized;
- Integrating ICT with pedagogy is encouraged;
- In institute, ICT based sessions are demonstrated;

2.4 Teacher Quality:

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

Yes, plans are developed in partnership with school teachers and mentor teachers. Before they deliver the lesson, Student-Teachers are supposed to take approval from the teacher supervisor.

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

The ratio is in between 8 to 12 students- teachers per school; the rationale for this has been the availability of sections in the school.

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

- With regard to theory courses, the feedback is provided to students by the way of conducting internal tests. The performance of every student is discussed in the classroom in a transparent manner. This is followed by providing consistent opportunities to improve the performance of students
- With regard to practice teaching, observations on the lesson plans and their teaching are provided to students on their lesson plan records by supervisors. These would act as feedback to improve their performance

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

Regular orientation programmes from time to time are organized to inform about latest trends in schooling such as RTE, CCE, INCLUSIVE EDUCATION and other major developments.

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

- By organizing Academic Forum on weekly basis. In every academic forum that is conducted every Wednesday, presentations, and discussions on various issues related to

education in general and school education in particular are initiated;

- Special training sessions are organized to inform about new developments in pedagogy;
- Lecture series are organized on recent developments to update student's knowledge and pedagogical perspective

2.4.6. What are 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.?)

- Promotional policies are in place; every year, faculty is provided with the opportunity of promotion under CAS;
- Faculty is sent to various refresher and orientation programmes for professional development;

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

Institute motivates staff members on different occasions.

2.5 Evaluation Process and Reform:

2.5.1. How the barriers to student learning are identified, communicated and addressed?

(Conducive environment, infrastructure, access to technology, teacher quality, etc)

Teacher guardian mechanism for every class is in place to identify and address the barriers.

- Through Diagnostic Tests
- By Providing Remediation

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

- As all the courses are annual, two internal tests are conducted and assessment results are shared with students as part of feedback and accordingly interventions are provided for constant improvement.
- Presentations by students on assigned theme are organized, assessed and feedback is provided.
- At the end of the session, an external examination is conducted by the MDS University, Ajmer.

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

Results are communicated by the respective teachers in the class and detailed discussion on the results is initiated the performance. On the basis of this assessment, transactional

modalities are modified to improve the learning.

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

ICT is used in recording and reporting assessment results.

2.6 Best Practices in Teaching-Learning and Evaluation Process:

2.6.1. Detail on any significant innovations in teaching/learning/evaluation introduced by the institution. How does the institution reflect on the best practice in the delivery of instruction, including use of technology?

Best Practice: Constructivist approach to internship in teaching.

1. Title of the Practice

Constructivist approach to internship in teaching.

2. Context that required initiation of the practice

NCERT's National Curriculum Framework (NCF- 2005), emphasized 'child as the constructor of knowledge', therefore, initiated all together new paradigm in school classroom teaching which is popularly known as "constructivism". In previous decades, teacher played an active role in the classroom which limited child as a passive learner. The research also made it evident that teacher play a role of transmitter of knowledge and child as a receiver of it. However, in constructivism, according to NCF-2005, role of the teacher is transformed into 'facilitator of learning' and child through various 'process skills' actively participates in learning thereby becoming the 'constructor of knowledge'.

3. Objectives of the Practice

- To generate a cohort of teachers to changing needs and demands of teaching-learning in the school classrooms of India.
- To prepare pre-service teachers those are equipped with capabilities to play the role of facilitator of learning.
- To enable teachers of the modern Indian school classrooms with required skills of integrating technology and pedagogical content knowledge.

4. The Practice

The RIE, Ajmer, with a commitment to the mandate of NCF (2005), translated major goals of constructivist school classrooms by evolving and transforming its Internship and Teaching programs into a constructivist teaching-learning for the Internees. This practice can be seen under five heads:

- A. School Experience
- B. Core Training
- C. Pre-internship Orientation

- D. Practice teaching in school
- E. Post-internship Conference

A. School Experience

Pre-service teachers are attached to schools for a period of one week to gain exposure into functioning of the school and teaching-learning processes in the school.

B. Core Training

In this two week training program pre-service teachers are trained into 'Process Skills' that are required for teachers which can be in turn transferred into her/his learners in their future teaching. Moreover, Internes are also trained into 'Micro-teaching' which complements the process skills. Thereafter, Internes are trained in textbook analysis, content analysis and create learning situations (Lesson plans) various secondary school subjects based on constructivist model of teaching- learning. Internees are given tasks of creating learning situations and practice them with their peers in a cooperative learning environment under the guidance of the faculty.

C. Pre-internship Orientation

A two week pre-internship orientation program is organized to induce various skills such as classroom management to evaluation. It is also meant to clarify the doubts of the internees about their future internship in schools.

D. Internship in Teaching

Internees are then placed in Jawahar Navodaya Vidyalayas, Kendriya Vidyalayas and State Government schools in order to provide a variety of experiences in various school contexts located in region to which RIE, Ajmer, caters its service, viz, Rajasthan, Haryana, Punjab, Himachal Pradesh, Uttarakhand, Utter Pradesh, J&K, Delhi and Chandigarh. Internees will be placed in the above said schools for a stipulated period of time.

E. Post-internship Conference

After the completion of Internship, a Post-internship meeting will be held to share the experiences in the school and provide feedback about the entire program. Also, viva-voce will be conducted to each internee who will face a Board comprising of faculty facilitating the internees not only to revisit the learning experiences that they have gained during the internship in school but also a perpetration to face the campus placement.

5. Obstacles faced if any and strategies adopted to overcome them

A series of staff council meetings were held in 2011-12 to develop the Internship in teaching in consonance with the philosophy of NCF: 2005. In these meetings, which were held in a workshop mode, comprehensive strategies for organizing the internship in

a constructive teaching-learning paradigm were evolved. The first obstacle was orienting the faculty of the Institute into NCF: 2005 and its philosophy of constructivism. This was accomplished through various lectures organized by Academic Forum every week at the Institute. Secondly, most prominent obstacle was translating the philosophy of constructivism into practice among the pre-service teachers. This obstacle was addressed by evolving and organizing core training program for internes in a participatory mode and facilitating them to understand constructivism in teaching and learning in a collaborative ways. Furthermore, well equipped, ICT labs of the Institute facilitated the pre-service teachers and provided much exposure in imbibing the philosophy and practice of constructivism in their future classrooms.

6. Impact of the Practice

The constructivist philosophy posits that pupils construct new knowledge by building new information on prior knowledge and experiences. The focus of a constructivist classroom is not on the content per se, but on the learner. In the constructivist classroom, teachers activate background knowledge and with the inclusion of new information students build new understanding. New knowledge is acquired via questioning and interaction with others. In order to assess the practice, pre-service teachers are asked to write a reflective journal at the end of each class during their internship. They are also given a task of peer observation whereby they observe and write a commentary on the classroom of their peer groups. Certain themes emerged in their reflective journals and peer observation.

1. Encourage student autonomy and initiative
2. Use authentic data with manipulative, interactive, and physical materials
3. Use cognitive terminology such as create, predict, analyse, in framing tasks
4. Allow students' goal setting, and choice of instructional strategies and content
5. Inquire students' understandings of concepts before sharing their own understandings
6. Encourage students in dialogue both with the teacher and peers
7. Inquire students with questions that utilise their critical thinking and encourage them to ask too
8. Seek elaboration of students' initial responses
9. Allow wait time after voicing questions both for constructing relationships and metaphors. The above critical elements of a constructivist classroom are highlighted by the interneers after the completion of their internship.

The major impacts of this constructivist teaching learning on interneers can be

seen in the following heads:

a. Beliefs about teaching

Internees' pre-notion about teacher as a centre of learning activity has changed. Internees after Internship have developed the belief that the role of teacher is a facilitator.

b. Perception about learners

After the internship, internes have developed a positive perception about children as co-constructors of knowledge

c. Attitude towards teaching

Internees affirmed that their attitude towards teaching has transformed. Shifting from the centrality of teacher's role, pre-service teacher expressed that they are overwhelmingly positive about participatory classroom where children play a crucial role through collaborative and cooperative learning.

d. Appreciation for learning styles

Internes were able to appreciate diversity of learning styles among their learners and utilized the same to widen the learning in their classrooms

e. Activity based classroom teaching

Internes are quite motivated to evolve more activities for their classrooms

f. Learning Resources

Internes are motivated in generating more learning resources to initiate an effective learning in the classrooms

g. Importance of ICT

Technology-pedagogy integration has helped internees in transacting the content and facilitating the learning in the classroom

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research:

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

Earlier there was a separate committee namely ERIC i.e. Education Research and Innovative Committee at NCERT New Delhi, which was providing financial assistance to the faculty members of NCERT for pursuing research projects based on priority areas of NCERT. Now ERIC has been renamed as 'Division of Educational Research' through which institute motivates its faculty members to take up research in education.

- i. The Institute facilitates the faculty to undertake the research projects under Educational Research and Innovation Committee (ERIC) and through Programme Advisory Committee (PAC) by providing fund.
- ii. Encourage faculty to undertake UGC sponsored research projects.
- iii. Research seminars (national /state) are regularly organized in the Institute. The faculty members participate in the seminars.
- iv. The faculty members conduct research studies and publish papers in research journals of state, national and international repute.
- v. Faculty members of Department of Education guide students in educational research on current topics for M.Ed. dissertation.
- vi. Most of the faculty members of the institute are registered guides under MDS University, Ajmer and guiding research scholars for Ph. D. in the areas of Education, Science, Mathematics, Social Science and Languages. Fifteen faculty members are registered as Ph.D. guides.

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

- Ensuring learning outcomes in elementary education
- Extending outreach of secondary and sr. Secondary education
- Strengthening of vocational education
- Reforming school examination systems
- Revamping teacher education for quality teachers
- promotion of ICT systems in school
- New knowledge, pedagogies and approaches for teaching of social science, science, maths and technology in school education
- Enabling inclusive education, education of girls, SC, ST, minorities and children with special needs
- Promotion of languages

- Comprehensive education- ethics, physical education, arts and crafts and life skills

According to NCERT's directives as per NCF 2005

- Yoga and Physical Education
- CCE
- Peace Education
- Environmental Education
- Population and Adolescence Education
- Guidance and Counselling
- ICT in Education
- SSA (Mid day Meal)
- RMSA
- RTE
- Quality in Elementary and Secondary Education
- Skill development
- Education of ST/SC and minority communities, and girls
- Curriculum analyses
- Science Education: conservation of medicinal plants
- Chemical Sciences: Surface chemistry
- Biological and physical sciences
- Mathematics Education
- Language Education
- Social Science Education
- Human and Child Rights Education
- Gender Issues
- Library Automation, etc.

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

- Institution encourages action research in teaching learning process as well as internship in teaching in various schools.
- The outcomes:
 - Effective and efficient pedagogical processes.
 - First-hand experience / exposure of conducting action research
 - Innovative designing/re-designing of the experiment
 - Revamping existing practices
 - Change in evaluative practices

Institute has been encouraging Action Research through its PAC approved programmes time to time. SCERTs and DIETs of Northern Region have been oriented by the faculty members of the institute on methodology of Action Research. The programmes conducted in last five years are mentioned below:

Sr. No.	Year	Title	Programme	Coordinator	Area
1.	2010-11	समुदाय के साथ कार्य करने संबंधी बी. एड. (माध्यमिक) प्रथमवर्ष के शिक्षार्थी-शिक्षकों का प्रशिक्षण कार्यक्रम ;उत्तरी क्षेत्र	Training	Ms. Meenakshi Meena	Raj. (P-92) B.Ed. students of RIE, Ajmer
2.	2011-12	Capacity Building of SCERTs/DIETs Educational Functionaries in conducting Programme Evaluation for the states of Utrakhand and Himachal Pradesh.	Training	Dr. Nagendra Singh	Ukd. – 20 H.P. - 20
		मुस्कुराता बचपन' : क्षेत्रीय शिक्षा संस्थान, अजमेर के बहुद्देशीय प्रायोगिक विद्यालय में एक वर्षीय प्रारंभिक बाल्यावस्था शिक्षा का आयोजन	Development	श्री आयुष्मान गोस्वामी, डॉ. श्रीमती रश्मि रेखा सेठी	Rajasthan
		“समुदाय के साथ कार्य करने संबंधी बी. एड. (माध्यमिक) प्रथमवर्ष के शिक्षार्थी-शिक्षकों का प्रशिक्षण कार्यक्रम”	Training	Mrs. Meenakshi Meena	Raj. (P-92) B.Ed. students of RIE, Ajmer
		State Coordination Committee Meetings	Extension	Dr. Nagendra Singh & State Coordinators of northern region	Nine states of Northern region
		Extension lectures of Eminent educationist	Extension	Dr. Nagendra Singh	DM School, RIE Ajmer
3.	2012-13	मुस्कुराताबचपन' : क्षेत्रीय शिक्षासंस्थान, अजमेर के बहुद्देशीय प्रायोगिक विद्यालय में एक वर्षीय प्रारंभिक बाल्यावस्था शिक्षा का आयोजन	Development	Mrs. Meenakshi Meena	
		State Coordination Committee Meetings	Extension	Dr. Nagendra Singh & State Coordinators of northern region	
		Extension lectures of Eminent educationist	Extension	Dr. Nagendra Singh	
4.	2013-14	मुस्कुराता बचपन : क्षेत्रीय शिक्षा संस्थान, अजमेर के बहुद्देशीय प्रायोगिक	Development	Dr. A. Goswami	

		विद्यालय में एक वर्षीय प्रारंभिक बाल्यावस्था शिक्षा का आयोजन			
		उत्तराखण्ड राज्य के अनुसूचित जनजाति बाहुल्य क्षेत्र में उच्च प्राथमिक स्तर पर कार्यरत सरकारीस्कूलों के अध्यापकों की सामाजिक विज्ञान विषय के अध्यापन में दक्षता निर्माण करना	Training	Dr. Meenakshi Meena	UKD-40
		Extension lectures of Eminent educationists	Extension	Dr. Nagendra Singh	
5.	2014-15	क्षेत्रीय शिक्षा संस्थान, अजमेर के सेवा पूर्व पाठ्यक्रमों में अध्ययनरत् विद्यार्थियों हेतु नाट्य कार्यशाला	Training	Dr. A. Goswami	
		Capacity Building of Teacher Educators of DIETs operating in ST dominating areas in the understanding of Continues and Comprehensive Evaluation (CCE) at Primary level for the states of Rajasthan(10) and Himachal Pradesh(30). Programme may be revised to be conducted only in the area of CCE	Training	Dr. Meenakshi Meena	
		हिमाचल प्रदेश एवं उत्तराखण्ड के प्राथमिक एवं उच्च प्राथमिक स्तर के अनुसूचित जनजाति वर्ग के मुख्य संदर्भ व्यक्तियों का शान्ति आधारित मूल्यों के संवर्धन हेतु रंगमंच शिक्षा पर क्षमता निर्माण कार्यक्रम।	Training	Dr. A. Goswami	
		Extension Lectures of Eminent Educationists <ul style="list-style-type: none"> • Three or four lectures may be organized to celebrate special occasions • A committee may be constituted to select the eminent speakers • Compile a booklet of the lectures 	Extension	Dr. Nagendra Singh	
6.	2015-16	Capacity Building Programme for KRPs on enabling Inclusive Education with reference to the Children with Special Needs for the state of Uttar Pradesh, Punjab, Delhi, Rajasthan and Himachal Pradesh <ul style="list-style-type: none"> • Some intervention programmes to be incorporated for functional assessment and re formulate the programme accordingly • DEGSN may be involved. 	Training	Dr. Rajiv Ranjan	U. P. Punjab Delhi Raj. H.P.
		Workshop on Theatre, Music and	Training	Dr. Ayushman	Students

		Dance for Prospective Teachers to strengthen Comprehensive Education DEAA may be involved		Goswami	of RIE Ajmer
		Capacity Building Programmes for Uttar Pradesh & Rajasthan State Boards of Secondary Education in Question Paper Setting for strengthening School Examination (Two Phases) Uniformity with other Institutes/Departments may be maintained and ensure to avoid overlapping.	Training	Dr. K. Chandrasekhar	Raj. U.P.
		Capacity Building of Teacher Educators of DIETs operating in ST dominating areas for improving learning outcomes in Social Science in the light of Continuous and Comprehensive Evaluation (CCE) at upper Primary level for the states of Rajasthan, Uttarakhand, Uttar Pradesh and Himachal Pradesh	Training	Dr. Meenakshi Meena	Raj. UKD U.P. H.P.
		Diploma Course in Guidance and Counselling (Distance/Online and Face-to-Face)	Training	Dr. K. Chandrasekhar	Regional

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

i. Details of the Conference/ Seminar/ Workshop organized by the faculty members in last five years

Workshops organized

Year (2010-11)

	Programme Coordinator	Title of the Programme
1.	Dr. K. Chandrasekhar	Acted as a Coordinator and Resource Person in a Four Day Training Programme on 'Capacity Building of Key Resource Persons of Jammu & Kashmir State Board of School Education in Question Paper Setting' Acted as a Coordinator and Resource Person in a Four Day Training Programme on 'Capacity Building of Key Resource Persons of Jammu & Kashmir State Board of School Education in Question Paper Setting' from 20 th to 23 rd March, 2010 at Jammu.

		Acted as a Coordinator and Resource Person in a Five Day Training Programme on ‘Developing Exemplar Items Testing Higher Order Thinking Skills at Secondary Stage from 26 th to 30 th July, 2010 at New Delhi.
		Acted as a Coordinator and Resource Person in a Two Day Training Programme on ‘Capacity Building of Key Resource Persons of Bihar School Examination Board’ from 15 th to 16 th August, 2010 at Patna.
		Acted as a Coordinator and Resource Person in a Five Day Training Programme on ‘Capacity Building of Key Resource Persons of Haryana Board of School Education in Question Paper Setting’ from 22 nd to 26 th November, 2010 at Bhiwani.

Year (2011-12)

S. No.	Programme Coordinator	Title of the Programme
1.	Dr. K. Chandrasekhar	Acted as Coordinator and Resource Person in a Three Day Orientation Programme for Key Resource Persons in ‘Continuous and Comprehensive Evaluation’ from 28 – 30 th March, 2011 at Daman.
		Acted as a Coordinator and Resource Person in a Five Day Training Programme on ‘Capacity Building of Key Resource Persons of Jammu & Kashmir State Board of School Education in Question Paper Setting’ from 30 th May to 3 rd June, 2011 at Srinagar.
		Acted as a Coordinator and Resource Person in a Five Day Training Programme on ‘Capacity Building of Key Resource Persons of Meghalaya Board of School Education in Question Paper Setting’ from 12 th to 16 th September, 2011 at Shillong.
		Acted as Coordinator in a Five Day ‘Workshop on Tool Development for the Achievement Survey at the End of Class III’ from 14 th to 18 th November, 2011 held at N.C.E.R.T., New Delhi.
		Acted as Coordinator in a Four Day ‘Workshop on Review and Vetting of Tools for the Achievement Survey at the End of Class III’ from 13 th to 16 th February, 2012 held at N.C.E.R.T., New Delhi.
		Acted as Coordinator in a Four Day ‘Workshop for Identifying Behavioural Indicators at Different Levels for Mathematics and Languages for Achievement Survey at the End of Class III’ from 26 th to 29 th March, 2012 held at N.C.E.R.T., New Delhi.

Year (2012-13)

S. No.	Programme Coordinator	Title of the Programme
1.	Dr. K. Chandrasekhar	Acted as a Coordinator and Resource Person in a Five Day Training Programme on ‘Capacity Building of Head and Assistant Evaluators of Secondary and Higher Secondary Education of Meghalaya Board of School Education’ from 3 rd to 7 th September, 2012 at Shillong.
		Acted as a Coordinator in a Four Day Workshop on “Translation of Tools in Regional Languages for Achievement Survey at the End of Class III (Third Cycle)” from 24 to 27 th September, 2012 at NIE Campus, NCERT, New Delhi.
		Acted as a Coordinator in a Two Day Workshop on ‘Vetting of Tools in Regional Languages for Achievement Survey at the End of Class III (Third Cycle)’ from 17 to 18 th October, 2012 at Shillong, Meghalaya.
		Acted as a Coordinator in a Three Day ‘Orientation Programme for State and District Coordinators for Achievement Survey at the End of Class III (Third Cycle)’ from 31 st October to 2 nd November, 2012 at Kolkata, West Bengal.
		Acted as a Coordinator in a Three Day ‘Orientation Programme for State and District Coordinators for Achievement Survey at the End of Class III (Third Cycle)’ from 5–7 November, 2012 at Shillong, Meghalaya.
		Acted as a Coordinator in a Two Day Workshop on ‘Vetting of Tools in Regional Languages for Achievement Survey at the End of Class III (Third Cycle)’ from 9 to 10 th December, 2012 at Hyderabad, Andhra Pradesh.
		Acted as a Coordinator in a Four Day ‘Orientation Programme for State and District Coordinators for Achievement Survey at the End of Class III (Third Cycle)’ from 18-21 December, 2012 at Itanagar, Arunachal Pradesh.
		Acted as a Coordinator in a Three Day ‘Orientation Programme for State and District Coordinators for Achievement Survey at the End of Class III (Third Cycle)’ from 2–4 January, 2013 at RIE, Bhopal, Madhya Pradesh.
		Acted as a Coordinator in a Three Day ‘Orientation Programme for State and District Coordinators for Achievement Survey at the End of Class III (Third Cycle)’ from 9–11 January, 2013 at RIE, Mysore, Karnataka.
		Acted as a Coordinator in a Three Day ‘Orientation Programme for State and District Coordinators for Achievement Survey at the End of Class III (Third Cycle)’ from 15–17 January, 2013 at RIE, Bhubaneswar, Orissa.
		Acted as a Coordinator in a Three Day ‘Orientation Programme for State and District Coordinators for Achievement Survey at the End of Class III (Third Cycle)’ from 22-24 January, 2013 at RIE, Ajmer, Rajasthan.

		Acted as a Coordinator in a Three Day ‘Orientation Programme for State and District Coordinators for Achievement Survey at the End of Class III (Third Cycle)’ from 29–31 January, 2013 at NIE Campus, N.C.E.R.T., New Delhi.
		Acted as a Coordinator in a Three Day ‘Orientation Programme for State and District Coordinators for Achievement Survey at the End of Class III (Third Cycle)’ from 4–6 February, 2013 at SIE, Gangtok, Sikkim.

Year (2013-14)

S. No.	Programme Coordinator	Title of the Programme
1.	Dr. K. Chandrasekhar	Acted as a Coordinator in a Four-Day Training Programme on ‘Capacity Building of Key Resource Persons of S.C.E.R.T.
2.	Prof. P. K. Chaurasia	National Conference on Developing Mathematics Teachers for Quality Learning for All, December 20-22, 2013
3.	Dr. K. Chandrasekhar	Conducted Seminar Classes for M.Ed. students for the academic year 2013-14 (from 25.10.2013 to 31.03.2014)

Year (2014-15)

S. No.	Programme Coordinator	Title of the Programme
1.	Prof. V. P. Singh	Regional Consultation Meet-cum –Seminar on Science Education, Feb 28, 2015 Regional workshop for 8th National Teachers' Science Congress, at IISER, Pune on July 20-21, 2015.
2.	Dr. K. Chandrasekhar	Acted as a Coordinator in a ‘Three-Day Orientation Programme for Principals of Navodaya Vidyalaya Samithi in Guidance and Counselling’ from 28 th to 30 th January, 2015 at Regional Institute Acted as a Coordinator and Resource Person in a Five Day Training Programme on ‘Capacity Building of Key Resource Persons of Uttar Pradesh State Board of High School and Intermediate Education in Question Paper Setting’ from 12 th to 16 th October, 2015 at Allahabad. Acted as a Coordinator and Resource Person in a Five Day Training Programme on ‘Capacity Building of Key Resource Persons of Rajasthan State Board of Secondary Education in Question Paper Setting’ from 07 th to 11 th December, 2015 at RIE, Ajmer. Conducted as a Principal Investigator a Three Day Workshop on ‘Qualitative Analysis of Uttar Pradesh State Board Question Papers at Class X Level’ as part of Minor Research Project sanctioned by RIE, Ajmer from 09.12.2015 to 11.12.2015 at RIE, Ajmer. Conducted a Two Day Review Workshop to finalise the Report of ‘Qualitative Analysis of Uttar Pradesh State Board Question Papers at Class X Level’, a Minor Research Project sanctioned by RIE, Ajmer from 01.02.2016 to 02.02.2016 at RIE, Ajmer.

		Conducted Seminar Classes for M.Ed. students for the academic year 2014-15 (from 01.09.2014 to 31.03.2015)
3	Prof. S.V. Sharma	<p>(i) Coordinated Capacity Building Programme for KRPs belonging to ST dominated Areas in Teaching of Science in the Light of NCF-2005 at Secondary Level (PAC-15-08) Jammu & Kashmir State (Phase I), held at RIE, Ajmer (13-17 Oct. 2014).</p> <p>(ii) Organized Awareness a Rally on Gender Inclusion, RIE, Ajmer (Sep.01, 2014).</p> <p>(iii) Organized/Coordinated as Students' Advisor Activities Related to Students' Council during the Session 2014-15:</p> <ul style="list-style-type: none"> • Coordinated orientation programme for First Year B.Ed. and M.Ed. (elementary) students (30.07.2014) • Coordinated orientation programme for First Year B.Sc.B.Ed. Students (06.08.2014). • Coordinated orientation programme for M.Ed. (elementary) students (11.08.2014). • Coordinated as Chairperson Celebration of Independence Day (15 August 20014). • Organized Awareness Rally on Gender Inclusive, 54th NCERT Foundation Day 2014 at RIE Ajmer (Sep.01, 20014) • Organized Voluntary Blood Donation Camp (Sep. 05, 2014). • Coordinated celebration of Mahatama Gandhi Jayanti /INVD)/ Swachhata Abhiyan (2-10-2014). • Coordinated celebration of Vigilance Awareness Week (27th Oct -1st Nov. 2014). • Coordinated celebration of Rashtriya Ekta Diwas (National Unity Day) (31st Oct. 2014). • Conducted Election of students for office bearers of different houses (Nov.21, 2014). • Coordinated celebration of the Institute's Annual Day (March 3, 2015). • Coordinated MDS University Practical Examinations-2015 and Work Experience Internal Examinations- of B.Sc.B.Ed. and B.Ed. Students (March 09-March 20, 2015). <p>2015-16</p> <p>(i) Coordinated an Expression Series on Maulana Abul Kalam Azad held at Assembly hall, RIE, Ajmer (Nov.27. 2015).</p> <p>(ii) Coordinated Capacity Building of KRPs of SC Dominated Areas of J&K, HP and UK States in Teaching of Science with Special Reference to Projects in Science held at RIE, Ajmer (Nov. 16-20, 2015).</p> <p>(iii) Coordinated an Expression Series on Sardar Vallabhbhai Pat held at AH, RIE, Ajmer (Oct.31. 2015).</p> <p>(iv) Coordinated an Expression Series on Mahatma Gandhi held AH, RIE, Ajmer (Oct.02. 2015).</p> <p>(v) Coordinated an Expression Series on Sarvepalli Radhakrishna held at AH, RIE, Ajmer (Sep.05. 2015).</p> <p>(vi) Coordinated an Extension Lecture on Quality Education for Human Development delivered by Prof. K. K. Vashistha he</p>

		<p>at AH, RIE, Ajmer (Sep.01. 2015).</p> <p>(vii) Coordinated a workshop for developing/designing Exemplar Science Projects at Secondary Level held at RIE, Ajmer (August 24-28, 2015).</p> <p>(viii) Organized as Nodal Officer a five day PAB approved Orientation Programme of DIET faculty for Improvement of Science and Mathematics Education at Upper Primary Stage under SSA for States/UT of Northern Region held at RIE, Ajmer (9th – 13th Feb. 2015).</p> <p>(ix) Coordinated a Capacity Building Programme for KRI belonging to ST dominated Areas in Teaching of Science in the Light of NCF-2005 at Secondary Level Rajasthan State (Phase II), held at RIE, Ajmer (12-16 Jan. 2015).</p>
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ii. Details of the Conference/Seminar/Workshop attended by the faculty members in last five years
Year (2010)

Sr. No.	Name	Detail
1.	Dr. K. Chandrasekhar	Participated as a Resource Person in a Four Day workshop on “Terminal Achievement Survey Administration & Team Building” from 15 th – 18 th February, 2010 at Maneswar, Gurgaon, Haryana.
		Acted as a Resource Person in a Two Day Orientation Programme on ‘Continuous and Comprehensive Evaluation’ from 15 – 16 th May, 2010 held at Chandigarh.
		Acted as a Resource Person in a Ten Day ‘Capacity Building Programme for SCERT and SIE Faculty in Conducting Achievement Surveys’ from 19 th October – 28 th October, 2010 at N.C.E.R.T., New Delhi.
		Acted as a Resource Person in a Five Day ‘Workshop on Item Writing for Terminal Achievement Survey at the end of Class VIII’ from 6 th – 10 th December, 2010 at N.C.E.R.T., New Delhi.

Year (2011)

Sr. No.	Name	Detail
1.	Dr. K. Chandrasekhar	Acted as a Resource Person in a Five Day ‘Workshop on Development of Tools for Terminal Achievement Survey at the end of Class VIII’ from 17 th – 20 th January, 2011 at N.C.E.R.T., New Delhi.
		Acted as a Resource Person in a Three Day ‘Workshop on Development of a Model Continuous and Comprehensive Evaluation Scheme’ from 27 th – 29 th January, 2011 at N.C.E.R.T., New Delhi.
		Acted as a Resource Person in a Five Day ‘Workshop on Translation of Tools for Terminal Achievement Survey at the end of Class VIII’ from 7 th – 11 th February, 2011 at N.C.E.R.T., New Delhi.
		Acted as a Resource Person in a Five Day ‘Nurturance Programme for NTS Awardees’ from 14 th – 16 th February, 2011 at Homi Bhabha Centre for Science Education (HBCSE), Mumbai.

		<p>Acted as a Resource Person in a Twelve Day ‘Capacity Building Programme for SCERT and SIE Faculty in Conducting Achievement Surveys’ from 21st February – 4th March, 2011 at N.C.E.R.T., New Delhi.</p> <p>Acted as Resource Person in a ‘Two Day Workshop of State Coordinators for Administration of Tools in the Field for Achievement Survey at the End of Class VIII’ from 10 – 11th March, 2011 at N.C.E.R.T., New Delhi.</p> <p>Attended as participant in a Four Day ‘Visioning and Planning Residential Workshop’ from 20-23rd April, 2011 organised by TSA-TCF at Manesar, Gurgaon.</p> <p>Acted as Resource Person in a Five Day ‘Workshop on Finalisation of Tools for Achievement Survey at the End of Class VIII’ from 8-12th August, 2011 at N.C.E.R.T., New Delhi.</p> <p>Acted as Resource Person in a Five Day ‘Workshop on Analysis of Data and Preparing of the State Reports of Terminal Achievement Survey at the End of Class V’ from 26th to 30th September, 2011 at N.C.E.R.T., New Delhi.</p> <p>Acted as Resource Person in a Three Day ‘Workshop on Translation of Tools for National Achievement Survey at the End of Class VIII’ from 26th to 28th September, 2011 at N.C.E.R.T., New Delhi.</p> <p>Acted as Resource Person in a Three Day ‘Translation Workshop of Tools for Achievement Survey at the End of Class VIII’ from 2nd to 4th November, 2011 at Board of Secondary Education Office, Kolkata.</p> <p>Acted as Resource Person in a Five Day ‘Workshop on Finalisation of Terminal Achievement Survey at the End of Class V State Reports and Sharing of Findings’ from 5th to 10th December, 2011 at NIE Camus, New Delhi.</p> <p>Acted as Resource Person in a Five Day ‘Workshop on Translation of Tools for National Achievement Survey at the End of Class VIII’ from 19th to 23rd December, 2011 at Bhubaneswar.</p>
2.	Dr. Saryug Yadav	Attended 56th All India English Teachers’ Conference held at Department of English Studies, Bareilly College Bareilly. [18-20 December 2011].
3.	Sh. Albert Horo	Attended 33rd Indian Geography Congress having Focal Theme Resources and Development at Department of Geography, University of Burdwan, Bardhaman (WB). [November 11-13, 2011]

Year (2012)

Sr. No.	Name	Detail
1.	Dr. K. Chandrasekhar	<p>Acted As Resource Person in a Two Day ‘Workshop on Tryout and Finalisation of Workable Scheme of CCE’ from 4th to 5th January, 2012 at N.C.E.R.T., New Delhi.</p> <p>Acted As Resource Person in a Three Day ‘Orientation Programme for State Coordinators of National Achievement</p>

		<p>Survey Class VIII' from 23rd to 25th January, 2012 at N.C.E.R.T., New Delhi.</p> <p>Acted as Resource Person for Two Days in a Three Day 'Workshop on Translation of Tools for National Achievement Survey at the End of Class VIII' from 8th to 9th February, 2012 at Chandigarh.</p> <p>Acted as Resource Person in a Six Day Workshop on 'Development of Research Tools for Piloting the UNESCO General Education Quality Analysis Framework (GEQAF)' from 16th to 21st April, 2012 at N.C.E.R.T. Campus, New Delhi.</p> <p>Acted as Resource Person in a Three Day Training Programme on 'Assessment and Evaluation' from 23rd to 25th May, 2012 at NIOS Headquarters, Noida, Uttar Pradesh.</p>
2.	Dr. I. B. Chughtai	<p>Attended workshop as a member support group for tool development under the activity "Curriculum Study "of RAMSA at NCERT, New Delhi during December 10-12, 2012</p> <p>Attended workshop as a member support group to use the package (ITPD) under the activity "Capacity building programme in Science and Mathematics for the functionaries of the State under RAMSA at NCERT, New Delhi during 13-14 December, 2012</p> <p>Workshop as RP on development of tools for 'Impact Assessment Survey of Life Lines Education Project of Rajasthan State at RIE, Ajmer from 20-22, November, 2012</p> <p>Attended workshop as RP on finalization of collected data and its analysis of the project related to 'Impact Assessment Survey of Life Lines Education Project of Rajasthan State at RIE, Ajmer on 6th December, 2012</p>
3.	Dr. R. K. Sharma	<p>Green House Effect: an Over view" in the UGC sponsored National Seminar on Chemistry of Primates: Green Chemistry organized by the Department of Chemistry, Dayanand College, Ajmer during November 29-30, 2012</p> <p>Constructivist approach to learning" in the seminar on teaching through constructivist method at SIE, Jammu on Dec. 4, 2012</p>
4.	Dr. Anand K Arya	<p>was invited as a guest speaker on the topic "Green chemical protocol for the synthesis of fused heterocycles "in the one session of UGC sponsored National Seminar on Chemistry of Primates: Green Chemistry organized by department of Chemistry, Dayanand College, Ajmer during November 29-30, 2012</p>
5.	Dr. Bidyadhar Barthakur	<p>Delivered his lecturer on "Exploitation of vesicular arbuscular mycorrhizae to check the desertification process in Rajasthan" in National Seminar on Recent Advances in Botany organized by Department of Botany, Dayanand College Ajmer, Rajasthan during Dec 3-4, 2012. He was also invited for his lecture "Exploitation of wild cereals used by the tribes of Dungarpur and Banswara district of Rajasthan, India" in seminar organized</p>

Year (2013)

Sr. No.	Name	Detail
1.	Dr. K. Chandrasekhar	Acted as a Team Member in a Five Day Item Writing Workshop related to the MHRD approved project titled 'Assessment of Learning levels of Students at Secondary Stage (Class X) under Rashtriya Madhyamik Shiksha Abhiyan' from 18 th to 22 nd March, 2013 at CIET Building, NCERT, New Delhi.
		Acted as an Observer for the National Talent Search Examination for Class X on 12 th May, 2013 at Kochi, Kerala.
2.	Dr. I. B. Chughtai	Workshop on Development of Resource Materials in Mathematics for CWSN (VH) at Elementary level at RIE Bhopal from 14-18 January, 2013 as RP
		Workshop on Development of Resource Materials in Mathematics for CWSN (VH) at Elementary level at RIE Bhopal from 08-11 February, 2013 as RP
		Workshop on Development of Resource Materials in Mathematics for CWSN (VH) at Elementary level at RIE Bhopal from 24-26, March 2013 as RP
		Delivered an invited lecture on topic "Learning its Theories and Styles" in UGC orientation programme for Assistant Professors organized by MDS University, Ajmer during Jan 25, 2013
		Delivered lecture "Quality Management in Inclusive Schools" under TQM programme organized by YIT, Jaipur during Feb 23, 2013
3.	Dr. R. K. Sharma	Electronic spectra of transition metal complexes: Coordination Chemistry" in the seminar for post graduate students of department of Chemistry, Govt. MLV College, Bhilwara on Jan. 11, 2013
		Challenge to school management: how to face them in a rajsthan government sponsored seminar for school Principals held at Yagyavalkya Institute of Education, Sitapura, Jaipur on Feb.23, 2013
4.	Dr. S. V. Sharma	<p>Delivered a lecture on "An Introduction of total Quality Management in School Education" held at Yagyavalkya Institute of Education, Sitapura, Jaipur on Feb.23, 2013</p> <ul style="list-style-type: none"> • Participated as RP in Capacity Building Programme of KRPs belonging to ST dominated areas in Teaching of Science at secondary Level for Uttarakhand State, held at RIE, Ajmer (Jan. 06-10, 2014). • Participated as RP in Capacity Building Programme for Science Teachers of Minorities in the development and use of Teaching-Learning Material through ICT Integrated at Elementary Level, held at RIE, Ajmer (Jan. 27-31, 2014). • Participated as RP in Five day workshop for finalization of the report on Implementation of Quality Monitoring Programme in 100 Clusters of the Country, held at RIE, Ajmer (Feb. 03-07, 2014). • Participated as RP in Capacity Building of the faculty of

		<p>DIETs located in Minority Dominated Districts in Action Research for UP and UK States held at RIE, Ajmer (Nov. 17-21, 2014).</p> <ul style="list-style-type: none"> • Participated as RP in Capacity Building of KRPs belonging to Minority Dominated Areas on Activity Based Learning in Science at Secondary Level held at RIE, Ajmer (Nov. 17-21, 2014). • Participated as RP in Five day Training Programme on Improvement of Learning of Science and Mathematics Education at Upper Primary Stage, held at NIE, NCERT, New Delhi (Nov. 24-28, 2014). • Participated as RP in Five day workshop for developing Teaching Learning Materials for Capacity Building of Teacher Educators/KRPs belonging to ST dominated areas for Teaching of science in the light of NCF 2005 at Upper Primary level for Northern Region, held at RIE, Ajmer (Dec. 08-12, 2014).
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Year (2015)

Sr. No.	Name	Detail
1.	Dr. K. Chandrasekhar	Participated in a Five Day Workshop in Preparing Two Year M.Ed. Syllabus from 08.05.2015 to 12.05.2015 at RIE, Bhopal.
		Participated as Resource Person in an Orientation Programme & acted as an Observer for conducting the Common Entrance Examination (CEE-2015) from 03.06.2015 to 04.06.2015 at N.C.E.R.T. Campus & from 05.06.2015 to 08.06.2015 in Raipur, Chhattisgarh.
2.	Arya, A. K.	“Domino synthesis of bioactive spiro fused quinazolines” in National conference on Environmental pollution, health and prevention”, Govt. College, Bharatpur (Rajasthan), Dec. 11-12.
		“Use of Periodic Table as a Constructivist Model of Teaching and learning”, Regional Orientation workshop for 8th National Teaches Science Congress (NTSC-2015) for northern region, July 20-21.
3.	Chaurasia, P. K.	“Technological Pedagogical Content Knowledge Framework in Mathematics”, National Seminar on Reflective Practices in Pedagogy-Technology Integration, RIE Bhopal, 27th – 29th November.
		“Evolving Technical Pedagogy through Mathematical Kit”, National Conference on Mathematics Teaching- Approaches and Challenges RIE Mysore, 21 – 22 December.
		“Exploring Secondary Mathematics Kit”, 7 th National Conference on Technology & Innovations in Mathematics Education, VPCOE, Baramati, Dec 4-7.
4.	Mishra, R.	“Nazir Akbarabadi Ki Zabanaur Shayari, National Seminar on Nazir Akbarabadi”, DEL, NCERT, New Delhi, March 20-22.
5.	Nainawat, A. K.	“Green Chemical Processes: Need of Green Chemistry in School Education”, Regional Workshop of 8th National Teachers Science Congress” (NTSC 2015) for Northern region at RIE, Ajmer, July 20-21.

6.	Pareek, R. B.	“Screening of Medicinal Plants for Secondary Metabolites” National Conference on Environmental Pollution, Health Hazards and prevention (NCEPHHP-2015) Bharatpur, December 11-12.
		“Effective Science Teaching” Regional Workshop of 8th National Teachers Science Congress” (NTSC 2015) for Northern region at RIE, Ajmer, July 20-21.
7.	Sharma, R.K.	“Green Chemistry approaches in synthesis of aniline” National conference on Environmental pollution, health and prevention, Govt. College, Bharatpur (Rajasthan), Dec. 11-12.
8.	Meena, O. P. and Sharma R. K.	“Learning of Flame Test by Using Low Cost Experiment”, 8th National Teachers’ Science Congress, IISER, Pune, Maharashtra, Dec.17-19.
9.	Barthakur, B.	Session in International conference on Plant Research & resource Management, Baramati, Pune, India, 11-13 February 2016
10.	Chaurasia, P.K	Session in “7th National Conference on Technology & Innovations in Mathematics Education” VPCOE, Baramati, Dec 4-7
		Session on the theme “Research Trends in Mathematics Teaching” in National Conference on “Mathematics Teaching- Approaches and Challenges” RIE Mysore, December, 21 – 22
		Session on the theme “Researches on Reflective Practices in Teaching Learning Process” in National Seminar on “Reflective Practices in Pedagogy-Technology Integration” 27th – 29th November, RIE Bhopal
11.	Prof. S.V. Sharma	<ul style="list-style-type: none"> • Participated as RP in An Activity based learning of Science Secondary level for teacher Educators/KRPs belonging to SC dominated areas for Accelerating learning outcomes of the students of states of HP and J&K held at RIE, Ajmer (Nov. 18-22, 2015). • Participated as RP in Capacity building for KRPs of SC dominated areas in Science at Secondary level through Laboratory approach for the state Punjab & Uttarakhand (PAC 15.06) held at RIE, Ajmer (Nov. 16-20, 2015). • Participated as RP in Faculty Development Programme for B.Ed. School Teachers held at BPS, Pilani (June. 25-27, 2015). • Participated as RP in Review of B.Ed. Two Year Course of Science subject in the light of NCERT and NCET guidelines held at RIE, Ajmer (March. 18-20, 2015). • Participated as RP in Capacity Building of Teacher Educators/KRPs belonging to ST dominated areas for Teaching of Science in the light of NCF 2005 at Upper Primary level for Northern Region, held at RIE, Ajmer (Feb. 23-27, 2015). • Participated as RP in Capacity Building of KRPs belonging to SC and ST dominated Areas in the understanding of CCE in the light of NCF 2005 at elementary level using exemplar material developed by NCERT HP, UK, Rajasthan States, held at RIE, Ajmer (Jan. 19-23, 2015). • Participated as RP in Capacity Building for Teachers of SC dominated Areas in Laboratory work in the light of NCF 2005 Secondary Level, held at RIE, Ajmer (Jan. 5-9, 2015).

Year (2016)

Sr. No.	Name	Detail
1.	Dr. K. Chandrasekhar	Participated as a Convener in a Three Day Workshop in preparing B.Sc.B.Ed./B.A.B.Ed./M.Sc.Ed./B.Ed./M.Ed., Courses Syllabus for Common Entrance Examination from 14.03.2016 to 16.03.2016 at NCERT Head Quarters, New Delhi.
		Attended as a Coordinator of DCGC Course in a Two Days Consultative Meeting of DCGC organised by DEPFEE from 05.05.2016 to 06.05.2016 at NCERT Head Quarters, New Delhi.
		Attended as a Resource Person in a 17 Days Capacity Building Workshop related to National Achievement Survey (NAS) organised by Educational Survey Division of NCERT in collaboration with RMSA-TCA from 16.05.2016 to 01.06.2016 at NCERT Head Quarters, New Delhi.
		Participated in CEE Orientation Programme & acted as an Observer for conducting the Common Entrance Examination (CEE-2016) from 14.06.2016 to 15.06.2016 at N.C.E.R.T. Campus & from 16.06.2016 to 19.06.2016 in Hyderabad, Telengana & in preparing Key for CEE Test Booklets and scanning of OMR Sheets from 20.06.2016 to 24.06.2016 at N.C.E.R.T. Campus, New Delhi.
		Participated as an Expert in a Two Day Workshop in finalizing Development of Framework of Tests related to Census Based National Achievement at the Elementary Level from 25.07.2016 to 26.07.2016 at N.C.E.R.T. Campus, New Delhi.
2.	Arya, A. K.	“Copper-Catalyzed domino synthesis of fused indolizine derivatives” National Conference on recent trends in Chemical Science, Department of Chemistry, SGG PG College, Banswara, Jan 18-19.
		“A facile Copper-Catalysed domino synthesis of fused indolizine derivatives” National Seminar on recent trends in Chemical Research organized by Jai Narayan Vyas University Jodhpur, February 05-07.
3.	Horo, A.	“Civic Amenities in Ajmer: A care of smart city”, International Conference on Urbanisation and Regional Sustainability, Dept. of Geography, University of Calcutta, Jan. 28-30.
4.	Pareek, R. B.	“A green approach isolate cardenolides from the stem bark of Streblus as per Lour Moraceae” National Seminar on recent trends in Chemical Research (NSRTPCR-2016), Department of Chemistry Jai Narayan Vyas University Jodhpur, February 05-07.
		Pareek R. B. (2016). “Bioactive markers from Asparagus adscendens” National Seminar on recent trends in Chemical sciences, Department of Chemistry, Shri Govind Guru Govt. College Banswara, January 18-19.
5.	Sharma, R. K.	“An efficient and facile green Chemical Protocol for Synthesis of p-substituted phenyl amines via copper mediated C-N coupling of isoindole -1, 3 dione and aryl halides” National Seminar on Recent trends in Chemical Research (Progress and Advancement), Deptt. of Chemistry, JNV Univ. Jodhpur, Feb. 5-7.
6.	Horo, A	Chaired a Technical Session on air, National Seminar on “Feminist Methodology in Social Science, Dept. of Geography & Home Science, KMC- Urdu-Arbi Farsi University Lucknow, Mar. 8-9.
7.	Prof. S.V. Sharma	(i) Coordinated a Capacity Building of KRPs of Minority Concentrated Districts of UK and UP States in Teaching of Science with Special Reference to Projects in Science” held at

		<p>Regional Institute of Education, NCERT, Ajmer from Oct. 3-7, 2016).</p> <p>(ii) Coordinated a Showcasing/Projecting Activities/Materials of RIE Ajmer at NCERT, New Delhi (1st Sep. 2016).</p> <p>(iii) Coordinated a workshop on Revision of Syllabus of B.Sc.B.Ed. Programme held at RIE Ajmer (May 19 & 20, 2016).</p> <p>(iv) Organized as Nodal Officer a five day PAB approved Orientation of CRP_s & BRP_s of Jammu & Kashmir for Improvement of Science and Mathematics Education At Upper Primary Stage Under SSA held at RIE Ajmer (March 14th – 18th, 2016).</p> <p>(v) Coordinated an Expression Series on Women Personalities, Assembly Hall, RIE Ajmer (March. 9, 2016).</p> <p>(vi) Coordinated an Expression Series on Sir C.V. Raman, Assembly Hall, RIE Ajmer (Feb. 28, 2016).</p> <p>(vii) Participated as RP in Qualitative Analysis of question papers of Class X of Rajasthan Board of Secondary Education held at RIE, Ajmer (Jan. 19-21, 2016).</p> <p>(viii) Coordinated as Chairperson Celebration of Independence Day (15 August 2016).</p> <p>(ix) Coordinated Orientation Programme of B.Sc. B.Ed., B.A. B.Ed., B.Ed. & M.Ed. (16th August 2016).</p> <p>(x) Coordinated Udo Jago Yuva Prerana Pratiyogita, Vivekananda Kendra Kanyakumari Rajasthan, Ajmer (23rd Sep. 2016).</p> <p>(xi) Coordinated Showcasing Activities of RIE, Ajmer in 56th Foundation Day Celebration of NCERT at NCERT, New Delhi (1st Sept., 2016).</p> <p>(xii) Coordinated Cultural Exchange Programme of NE Artistes in collaboration with MDS University & at RIE Ajmer (17th Sep. 2016).</p>
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iii. International Conference/ Seminar/ Workshop attended by the faculty members in last five years

Year 2010

Sr. No.	Name	Detail
1.	Dr. K. Chandrasekhar	Attended the 'International Association for Educational Assessment 36 th Conference' from 22 – 27 th August, 2010 held at the Ambassador Hotel in Bangkok, Thailand.

Year 2011

Sr. No.	Name	Detail
1.	Dr. K. Chandrasekhar	Presented a paper entitled "Learning Levels of Grade V Students in Environmental Studies" in the 37 th International Association for Educational Assessment Conference from 23 – 27 th October, 2011 held at the Shangri-La Hotel in Manila, Philippines.
2.	Dr. P. C. Agarwal	Attended International conference on advances in Modeling, Optimization and Computing (AMOC-2011) held at IIT
3.	Dr. Anand Kumar Arya	Attended 3rd International Conference on Heterocyclic Chemistry Organized by Department of Chemistry, University of Rajasthan, Jaipur [Dec 10-13, 2011]

4.	Dr. Rajiv Ranjan	Working meeting for research delegates of world summer games,(Special Olympics) held at Athens, Greece, Europe from 23- 06- 11 to 25- 06- 11
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Year 2012

Sr. No.	Name	Detail
1.	Dr. Anand Arya and Dr R. B. Pareek	Attended International Conference (Post ISCBC-2012) on “Perspective and challenges in Chemical and Biological Sciences: Innovation Crossroads” Organized by Institute of Advanced Study in Science& Technology (IASST), Guwahati. [Jan 28-30, 2012]
2.	Dr. Anand Kumar Arya	Attended International conference on Green Chemistry (ICGC-2011) organized by Department of Chemistry, School of Chemical Sciences and Pharmacy, Central University of Rajasthan (CURAJ). [December 7-9, 2012]

Year 2013

Sr. No.	Name	Detail
1.	Dr. P. K. Chaurasia	Attended “ India-Canada International Conference ” on Open and Flexible Distance Learning at SNDT University Mumbai. [February 20-22, 2013]
2.	Dr Rajiv Ranjan	7 th SAARC Psychiatric Federation (make love not war-working towards inclusion), held at Mysore, Karnatka from 29- 11- 13 to 01- 12- 13

Year 2014-2015

Sr. No.	Name	Detail
1.	Agarwal, P. C.	“Magneto transport Properties of Disordered Multiwall carbon Nanotubes”, International Conference on Condensed Matter & Applied Physics (ICC 2015), Bikaner during October 30-31
		“Weak localization and electron-electron interaction in Multiwall Carbon Nanotubes”, 4th International Conference on Advanced Nano materials and Nanotechnology (CANN-2015), IIT, Guwahati, December 08-11.
2.	Arya, V. P.	“Magneto transport Properties of Disordered Multiwall Carbon nanotubes”, International Conference on Condensed Matter & Applied physics (ICC-2015), Bikaner, October 30-31.
		“Weak localization and electron-electron interaction in Multiwall Carbon Nanotubes”, 4th International Conference on Advanced Nano materials and Nanotechnology (ICANN-2015), IIT, Guwahati, December 08-11.
3.	Barthakur, B.	“Importance of Rhizospheremyco flora of AquillariaagalloachaRoxb for ascertain infection potentiality in diseased wood”, International conference on Plant Research & Resource Management, Baramati, Pune, India, Feb. 11-13.

iv. National Conference/ Seminar/ Workshop attended by the faculty members in last five years

Sr. No.	Name	Detail
1.	Dr. K. Chandrasekhar	Attended ‘National Conference of Chairpersons of Boards of School Education’ from 2 – 3 rd August, 2010.
2.	Dr. Rajiv Ranjan	Inclusive Education for children with Mental Retardation- An introspection from 25-02-2011 to 27-02-2011
		Issues, Concern and Challenges in Implementing RMSA in

		North East region from 12-03-2013 to 14-03-2013
		Adolescent Education: Status and its Future Perspective from 05-02-2015 to 06-02-2015
3.	Dr. Ayushman Goswami	Delivered seven lectures as Visiting Fellow in the School of Education, Devi Ahilya Vishwavidyalaya, Indore from 3 rd to 9 th March, 2013.
4.	Dr. Anand Kumar Arya, Dr. R.B. Pareek and Dr. Anil Kumar Nainawat	Attended two days National Workshop sponsored by UGC and DST on “Recent advances in spectroscopic through experimental and theoretical tools” held at Govt. P. G. College, Tonk [December 23- 24, 2011].
5.	Dr. I. B. Chughtai	Attended two days National Consultation on Continuous Comprehensive Evaluation organized by SIERT, at Hotel Inter Residency, Udaipur [18-19 January, 2012].
6.	Dr. Saryug Yadav	Attended National Symposium on Interrogating New Worlds of English Language Teaching organized by ELTI Bikaner and Department of English, MGS University, Bikaner. [24 & 25 February 2012].
7.	Dr. Bidyadhar Barthakur	Attended conferences “21st APSI Scientists Meet 2012 and National Conference on Recent Trends in Plant Sciences held at Baramati, Pune during Feb 3-5, 2012. He was also awarded by APSI Honors Gold Medal for his outstanding contribution in the field of plant sciences.
8.	Dr. Saryug Yadav	Attended National Seminar on Challenges of Teaching Language and Literature in the Age of Globalization held at S. N. Sinha College, Jehanabad. [7-8 December 2012].
9.	Dr. P. K. Chaurasia	Attended National Meet on Celebration of National Year of Mathematics–2012, at NCERT, New Delhi. [20-22 December, 2012].
10.	Dr. I. B. Chughtai	Attended National Seminar on Philosophy of Education organized by Azim Premji University at Jaipur on 01-02, December, 2012
11.	Sh. Muzammil Hassan	Attended National Seminar on Innovative Practices and Teaching held at Deoband College of Higher Education, Dioband SRE (U.P.) on [February 9, 2013].
12.	Dr. Pramila Tanwar	Attended National Seminar on innovative practices in Teaching held at Deoband College of higher education, Deoband [Feb 9, 2013].
13.	Sh. Muzammil Hassan	Attended National Seminar on Innovative Practices and Teaching held at Deoband College of Higher Education, Dioband SRE (U.P.) [February 9, 2013].
14.	Dr. Anand Kumar Arya	Attended National seminar on “Chemistry for economic growth and human comfort” organized by department of Chemistry, University of Rajasthan, Jaipur on August 31, 2013.
		Attended National Seminar on “Chemistry of Primates: Green Chemistry” held at Department of Chemistry, Dayanand College, Ajmer from November 29-30, 2013.
		National seminar on “Pure and applied chemical sciences- Current trends and future prospects” organized by department of Chemistry, J.N.V. University, Jodhpur from Jan 10-11, 2014.

15.	Prof. S.V. Sharma	Delivered a note key address on Major Shifts in Education Programme: Teaching for Thinking and Quality Learning, in a National Seminar on 'Ethics and Educational Development' held at Ajmer Institute of Technology, Ajmer (Rajasthan) (Jan. 7, 2015).
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v. Regional Conference/ Seminar/ Workshop attended by the faculty members in last five years

1.	Dr. K. Chandrasekhar	Chaired a Session on 'Pre-service teacher education for teaching mathematics' in a National Conference on 'Developing Mathematics Teacher for Quality Learning for All' on 22 nd December, 2013 at RIE, Ajmer.
		Attended National Conference on 'Developing Mathematics Teacher for Quality Learning for All' from 20 to 22 nd December, 2013 at RIE, Ajmer.
		Delivered a lecture titled "Peace Education: With Special reference to NCF 2005" in programme titled "Capacity Building of KRPs Belonging to ST/SC Categories in Understanding NCF 2005 at secondary Level from 13-27 September 2013" on 22 nd September 2013, at RIE, Ajmer.
		Delivered lecture titled "Constructivism- Some Philosophical and Sociological Perspectives" at Army Public School, Nasirabad, Rajasthan on 6 th July, 2013.
		Acted as a Regional Coordinator in a Three Day 'Orientation Programme for State and District Coordinators for Achievement Survey at the End of Class V (Fourth Cycle)' from 10-12 February, 2014 at RIE, Ajmer, Rajasthan.
		Acted as a Resource Person for Two Days in a Five Day 'Orientation Programme for Conducting State Level Achievement Survey' (SLAS) for SIERT, Udaipur, Rajasthan from 17-18 February, 2014 at SIERT, Udaipur, Rajasthan.
		Participated as a Team Member and Resource Person for Developing Tools for RMSA Cell funded project titled 'Comparison of Classroom Processes-A Case Study of Secondary Classrooms of Rajasthan and Uttar Pradesh States' from 19-21 st February, 2014 at RIE, Ajmer.
		Acted as Team Member in collecting data for "Comparison of Classroom Processes – A Case Study under RMSA" from 8.08.2014 to 12.08.2014 at Jalore, Rajasthan.
		Acted as Resource Person for Two Days in a Five Day Workshop of "Analysis of Curriculum, Syllabus, Textbooks and other Resource Materials of the State of Punjab at Secondary Level in the light of NCF-2005 Perspectives" from 16 th to 17 th March, 2015 at RIE, Ajmer.
		Attended as a Resource Person in a Five Days Orientation Programme on Development of E-Contents organised by CIET from 29.3.2016 to 02.4.2016 at RIE, Ajmer.
2.	Dr. Nagendra Singh	Chaired a session in the seminar on Adolescence Education: Status and its Future Perspectives, 5-6 Feb. 2015, RIE, Ajmer
3.	Dr. Ayushman Goswami	Delivered a lecture on the topic titled "Skills of dealing with pupils' responses and discussion in B. Ed (Secondary) I year Pre- Internship programme RIE, Ajmer on 20 th January, 2014".
		Delivered a lecture titled "Teaching of social science through

		Theatre with special reference to inclusion of values” in the programme titled “Capacity building of KRPs belonging to ST dominated areas in Social science teaching at upper primary level” on 22 nd January, 2014 at RIE, Ajmer.
		Delivered a lecture titled “Role of electronic media in children’s language development” under the Academic forum on 28 th Mar, 2014 at RIE, Ajmer.
		Delivered a lecture titled “Concept of Evaluation: An Ancient View” in the PAC programme titled “Capacity building of Teacher Educators of DIETs operating in ST dominating areas in Understanding of Continuous and Comprehensive Evaluation for the States of Himachal Pradesh and Rajasthan on 16 th December, 2014 at RIE, Ajmer.
		Delivered a lecture titled “Theatre in Education at primary level in Reference with CCE” in the PAC programme titled “Capacity building of Teacher Educators of DIETs operating in ST dominating areas in Understanding of Continuous and Comprehensive Evaluation for the States of Himachal Pradesh and Rajasthan on 18 th December 2014, at RIE, Ajmer.
		Capacity Building of Teacher Educators/KRPs Belonging to ST Dominated Areas for teaching of Science in the Light of NCF 2005 at upper primary Level for Northern Region for the states of Rajasthan, Jammu & Kashmir, Himachal Pradesh and Uttarakhand, 23-27 Feb.2015, RIE, Ajmer
		Chaired a Session on ‘Sharing of Best Innovative Classroom Practices of Teaching Learning of Science’ in a Regional Consultation-Cum-Seminar on Science Education’ on 28 th February, 2015 at RIE, Ajmer.
	Prof. S.V. Sharma	Chaired a Session on Scientific Knowledge and pedagogy in One day Regional Consultation Cum Meet Seminar on ‘Science Education’ held at RIE, Ajmer (Feb. 28, 2015) and presented a paper.

3.2. Research and Publication Output:

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

- Instructional and other teaching- learning materials in Language
- Instructional and other teaching- learning materials in Geography
- Instructional and other teaching- learning materials in History
- Instructional and other teaching- learning materials in Physics
- Instructional and other teaching- learning materials in Chemistry
- Instructional and other teaching- learning materials in Botany
- Instructional and other teaching- learning materials in Zoology
- Instructional and other teaching- learning materials in Mathematics
- Instructional and other teaching- learning materials in EVS

The above said aids are prepared by pre- service students in consultation with concerned faculty members in order to facilitate classroom teaching learning during internship programme and these aids are displayed separately in exhibition just after the completion of internship programme. A few best selected teaching aids are awarded by the institute for encouraging pre- service students.

- In addition to aforesaid teaching- learning material, different materials in support of training/ capacity building programme teaching aids and other materials are also developed by participants in Workshops/ PAC programmes.

- Instructional material for the Identification of Plants.
- Print and Online Training Manual and Training of Secondary School Teachers in the Applications of Free/Open Source Software (FOSS) and Open Educational Resources (OER) in Education.
- Print and Online Training Manual for ICT (Web 2.0) Integration in School Education and Training of School Teachers in ICT Integration through Blended Approach.
- Training package on education for peace secondary schoolteachers
- Training package on teaching mathematics
- Resource material to create constructivist learning situation in science classroom
- Green manual for secondary stage science concepts
- Resource Material in Mathematics for Children with special needs at elementary school level
- Self-learning package on Methodology of Qualitative Research in Education
- ICT based CCE package using alternative techniques of evaluation for elementary level
- Handbook for teacher educators on Inclusive Education practices in elementary classrooms
- ICT Enabled Education in Science at Secondary Level.
- ICT Enabled Education in Social Science at Secondary Level.
- Pedagogical Usage of ICT for TeacherEducators,2012
- Implications of Emerging Pedagogy with reference to NCF 2005 for Teacher Educators, 2012
- Package on Pedagogy Technology Integration for the Professional Development of Teacher Educators,2011
- Curriculum for two years B.Ed.
- Curriculum for two years M.Ed.

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

- The institute has a well established studio with all adequate equipments for developing instructional materials. Faculty members and students have also been oriented on the functioning of studio with special reference to use of audio- visual instrument to prepare instructional material.

- The institute has a rich library having more than 75000 books, national and international journals, encyclopaedia, surveys of educational research, policy documents, magazines etc. as additional support to prepare informative and authentic instructional materials. The library is equipped with 24 hours net connectivity.

- Language Lab
- Psychology Lab
- Geography Lab
- Physics Lab
- Chemistry Lab
- Botany Lab
- Zoology Lab
- Maths Lab
- A/V Studio
- Agriculture Lab
- Electricity lab
- Well-furnished ICT Lab
- ET lab having different software
- ICT enabled classroom for try-out of material
- Internet facility
- Library having latest books, national and international journals (both on line and print)
- Demonstration Multipurpose School as Lab School for try-out of material

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

- The institute is a constituent unit of NCERT New Delhi and CIET is a department of NCERT working for educational technology with special reference to developing instructional material using ICT and technology. Faculty members of institute extend their academic support to CIET for developing instructional material.

- Since the institute organizes a number of training/ capacity building programmes and workshops to address educational needs of the Northern region and training package/ modules and prepared

material is uploaded on NCERT website every year in order to make it accessible in public domain. Detail of such programmes is also available on institute's website.

- i) Print and Online Training Manual and Training of Secondary School Teachers in the Applications of Free/Open Source Software (FOSS) and Open Educational Resources (OER) in Education.
- ii) Print and Online Training Manual for ICT (Web 2.0) Integration in School Education and Training of School Teachers in ICT Integration through Blended Approach.
- iii) ICT Enabled Education in Science at Secondary Level.
- iv) ICT Enabled Education in Social Science at Secondary Level

Development of e-content has been taken as one of the priority task of NCERT for which CIET, New Delhi and constituent unit of NCERT have already initiated their programmes for developing e-content in different fields of school education as well as for Capacity Building of pre-service and in-service teacher trainee.

Workshop for e-Content development

1. Orientation of Faculty, staff and students
2. e-Content development of class X
3. E-content modules for teaching of Science at secondary level.

3.2.4 Give details on various training programmes and/ or workshops on material development (both instructional and other materials)

Various training programmes and/ or workshops on material development (both instructional and other materials) (2010- 11)

Sr. No.	Name	Detail
1.	Dr. Nagendra Singh	Tools for the evaluation study of 'Aadhar' (Team Member)
		Achievement tests in Hindi, English and Mathematics for class III (Team Member)
		Contributed in revision of pre-service courses – B.Sc.B.Ed, B.Ed. (Sec) two years, M.Ed. (Elem) in papers dealt (Team Member).
2	Dr. K. Chandrasekhar	Attended Training Programme on Large Scale Educational Survey Analysis and Reporting organized by Australian Council for Educational Research (ACER), Melbourne, Australia from 30 th August to 10 th September, 2010.

Various training programmes and/ or workshops on material development (both instructional and other materials) (2011- 12)

Sr. No.	Name	Detail
1.	Dr. Nagendra Singh	Contributed in revision of pre-service courses – B.Sc. B.Ed, B.Ed. (Sec) two years, M.Ed. (Elem) in papers dealt (Team Member).

Various training programmes and/ or workshops on material development (both instructional and other materials) (2012- 13)

Sr. No.	Name	Detail
1.	Dr. Nagendra Singh	Development of Tools for 100 cluster study on QMP by MHRD (Team Member) Organised two days workshop on Tools for Quality Monitoring Programme in 100 clusters of the country study for 9 states for the region under SSA (Team Member) Training of Pupil teachers of B.Ed. (Sec.) part-I on field work with community (Team Member).
2.	Dr. Ayushman Goswami	Refresher Course in Education at UGC Academic Staff College, DAVV, Indore from 4-09-2012 to 24-09-2012

Various training programmes and/ or workshops on material development (both instructional and other materials) (2013- 14)

Sr. No.	Name	Detail
1.	Dr. Ayushman Goswami	Attended UGC sponsored Special Summer School (Equivalent to one Refresher Course) at UGC Academic Staff College, University of Lucknow from 1-05-2013 to 22-05-2013. Acted as Internal Resource Person in a four days Workshop entitled “ Analysis of the curriculum, syllabus, textbooks and other resource material of the state of Uttar Pradesh at Secondary level in the light of NCF2005 ” from 25 th to 28 th Feb. 2013 at RIE, Ajmer Worked as subject expert in the workshop to develop reading material for new syllabus of BSTC organized by SIERT, Udaipur from 27 th to 28 th April 2013 (Subject Expert).

		Worked as subject expert in the workshop to develop reading material for new syllabus of BSTC organized by SIERT, Udaipur from 28 th May to 1 st June 2013 (Subject Expert).
		Worked as team member for development of B.A.B.Ed. syllabus (Team Member)

Various training programmes and/ or workshops on material development (both instructional and other materials) (2014- 15)

Sr. No.	Name	Detail
1.	Dr. Nagendra Singh	<p>Development of course of studies as per NCTE 2015 guidelines of the following Programme</p> <p>(a) Two year M.Ed. (RIE scheme) (Convenor BOS MDSU)</p> <p>(b) Two year M.Ed. (MDS University, Ajmer) (Convenor BOS MDSU)</p> <p>(c) Two year B.Ed. (MDS University, Ajmer) (Convenor BOS MDSU)</p> <p>(d) Two year B.Ed. (Special Ed.) MDS Univ., Ajmer (Convenor BOS MDSU)</p> <p>(e) Two year B.Ed. (RIE scheme) (Team Member)</p> <p>(f) Four Year B.A., B.Ed. (RIE Scheme) (Team Member)</p> <p>Second Phase of Regional Workshop on the Capacity Building of SSA/SCERT/DIETs officials and Core Team Members in Early Literacy Programme 2014 (Nodal Officer).</p> <p>Training workshop on the Capacity Building of DM Primary School Teachers and Pre Primary Staff in Early Literacy Programme 2015 (Nodal Officer).</p> <p>Capacity Building of Teacher Educators/KRPs belonging to ST dominated areas for teaching of Science in the light of NCF 2005 at Upper Primary Level for Northern Region for the states of Rajasthan, Jammu and Kashmir, Himachal Pradesh, Uttarakhand 2015 (Team Member (Co-ordinator)).</p> <p>Review of the CCE schemes of all the states/UTs of Northern region (Completed Uttarakhand) (Task Leader).</p>

2.	Dr. Ayushman Goswami	Acted as subject expert for the paper titled “Art and Aesthetics” to review two year B.Ed.(Secondary) syllabus
		Acted as team member for development of guidelines for implementation of ECCE programme in States and UTs conducted by Department of Elementary education, NIE, NCERT New Delhi(29 th , 30 th May and 30 th &31 st July 2014)
		Acted as Programme coordinator for PAC approved programme titled Capacity Building of KRPs belonging to ST category on Theatre Education for the promotion of peace oriented values for the state of H.P. and Haryana
		Acted as Programme coordinator for PAC approved programme titled “Workshop on Theatre Education for the Pre-service students of RIE, Ajmer held at RIE, Ajmer from 19 th to 30 th December 2014.

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

International Journals

- International Journal of Applied Agricultural Research
- International Journal of Biotechnology and Bioengineering Research
- International Journal of Humanities and Social Sciences Invention (IJHSSI)
- International Journal of Chem tech Res
- International Journal of Multidisciplinary Research
- SS International Journal of Multidisciplinary Research
- International Journal of Science and Research
- International Multidisciplinary Research Journal Golden Research Thoughts
- Pakistan Journal of Geography
- Green Chemistry
- Molecular Diversity
- Tetrahedron Letters
- Research on Chemical Intermediates
- Current Organic Chemistry
- Letters in drug design and discovery

National Journals

- Journal of Teacher Education in Developing Nations
- (Panchamanusamdhana) Quarterly Research Journal of Humanities and Social Science
- Edu Explorer
- Indian Journal of Developmental Disabilities
- Journal of Disability Management and Special Education
- New Frontiers in Education
- Bulletin of Indian Association of Physics Teacher
- School Science
- Chem News Letter
- Journal of Physics: Condensed Matter

- Journal of Teacher Education
- Journal Bulletin of Pure & Applied Sciences
- North American Geo Gebra Journal
- Advances in Plant Sciences
- The Indian Journal of English Studies
- Energy Sources
- Journal of Experimentation and Innovation in Education (IJEIE)
- Golden Research Thoughts
- Indian Journal of Education, Research Experimentation and Innovation
- Indian Journal of Educational Research and Administration
- Ethology
- IOSR-J Env Sc Toxicol Food Tech
- Rahnuma-e-Taleem Jadeed
- Advances in Plant Sciences
- School Sikhsha
- Research Journal of Pharmacy and Technology
- Physica E
- Research on Chemical Intermediates
- Ad. Plant Sci
- The Indian Journal of Educational Assessment
- Ethanol, J. Nat. Prod. Resource
- Journal of Educational Studies Trends & Practices
- Adv. Pharmacol Toxicol
- The Primary Teacher
- Jamia Journal of Education
- Journal of Chemistry and Chemical Science

Following are the details of Papers published in above journals

Sr. No.	Name	Year	Detail
1.	Dr. Albert Horo	2010	Published a paper entitled “Disaster Risk Reduction through Geography Education in India”, Pakistan Journal of Geography , Vol. XX No. 1&2, 2010, Pages: 19-33. (ISSN No. 1023-5108) LCCN/94-930500. (International)
2.	Dr. Anand Kumar Arya	2011	Efficient green chemical approach for synthesis of structurally diverse spiroheterocycles with fused hetero systems; Green Chemistry , 2011, 13, 1332. (RSC) (Impact Factor: 6.828)
3.	Dr. Anand Kumar Arya	2011	Base catalyzed multi component synthesis of spiroheterocycles with fused hetero systems; Molecular Diversity 2011, 15, 781. (Springer) (Impact Factor: 2.861)
4.	Dr S. V Sharma	2011	Published a research paper entitled “Development of Values through Science Activities” in New Frontiers in Education , 2011, 44, 394-401. (International)

		2011	Published a research paper entitled “Students’ Alternative Frames about Understanding the Concepts of Optics across Different Levels” in the Bulletin of Indian Association of Physics Teacher (2011). (National)
5.	Dr. Saryug Yadav	2011	Language, Literature and Culture in Journal ELTI , September 2011, Bikaner. (National)
6.	Dr. Anand Kumar Arya	2012	Use of SO ₃ H-functionalized halogen free ionic liquid ([MIM(CH ₂) ₄ SO ₃ H] [HSO ₄]) as efficient promoter for the synthesis of structurally diverse spiroheterocycles; Tetrahedron Letters , 2012, 53, 4604-4608. (Elsevier) (Impact factor: 2.376)
		2012	A domino protocol for the efficient synthesis of structurally diverse benzothiazolylquinoline-2,5-diones and their spiro analogues; Tetrahedron Letters , 2012, 53, 6035-6038. (Elsevier) (Impact factor: 2.376)
		2012	Impact of Micro scale Laboratory Kit on Students’ Achievement in Chemistry Practical; School Science , June, 2012. ISBN 0972-5060.
		2012	Multi component reactions as cornerstones for combinatorial synthesis; Chem News Letter Vol. 1, No.1 (January-June 2012) p. 55-59. ISSN 2278-6201
7.	Dr. Saryug Yadav	2012	Published a paper titled “Using ICT in English Language Education: Excellences and Limitations in Information and Communication Technology” in ELT , 2012. (National)
8.	Dr. Ved Prakash Arya	2012	Published a research paper titled “Effect of magnetic field on Mott’s variable-range hopping parameters in multiwall carbon nano tube material” in Journal of Physics: Condensed Matter , 2012, volume 24, page 245602 (1-8) (International)
9.	Prof. P. C. Agarwal	2012	Published a research papers titled “Motion in Two and Three Dimensions” in School Science June 2012. (National)
		2012	Published a research papers titled “Uniform Circular Motion” in School Science , December 2012. (National)
10.	Dr. Saryug Yadav	2012	Published a research paper titled “A Study of Students’ Conceptual Understanding of EVS and Mathematics in Hindi and English Medium Schools at Primary Level” in the Journal of Teacher Education , 2012, Volume 3(5), page no 45-73. (National)

11.	Dr. S. V. Sharma	2012	Published a research paper titled “Mechanism of super conductivity in YBaCuO high Tc oxide superconductors” in the Journal Bulletin of Pure & Applied Sciences , 2012, volume 31D-1, page 51-58. (International)
		2012	Published research paper titled “Structural Studies of Carbon Cluster films” in the Journal Bulletin of Pure Applied Sciences , 2012, volume 31D-2 page no. 167-172 (2012). (International)
12.	Dr. Ram Babu Pareek and Dr. Anand Kumar Arya	2012	Published a titled “Impact of Micro scale Laboratory Kit on Students’ Achievement in Chemistry Practical” in the journal School Science June 2012. (National)
13.	Dr. P. K. Chaurasia	2012	Published a research paper titled “Geo Gebra Kit in Geometry at Secondary Stage” in the North American Geo Gebra Journal (June 2012). (International)
		2012	Published a titled “Rubrics to Refine Teaching of Mathematics at Secondary Stage” in Journal School Science , December 2012. (National)
14.	Dr. Bidyadhar Barthakur	2012	published a research article titled “ Monoculture Practice Inside Nambur reserve forest, Golaghat, Assam, India and its impact on Myco flora population” in journal Advances in Plant Sciences (ISSN 09703586)” June/ 2012, page no. 407-409. (International)
15.	Dr. Ayushman Goswami	2012	Research Paper titled “Constructivism: Shaikshik Jnanameemansiya Vimarsh” published in a quarterly research journal of humanities and social science titled “Panchamanusamdhana”, Vol. 1, No. IV October-December 2012.
16.	Dr. Anand Kumar Arya	2013	An efficient and facile synthesis of Zn(II) complexes with 2-substituted benzothiazoles and glycine and alanine-based ligands having antifungal and antibacterial activities” Research on Chemical Intermediates , 2013, 39, 553–560. (Springer) (Impact factor: 0.880)
		2013	An efficient, ionic liquid mediated one-pot, three component sequential synthesis of 3-benzothiazolyl-2-styrylquinazolin-4(3H)-ones; Tetrahedron Letters . 2013, 54, 878–882. (Elsevier) (Impact factor: 2.376)

17.	Dr. Saryug Yadav	2013	Published a research paper titled “The Art of Teaching Poetry” in the “ The Indian Journal of English Studies ” 2013, volume 50, page no-383-397. (National)
18.	Dr. Anil Kumar Nainawat	2013	Published research paper titled “Novel green Synthetic approaches” in Chem. Newsletter , 2013, volume1, page 65-66. (National)
19.	Dr. Pramila Tanwar	2013	Published a research paper “Use of Micelles in photo galvanic cells for Solar Energy Conversion & Storage: A Sodium Octanoate - Mannitol -Safranin System” in Energy Sources , 2013, volume 35, page 510-515. (International)
		2013	Paper entitled “Pudina A Medicinal Plant” published in Journal of teaching and research in Chemistry-An, international Journal June, 2013. (International)
20.	Prof. V. K. Kakaria	2013	Published research paper titled “Histopathological of Cadmium Chloride on viscera of Clarias batrachus (Linn)” in International Journal of Applied Agricultural Research , 2013, 8(2), 113-120 (ISSN- 0973-2683). (International)
21.	Prof. V. P. Singh	2014	Published research paper titled “Effectiveness of Multimedia Science Content in Developing Competence of In Service Science teachers, in Jamia Journal of Education , 2014, 1(1), 175-186 (ISSN 2348-3490). (International)
		2013	Published research paper titled “A Study of Scientific Attitude among Learners in Botswana, in Journal School Science , 2013. (National)
22.	Dr. S. V. Sharma	2013	Published a paper entitled “An Investigation into Students’ Alternative Frames through Activities related with Optics” in J. of Experimentation and Innovation in Education (IJEIE) , 2013, 2(5), 1-13. (International)
		2013	Published a paper entitled “Learning Magnetic Effects of Current through Constructivist Approach at Secondary Level” in the journal Golden Research Thoughts , 2013, 3-4, 1-6. (International)
		2013	Published a paper entitled “An Investigation into Students’ Alternative Frameworks about the Concepts of Mechanics” in the journal Golden Research Thoughts , 2013, 3-3, 1-9. (International)
23.	Dr. Asha KVD Kamath	2013	Published research paper titled “Awareness on Right to Education Act 2009 among Elementary School Teachers” in Indian Journal of Education, Research Experimentation and Innovation , 2013, 3

			(5), ISSN:2231-0495. (International)
			Published research paper titled “Awareness on RTE Act 2009 among Teacher Educators at Secondary Level” in Indian Journal of Educational Research and Administration , 2013, 3(4), ISSN: 2229-7162. (International)
24.	Dr. Sudhir Kumar Kataria	2013	“Published research papers titled “Opposite Latitudinal Clines for First Mating and Second Mating (Remating) in Males of Drosophila melanogaster” in the Journal Ethology, 2013, 119(11), 926-936 (1F-1.947). (International)
		2013	“Determination of Mutagenic Potential of imidacloprid in Salmonella Typhimurium-TA 98 and TA 100 following Bacterial Reverse Mutation Assay” in International Journal of Biotechnology and Bioengineering Research , (ISSN 2231-1238), 4(7) -703-710. (International)
		2013	“Effect of sub-lethal doses of imidacloprid on histological and biochemical parameters in female albino mice.in IOSR-J Env Sc Toxicol Food Tech , 2013, 8(1) IV, 9-15 (e-ISSN:2319-2402, p-ISSN:2319-2399) doi-10.9790/2402-0814915 (IF-1.325). (International)
25.	Dr. Rajesh Mishra	2013	“Daurane Mulazamat Tarbiyati programme Barae Urdu Asatiza.” In Journal Rahnuma-e-Taleem Jadeed, 2013, Page 16-17. (National)
26.	Dr. Albert Horo	2013	published a paper “Jharkhand Movement” in International Journal of Humanities and Social Sciences Invention (IJHSSI), Vol.II Issue 4, (version 2), April, 2013. (International)
27.	Dr. Ayushman Goswami	2014	Research Paper titled “ Theatre Education: An Innovative Way of Teaching Language” published in ‘Edu Explorer’ The Journal of Education, Vol 1, No-3: January 2014- June 2014 ISSN 2320-060X
28.	Dr. Anand Kumar Arya	2014	A facile synthesis and Anticancer Activity Evaluation of Spiro analogues of Benzothiazolylchromeno/pyrano derivatives; Letters in drug design and discovery , 2014, 11, 594-600 (Bentham) (Impact factor: 0.845)
		2014	A tandem and domino protocol for syntheses of chromeno-, pyrano- and quinolino- fused spiro[pyrazolo[3,4-b]pyridine-indolines]; Current Organic Chemistry , 2014, 18(19): 2555-2560 (Bentham) (Impact factor: 2.1)

29.	Dr. B. Barthakur	2014	Published research paper titled “Utilization of Foresh Plants in Nutrition and Traditional Health Care Practices by Tangsa Tribes of Arunachal Pradesh, India” in the journal Advances in Plant Sciences , India, Vol.27(1)133-136,2014. (International)
30.	Dr. B. Barthakur	2014	Published research paper titled “Wild grasses used by the tribes of Dungarpur and Banswara district of Rajasthan, India” Advances in Plant Sciences , India, Vol.27 (1) 163-164, 2014. (International)
31.	Dr. Ramniwas	2013	Published research paper titled “Vidyaliyester per bhasa shiksha ki sarsachana” in the Magazine “ NayaSikhshak ” issueOct-Dec 2013, published by Director, Secondary Education of Rajasthan, Bikaner. (National)
		2014	Published research paper titled “Nirmit Vaad Aur Hindi Bhasha Sikhsan” in the Journal “School Sikhsha ” in Oct Jan 2014. (National)
		2014	Published research paper titled “ Bhasha Sikhsanki Dusre Prampara” in Sivira magazine , issue March 2014. (National)
32.	Dr. A. K. Nainawat	2014	Published a research paper titled “Electro organic Synthesis of 2-Pyridyl Methanol at SS-316 Electrode in Basic Aqueous Medium” in Int. J. Chem tech Res , 2014, 6(1), 361-365. (International)
33.	Dr. Ram Babu Pareek	2014	Published a research paper titled “Anti-microbial activity of the constituents of Hygrophilauriculata (K.Schum) Heine in Research Journal of Pharmacy and Technology ; 2014, 7(5). (National)
34.	Dr. Ved Prakash Arya	2014	Published a research paper titled “Characterization, charge transport and magnetic properties of multi-walled carbon nanotube–polyvinyl chloride nanocomposites” in international journal Physica E , 56 (2014) 10–16. (International)
		2014	An efficient and ecocompatible synthesis of annulated benzothiazoloquinazolines in SO ₃ H-functionalized ionic liquid; Research on Chemical Intermediates , 2014,. (Springer) (Impact factor: 1.22) July 2015, Volume 41, Issue 7, pp 4133-4139
35.	Barthakur, B.	2015	Rhizospheremycoflora of parchouli in different condition of D.R. College, Golaghat, Assam, Ad. Plant Sci. 28(I), 47-49
		2015	Biodiversity of Mushroom Flora of Assam, Ad. Plant Sci. 28(II), 285-287
36.	Chandrasekhar, K	2015	The learning achievement of social science students at the end of the upper primary level – A midterm survey’, The Indian Journal of Educational Assessment, 5 (1), 24-53.
37.	Chaurasia P.K.	2015	Operator Valued Measures As Multipliers OfL1(I,X) with Convolution, Fasciculi Mathematici Nr-54, 41-58
		2015	Integration of Graphics Calculators for teaching and learning mathematics in senior secondary schools (A Pilot study conducted in Kendriya Vidyalaya Schools, Delhi & NCR), Casio Publication, 2015.
38.	Mishra, Rajesh	2015	Banaras Ka EK QADEEM AKHBAR-AWAZ-E-KHALQ” published in Naya Daur (Monthly) July, Lucknow, 2015
39.	Nainawat A.K. and Sharma I.K.	2015	Green Chemical Synthesis of optically pure1-(4-Aminophenyl) Ethanol, J. Nat. Prod. Resour., 1(1), 31-32, 2015.
40.	Narayan J.P.	2015	The new era of human genomic research and emerging bioethical issues (Under publication) 2015.
41.	Niwas, Ram	2015	शिक्षा संस्कृति और समाज का यथार्थ, स्कूल शिक्षा मासिक अंक अप्रैल, 4–7, भोपाल 43ए 2015
		2015	विद्यालयी स्तर पर कविता शिक्षण “स्कूल शिक्षा मासिक अंक दिसम्बर, 4–8, भोपाल 43ए

			2015
42.	Pareek, R. B.	2015	“Teaching Science in selected Secondary Schools of Rajasthan – A case study, MIER Journal of Educational Studies Trends & Practices November, 2, 151-163.
43.	Pratap Rana	2015	A study of Polycrystalline Solid –Solid Composite. SS International Journal of Multidisciplinary Research,1, 39-46.
44.	Sen. R., Shaffi S.A., Karkaria, V.K. and Chauhan, A	2015	A Toxicological study of Dechloroacetic acid on the prostate gland of male albino rats, Adv. Pharmacol Toxicol 16(3), 11-17.
45.	Sharma Patanjali	2015	Simulation and perturbation analysis of escape oscillator, Int. J3.Nonlinear Anal. Appl., 6(2), 93-101
46.	Sharma R. K	2015	Impact of Activity Based Intervention in Training of Key Resource Persons, SS International Journal of Multidisciplinary Research, 1(2) 45-50
47.	Sharma R. K. and Kamath Asha KVD	2015	Learning Environment in Schools-A Field Experience, Journal of Indian Education, NCERT, XXXXI(3), 34-44.
48.	S. V. Sharma, S.Yadav, K. B. Rath, Ram Niwas, Albert Horo and PratapRana	2015	An Investigation into the conceptual Understanding of Students in the light of Thinking Skill Approach The Primary Teacher, NCERT New Delhi , XXXX, 88-98.
49.	Sharma, S. V. et.al.	2015	An Investigation into the Conceptual Understanding of Students about the Subject content in the Light of Thinking Skills Approach at Primary Level, The Primary Teacher, XXXX(1) 88-98.
50.	Sharma, S. V.	2015	A Study of Students’ Conceptual Understanding about the Content of EVS Subject at Primary Level, International Journal of Science and Research, 4 (2) 105-112
		2015	A Study of Students’ Performance about the Subject Content in view of Thinking Skills Approach, International Multidisciplinary Research Journal Golden Research Thoughts, 4 (8) 1-15
		2015	A Study on Learning the Concepts of Physics through Constructivist Approach, SS International Journal of Multidisciplinary research 1(1) 1-5.
		2015	‘Use of Multimedia Content for Teaching-Learning of Science at Class VII’, Accepted for publication in Jamia Journal of Education, 2(1), 43-49, November.
51.	Yadav, S.	2015	English Language Education: Changing Paradigm in Curriculum. The Indian Journal of English Studies. AESI. LII. 248-258.
52.	Yadav, S. et al.	2015	An Investigation into the conceptual Understanding of students in the light of Thinking Skills Approach. The Primary Teacher. XXXX(1) 88-98
53.	Yadav, S.	2015	A Study of Students, Conceptual Understanding of Subject Content in the light of thinking Skills Approach at Primary Level, Edu. Explorer, 3(1), 57-68.
		2015	National Development through Teacher education: Contexts & Concerns. Edu. Explorer 3(2), 11-20.
54.	Sen. R., Shaffi S.A., Karkaria, V.K. and	2016	Long term administration of DCA induced epididymis toxicity in male albino rats. Adv. Pharmacol Toxicol 17(1), 21-26.

	Chauhan, A		
55.	Ranjan, R. and Gupta, A.	2016	Effect of Picture Embedded Instructions on Work Behaviour of Person with Intellectual Disability in 'Edu- Explorer', Vol. 4, No. 1, 2016. ISSN- 2320-060X
56.	Ranjan, R. and Kalyani, J.	2016	Socio-cultural issues related to girl child with disabilities in India and future perspective of their Inclusion in 'Edu- Explorer', Vol. 4, No. 1, 2016.ISSN- 2320-060X
57.		2016	Comparative analysis of responses towards various stimuli among children with mental retardation and autism spectrum disorder in educational setting in 'Journal of Disability Management and Special Education', Vol.1, No.1, 2011. ISSN- 2229-5143
		2016	Cultural Beliefs Regarding People with Disabilities in Himachal Pradesh: Implications for the Inclusion of Persons with Disabilities in the Rural Society in 'Indian Journal of Developmental Disabilities', 2013. ISSN- 23197951
		2016	A study on Awareness and Attitude of the Teachers Working in CBSE schools at Secondary stage towards Inclusive Education in 'The light of Education, Haldia', Vol. 2, No. 1, 2013. ISSN- 2277-4556
		2016	Equalization of opportunity in a country with diversity: An analysis of socio-cultural issues and its implication on planning for inclusive education in 'Rejuvenating Teacher Education Programmes for Inclusive Education', 2013. ISSN- 978-93-80624-33-4
58.	Pratap Rana	2016	Synthesis and Characterization of Olycrystalline Composite, SS International Journal of Multidisciplinary Research, 2, 1-13.
59.	Niwas, Ram	2016	संत रविदास वाणी में जीवन आदर्श स्कूल शिक्षा मासिक अंक फरवरी, 32-35, भोपाल 43
60.	Narayan J.P.	2016	Text book embedded constructivist pedagogy for effective and joyful learning, International Journal of Scientific Research and Education, 4(3), 5042-5049.
61.	Horo A. & Alam S	2016	Perception of Geography students about Teaching Aids and Resources in Higher Secondary School of Varanasi: A Comparative Study, Geography, January 2016 (Accepted for publication).
62.	Singh V. P.	2016	'Training of Pre-service Elementary Teachers through Hands-on-Activities in Science', submitted for publication in Jamia Journal of Education, 2(2), 16-22, March
63.	Sharma R. K. & Singh Y. P.	2016	Phenyl Arsenic (III) derivatives of bi-functional tertradentate ligands,: Synthesis and Characterisation, Journal of Chemistry and Chemical Science, 6 (1), 19-24

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

1. Dr. Ayushman Goswami awarded with second prize in essay writing competition on the subject (विभिन्नसंप्रदायऔरराष्ट्रवाद) organized by ICCR, New Delhi, Ministry of External affairs, Government of India for the citizens of SAARC Countries. (2002)
2. Dr. Anand Kumar Arya, Assistant Professor awarded with Young Scientist Award for best oral presentation in National seminar on "Pure and applied chemical sciences- Current

trends and future prospects” organized by Department of Chemistry, J.N.V. University, Jodhpur on Jan 10-11, 2014”.

3.2.7 Give details of the Minor/ Major research projects competed by staff members of the institution in the last five year

1. *Study of Impact of In-service Teacher’s Training under SSA on Class room Transactions*

The Department of School Education & Literacy, Ministry of Human Resource Development, Government of India, has entrusted the responsibility to conduct a national level research study regarding Impact of trainings under SSA. In view of this Dr Ram Babu Pareek, Assistant Professor in Chemistry has been assigned the responsibility of state Coordinator under MHRD Research project as a part of national level Research study entitled “Study of Impact of In-service Teacher’s Training under SSA on Class room Transactions” for Rajasthan state. The project involved four district namely Ajmer, Alwar, Baran & Nagaur. In these selected districts the state coordinator studied the impact of in-service teachers training under SSA on classroom transactions for 90 schools covering 700 teachers at the primary and upper primary levels.

2. *A Study of English Language Teaching in India at Primary Level*

Dr. Saryug Yadav, Associate Professor of English, DESSH, was assigned the responsibility to act as coordinator of J&K in an MHRD Project entitled “A Study of English Language Teaching in India at Primary Level” being undertaken by Department of Languages, NCERT New Delhi in 2010-11. Dr. Yadav also contributed in the development of the research tools being employed for data collection and classroom observation under this national project. Dr Ayushman Goswami, Assistant Professor, DE, was also associated with this project as a team member in data collection and preparation of the report. The state report of the project has already been completed and sent to NCERT, New Delhi for onward transmission to MHRD, Government of India.

3. *A Study of the Impact of Medium of Instruction on Conceptual Understanding of Subject Content at Primary Level*

A research study entitled A Study of the impact of Medium of Instruction on Conceptual Understanding of Subject Content at Primary Level was conducted during the academic session 2010-2011 by a team of six faculty members namely Dr. Saryug Yadav (Principal Investigator), team members including Dr. S.V. Sharma, Assistant Professor of Physics, Dr. Ram Niwas, Assistant Professor of Hindi, Sri. Albert Horo Assistant Professor of Geography and Dr. Rana Pratap, Assistant Professor of Physics with the following main objectives:

- To investigate the differences in conceptual understanding of EVS/Math between students who study these subjects in first language (regional language/Hindi) and a second language (English).

- To compare the performance of students who are studying in the first language/regional language/Hindi and in a second language (English) on problems based on conceptual understanding.
- To generate suggestions for better conceptual understanding and the ways of teaching EVS and Math taking into consideration the effect of the choice of language as medium of instruction.

In order to achieve the aforesaid objectives five tools were designed and administered in ten (10) Primary Schools-3 English medium and 07 Hindi medium from both rural and urban areas of Aimer district of Rajasthan state. After the data analysis through qualitative and quantitative, it was found that the responses of conceptual understanding test, the performance of students of English medium schools was better than that of students of Hindi medium schools. Keeping in view of the findings of above it is recommended that multilingual classroom transaction may be encouraged to facilitate the teaching-learning process of EVS and Math. It was found that despite the use of Hindi/local language by teachers in Hindi medium Govt. Schools, the conceptual understanding of student was found not as good as that of their English medium school counterparts. Reasons for this poor performance are two fold: (i) lack of infrastructure in Govt. Hindi medium schools and (ii) students parent's poor educational and socio-economic background.

4. *Thinking school: an experiment*

A five day workshop for the research project entitled “Thinking school: an experiment” was held during September 26-30, 2011 at RIE, Ajmer. During these five days workshop deliberations were made to develop instructional strategies (i.e. thinking lessons, thinking tools i.e. which tool to use and how to integrate it into the classroom, resource materials i.e. print, video and audio) for primary teachers to teach different thinking skills such as Critical thinking, Analytical thinking, Reflective thinking, Integrative thinking and Creative thinking. The workshop was conducted under different phases and following outcomes were achieved - (i) A layout or proposal as the outline of the project is finalized. (ii) Activities and tools previously prepared were corrected and improved. And even some new tools, activities and ideas are included where needed. (iii) The activities that were approved by the experts and all the members were finalized. Information about the new ideas and tools was also taken into consideration at the time of making new activities. Prof. K. B. Rath, Principal, RIE, Ajmer coordinated the workshop. Dr. Suryug Yadav and Dr. S.V. Sharma were also the team members of this project.

5. *Portrait study on the status of Ajmer city schools in Inclusive Education with a special reference to CWSN*

A portrait study of the status of Ajmer city schools in Inclusive Education with a special reference to CWSN was taken up as part of various activities organized on the eve of the NCERT foundation day celebration. The objectives of the study include, to examine the level of awareness of school heads about the Inclusive Education, to find out the gaps in the infrastructure and resources for Inclusive Education, to study the efforts made by the schools towards the education of CWSN already enrolled, to assess the overall preparedness of schools about Inclusive Education and to make suggestions and recommendations for further action. A sample survey of 33 schools (about 10%) was randomly selected from Ajmer city including Government, Private and Kendriya Vidyalayas. The project team interviewed heads, teachers and students of the sampled schools. A set of four tools was developed and administered for the purpose of collecting the data. The analysis of data indicated that the status of infrastructure and enrolment of CWSN is very poor in government as well as private school; however, the situation is found to be better in Kendriya Vidyalayas. No special teacher is available to CWSN enrolled. The findings have implications for teachers, teacher educators, headmasters and educational supervisors. Prof. V. P. Singh was the convener of the project team. Dr. Ram Niwas, Dr. Ram Babu Pareek, Dr. R. K. Sharma, Shri H. C. Pathak and Sh K. L. Sankhla were the team members of the project

6. *Classroom Process study*

A case study under RMSA for the state of Uttar Pradesh and Rajasthan state has been undertaken. The study involves samples school selected from each state based on context designed by RMSA project cell. The first activity, the preparation of tools and translation in Hindi is completed in a Workshop organized by institute during 17th Feb to 21st Feb 2014. Dr. Ram Babu Pareek is the coordinator of the project study.

7. *Research studies on “Problems and challenges related to issues of adolescence education among tribal students of Rajasthan” under National Population Education Project*

The research study was carried out under National Population Education Project of Ministry of Human Resource Development, New Delhi and implemented by NCERT, New Delhi. The major objectives of the project are to institutionalize the Post-ICPD, conceptualized Population Education in the school education system; to develop awareness and positive attitude towards population and development issues leading to responsible behaviour among students and teacher and indirectly among parents and the community; to create awareness about adolescent reproductive health among students, Teachers and parents and develop in them healthy attitude towards sex and members of the opposite sex and life skills development for taking informed decision and responsible behaviour and; to contribute to the realization of India's demography and health goals which affect the overall development of the country. The present research study was carried out on above topic under research and evaluation activity of the NPE project

to study the awareness level among the tribal students (554), parents (146) and teachers (24) from 18 schools from 03 districts of Ajmer, Pratapgarh and Udaipur. The data was collected following questionnaire developed by NCERT, New Delhi having questions related to 1) behavior of the adolescent students with their fellow students, parents and their teachers, 2) process of change, 3) HIV infection, 4) drug abuse and 5) facilities provided by Govt. The results obtained revealed the group was heterogeneous with respect to gender, family background, brothers/sisters and level of awareness for HIV, substance abuse etc. About 96% students are willing to go school and students feels that their teachers show enthusiastic behaviour towards them in school (63.53%). It was found that 85.55% schools had all physical facilities available. The perception about the causative organism of AIDS is correct in most of the students (66.42%) whereas 12.81% believe that bacteria is responsible for this disease, 10.28% think that mosquitoes spread this disorder and 9.38% think it to be a fungal infection. The educational implication of the study shall be creating more awareness and removal of various misconceptions with respect to the issues of adolescents by strategic changes in the ongoing activities like Role Play, Folk Dance, Poster Competition, ICT, Orientations, training, Village adoption etc of the implementing agency to achieve the desired goal effectively for the betterment of society in Indian context to have safe future generations. Dr. S. K. Kataria, Associate Professor in Zoology, coordinated the project study. Prof VK Kakaria, Project Director has given his timely guidance and intervention for the successful conduction of the research study’.

8. *Educating Teachers with Conservation of Nonconventional Food and Vegetables*

The research study to educate teachers and to create awareness regarding environmental education, the conservation of non-conventional food and vegetables used by the different tribes of Rajasthan state. For this the different species (herbaria) and information of non-conventional food and vegetables of Rajasthan state, keeping their medicinal aspects, have been collected. A record of non-conventional food and vegetables used in the traditional practices by different tribes of Rajasthan were maintained and their ethno botanical information was also collected. The study was carried out in tribal districts of Rajasthan state viz Banswara, Dausa, Karoli, Baran, Sirohi, Rajsamand, Dungarpur and Udaipur. The research study was carried out by Dr. B. Barthakur, Associate Professor of Botany.

9. *A Minor Research Project namely “Analysis of Question Papers of Uttar Pradesh Board of High School and Intermediate Education at Class X Level”. by Dr. K.Chandershekhar*

The study was conducted to examine; Whether the question papers in English, Hindi, Social Science, Science and Mathematics are valid in terms of coverage of the instructional objectives and course contents? Whether the question papers have appropriate difficulty level catering to different capabilities of all kinds of students? and Whether the question papers have appropriate

questions in terms of their form, language and scope? For the study question papers were procured from the State board. The question papers were analysed in three day workshop. The analysis was carried out on the basis of three proformas. Proforma-A to work out the information for each individual question, Mental Processes involved, Content Area tested, Type of Question, Marks Allotted, Estimated Difficulty Level, and Time Allotted Proforma-B is based on Proforma - A which is used to calculate percentages of marks. Further the observations made in Proforma A& B are consolidated in Proforma 'C'. Major findings indicate that Most of the questions in the question paper were lifted from the text books which promotes rote learning Instructions.

10. “A Study of Alternative Conceptions about Basic Chemistry Concepts of Pre-Service Science Teachers of RIE, Ajmer” by Dr. R. B. Pareek

This Study has been carried out to identify alternative conceptions in basic chemistry concepts among pre-service teachers of RIE, Ajmer and to find the probable causes for Alternative conceptions in Chemistry. The target group for the study was all the students of B.Sc. B.Ed. First Year. The tool for the study was developed in workshop mode involving the internal resource person of chemistry section of the institute. The tool consists of 30 questions and was administered to 83 students. Findings of the Study indicated that students have misconceptions on various concept of Chemistry including atomic structure state of matter mole concept and chemical bounding

11. “A Study of Qualitative Analysis of Question Papers of class X of Rajasthan Board of Secondary Education” by Dr. Asha KVD Kamath and Dr. R. K. Sharma

– This study has been carried out with the objectives: to analyze the question paper of class X in relation to design, blue print and any other guidelines provided by Rajasthan Board of Secondary Education and to identify the strengths and weaknesses of the question papers of class X on the basis of pre- of the syllabus was completely ignored. There were less number of questions of application type. The question papers of all subjects of Class X were analyzed. The findings also indicated that there is difference between the marks allotted as per design and as per question paper to LA and SA I questions. However, in one of the paper it was noticed that one unit.

12. "Development of OER based Mathematics module on concepts at secondary level and Capacity building of KRPs on digital content"

The project involved discussion with Mathematics Teachers, Mathematics Experts and professionals to understand the hard spots for which some digital resource materials may be developed. Three (5 days each) workshops were organized during November, December, 2015 and January, 2016 to develop draft write-ups and identification of subject specific software

which included the following; GeoGebra Applets: 2. LA TEX 3. PStricks 4. Cam studio (<http://camstudio.org>): activity on your computer and create video files (i.e., screencasts) 5. Wink: 6. UnFreez 7. eXe Application for snapping (capturing) images from selected parts of one's computer screen (i.e., screen capture) 8. MWSnap 9.. Eclipse 10. Freemind 11.. Graph 12. Tarsia Formulator 13. Libre Office 14. Scratch 15. Geonext etc.

13. A Study of Various Aspects related to implementations of Quality Monitoring Programme in 100 Clusters of the Country (2013-14). The study was taken by NCERT at national Level for which 100 clusters of the country were selected for collection of data and sampling purpose. In this study the institute has taken 10 major indicators related with various aspects in connection with implementation of quality monitoring programme for SSA. All the 9 states including UT Chandigarh were included in the study. Prof Nagendra Singh was the nodal officer and Prof S. V. Sharma, Dr. Meenakshi Meena and Dr Ayushman Goswami were the team members.

Sr. No.	Coordinator	Year	Project Title
1.	Dr. Nagendra Singh	2010-11	Aadhar Quality Initiative Himachal Pradesh – Programme Evaluation Report, NCERT (Team Member-National Level)

3.3 Consultancy:

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

- Institute has been providing consultancy services to various state level institutes through its extension education department. The state level agencies which have been benefitted by RIE Ajmer's consultancy services are mostly from Northern region of India. SCERTs, SIERTs, SIEs, DIETs, State Boards of Education, Teacher training colleges, SSA and RMSA are the various Govt. Institutions/ Departments where RIE Ajmer faculty have been providing consultancy service in last five years to states like Rajasthan, Delhi, Haryana, Uttar Pradesh, Uttarakhand, Himachal Pradesh, Punjab, Jammu and Kashmir and Chandigarh

In addition to aforesaid services the institute has already conducted a number of training programmes i.e. capacity building, content enrichment, pedagogy based training etc. for NVS KVS, Madrasa Schools and prestigious private organisations.

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

- Yes

Areas available for undertaking consultancy services:

- Content cum pedagogy enrichment in Hindi language.
- Content cum pedagogy enrichment in English language.

- Content cum pedagogy enrichment in Urdu language.
- Content cum pedagogy enrichment in Social Sciences.
- Content cum pedagogy enrichment in Mathematics.
- Content cum pedagogy enrichment in Chemistry.
- Content cum pedagogy enrichment in Physics.
- Content cum pedagogy enrichment in Botany.
- Content cum pedagogy enrichment in Zoology.
- Educational Research, Pedagogy practices, Curriculum Studies and relevant areas of Teacher Education.

The faculty / staff members of the institute are competent to undertake consultancy in following areas:

- Training (Planning, Organization and Evaluation)
- Inclusive Education
- Development of instructional material (print and digital)
- Research Methodology
- Curriculum Development
- Planning and Monitoring
- Evaluation

They are deputed as per the need and expertise.

- Programme Evaluation
- Guidance and Counselling
- Teacher Education
- Text book preparation
- Content enrichment
- ICT pedagogy integration

The institute publicizes its expertise through Institute's website and dissemination of reports of the programmes to States educational authorities, experts, teachers, teacher educators, key resource persons etc.

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

- Since the institute is a constituent unit of NCERT, MHRD (Govt. of India) and working for ensuring quality school education and getting sufficient funds for organizing its pre- service and in-service programmes from NCERT through its extension department, therefore *generating revenue has not been a primary objective behind above said purpose*, although while conducting teacher training programmes, exclusively on the request of KVS, NVS Madrasa Schools and prestigious

private organisations the expenditure is born by the concerned institution as per Govt. of India norms.

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

In light of aforesaid status of our institute, *the revenue is not generated through consultancy.*

3.4 Extension Activities:

3.4.1 How has the local community benefitted from institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGOs and GOs.)

- Benefitting the community through various programmes has been one of the objectives of the institute since its inception. According to existing programmes i.e. two year B. Ed. Programme, Four Year B. Sc. B. Ed. Programme, four year B.A. B. Ed. Programme, two year M. Ed. Programme and various programmes of DM School of the institute, developing teacher sensibilities towards community under working with community programme is one of the chief objectives which is achieved by conducting different activities throughout the academic year. These activities are as follows:

- Shramdaan and beautification.
- Training community in first- aid.
- Developing healthy food habits among the community.
- Organization of literacy programmes in the community.
- Cleanliness drives in the community and awareness about their needs like Environment conservation, tree plantation, watershed management, AIDS awareness, electoral awareness, road safety, human right and women rights etc.
- Organization of Nukkad Natak, cultural programmes, rallies etc. for motivating the community on various issues of social importance.

- The Institute has established co- ordination, co- operation and report building with various NGOs and GOs through various extension activities and outreach programmes. NCC, Red cross society, Lions club, Vivekananda Kendra, Literary- cultural organizations, Schools and Institutions working for differently able children, Gram Panchayat, Anganwari, Govt. and Private colleges, University Departments etc. are the major institutions of partnering for collaboration with the Institute.

- i) Working with Community (WWC) – Under WWC in nearby villages, the students create awareness among the community on education, health and hygiene, social issues, government schemes etc.
- ii) Career exhibition, exhibition of teaching aids, internship, and children benefited with new methodology.
- iii) The local school students were benefited by 3 months field visit of RIE, NCERT

faculty

- iv) The local community is benefited by the various educational programmes conducted by the Institute.

3.4.2 How has the institution benefited from the community? (Community participation in instructional development, institutions- community networking, institutions- School networking etc.)

- The Institute got benefitted from the community both directly and indirectly. The direct benefit is related with students', teachers' and staff members' involvement in community services. The objectives for which NGOs and other GOs are working have been integrated with various pre-service and in- service programmes of institute.

The Institute also benefited by above programmes

- Faculty and the students of the Institute got the first-hand experience of the socio-economic-cultural, educational status of the community.
- The Institute could showcase its educational programmes.
- The exposure to community provided opportunity to learn about the strengths and weaknesses of each other that may help to adapt new strategies for future programmes.

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

- The future plans and major activities which the institution is proposed to take up for providing community orientation to students, is focused and practically achievable in terms of time and resources. The internship programme of various pre- service courses have been extended for a period of four months in which students interns are not only supposed to function as regular teachers in schools across the northern region but also participate as community members in order to deal with social issues and problems.

- The another unique programme of institute is working with community which can be seen a source of developing teacher sensibilities and enriching their experiences for social and environmental sensibility. All the pre- service programmes including two year M. Ed. Programmes have sufficient scope for students to be oriented on community services along with professional requirement as teacher of new era.

- i. Adoption of a village and strengthening its educational scenario.
- ii. Developing agriculture center in identified area and educating students and members of the community in agricultural practices.
- iii. Helping the community through empowering schools laboratories for testing soils and water.

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.

- Working with community programme of the institute has been one of the leading programmes as its own project as well as mandatory requirement of syllabus of two year B.Ed. in last five years. From the current session i.e. 2016- 17 community work programme has also been integrated with four B.Sc. B. Ed. and four year B. A. B. Ed. Programme.

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

- Developing social and citizenship values and profession skills among its students has not only been a prime concern of curriculum or programmes of pre- service and in- service components of the institute but also supported with different activities to make students learn aesthetic and ethical values. The social values such as peace, tolerance, justice, brotherhood, equality, scientific temper, national integration etc. are developed through co- curricular activities namely inter house cultural meet, literary sessions, science exhibition, poster making competitions, blood donation camp, swachchhta abhiyan, celebrating national festivals, observing vigilance awareness week, environment day, teachers' day etc. In addition to above said activities the institute has made special efforts to conduct extension lectures series on different eminent personalities with special focus on their philosophy of life and values advocated by them.

- The curriculum of various courses has inbuilt provision for developing social and citizenship values and skills
- During working with Community opportunities are provided to students for developing social and citizenship values
- Values and skills are imparted through working in the laboratories
- Work Education activities related to electrical, computer and agriculture
- Through NCC activities
- Through organizing curricular and co-curricular activities and competitions
- Through celebration of birthdays of great thinkers, scientists, leaders; and national and religious festivals

3.5 Collaborations:

3.5.1 Name the National level organizations, if any, with which the Institute has established linkages in the last five years. Detail the benefits resulted out of such linkages.

- The institute has established linkages with National level organizations since its establishment. In last five years the following national level institutions have been in linkage with the institute:

- University departments of education, fine art, humanities, social science and science of almost all the 9 states of Northern region including UT Chandigarh.
 - SCERTs, SIEs, IASEs and CTEs of Northern region
 - NCTE, NIOS, NUEPA, NIC, CBSE, KVS and NVS
 - State boards of education
 - Directorates of secondary and elementary education
 - State project offices of SSA and RMSA
- i) NCTE – Faculty of the Institute contributed in the development of curriculum for teacher education programmes.
 - ii) IGNOU – Faculty of the Institute contributed in the development self-learning modules of different courses
 - iii) The Institute has constituted State Coordination Committee (SCC) for each State. The SCC meets every year to identify the needs of the State related to school and teacher education. Accordingly the Institute plans and organizes orientation, training, development, research, programmes as per the needs of the following states and UTs

3.5.2 Name the International organizations, with which the Institute has established any linkage in the last five years. Detail the benefits results out of such linkages.

- RMSA Technical Cooperation Agency (Department of International Development) in coordination with NCERT, MHRD (Govt. of India) has developed various reports and these are as follows:

S.No.	Title of the Report	Project Name and Funded and supported by	Coordination	Report Number	Originators	Programme	Year
1.	Guidelines to develop Human Resource management Information System (HRIS) for Education Departments	RMSA Technical Cooperation Agency (Department of International Development)	NCERT, MHRD (Govt. of India)	RMSAT CA2.14	Originators: Jim Shooobridge	(Secondary Education Enhancement Programme) SEEP	November, 2015
2.	Draft: Secondary School Preparedness Framework	RMSA Technical Cooperation Agency (Department of International Development)	NCERT	RMSAT CA3.9	Originators: Subir Shukla	(Secondary Education Enhancement Programme) SEEP	March, 2016

		Development					
3.	School Quality evaluation and development: a guide to assessment	RMSA Technical Cooperation Agency (Department of International Development	NCERT	RMSAT CA3.4	Originators: John Brown	(Secondary Education Enhancement Programme) SEEP	November, 2014
4.	Information management and use (U- DISE): review report July 2013	RMSA Technical Cooperation Agency (Department of International Development-DFID) UK	NCERT			(Secondary Education Enhancement Programme) SEEP	July, 2013
5.	Systematic review: teacher management and development (Madhya Pradesh)	RMSA Technical Cooperation Agency (Department of International Development-DFID) UK	NCERT	RMSAT CA6.11	Originators: Dr. Prema Clarke, Dr. Renu Singh	(Secondary Education Enhancement Programme) SEEP	April, 2015
6.	School quality evaluation and development: school quality indicators		NCERT	RMSAT CA3.3	Originators: John Brown	(Secondary Education Enhancement Programme) SEEP	November, 2014
7.	Sampling in large scale learning assessment: Sampling (5)- A guide for India's National Achievement Survey	RMSA Technical Cooperation Agency (Department of International Development-DFID) UK	NCERT			(Secondary Education Enhancement Programme) SEEP	
8.	Efficient school sitting using GIS		NCERT	RMSAT CA6.5	Originators: Gaurav	(Secondary Education	December,

	Modelling (Research Report IV)				Siddhu, Shashiranj n Jha, Dr. Bruno Parolin	Enhanceme nt Programme) SEEP	2015
9.	Cost and equity in accessing secondary education (Research report v)		NCERT	RMSAT CA6.8	Originators: Prof. Keith Lewin. Gaurav Siddhu, Shashiranj n Jha	(Secondary Education Enhanceme nt Programme) SEEP	Janua ry, 2016
10.	The shifting terrain of government and private provision (Research report VI)	RMSA Technical Cooperation Agency (Department of International Development- DFID) UK	NCERT	RMSAT CA6.6	Originators: Dr. Joanna Harma, Prof. Keith Lewin. Gaurav Siddhu, Shashiranj n Jha	(Secondary Education Enhanceme nt Programme) SEEP	Janua ry, 2016
11.	Private tuition: extent, pattern and determinants (research report VII)	RMSA Technical Cooperation Agency (Department of International Development- DFID) UK	NCERT	RMSAT CA6.9	Originators: Prof. Keith Lewin, Gaurav Siddhu, Shashiranj n Jha	(Secondary Education Enhanceme nt Programme) SEEP	Marc h, 2016
12.	Research priority framework secondary education	RMSA Technical Cooperation Agency (Department of International Development- DFID) UK	NCERT	RMSAT CA6.2	Originator: Gaurav sidhu, shashiranj n Jha	(Secondary Education Enhanceme nt Programme) SEEP	JUN E, 2015
13.	Department of elementary and secondary education (employee data capture form)		NCERT			(Secondary Education Enhanceme nt Programme) SEEP	

14.	RMSA teacher in-service training evaluation (teacher management and development)		NCERT	RMSAT CA2.17	Originator: Bard Cousins	(Secondary Education Enhancement Programme) SEEP	March, 2016
15.	Characteristic of teachers teaching mathematics and science: national achievement survey		NCERT	RMSAT CA1.12	Originator: Mee Young Han	(Secondary Education Enhancement Programme) SEEP	September, 2015
16.	Equity in access and learning: a way forward for secondary education (research report 0)	RMSA Technical Cooperation Agency (Department of International Development-DFID) UK	NCERT	RMSAT CA6.10	Originators: Prof. Keith Lewin, Gaurav Siddhu, Shashiranjana Jha, Dr. Joanna Harma, Dr. Bruno Parolin	(Secondary Education Enhancement Programme) SEEP	March, 2016
17.	Demographic transition and education planning (research report II)	RMSA Technical Cooperation Agency (Department of International Development)	NCERT	RMSAT CA6.1	Originators: Prof. Keith Lewin, Gaurav Siddhu, Shashiranjana Jha	(Secondary Education Enhancement Programme) SEEP	January, 2015
18.	Equity and efficiency in expansion of secondary schools (research report III)	RMSA Technical Cooperation Agency (Department of International Development)	NCERT	RMSAT CA6.4	Originators: Prof. Keith Lewin, Gaurav Siddhu, Shashiranjana Jha	(Secondary Education Enhancement Programme) SEEP	October, 2015
19.	Teacher management within India: a documentary	RMSA Technical Cooperation Agency	NCERT	RMSAT CA2.3	Originators: Alan Norley	(Secondary Education Enhancement Programme)	March, 2014

	analysis of the current situation (report march 2014)	(Department of International Development				Programme) SEEP	
20.	Large scale learning assessments (a hand book for Indian context)	RMSA Technical Cooperation Agency (Department of International Development	NCERT		Prof. H. K. Senapaty (Director, NCERT)	(Secondary Education Enhancement Programme) SEEP	2015
21.	Research quality assessment framework	RMSA Technical Cooperation Agency (Department of International Development	NCERT	RMSAT CA6.3	Originators: Gaurav Siddhu, Shashiranjana Jha	(Secondary Education Enhancement Programme) SEEP	June, 2015
22.	Guidelines for teacher continuous professional development for RMSA (Teacher management and development)	RMSA Technical Cooperation Agency (Department of International Development-DFID) UK	NCERT	RMSAT CA2.16	Originators: Brad Cousins	(Secondary Education Enhancement Programme) SEEP	December, 2015
23.	What students know and can do- A summary of national achievement survey (class X) 2015	RMSA Technical Cooperation Agency (Department of International Development-DFID) UK	NCERT		Team: Prof. Y. K. Sreekanth, (Head ESD), Prof. A.D. Tewari, Prof. Sridhar Srivastava, Dr. Satya Bhushan	(Secondary Education Enhancement Programme) SEEP	
24.	Teacher management needs assessment report	RMSA Technical Cooperation	NCERT			(Secondary Education Enhancement	July, 2013

		Agency (Department of International Development- DFID) UK				nt Programme) SEEP	
25.	Data management in large scale learning assessments (4)- A Guide for India's National Achievement Survey	RMSA Technical Cooperation Agency (Department of International Development- DFID) UK	NCERT			(Secondary Education Enhanceme nt Programme) SEEP	

3.5.3 How did the linkages if any contribute to following?

- **Curriculum Development**

The faculty of institute has actively worked to design curriculum of two year M. Ed programme, two year B. Ed. Programme, four year integrated B. Sc. B. Ed. Programme and four year integrated B.A. B. Ed. Programme (all RIE scheme programmes) and diploma course in Guidance and Counselling. These pre- service programmes are affiliated to MDS University, Ajmer. In addition to these programmes the faculty has developed various syllabus for the courses being offered by MDS University namely two year M. Ed programme, two year B. Ed. Programme, four year integrated B. Sc. B. Ed. Programme and four year integrated B.A. B. Ed. Programme and two year B.Ed. special education programme.

- **Teaching**

Material developed by SCERTs, SIEs, IASEs and CTEs, NCERT, NCTE, NIOS, NUEPA, NIC, CBSE, KVS and NVS, State boards of education, Directorates of secondary and elementary education, State project offices of SSA and RMSA helps in teaching- learning process. Hard copy as well as material available on the websites of these institutions helps teachers in preparing for the teaching- learning process in a better way and in making teaching- learning more effective.

- **Training**

In last five years various in- service and pre- service programmes have been organized by the institute for aforesaid national level institutions. These programmes have been designed to address the educational needs related with language learning, science teaching learning, social science teaching learning, mathematics teaching learning, ICT based teaching learning, examination reforms, pupil teacher training, training of library staff on automatization of library, refresher courses for teacher of KVS and NVS etc.

- **Practice teaching**

The institute's pre- service programmes such as two year M. Ed programme, two year B. Ed. Programme, four year integrated B. Sc. B. Ed. Programme and four year integrated B.A. B. Ed. Programme have been helpful in ensuring quality practice teaching in collaboration with KVS, NVS, state board schools and private organizations.

- **Research**

The institute has established linkages with national level agencies namely SSA and RMSA project offices for conducting researches in various fields like classroom transaction processes, availability of infrastructural facilities in schools, analysis of text books of different state boards. Designing question papers of board exams etc.

Functioning of national level institutions has also been studied by institutes Ph. D scholar and M.Ed. research students.

- **Consultancy**

The institute has set up RMSA and SSA cell under which consultancy services had been provided to state agencies. RMSA and SSA cell has completed a number of studies in collaboration with state education departments and has come out with qualitative suggestions for further improvement.

- **Extension**

The department of extension education has organized various researches, training workshops, capacity building and development programmes in collaboration with national level institutions. Institute has organized seminars, conferences, science meets etc. for creating intellectual platform to share various concerns of school education and established better linkages with other national level institutions working in the same field.

- **Publication**

Syllabi for various pre- service courses, Reports, training packages, training modules, teacher manuals, research papers, Ph. D thesis and M. Ed dissertation

- **Student Placement**

The institute is having student's council, a body which is facilitated by principal, Dean of Instruction, all Heads of the departments and Advisor and Joint advisor of student's council along with elected representative of student council. The advisor student council has established linkages with educational institutions aspiring quality teachers for their schools. National level reputed institutions such as Birla Public school, DPS etc. have conducted in campus interviews for recruiting teachers.

- Curriculum Development: Curricula for teacher education programmes were developed. (refer – 3.5.1)

- Teaching: implementing constructivist pedagogy in the classroom
- Training: Capacity building and content enrichment programmes for Key Resource Persons (KRPs), teachers and teacher educators.
- Practice Teaching: Internship in teaching for different courses
- Research: Assisting and completing the identified research projects at different levels
- Consultancy: provided academic inputs on different dimensions of school education and teacher education
- Extension: Extending academic support and sharing expertise with educational institutions of Western Region
- Publication: Reports, guidelines, curriculum, learning modules, monographs, manuals, books, seminar proceedings
- Student Placement: Final year students are provided opportunities through campus interviews conducted by institutions throughout the country (JNVs, KVs, Public Schools, and Colleges of Teacher Education).

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

- DMS i.e. DM School is a constituent part of RIE, Ajmer which provides quality school education from early childhood care and education to senior secondary stage. Content and pedagogy based experiments and practices are performed in DMS school in order to study their effects and applicability in real field.

- Institute has long term linkages with the school sector with special reference to northern region. Two year M. Ed. Programme, two year B. Ed. Programme, Four year integrated B. Sc. B. Ed. And B. A. B. Ed. Programmes have an integrated component of learning to function as teacher i.e. internship in teaching, wherein pupil teachers are sent to different school setups such as KVs, NVs, State Government schools, Private schools and Special schools. Internship attachment is a regular part of institute's activity which is a mandatory requirement for completion of programme and it has been an opportunity for both teachers and pupil teachers to get their experiences enriched through real school exposure. The school sector has got benefitted by institute's academic support time to time in the form of pre- internship, internship, teacher's training and capacity building programmes.

The major linkages with the school sector are Kendriya Vidyalayas (KVs), Jawahar Navodaya Vidyalayas (JNVs) and schools under state governments located in Western Region - for internship in teaching, guidance and counselling activities; as members of selection committee; as experts for training and evaluation.

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.

- Faculty members of the institute have been actively associating and collaborating with teachers and other personnel of schools to design, evaluate and deliver practice teaching. During their visit to cooperating schools where internship in teaching programme is going on, concerned faculty members discuss strategies and skills to improve practice teaching with pupil teachers and regular teachers of cooperating schools.

- Faculty members of the institute have contributed in a number of programmes conducted for teachers and other school personnel to design, evaluate and deliver practice teaching for states covered under the preview of institute. In addition to Govt. schools some of the prestigious Private schools such as Birla Public School, Pilani and Kishangarh, DPS, Mayo school have been requesting institute to extend its academic support.

- In the academic year 2012- 13, 2013- 14 the faculty members of the institute have completed their 'Field Visit' programmes for duration of three months in various Govt. schools of Northern region. This was an innovative programme of NCERT to provide opportunities to faculty members to get real field experiences of teaching- learning taking place in schools. Later, in result of field exposure faculty members could visualize the real field problems of school education and their connection with curriculum, policy and programmes of education.

- The faculty extends active support to the schools for the tasks like designing the teaching learning process, the evaluation procedures and concerns related to practice teaching as and when required.
- The Institute has implemented the recommendations of NCF – 2005 such as constructivist pedagogy in Demonstration Multipurpose School, Bhopal and for students during internship in teaching programme.

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

- The collaboration of faculty with the school and other college or University faculty is extended through following activities:

- Delivering guest lectures on various issues and concerns of educational importance
- Chairing sessions in Seminars, Conferences and Workshops
- Acting as Judge in various literary and cultural activities
- Designing curricula for pre- service programmes/ courses offered by University
- Inviting external experts from various post graduate departments of colleges and Universities for pre- service and in- service programmes
- Supervising pupil teachers placed in different schools during their internship programme and related discussions with regular school faculty

- Faculty members are associated with the establishment of science laboratories and infrastructural facilities in Games and Sports, mathematics exhibits in schools of Western Region.
- Faculty members share their expertise in conducting Ph. D. course work; board of studies meetings; examination of different courses; ratifying the syllabi etc.

3.6 Best Practices in Research, Consultancy and Extension

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

- The following major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years:

a. Research

- Since the one year M. Ed. Programme have been replaced by two year M. Ed. Programme from the session 2015-16, the institute has spelled out various steps/ activities related with research more systematically in terms of adequate time allotment for preparing research plan, reviewing the literature available, preparation of tools, administration of tools, data collection, applying statistical methods and drawing conclusions.
- Inter departmental and intra departmental researches have been encouraged by the institute to enhance the quality of research and for this purpose division of educational research has been setup at NCERT New Delhi, which supports minor and major research proposals of faculty members. The research proposals are reviewed first at departmental level than they are discussed in institute advisory board meeting, wherein all received research proposals are critically evaluated by experts. Finally the management committee of the institute consisting of Vice Chancellor Ajmer University, Education officers of Directorates of State Education Department, Nominee of Director NCERT, External Experts, all Heads of Department and concerned faculty members reflect on critically the submitted proposals. After getting approved from management committee the research proposals are sent to programme advisory committee NCERT New Delhi for final financial approval.

b. Consultancy

- Consultancy services have been improved by the institute by phasing it out into different stages such as identification of educational needs where consultancy is required in consultation with concerned state agency, formulation of strategy or programme to address the needs, planning and execution of consultancy services and feedback mechanism.

c. Extension

- The institute is having separate department for dealing with extension activities. The department organizes extension programmes throughout the academic year according to pre-planned and approved procedure. Quality improvement of extension programmes has been given prime importance and steps have been taken accordingly. All extension programmes are planned on the basis of educational needs in consultation with state education departments. Programme coordinators or state coordinators visit the concerned states before organizing the programmes and identify areas needed for quality improvement. All the programmes are commenced with pre- test and conclude with post- test in order to assess the effectiveness. Finally, adequate feedback of participants for further improvement is taken and report of each programme is circulated to participants and state authorities for wider dissemination.
- The research projects are finalized after presentation and discussion with faculty members
- The training programmes on research methodology are specially designed and organized to enhance the quality of research projects.

3.6.2 What are significant innovations/ good practice in Research, Consultancy and Extension activities?

Research studies are undertaken on current themes/ national concerns such as critical pedagogy, conservation of medicinal plants through tissue culture, inclusive education, RTE, Education of girl child, Guidance and counselling, Mathematics Education etc.

Innovations / Teaching Methods

- i. Conducted experiments on teaching different subjects through Constructivist Approach
 - ii. Developed material for CCE following ICT-based alternative techniques of assessment
 - iii. Conducted experiments on teaching different subjects through Constructivist Approach and Models of Teaching
 - iv. Conducted experiments on Thematic Approaches in ECCE programme
 - v. Design of Curriculum: Contributed in the development of B.Sc, B.Ed; B.A,B.Ed; 2 Year B.Ed and M.Ed Programme
 - vi. Teaching methods: Contributed in implementing Constructivist approach in the classroom
 - vii. Laboratory experiments: Contributed in the development of learning materials integrating ICT
 - viii. Evaluation methods: Contributed in the development of assessment tools such as Rubric and portfolio

Consultancy and Extension:

The Institute contributes to assessing the needs of the States, designing, organizing, evaluating the programmes and providing the feedback in educational programmes.

Working with Community (WWC) a regular feature of the Institute provides an opportunity to a large number of students to have real exposure of community living and first-hand experience of the difficulties and problems of village life. Members of the community are being educated through educational, social and cultural interventions.

The school teachers working in western region are being recognized by NCERT through an award “All India Competition on Innovative Practices and Experiments in Education for schools and Teacher Education Institutions” given to those teachers who had evolved and practiced some innovation in teaching and learning. The Institute is involved in publicity, screening and finalization of the list of awardees.

DETAILS OF ADDITIONAL INFORMATION

Research Guide (2010- 11)

Sr. No.	Name	Detail
1.	Dr. Nagendra Singh	Sarkari avam nizi ucch prathmik vidyalayon me shikshon ki karyakushlata par tanav ve uddiganita ke antar ka vishleshanathmik – ek adhiyan Ph. D. Education was guided to Smt.Beenu Shekhawat by MDS University, Ajmer
		A Study of the Elements of Educational Psychology in Shrimad Bhagvad Gita Ph. D. Education was guided to Somesh Kumar Sharma by MDS University, Ajmer
		Philosophy of Education in Six System of Indian Philosophy Ph. D. Education was submitted by Smt. Vandana Pandey to MDS University, Ajmer
		Shiksha sanathak pathekaram me purab pariksha v shakshik varyiya ke adhar par chhanit chatraadhakapon ki shakshik uplabdhi adhiyapan, avishamta v adhiyapan vyabshyay ke prati abivrutiaon ka ek tulnatmik adhiyan Ph. D. Education was guided to Sunil Kumar by MDS University, Ajmer
		A study of attitude of elementary teachers towards corporal punishment.Divya Shekhawat, M.Ed. MDS Univ., Ajmer
		Study of Elementary school teachers in terms of role perception with regard to teachers autonomy as per NCF 2005 Bhawna Tiwari M.Ed., MDSU Ajmer
		Uch prathmik vidyalayon ke kriyakalapon me abhibhavak samuday ki bhagidari ka adhan Rakesh Kumar, M.Ed., MDSU Ajmer
		A study of attitude of upper primary school teachers towards discipline and participatory management’ Deepa Rana M.Ed., MDSU Ajmer

		A study of attitude of upper primary school teachers towards participatory management Mamta Meena, M.Ed. by MDS University, Ajmer
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(2011- 12)

Sr. No.	Name	Detail
1.	Dr. Nagendra Singh	Sarkari avam nizi ucch prathmik vidyalayon me shikshon ki karyakushlata par tanav ve uddiganita ke antar ka vishleshanathmik – ek adhiyan Ph. D. Education was guided to Smt.Beenu Shekhawat by MDS University, Ajmer
		A Study of the Elements of Educational Psychology in Shrimad Bhagvad Gita Ph. D. Education was guided to Somesh Kumar Sharma by MDS University, Ajmer
		Philosophy of Education in Six System of Indian Philosophy Ph. D. Education was submitted by Smt. Vandana Pandey to MDS University, Ajmer
		Shiksha sanathak pathekaram me purab pariksha v shakshik varyita ke adhar par chhanit chatraadhapakon ki shakshik uplabdhi adhiyapan, avishamta v adhiyapan vyabshyay ke prati abivrutiaon ka ek tulnatmik adhyian Ph. D. Education was guided to Sunil Kumar by MDS University, Ajmer
		A study of attitude of elementary teachers towards corporal Punishment- Anju Sharma, M. Ed. by MDS University Ajmer
		A study of teacher's perception of autonomy and professional independence at upper primary level – Narendra Singh Rana - M. Ed. by MDS University Ajmer
		A study of attitude of upper primary school teachers towards discipline and participatory management– Ram Kumar Koshta M.Ed. by MDS University, Ajmer
		Uch Prathmik vidyalaya ke adhyapako kee satat v vyapak mulyakan ke prati jagrookta v abhivarti ka adhyan – Priyanka Sharma, M.Ed. by MDS University, Ajmer
		Shiksha ka adhikar adhiniyam (2009) ke prati uch prathmik vidyalaya ke adhyapako kee jagrookta ka adhyan Anand Chauahan, M.Ed. by MDS University, Ajmer
		A study of attitude of upper primary school teachers towards using information and communication technology in science teaching Hemendra Upadhyay, M.Ed. by MDS University, Ajmer
		Varanasi jile mein kaksha 8 ke vidyarthiyon ki paryavaran jagrooktakee sthathi ka adhyan, Vikas Gautam M.Ed. by MDS University, Ajmer

(2012- 13)

Sr. No.	Name	Detail
1.	Dr. Nagendra Singh	Sarkari avam nizi ucch prathamik vidyalayon me shikshon ki karyakushlata par tanav ve uddiganita ke antar ka vishleshanathmik – ek adhiyan Ph. D. Education was guided to Smt.Beenu Shekhawat by MDS University, Ajmer
		A Study of the Elements of Educational Psychology in Shrimad Bhagvad Gita Ph. D. Education was guided to Somesh Kumar Sharma by MDS University, Ajmer
		Shiksha sanathak pathekaram me purab pariksha v shakshik varyita ke adhar par chhanit chatraadhakon ki shakshik uplabdhi adhiyapan, avishamta v adhiyapan vyabshyay ke prati abivrutiaon ka ek tulnatmik adhyian Ph. D. Education was guided to Sunil Kumar by MDS University, Ajmer
		Prathamik avam uch prathamik vidyalyaon ke adhyapako kee adhyapak vachanpadta ka tulnatamak adhyan Lovkush goyal, M.Ed. MDSU Ajmer
		Teachers' perception of autonomy and professional independence as per National curriculum framework 2005Sunita M.Ed. MDSU Ajmer
		Uch prathamik vidyalyon ke adhyapako kee satat avam vyapak mulyakan me prati jagroota ka adhyan ,Amit kumar M.Ed. MDSU Ajmer
		Uch prathamik vidyalayon ke kriyakalapon me abbhivak samuday kee bhagidari ka adhyan, Upendra Kumar Verma M.Ed. MDSU Ajmer
		Jansakyan shiksha ke prati bharatpur zile ke uch prathamik vidyalayaon ke shikshakon kee abhivarti ka tulnatakam andhyan, Kaptan singh, M.Ed. MDSU Ajmer
		Shiksha ka adikar adhiniyam (2009) keprati uch prathamik viydlaya ke adhyapako ki jagrookta ka adhyan Bachan singh, M.Ed., MDSU Ajmer
		Mathura zile me kaksha aath ke vidyarthiyon ki paryavaran jagrookta ki sthithi ka adhyan Harday Narayan, M.Ed., MDSU Ajmer
2.	Dr. Ayushman Goswami	Guided three M.Ed. students as Research Supervisor for Dissertation work for the session 2012-13
3.	Dr. Rajiv Ranjan	Supervised dissertation to 4 students of MED Special Education (2 Mental Retardation +2 Hearing Impairment) at Ramakrishna Mission Vivekananda University, FDMSE, Coimbatore in academic year 2010-11.
		Supervising dissertation to four student of MED at Regional Institute of Education, Mysore and Ajmer for the academic year 2013- to 2016.

(2013- 14)

Sr. No.	Name	Detail
1.	Dr. Nagendra Singh	Sarkari avam nizi ucch prathamik vidyalayon me shikshon ki karyakushlata par tanav ve uddiganita ke antar ka vishleshanathmik – ek adhiyan Ph. D.

		Education was guided to Smt.Beenu Shekhawat by MDS University, Ajmer
		A Study of the Elements of Educational Psychology in Shrimad Bhagvad Gita Ph. D. Education was guided to Somesh Kumar Sharma by MDS University, Ajmer
		Shiksha sanathak pathekaram me purab pariksha v shakshik varyiya ke adhar par chhanit chatraadhapakon ki shakshik uplabdhi adhiyapan, avishamta v adhiyapan vyabshyay ke prati abivrutiaon ka ek tulnatmik adhyian Ph. D. Education was guided to Sunil Kumar by MDS University, Ajmer
		Shiksha ka adhikar adhiniyam (2009) ke prati uch prathmik vidyalay ke adhyapakon kee jagrookta ka dhyan, Anita, M.Ed. MDSU Ajmer
		Uch prathmik vidyalaya ke adhyapakon kee stat avam vyapak mulyakan ke prati jagrookta ka adhyan, Kamlesh M.Ed. MDSU Ajmer
		Uch prathmik vidyalaya ke kriyakalapaon me abhibavak samuday kii bhagidari ka adhyan, Girdhari lal meena, M.Ed. MDSU Ajmer
		Prathmik avam Uch Prathmik vidyalaya ke adhyapakon kee adhyapak vachanbadta ka tulnatamak adhyan, Sheta jaluthuriya, M.Ed. MDSU Ajmer
2.	Dr. Ayushman Goswami	Guided four M.Ed. students as Research Supervisor for Dissertation work for the session 2013-14

(2014- 15)

Sr. No.	Name	Detail
1.	Dr. Nagendra Singh	A Study of the Elements of Educational Psychology in Shrimad Bhagvad Gita Ph. D. Education was guided to Somesh Kumar Sharma by MDS University, Ajmer
		Shiksha sanathak pathekaram me purab pariksha v shakshik varyiya ke adhar par chhanit chatraadhapakon ki shakshik uplabdhi adhiyapan, avishamta v adhiyapan vyabshyay ke prati abivrutiaon ka ek tulnatmik adhyian Ph. D. Education was guided to Sunil Kumar by MDS University, Ajmer
		Study of elementary school teachers in terms of role perception with regard to teachers autonomy as per NCF 2005 of Swati Kumari M.Ed. MDSU Ajmer
		Prathmik vidyalaya avam uch pratmik vidyalaya ke adhyapakon kee adhyapak vachan badta ka tulnatamak adhyan, Veerpratap Singh Sengar, M.Ed. MDSU Ajmer
		Vartman bhartiya shiksha pranali me J Krishna murti ke shekshnik vicharon kee prasingkta, of Jamman Lal, M.Ed. MDSU Ajmer
		Vigyan shikshan me suchna avam sampreshan takniki ke prati prathmik avam uch prathmik vidyalaya ke shikshakon kee abhivrati ka adhyan of Vijay Gender, M.Ed. MDSU Ajmer

		Ajmer jile ke uch prathamik vidyarthiyon ki paryavaran ke prati jagrookta ka adhyan, Pushpa Sharma, M.Ed. MDSU Ajmer
2.	Dr. Ayushman Goswami	Guided four M.Ed. students as Research Supervisor for Dissertation work for the session 2013-14

No. of Ph. D Degrees Awardees in the last five years - 29

(2010)

S. No.	Name of Scholar	Name of Guide	Title of Thesis
1.	Miss Priyanka Bagh	Dr. S.S. Pandey	A Study Of Concepts, Themes And Messages Of Environmental Education In Elementary Level Text Books
2.	Indu Kumar	Prof. J.P. Bagchi	Content Analysis On Gender Perspepective Of Elementary Level Environmental Studies/ Social Science Text Books Of Rajasthan Board
3.	Satish Chandra	Prof. M.M. Pandey	A Critical Study Of Concerns Needs And Role Of Peace Education The Context Of Emergin Indian Society
4.	Suresh Vaishnav	Dr. Nagendra Singh	राजस्थान के माध्यमिक विद्यालयों के छात्रों में किशोर यौन स्वास्थ्य के प्रति जागरूकता व व्यवहार (अभिवृत्ति) अवधारणा एक अध्ययन
5.	Pudhp Lata Sharma	Dr. R.K.S. Arora	माध्यमिक स्तर पर शिक्षा का महत्त्व: शिक्षा तकनीकी के तहत एक अध्ययन
6.	Ashish Sharma	Prof. J.P. Bagchi	The Impact Of Language On Learning Mathematics At Secondary Level
7.	Anil Kumar Sharma	Dr. S.S. Pandey	कक्षा 3 से 5 के शिक्षार्थियों की भिन्नांकीय दक्षताओं का अध्ययन
8.	Smt. Sunita Jalwaniya	Dr. R.K.S. Arora	पर्यावरणीय अकर्षण: कानूनी परिप्रेक्ष्य और विद्यार्थियों की अभिवृत्ति विभिन्न स्तरों पर पर्यावरणीय शिक्षा की प्रभावकता का एक विवेचनात्मक अध्ययन
9.	Atul Kumar Shukla	Dr. R.K.S. Arora	प्रारम्भिक शिक्षा से जुड़े प्रमुख सामाजिक:- शैक्षिक मुद्दों के संदर्भ में 86 वें संविधान संशोधन अधिनियम के संभावित प्रभावों का अध्ययन
10.	Prakash	Prof. M.M.	भारतीय समाज में उभरती प्रवृत्तियों के परिपेक्ष्य में शिक्षक शिक्षा के पुनःनिर्माण का अध्ययन

	Chandra	Pandey	
11.	Ravi Kant Yadav	Prof. K.B. Rath	Effect Of Constructivisim Principle Based Training On Teaching Competen- -Cy And Attitude Towards Teaching Of Pre-Service Teachers

(2011)

S. No	Name of Scholar	Name of Guide	Title of Thesis
1	Surabh Kumar	Dr. S.S. Pandey	A Study Of The Role Of National Council For Teacher Education (Ncte): A Statutory Body Established By Government Of India For Regulating Teacher Education
2	Bhawna Upadhyay	Dr. S.S. Pandey	मध्य प्रदेश के विभिन्न विश्वविद्यालयों के सेवापूर्ण शिक्षक प्रशिक्षण कार्यक्रम में पर्यावरण शिक्षा का समीक्षात्मक अध्ययन
3	Krishn Gopal Singh Shekhawat	Dr. V.P. Agarwal	राजस्थान में प्राथमिक शिक्षा के विकास में सामुदायिक संगठनों की भूमिका का आलोचनात्मक अध्ययन
4	Pratima Saxena	DR.R.K.S. Arora	A Study Of Pre Service Secondary Stage Environmental Education Programme For Emerging Environmental Issues
5	Bhera Ram Prajapat	DR.R.K.S. Arora	पाली जिले में प्राथमिक स्तर पर न्यूनतम अधिगम स्तरों की प्राप्ति अध्ययन

(2012)

S. No.	Name of Scholar	Name of Guide	Title of Thesis
1	Pinky Rajput	Prof. K.M. Gupta	माध्यमिक स्तर की छात्राओं के अमूर्त चिन्तन, वैज्ञानिक अभिवृत्ति एवं वैज्ञानिक अभिरुचि का तुलनात्मक अध्ययन
2	Vijay Dutta	Prof. K.B. Rath	वैज्ञानिक अभिवृत्ति के सहसम्बन्ध में जीवन— कौशल एवं संवेगात्मक बुद्धि— एक अध्ययन
3	Atul Dubey	Prof. K.B. Rath	Study Of The Relationship Between The Level Of Anxiety And Motivation Of South Asian Countries Table Tenns Players
4	Meena Bhandari	Prof. K.B. Rath	Effect Of Inclusive Approach On Quality Learning Of Students At Primary Level

5	Priti Saxena	Dr. V.P. Agarwal	A Study Of Self –Concept, Attitude Towards Teaching Progression And The Relationship Between The Level Of Anxiety And Motivation Of South Asian Countries Table Tennis Players
6	Vandana Pandey	Dr. Nagendra Singh	Philosophy Of Education In Six Systems Of Indian Philosophy
7	Gopal Singh	Prof. K.B. Rath	Effect Of Constructivist Principle Based Classrooms Process On Thinking Patterns Of Students At Primary Level
8	Naveen Kumar Piplani	Dr. Sharad Sinha	सहयोगात्मक ब्यूह रचना का विज्ञान अधिगम के संज्ञानात्मक एवं भावात्मक आयामों पर प्रभाव

(2014)

S. No.	Name of Scholar	Name of Guide	Title of Thesis
1.	Mrs. Binoo Shekhawat	Dr. Nagenrda Singh	An analysis of Differences Between Government and Private Elementary Schools in Terms of Teacher Stress and Burnout on Teacher Efficiency
2.	Mrs. Nathi Devi Bachhiwal	Dr. V.P. Agrawal	A Critical Study of Educational Thoughts of Dr. Bhimrao Ambedkar
3.	Miss Asha Saraswat	Prof. J.K Sood	A Study of Science Teacher's Understanding of Nature of Science and Beliefs about Constructivist Teaching Practices

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

Sr. No	Name	Detail
1.	MDSU, Ajmer	Teams from North- East states performed at RIE campus to show their cultural and traditional dance on dated 17.09.2016.

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

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

The institute has the physical infrastructure as per details given below:

The entire institute has a campus of 110 acres of land in which the building occupies 37737 sq. meters. The four hostels cover more than 50,000 sq. meters. of land, and a good amount of space is devoted for dispensary, canteen, CPWD office, auditorium, store etc. For physical education purpose the institute has play grounds like multi-purpose playground, courts and few more courts are under construction. The institute has two guest houses - one is fully AC and another is partially, to accommodate guests and parents of the students. Besides, the institute has educate Centre for video conferencing, a studio for creating e-contents, ICT lab, Science Laboratories, Post Office, state bank with ATM facility, Auditorium and Conference halls for students and staff. The entire campus is networked with Fiber optics cable and Wi-Fi connection.

Amount invested for developing the infrastructure and masterplan of the building enclosed as appendix portion

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

The present infrastructure of the college is augmented from the funds raised and investment made by the management, from Tuition fees from students, term loans from bank, promoters own contributions and contribution from the corpus fund. The present accommodation is sufficient for the number of students in various courses.

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

The College has separate rooms for Laboratories, for Art and Craft, Work Experience, and Language Learning and a number of pieces of equipment for co-curricular activities and extra-curricular activities are also available. The institution also has a multipurpose hall to conduct seminars, workshops, various curricular, co-curricular and extracurricular activities, sports ground and various courts, and a well equipped sports room.

In the institute the following facilities are available for students to carry out their co-Curricular and extra- curricular activities:

- a. Assembly Hall cum Multipurpose Hall – cum – Auditorium for Yoga, drama, art,

- b. painting, craft debate , extension lectures, quiz, inter house cultural activities, etc.
- c. Three Conference halls
- d. Playground facilities – Track events , high jump , long jump, shot put throw, javelin throw, shuttle Badminton, Volley ball, Basketball, Lawn Tennis, cricket, football etc.
- e. Indoor games: chess, carom , Table Tennis, etc.
- f. Gymnasium
- g. NCC room: Yes.

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.

The institution infrastructure facilities are also used by other constituent units of the NCERT and other organization like SCERT and DIETs local universities, etc for different purpose like:

1. Conducting university examinations
2. Conducting entrance examination
3. Conducting competitive examination
4. Conducting meeting of alumni
5. Use of library by Ph.D. Scholars, researches and teachers of university and other college.
6. Conducting National level conferences
7. Conducting sports meet.

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.)

The following facilities available with the institution to ensure health and hygiene of the staff and students:

- Separate common room for girls
- Separate toilet facilities for boys and girls on each the floors.
- Separate toilet facilities for male and female staff members.
- Water cooler and RO system for safe drinking water.
- Canteen for students and staff
- First aid facilities for students and staff.
- Rest Room – the institute provides common rest room for girl students. All faculty members have been provided with well-furnished room having computer and Internet facilities.

- Health Centre –The institute has a health in the campus. The health center is having two part time doctors, two pharmacists, one attendant , two beds for patients and the other facilities. Some prescribed medicines are freely provided to the students , staff and their family members. Apart from regular duites , the doctors also provide health care and treatment during sports meet and examination period of the institute.
- Canteen –in the institute campus , at an approachable place , a canteen is available. It opens from 8.30 to 8.00pm
- Wash room facilities – in the institute wash room facilities are available at several places separately for men and women. The cleanliness of these wash rooms are maintained properly.

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

The institute is residential; following are the details of Hostels available for students:

s. no.	Name of Hostel	Capacity	No. of Rooms	Occupancy Detail	Recreational	Sports/Games	Health and Hygiene
1.	Rana Pratap Hostel(Girls)	126	63	116	TV, Music System, etc.	TT, Badminton	First-aid-water purifier, etc.
2.	Shivaji Hostel (Girls)	126	63	102	TV, Music System, etc	TT, Badminton	First-aid-water purifier, etc.
3.	Laxmibai Hostel (Girls)	126	63	94	TV, Music System, etc	TT, Badminton	First-aid-water purifier, etc.
4.	Tilak Hostel (boys)	172	86	146	TV, Music System, etc	TT, Badminton	First-aid-water purifier, etc.
5.	Rajjitt Guest House	96	48	---	TV, Music System, etc	TT, Badminton	First-aid-water purifier, etc.

All hostels have mess facilities for students. Two faculty members are posted as wardens in each hostel. Each hostel is equipped with water cooler, water purifier, geyser, lawns, security guard, waiting place for parents and other facilities

Guest House – Institute has a well furnished Guest House with six AC rooms.

4.2 Maintenance of Infrastructure

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

The College has spent funds on the Infrastructural facilities and their maintenance. Records of expenditure over last three years are given as under:

	2013-14		2014-15		2015-16	
Expenditure on following	Allocated In Lakhs	Utilized In Lakhs	Allocated In Lakhs	Utilized In Lakhs	Allocated In Lakhs	Utilized In Lakhs
Building	500	500	250	250	300	200
Laboratories	1.50	1.42	2	1.60	6	6
Furniture	10	10	20	8	25	3.6
Equipments	15	5	20	4	15	1.5
Computers	15	10.5	28	8	10	1
Transport /Vehicle	1.40	1.39	1	1	1	1
Library	2	1.81	24	24	26	26
Other expenditure(Advertisements)	5	3.28	3	2.68	8	5.87

The College has a faith and policies in building and expanding its infrastructural facilities continuously, which is the index of progress. The College focuses on the upkeep and maintenance of its infrastructure on priority basis, which is one of the indicators of its vision and commitment. The College has been spending funds on the maintenance of physical infrastructure according to details given below:

- Cleaning of roofs before the start of rainy seasons
- Regular check up and repairs of electric points/fittings (regular electricians have been appointed to perform this job).
- Regular checkup and servicing of Computers, Fax Machine, Photostat Machine, Printers, and Generators etc.
- Greasing of all fans is done every year during summer vacation.
- Regular weeding out of weeds in grass (permanent gardeners are appointed).
- Regular pruning of plants to give a beautiful look.
- Regular maintenance and refilling of Fire-Extinguishers.
- Regular insurance/assurance of building and costly equipments.
- Cleaning and chlorination of water tanks.
- Spray of anti termite medicine.

- Use of naphthalene balls.
- Replacement of old furniture and so on.
- Regular white wash of buildings
- Cleaning blockage in drains

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

The College timings are from 9.00 A.M. to 5.30 P.M. Throughout the days each and every room is used for one activity or the other. College multipurpose hall is used for holding functions, examinations of the college. Multipurpose hall is used for morning assemblies, various competitions and special lectures. Workshops, Seminars, Talks, Conferences, Guest Lectures. Multimedia Room is used by teachers to take special classes involving use of special electronic equipment..

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

The College gives adequate attention to the environmental issues. There is a Garden in the college campus, in which different varieties of plants have been planted. In front of the college building beautiful lawns are maintained.

4.3 Library as a Learning Resource

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

The RIE library has a qualified Assistant Librarian to head the library. The library has adequate reading materials in print and electronic forms. The services are provided to the library users through computers. Yes, the institution has a qualified librarian and sufficient technical staff to support the library. The college library has computers and photocopy facility as well. There is a corner for stocking and cataloging of new books.

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.).

Learning Resources – The learning resources of library are stocked in two ways – in print form and in e-book and e-journal form. The details of learning resources available under different categories are given below:

Total collection of the following in the library

a.	Books	82857
	• Textbooks	80571

	• Reference	2286
b.	Magazines	32
c.	Journals Subscribed	
	• Indian journals	32
	• Foreign journals	32
d.	Peer reviewed journals	46
f.	Back volumes resources	780
g.	E-information resources	
	• Online journals/e-journals	32
	• CDs/DVDs	360
	• Databases	N List
	• Video Cassettes	-----

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.

Yes, the institute has a library committee to review the resources of library periodically With regard to the access and relevance of journals, books , e-resources , internet, etc. The faculty members give their requisition and suggestions for acquisition of book and journals in library. Journals in library the decision of the library committee is taken into consideration in acquisition of materials

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

The library is partially automated. All the activities like issue and return of books, stock entries, stock verification, e-resources are digitalized and operated through software. Different reports can generated through the use of computers and orders can be placed for short and new books.

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

The institute library is fully equipped with latest ICT equipment like server, PCs, Scanner, barcode reader , Photocopy machine, students, teachers and research scholars frequently access and use these materials and services inside library as well as outside library though internet.

The college library is computerized with Computer Systems, internet connection and reprography/photocopy facility. On an average, 60 students and 10 teachers use library resources daily. The Principal of the college has donated books to the library.

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

Subscription to Inflibnet is in process.

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

- The library opens throughout the year including Saturday except 5-7 national holidays.
- The working hours:8:30 AM to 8:00 PM (Monday to Friday)
- The working hours:9:00 AM to 5:30 PM (Saturday & Sunday)
- The library online services are available 24x7.

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

The new arrivals (books, journals, magazines) are displayed/clipped on a display board/display stand in the library and Library Notice Board so as to make the students and staff members aware about them. There is a separate rack for New Arrivals with open access system.

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

No

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

Books and journals are provided on the ground floor to such students .Proper help is provided to retrieve the books from Almirahs and racks. Preference is given to such category persons/ students in issue & returns the books / materials.

4.4 ICT as learning Resource

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

The institution has proper ICT facilities available in the institution. It has a well-equipped Computer Laboratory. The College has an Internet connection and all the P.C.s are networked through LAN.

Software in the form of CDs related to information and communication technology, value education, children with special needs and inclusion and effective teaching is available. Video CDs on Teaching, teacher behavior and linguistic skills have been added. Proper attention is paid to the use of ICT in the curriculum. Entire staff of the college is computer proficient. Workshops, Seminars and training sessions are organized from time to time to enhance and update the knowledge of the staff about computers. Adequate time is given for Computer Education and Computer Applications in the college Time Table.

- The details of the distribution of computer systems are as follows:
- Principal's office - One
- Administrative office - Two
- Accounts department - Two
- ET/Computer lab - Forty
- Library - One

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

The College has a fully furnished Computer Laboratory, with latest configured computers and having internet facility and access on each system. All the students of the college are permitted to use the Computer laboratory during working hours of the college and assistance is provided to those students who need it. Basics of computers, Office Suite, internet operation, working on network etc. are the areas in which students take active and keen interest. On the college website, Students' Corner is designed and updated in which students can contribute their creative creations, their views, ideas, feedback on methodology and curriculum and contribution to the website.

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

- Teachers are trained and encouraged to power point presentation.
- Teachers prepare lesson presentation through the projector.
- Library material accessed by the teachers.
- Internet surfing for academic up gradation by the teachers.
- Lesson plan material prepared in the form of CDs.

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

- Developing lesson plan and other related academic material.
- Classroom transaction of teaching learning process.
- Preparation of results of unit tests and house exams.
- Marking attendance.
- Preparation of teaching aids.

4.5 Other Facilities

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

Working of the college is scheduled from 9.00 A.M. to 5.30 P.M. All the students and staff of the college use each and every resource of infrastructure optimally.

Laboratories, Playgrounds, Sanitation Facilities, Canteen etc. are optimally used during the college hours. All students are encouraged to use library and computer laboratory work any time when they are free.

- Audio Visual aids, prepared by the Student teachers of this college, are gifted to the practice teaching and adopted schools.
- The available facilities are exclusively used by Teacher Education courses only. No other course is housed in the said building.

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

The following audio-visual facilities are available with the college to provide varied learning experiences and practical training to the students of all the three programmes:

- OHP Slide Projector
- Tape recorder Radio
- LCD Projector Color TV
- CD player Video Camera
- Digital Camera Speakers

- Computer systems Audio CD's
- Audio-visual CD's Projector slides
- Audio-cassettes OHP Transparencies

The students are motivated by faculty members to make use of these A-V aids during micro teaching/simulation sessions. The students are explained about advantages of using audio-visual materials during teaching-learning process. The skill of using audio-visual aids has been integrated with other teaching skills during micro teaching. The students are given feedback on the use of audio-visual materials in teaching-learning process. The faculty members themselves use these aids during curriculum transaction process. The student teachers make use of OHP, PowerPoint presentations during micro teaching sessions.

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?

- **ICT laboratory** – The ICT lab is having more than 60 computers with internet facilities used exclusively by students. Besides, there are more than 224 computers in the institute for academic and administrative purposes.
- **Method Labs**—There are several methods labs in the institute including-DMS used as a lab, two physics labs, three chemistry labs, two Zoology labs, one Mathematics lab, two Botany labs, one Geography lab and one Electrical cum Electronics laboratory for practical instructions.
- **Psychology Lab**- To Conduct psychological experiments.
- **Theme Park**—Institute having a theme park which an area of about 11 acres comprising aquatic, terrestrial desert eco-system. We have also maintained aromatic and medicinal plant garden with plant signage all around the campus.
- **Botanical Garden**— In front of new Guest house, large number of horticultural and ornamental plants and varieties are planted in the botanical garden.
- **Education Technology Lab**—Audio and video resources, voice recorders, mikes, multimedia kits, smart interactive board, computers and other ET equipment for ET practices.

Proper emphasis is given to the use of laboratories in time table. Every laboratory is managed by a lecturer, who looks after the maintenance of the equipment. He/She ensures the optimum and careful use of equipment of laboratories as well as takes care of

the requirements of the labs. For the purchase of equipment for laboratories and the college, a purchase committee has been formed in which decisions regarding purchase of needed articles are taken.

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

The following facilities like multipurpose hall, workshop, sports room, etc are available with the institution.

1. Multipurpose hall
2. Sports room store
3. Work experience room

The institution has the following

- Multipurpose hall – for events, activities, competitions and cultural functions.
- Musical Instruments – Basic musical instruments are available with the institution along with the instructor to facilitate the students.
- Sports Room store – indoor games (chess carom etc.) and outdoor games (squash, badminton, basket ball etc.) are available with the institution.
- **Transport** – transport facility is available with the institution for students and staff members.

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

Classrooms of the College are constructed in such a way that all the latest technologies can be used as per to the requirements and needs. All the class rooms are well ventilated and airy, well lighted and fitted with electric tubes/CFL ceiling fans and electric extension connection. The classrooms will be equipped with modern technologies like LCD/OHP projectors and computer systems.

4.6 Best Practices in Infrastructure and Learning Resources

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

Fully ventilated classrooms and facilities to use multimedia equipments, proper sensation facilities, Separate Multimedia room, Rich Laboratories and Library with plenty of books are the main best practices of the College.

The faculty members are being fully equipped and regularly updated with the latest technologies used in the instructions by the institution and are made familiar with the use of those through training programmes.

- **Teachers who seek advice in this realm are trained to prepare power point presentations.**
- **Teacher Educators prepare power point presentations for the purpose of instruction.**
- **The various audio-visual facilities are used by the teacher-educators and the optimal use of the same is made including practice teaching.**

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

The institution conducts various activities with the active participation of student teachers as well as the faculty members with the use of computers, LCD projectors, etc. regularly. Non-print materials like , Teaching Aids, audio-visual facilities like television sets tape recorders, computer systems, headphones, digital camera, a handy camera, Digitalized (computer aided instructional materials like –Databases, Online journals- CDs, DVDs, Videocassettes Audio cassettes are used.

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

- Library is having workstations for online information retrieval, e-resources, Internet access. (under process)
- Hands on training on presentation skills.
- Spacious campus with master plan.
- Built up area of more than 37,000 m², having fire safety gadgets and rain water harvesting.
- Spacious laboratories, class rooms, seminar hall are well furnished.
- Excellent indoor and outdoor sports facilities, grounds, materials, gymnasium.
- First aid facilities.
- Use of LCD/DLP projector, overhead projectors and slide projector for delivering lectures.
- Entire staff of the college is computer literate.
- Latest configured computers are available in computer/ET laboratory.
- Resource room for students with special needs is available.

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	110 Acres	-		110 Acers
Class rooms	18	-	-	
Laboratories	13	E.T. Lab	NCERT HQ.	
Seminar Halls	03	-	-	03
No. of important equipment's purchased (\geq 1-0 lakh) during the current year.	List enclosed			
Value of the equipment purchased during the year (Rs. In Lakhs) till feb , 2016	8,28,195.00		NCERT HQ.	
Others				

Criterion V: 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 appropriated academic and professional advice through commencement of their educational programme to completion?

In addition to the prescribed assignments and practicum work for each of the paper, the institute has initiated internal tests for the trainees of the all courses. Due weightage of the marks obtained in the internal tests is given for the internal assessments and sessional work of the trainees. For preparation of students the teaching faculty takes care of the various papers and extension lectures of eminent educators are also organised. The library of the institute remains open in the evening as well on Saturday for providing access to the students to search the relevant literature and learning environment.

The institute also organises many competitions, time to time, in order to assess and enhance the professional competency of the student. These competitions include flower decoration, salad decoration, mono acting, skit, group dance, mehendi, rangoli, drawing and painting, fancy dress, instrumental music, preparation of teaching aids and preparing best out of waste etc., Students are also encouraged and sponsored to participate in the inter college competitions, organized by different colleges, like skill in poetry recitation, singing, dancing, quiz, poster making, model making etc., For developing teaching skills the institute organises pre internship programme to understand the aims and objective of internship. In this training session, various lectures and practice session regarding how to write a lesson plan and basics of achievement test, lab study, investigatory project and teaching learning material were organised.

After this the student teachers are sent to school for their practice teaching in real situation, where the student-teachers are encouraged to participate in administrative as well as academic activities of the school like organization of competition, organizing morning assembly etc., They also find out the deficiency and realities of classroom and possible efforts are done by the student teachers to minimize the problem faced by them with the help of their supervisor (mentor) and school staff. The schools heads and the teachers provide suggestions to the student-teachers about teaching and managerial skills during their practice teaching.

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

The institution's environment provides a lot of opportunities (NCC, Games and sports, Library etc.) to the students-teachers to develop their potential and skill. All the faculty members and the administration of the institute act as a force for motivation, satisfaction and development to improve performance of the student teachers. The institution provides natural environment for the development.

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

Not Necessary

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 service through competitive examine the last two years?

The institute set up a placement committee which helps students in getting employment. The institute faculty members share a wide variety of learning experiences like preparation of CV, attending interview, group discussion and qualifying written exam etc. with the students to enable them to compete for the jobs and get progress in higher education and also guide them to choose right and appropriate course and profession after the completion of different courses.

5.1.5. What percentage of the students on average go for further studies or choose teaching as a career? Give detail.

Every year various reputed organisations are visiting the institute for campus interview of the student teachers. The visiting institutes includes Birla Education Trust, Pilani; Dehli Public School etc

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

In the beginning of each session the new students are well oriented about the functioning, rules, facilities and resources available in the institute library, Computer cell and in the campus such as Health centre, Games and sports NCC and NSS etc.

To access Library facilities an awareness programme organizes to use e-resources and provide user ID and password to use the NLIST services and brows entire library through web opac. The Library also provide various services namely Current content alert services, article indexing services and electronic document delivery services to its users for educational purpose.

Yes the library facilities are easily accessible by old student of the institute; they consult books, magazine, journals as and when needed with prior permission, free of cost.

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

The institute has a placement committee. The Committee every year organise some campus interview of various reputed education organisations.

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

No difficulties.

5.1.9. Does the institution have arrangement with practice teaching schools for the placement of the students' teacher?

In the Head masters conference for internship and at the end of each session student-teachers are informed and facilitate to get job in the school of their choice. During the practice teaching at the schools the heads of the concerned schools are allowed to observe the lessons delivered by the each student teacher so as to select one of them for their school.

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

The institute set up a placement cell for arrange some campus interview of different reputed Educational organizations and also provide the related facilities. Revised and updated placement cell composition is as follows: Dean of Instruction – Chairperson, Dr. R.B. Pareek – Convenor, Four faculty members alongwith two student representatives.

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?

1. Planning, evaluation and revision of curricular activities:

For the effective implementation of the curricular, co-curricular and other activities, the institution systematically plans and evaluates all the activities in its academic calendar of the year. If need arises, necessary modifications are made in the academic calendar to achieve the objectives of the curriculum and effective implementation of all the activities. The academic calendar is planned by the Year Planning committee of the institute. Various curricular, co-curricular & extra-curricular activities are also planned for their effective implementation. These activities are planned and evaluated asunder: Planning and Evaluation of Curricular Activities (Teaching-Learning Process) Including Teaching & Training

For the effective planning & implementation of the curricular activities of the college academic activities planning committee ensures the inclusion of every aspect of the curriculum in the academic calendar. M.D.S. University Ajmer academic calendar provides guidelines and path for the planning of various activities. The academic calendar of the institution includes various aspects from admission process to the annual examinations of different courses.

Periodically the academic calendar is discussed in the staff council and if need arises necessary modifications have been made? Both teaching & training activities are planned simultaneously which includes:

- a. Planning and implementation of Internship.
- b. Real teaching for practicing the teaching in real situation planned and student's teachers are sent to various Jawahar Navodaya Vidyalaya of northern states & some private school).
- c. Completions of various units of the syllabus through lectures, seminars, practical work, project work etc. are planned and evaluated regularly.

(ii) Planning, evaluation and revision of co-curricular and extra-curricular activities:

The Planning of the physical education programme must fulfill the aims objectives of physical education. The Planning depends upon the facilities available for playing games and sports activities, interests of the students, budget, time, training, competition etc. Intra mural and Extra-mural competitions conducted in the institute and students also participate in the Extra-mural

competitions outside the institute. Student participate in the game, sports and athletic events in intra-mural and Extra-mural competitions conducted for the games, sports of volleyball, Basketball, Table-Tennis, Badminton and Cricket and in athletics 100m. run, 200m. Run, 400 m. run, 800 m. run, 4x100m. Relay race, Long jump, high jump, shot put javelin throw conducted separately for men and women sections.

Extra mural competitions in which students participate are volleyball, Basketball, Badminton, Table-Tennis, Athletics, Cricket and Football.

Games & Sports committee constituted in the month of June 2016. The committee approve the programme. Extra-mural competition includes inter college games & sports tournament. MDS University inter college tournament started from the month of August 2016 and continued till Jan 2016.

The institute provides opportunities to students to take part in the tournament. Students get training and who play regularly are eligible to represent the institute in the MDS University games & sports tournaments. Last session i.e. 2015-16, seven students were selected in the MDS University team to participate in the west zone inter University tournament.

Inter house games & sports and athletics events generally conducted in the month of Nov, Dec every year. The students distributed in for houses namely Bhabha House, Tagore House, Vishvasveriya House, Viveknand House. House elections conducted for the post of House Prefect, Games Secretary and Girls Representative. These house bearers, Students Adviser, Joint-Students Advisor, House Advisors, Convenor of activities, (games, cultural, Literary) Dean of Instruction form the student council. This students Council conducts the meeting and decide the programme of each activities.

Annual Day Prize Distribution conducted mostly in the first week of the march/ending of the session. The Position holders i.e. I, II, III, in all activities awarded prizes and certificates. The students with their outstanding performance get special prizes. In sports those who represent the university at west-zone inter university tournament/All India inter-University tournament. In NCC, the best cadet awards given in men & women section.

In sports o best athlete award in men & women section awarded. Same as in Literary and in cultural activities students are awarded.

(iii) Planning, evaluation and revision of extra-curricular activities:

Cultural Events

Point 16	Organised			Participated		
Inter collegiate	Yes	No	Number	Yes	No	Number

Inter University						
National	Yes *		45			
Any other (specify)	Yes, The Institute organized Inter-House cultural events in 13 different categories in which almost 400 students participated last year i.e. 2015-16					

The events are flower decoration, salad decoration, mono acting, skit, group dance, mehandi, rangoli, drawing and painting, fancy dress, group song, solo song, solo dance and instrumental music. The Institute divided all the students in four houses and cultural events were organized accordingly.

A separate PAC approved programme entitled “workshop on theatre, dance and music for prospective teachers to strengthen comprehensive education” was organized from 22-31 Dec. 2015 in which 45 student – teachers participated from different pre service programmes. These students belong to northern regional states of our country.

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

Curricular planning for a student with physically challenged children done by considering the disability condition of the student with PH (Whether the student is cerebral palsy, hemiplegic, diplegic, quadriplegic, poliomyelitis or having any amputees). For children with PH or any other disabilities, following activities are carried out:

- Ramp is constructed at the entrance of the gate and for the movement in the classrooms /first floor of the institute.
- Regular communication by the subject teachers and by the teacher of Special education with the students with physically challenged.
- Planning for assessment and teaching for students with physically challenged, visual impairment or hearing impairment.
- Curriculum adaptation for teaching and evaluation as per the provision made in the Persons with Disabilities Act 1995 and RTE Act 2009.

5.2.3. Does this institution have mentoring arrangement? If yes, how is it organized?

Mentoring of M.Ed. students for their dissertation work is regularly done by the concern guides and faculties

Faculties of RIE, Ajmer also mentor/supervise the PhD students enrolled in the departments of Maharshi Dayanand University, Ajmer.

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

There are various opportunities given to the faculty members of this institutes to make themselves learn, acquire new skills and/or polish their existing skills, which ultimately help them in teaching, guidance/mentoring the students. The institute supports them in these to the faculties through following activities-

- a) Workshops and Seminars
- b) Orientation and refresher course
- c) Staff council meet
- d) Discussions in academic forums
- e) Guest lectures by eminent personalities
- f) Career guidance programmes through Prakriti mela and exhibitions

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

Yes - <http://www.rieajmer.raj.nic.in/> updated Information like details about - About NCERT, RIE Ajmer, Vision Mission, Administration, Principal, Dean, Head of Departments, A.O. Section Incharges, Chief Warden, Wardens, Departments of the Institute – DE, DEE, DESSH, DESM, Institute Library, Establishment, Accounts and C&W Sections, Programmes offered by the Institute, Facilities available at Institute campus for Students and Staff – Library, Art Studio, Smart Classrooms, Conference Hall, Computer Centre, Sports, Hostels, Dispensary, Bank, Post Office, Guest House Cafeteria etc. is frequently uploaded. Website is updated as soon as a new public information needs to be displayed on the website.

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

Students gaining low grade/marks are given remediation in following ways-

- a) They are given opportunities to individually meet and discuss the concern subject teachers to improve them on specific units/papers.
- b) Teachers in the class discuss and guide about skills of taking exams and answering the different types of questions.
- c) Peer tutoring is also arranged for academic enhancement of low achievers.

5.2.7. What specific teaching strategies are adopted for teaching?

- a) Advanced learners
- b) Slow learners

Advanced Learners

The advance learners are given opportunities to take lead in the class while giving model presentations, and support other students in understanding the concepts. They are also given reference of advance/more books to study and go in deep on any topic. They are also given some articles on certain topics to study and prepare the summary or write the analysis.

Slow Learners

Institute try to support the students in different ways like- peer tutoring and simulation in the class, improvement of group cohesion in the class. The slow learners are given opportunities for one to one interaction and teaching with concern subject teachers. They are also motivated to take initiation while performing different activities in the classroom. Sometimes a mixed group is formed containing (advance + slow learners), (juniors + seniors) for gaining better modal/opportunities to learn.

5.2.8 What are the various guidance and counseling services available to the students? Give details. Institute runs the Diploma in Guidance Counselling programmes. Through this programme, career exhibition is arranged.

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

All the problems of the students are reported and entertained through proctorial board. The grievances are being addressed with proper care and redressed to the satisfaction of the student-teachers. The Institute normally does not come across any major grievances because of better and conducive educational environment. However, bit problems institute sometimes faces such as Hostel related etc. which get solved immediately with little of attention and parental attitude.

5.2.10. How is progress of the candidate at the different stages of programmes monitored and advised?

The progress of the candidates at different stages of the programmes monitored and advised through the assignments, group and individual presentations, group discussions, via-voce examinations, observations made by subject teachers and term/half early and annual examinations.

5.2.11. How does the institution ensures the student's competency to begin practice teaching (pre-practice preparation) and what is the follow up support in the field of (practice teaching) provided to the students during practice?

In addition to the prescribed assignments and practicum work for each of the paper, the institute has initiated internal tests for the trainees of the all courses. Due weightage of the marks obtained in the internal tests is given for the internal assessments and sessional work of the trainees. For preparation of students the teaching faculty takes care of the various papers and extension lectures of eminent educators are also organized.

The institute also organizes many competitions, time to time, in order to assess and enhance the professional competency of the student. These competitions include flower decoration, salad decoration, mono acting, skit, group dance, mehendi, rangoli, drawing and painting, fancy dress, instrumental music, preparation of teaching aids and preparing best out of waste etc., Students are also encouraged and sponsored to participate in the inter college competitions, organized by different colleges, like skill in poetry recitation, singing, dancing, quiz, poster making, model making etc., For developing teaching skills the institute organises pre internship programme to understand the aims and objective of internship. In this training session, various lectures and practice session regarding how to write a lesson plan and basics of achievement test, lab study, investigatory project and teaching learning material were organized.

After this the student teachers are sent to school for their practice teaching in real situation, where the student-teachers are encouraged to participate in administrative as well as academic activities of the school like organization of competition, organizing morning assembly etc., They also find out the deficiency and realities of classroom and possible efforts are done by the student teachers to minimize the problem faced by them with the help of their supervisor (mentor) and school staff. The schools heads and the teachers provide suggestions to the student-teachers about teaching and managerial skills during their practice teaching.

5.3 Student Activities

5.3.1. Does the institution have alumni association? If yes. (i) List the current office bearers?

Process of Formation of Alumni Association is under process.

5.3.2. How does the institution encourage students to participate in extracurricular activities including sports and games? Give details on the achievement of students.

All the student teachers are heterogeneously grouped in four houses namely Bhabha house, Tagore house, Visvesvaraya house and Vivekananda house to organise various extracurricular activities and encourages the student-teachers to participate in the inter house competitions and functions Games and sports, Cultural Literary and science activities etc. Students are also encouraged to participate in intra-college functions and competitions and they are awarded by different prizes in the annual function of institute.

5.3.3. How does the institution involve and encourage students to publish materials, like catalogues, wall magazines and other materials? List major publications:

The institute provides various opportunities to involve the students in various activities for presentation of their material. The creative contribution of the students can be seen our institute activities. Beside all this various exhibitions like charts & model exhibition, teaching aids exhibition, Best out of waste material exhibition, rangoli competitions, Drawing & Painting competitions etc. are also organized to provide an opportunity to the students to exhibit their talent

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

Yes, all the students are the members of the students' councils. Also, one faculty member is designated as Students' Advisor and two as joint students' advisor to facilitate the students in organizing schedule activities as per the institute activity calendar. All the students of B.Sc B.Ed, BA.B.Ed, B.Ed. and M.Ed programmes are divided into four houses namely, Bhabha House, Tagore House, Vishwasvariya House and Vivekananda House to conduct inter-houses competitions such as literary, cultural, science , games and sports. For each house, one faculty member is designated as house advisor, to facilitate students in organizing activities related to the house. Each house has the posts of office bearers; namely house prefect, girl's representative, games & sports representative, literary secretary; cultural secretary and science secretary. These office bearers are responsible for conducting activities as per institute's calendar throughout the academic session. Office bearers selected through election.

5.3.5. Give details of various bodies and their activities, which have student's representative on it.

The institution provides an opportunity to all the students for being part of almost every activity. For this purpose institution has house system in which each house student-teachers are elected as house representatives. These house representatives are consulted every time when any decision has to be taken for the students whether it is selection of participants for various activities or organization of any function of the institute 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 programme and growth and development of the institution?

5.4 Best Practices in Student Support and Progression

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

The following student-support services are:

1. Anti-Ragging / Discipline Committee
2. Protorial board for Grievance redressal Cell
3. Women Sexual Harassment Prevention Cell
4. Scholarship to Meritorious/SC/ST/Needy Students.
5. Well-equipped Library
6. Co-curricular / Extra Curricular Activities.
7. Indoor and Outdoor Sports Facility.
8. ET Lab, studio / Auditorium (Assembly hall).
9. Parking facility.
10. Fire Extinguisher/Aqua guard drinking water facility.
11. NCC
12. Health centre.
13. Hostels for Boys and Girls.
14. Environmental theme park.
15. Bank/ATM/Post Office/Canteen etc.
16. ICT facilities and free Wi-Fi service.
17. Eco-club.
18. Social Awareness/Community Dev. & Value Edu. activities.
19. Placement Cell

CRITERION VI: GOVERNANCE AND LEADERSHIP

6.1. Institutional Vision and Leadership:

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

Purpose

- Quality improvement of school education through innovative pre-service and in-service teacher education programmes and relevant research, development and extension activities.
- Cater to the educational needs (pre-service and in-service education) of teachers/ teacher-educators in the states and UTs under jurisdiction.
- Extending assistance in implementing the educational policies of the States/ UTs.
- Acting as a support system for institutions like SCERT/ DIETs/ IASEs/ etc. in the States and UTs under jurisdiction.
- Helping in monitoring and evaluation of Centrally Sponsored Schemes.
- Trying-out innovative practices in school education and teacher education in attached Demonstration Multipurpose School
- Stake holders can obtain information from Notice boards, institute website, brochure, and academic calendar. Apart from these the Institute has RTI cell to provide information to stakeholders.

Vision

- Contributing to national development by serving the cause of social justice, ensuring equality and increasing access to higher education. Following the “Education for All” objective of the nation, through the reservation policy, every section of the society is given equal opportunity.
- Fostering global competencies by developing high calibre at nationally comparable and internationally acceptable standards with innovative, creative and entrepreneurial capacities. To realize this objective networking with the neighbour-hood institutions and fostering a closer relationship between the world of work and living have been initiated and developed.
- Inculcating value system among students. The institute gives main focus through its entire campus experiences and multifarious activities to enhance the qualities of co-operation and mutual understanding.
- Promoting the use of technology as a learning resource as well as managing the activities of the institution, namely documentation and electronic data management. The institutional website functions, giving all the relevant information to the stakeholders.

- Quest for excellence through establishment of IQAC for quality sustenance and enhancement. The necessary exercise to identify strength and weakness in the process of teaching and learning, their linkages with the core values proposed by NAAC is carried out.

Mission

- Preparation of quality school teachers in Science, Mathematics, Social Sciences, Humanities and language.
- Look after other educational requirements of the states of Jammu and Kashmir, Himachal Pradesh, Uttarakhand, Punjab, Haryana, Uttar Pradesh, Rajasthan, New Delhi and UT Chandigarh.

Values

- Institute stands for excellence and continuously sets the highest standards.
- Institute provides quality education by equipping the students and in-service teachers of Northern region with teaching skills, confidence and a positive approach with an all-round development.
- Institute nurtures creativity, passion and resilience and leadership qualities among the students / teachers for development of versatile personality.
- Institute provide enough opportunity and support to women, weaker sections, minorities, children with special needs and tribal areas related to the Institute.

The above stated purpose, vision; mission and values are made known to the stakeholders through
a) Institute's brochure b) Website c) the important events including Foundation Day, Annual Day/Function etc. d) National Seminars, Regional Seminars and Invited Lectures series.

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

Yes. The institute is committed to provide the excellence in education, covering its goals and objectives through teaching, learning and extension activities based on the societal needs. Institute endeavors to impart value based teacher education programmes including the sense of humanity, spirit of national integration, democratic outlook and developing multidimensional personality.

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

The Head of the institution is committed to provide leadership role and ensures effective and efficient transaction of teaching and learning processes by conducting meetings with heads. Heads

of the Departments hold meetings with faculty members of the respective departments. Besides, the staff council meetings are held regularly to discuss various academic issues. The functions of the various committees are well defined and all the members are apprised of its functions.

The Institute has a body called Institute Advisory Board (IAB) which finalizes the academic programs of the Institute through deliberations. The finalized programs are placed before the Institute's Management Committee for final approval. The Institute's Management Committee is constituted by the NCERT for a term of 3 years with the following members.

- a) Vice Chancellor, MDS University Ajmer
- b) Principal
- c) NCERT Director's nominee
- d) Director of SCERTs of States of Northern Region
- e) Heads of Departments
- f) Administrative officer- Member Secretary

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?

Different committees are constituted by the Principal for the proper implementation of various programs of the institute. The emphasis is on decentralization and democratic mode of functioning. Plans and proposals from all levels are finalized into programmes after active interaction. The responsibilities are clearly spelt out through circulars and individual briefing. The Principal oversees the implementation of all programmes.

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

The committees constituted for different purposes hold meetings with the committee members. The matters are discussed and decisions are put before the Principal by the conveners of committees. The Principal thus reviews the progress of the functioning and provides suggestions wherever required.

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

There is no barrier in achieving the vision, mission and goals of the institution. The vision and missions are prominently displayed in strategic areas in the institute. The institution strives to achieve the stated goals in the vision and mission statements.

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

The management encourages and supports involvement of the staff for improvement of the effectiveness and efficiency of the institutional process by supporting them for their personal and professional development. The faculty is given freedom to try out innovative methods and materials. The academic freedom is provided to all the faculty members of the institute.

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

The Head of the institution ensures the implementation of changes in the curriculum as per requirement and also motivates the faculties to adopt innovative transactional strategies. As a leader, he also holds meeting with faculties to execute the admission processes to different courses, conduct of internal as well as university examinations. The Head of the institution also ensures decentralized administration of academic affairs, sharing of responsibilities, participative decision-making and a learning organization. Students are provided with adequate facilities like ICT, study materials in the library, laboratory equipment and chemicals and materials for co-curricular activities

6.2. Organizational Arrangements:

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

The management of the institute is being looked after through various committees:

1. Management committee

The Institute's Management Committee is constituted with the following members.

- Vice Chancellor, M.D.S. University Ajmer
- Principal

- NCERT Director's nominee
- Director of SCERTs of States of Northern Region
- Heads of Departments
- Administrative officer- Member Secretary

2. Institute Advisory Body

- IAB
- SCC
- Staff Council

3. IQAC: constitution of IQAC is as follows:

- Prof. V.K. Kakaria, Principal, Chairperson
- Prof. J.P. Bagchi, Member
- Prof. Nagendra Singh, Member
- Prof. S.V. Sharma, Member
- Prof. Saryug Yadav, Member
- Dr. Ishwant Kaur, Member
- Dr. B.K. Jha, Member
- Prof. G.K. Kohli, MDS University, Ajmer
- Dr. P.K. Srivastava, Principal MPS, Ajmer
- Sh. K.K. Sharma, Administrative Officer
- Prof. B. Barthakur, Coordinator

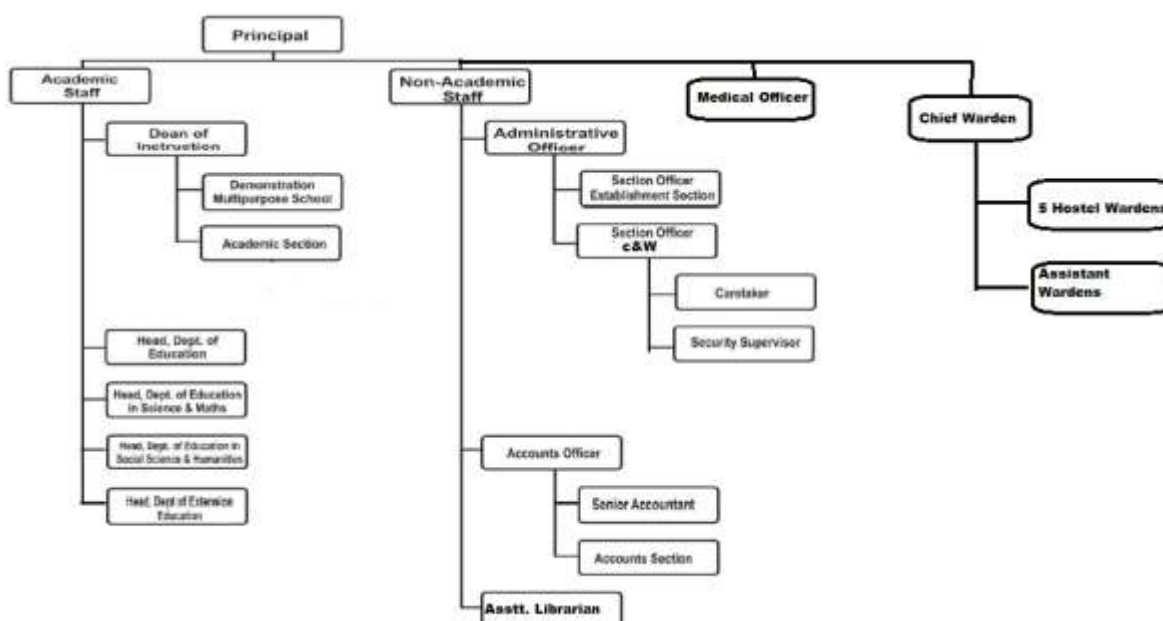
Besides these statutory committees the institution is having other committees for the management of different institutional activities viz.

- Sports committee
- Library committee
- Grievance and redress cell
- Internal assessment committee
- Scholarship committee
- Women cell
- Students council
- Anti-ragging committee
- Proctorial Board
- Hindi Cell
- House Allotment Committee
- Central Purchase Committee

- Internship Committee
- SSA Cell
- RMSA Cell
- Research Committee
- Minority Cell
- Inclusive Education Cell
- CCE Cell
- Arts and Aesthetics Cell
- Women's Studies
- Literary activities
- Games and Sports
- Attendance Monitoring Committee
- Admission, Examination liaison with University Committee
- Students' Advisory Committee
- Inter House Activities Committee

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

i. Organisational Chart –



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

The Principal of the Institute is overall head. The administration of the institute is managed through two channels – academic and administrative. The Dean, being the academic head, works in cooperation with four heads of departments namely DESM, DESSH, DE and DEE. Head of department carries out different activities through section in-charges of all sections of the department. The administrative unit of the institute is headed by an Administrative Officer through section in-charges, Medical facility including Medical Officer with two nurses (male and female) is 24 hours available as per rules in Institute Campus. Chief Warden with the help of Wardens and Assistant Wardens manages all Hostels for Students.

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

The institute collaborates with State agencies like SCERT, DIET, Boards of Secondary Education, JNVs, KVs, University Departments and other educational bodies of the Northern region for implementing educational programmes of the institute.

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

Yes. The Feedback is obtained from different agencies and stakeholders by organizing meetings of SCC, IAB, Management Committee, and participating in meeting Board of Studies and other such academic bodies. The feedback is also obtained from the participants of various training and other programmes organized by the institute. The data so received are analysed and incorporated in the decision making for improvement of quality.

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

All the activities of the institution are planned in such a way that the faculty members work in cooperation, enrich their personal abilities, through the sharing of knowledge and skills in Academic Forum. Due appreciation is given for innovations. It motivates faculty members for further studies in order to enhance their qualification. It permits staff to participate in various seminars, conferences and workshops and publishing papers. The faculty members are encouraged to publish articles in reputed national and international journals to disseminate their research work. The institute also promotes the faculty members to conduct Minor and Major researches, and to

organize state and national level seminars. For conducting all such activities the institute provides conducive environment.

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?

Although the institution does not have Management Information System, the institute maintains data and information on academic and administrative affairs through computerized system at different levels in concerned offices.

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

The institute identifies the priority areas and for which financial sanctions are obtained from the head quarter, and faculty members based on their expertise are involved in these areas. Regular employees are appointed by NCERT headquarters as per Government of India and NCERT norms. Temporary, On Contract, Ad-hoc appointments are being done by Principal at Institute level as per rules and norms provided by NCERT/Government of India.

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

The Institute is in need of large number of recruitments on vacant positions both academic and ministerial, from NCERT headquarters. At present all the activities are being managed through available regular faculty/employees and contractual employees appointed from time to time.

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

The academic plan is prepared at the beginning of the year after detailed discussion by Academic Calendar committee, Time Table Committee and Internship Committee in which the suggestions made by teachers are included. The academic plans and programmes are developed through series of workshops/meetings by involving faculty/employees of the Institute and experts of concerned areas. A Principals' conference is organized in which the teachers and Principals of the cooperating schools are invited to discuss the issues with the faculty members of the institute for finalizing internship programmes.

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

The employees are oriented to institutional goals and objectives by conducting meetings in the Institute. All newly recruited faculties are oriented about the goals and functioning of the organization at NCERT head quarter, New Delhi. Frequent interactions with the employees are held to obtain their ideas and to ensure their contributions for institute's development. Additional efforts are made to bring out the best in every employee through a synchronization of individual and institutional goals.

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

Institute has constituted various committees for fulfilment and implementation of its aim, vision and mission. The Institute's vision and mission are modified as and when changes are made in educational policies at national level by NCERT.

6.3.7. How does the institution plans and deploys the new technology?

The Institute plans and deploys new technologies keeping pace with the technological developments in the field of Education.

6.4. Human Resource Management:

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

Interaction with the staff and consultation with the heads of departments helps to identify their needs for professional developments.

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

The performance of the faculty and other staff is assessed through annual self appraisals (format enclosed at relevant place in SAR). The evaluations of self appraisals are reflected in teaching learning strategies, undertaking research and motivating faculty and other staff for better performance.

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

There are many welfare measures including admission facility of wards of staff in institute's school, maternity and child care leave, paternity leave, study leave, loan facility for vehicle and house building, health care facility, and annual NCERT staff games.

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

The institute conducted various training and orientation programmes on use of ICT in teaching, pedagogy-cum-content enrichment programmes, statistical analysis, invited lecture series on contemporary issues like RTE, CCE, NCF, etc. Besides, the non-teaching staff was provided training on library automation, office and account computerization, accounting procedures etc.

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

The Institute follows recruitment rules provided by NCERT, salary structure, and service conditions following the UGC, NCERT and Government of India norms.

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

The recruitment of faculty (part-time/contractual) against vacant positions is done as per the UGC and NCERT norms. Consolidated pay is given to the faculty (part time/ contractual) as per the UGC and NCERT norms. Workload of faculty (contractual) is at par with the regular faculty. The specialization of the faculty is as per the requirement of the post.

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

Faculty members are encouraged to pursue research leading to Ph.D degree. They are allowed to apply for study leave if they undertake full-time Ph.D programmes. Faculty members are also

encouraged to participate in seminars, conferences, refresher and orientation courses etc. They are motivated to take up minor and major research projects.

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).

Each staff member is provided separate room with facilities like computer, Internet and telephone connectivity to carry out their work effectively. Wi-Fi connectivity is also available in the campus. Other facilities include a well maintained library (Learning Resources Centre) with online books and journals, ET Lab, Multimedia Studio, EDUSAT connection, and well equipped laboratories.

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

Faculty and stake holders can obtain information from Notice boards, institute website, brochure, and academic calendar. Apart from these the Institute has RTI cell to provide information to stakeholders. Complaint Boxes and Grievance Redressal cells are placed where complaints can be registered/dropped.

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

The teaching workload in the institution is as per the UGC and NCTE norms. As the Institute has multidimensional activities, the faculty members are engaged in such a way that the workload is justifiably distributed among faculty.

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

Staff members are encouraged to participate in seminars, workshops, orientation and refresher programmes and publish articles in educational magazine / journals. Their academic contributions are considered and given weightage for career advancement. Hindi Pakhwada and Staff Tournaments are organised by the Institute to encourage and motivate staff members with prizes/certificates.

6.5. Financial Management and Resource Mobilization:

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

It is a constituent Unit of NCERT financed by MHRD, Govt. of India. (Detailed Budget details enclosed in appendix portion)

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

Donations are not collected.

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

Yes. We have been provided adequate budget by NCERT through MHRD, Government of India for day-to-day and all kind of expenses.

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

Copy Enclosed in **Appendix portion**

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

Yes.

Details enclosed in **Appendix portion**

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

Yes, the institution computerized its finance management systems Salary bill, arrear bill, increment, etc., are prepared using computer.

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?

1. Objectives of the practice: The objective of this best practice is to develop future teacher trainees as the best teachers in the society through effective leadership.
2. The practice: The best practices adopted by the institute to ensure effective Governance and Leadership can be seen in the Five F's given below:
 - I. Focus on accountability
 - II. Freedom of Governance
 - III. Financial Providence
 - IV. Faculty Enrichment
 - V. Feedback for Improvisation

Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

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

Revised and updated according to the latest norms formed in September, 2016 is as follows:

Composition : 1. Prof. V.K. Kakaria, Principal and Chairperson IQAC 2. Prof. B. Barthakur, Coordinator 3. Prof. J.P. Bagchi, Dean and Member 4. Prof. Nagendra Singh, Head of Department of Education and Member 5. Prof. S.V. Sharma, Head Department of Education in Science and Mathematics 6. Prof. Saryug Yadav, Member 7. Dr. Ishwant Kaur, AHM, DM School and Member 8. Dr. B.K. Jha, Assistant Librarian and Member 9. Prof. G.K. Kohli, M.D.S. University, Ajmer and Member 10. Dr. P.K. Srivastava, Principal Maheshwari Public School, Ajmer, Member 11. Shri K.K. Sharma, Administrative Officer and Member.

Activities Undertaken : Compilation and preparation of SSR for NAAC Accreditation.

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

Through different channels, it is ensured that things move in right direction. In academic activities, monitoring is done by Dean of Instruction in terms of smooth conduction of classes, monitoring of attendance, internal assessments etc. Progress of PAC programmes (Training, Research, and Extension) undertaken is monitored time to time by taking progress reports from programme coordinators. Supervision is done by Institute Advisory Board (IAB) of RIE, ajmer also and relevant action is taken.

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

The Institute runs four regular courses i.e. B.Sc.B.Ed., B.A.B.Ed., B.Ed. and M. Ed. In all the courses the focus is on integration of theoretical and practical aspects of the curriculum. Utmost care is taken in organization of extensive pre-internship programme, peer group teaching, internal assessments, community work, Yoga week. Autonomy to students along with proper monitoring is provided for making them independent and responsible human being. They are given ample opportunities to emerge as organizers. For experimental subjects like Physics, Chemistry, Zoology, Botany, Geography, Psychology, the institute has well equipped laboratories. These laboratories are updated time to time.

Continuous and comprehensive evaluation is tried to implement. Internal assignments are done twice a year to know the progress of students. Various assignments are given to students time to time. Seminars are arranged in few of the experimental classes. Science activities are done with full zeal and enthusiasm. Attendance of students is monitored thrice in a year and letters are sent to the parents of those students who fall short in attendance.

In order to make students a responsible and productive citizens, many co-curricular activities are arranged throughout the year such as cultural, literary and sports week, Hindi pakhwada, National education day, International Yoga day, National communal harmony week, Swachchhata pakhwada etc.

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

For proper functioning of the institute, various sections are created. These are: Establishment section, Academic section, Accounts section, Campus and Welfare section, Principal's secretariat. Responsibilities of these sections are of different nature. Administrative officer looks after all the administrative functioning of the institute. Financial management is taken care by Accounts Officer. Further monitoring is done by Internal Audit team.

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

There is good coordination between academic and non-academic employees. They work as a team. For instance, all are gathered on the occasion of retirement of employees of the institute. In various committees, the members are taken from all the sections. Assistance is provided to the needy as and when required.

7.2 Inclusive Practices

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

Language (Hindi and English), proper attention on both boys and girls, equal opportunities of participation, inclusive education and gender issues based foundation day celebration

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?

-Special education cell, optional paper on inclusive education in B.Ed. and M.Ed. courses, Gender issues, cooperative and collaborative learning, sharing, caring and pairing, learning by doing

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

Working with community for B.Sc.B.Ed., B.A.B.Ed and B.Ed. courses, Art and aesthetic workshop, Yoga workshop for M.Ed., pre-internship and internship, peer group teaching, work experience, ICT, environmental education, computer education

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

Internship, classroom, sports activities

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

Ramp, assistant for examinations

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

Women cell, international women day celebration, women sexual harassment committee (Dr. MM, AO, SO with the help of administration)

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?

Through Institute Website, Providing Information under RTI Act 2005, Advt. in daily newspapers (tender, vacancies), notice boards, circulars, e-mail, Institute Newsletter etc.

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

RTI, Shikayat nivaran box, complaint box, anti-ragging committee, sexual harassment committee, minority cell, warden, proctorial board, C&W section, CPWD, Electricity, PHED

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

Verbal, feedback registers indepartments, wildlife.....complaint registers in hostels, Students' council office bearers, alumni get-together, Principals in internship programme, internal assessment, attendance monitoring

Some Photographs of Major Activities of the Institute

REPUBLIC DAY CELEBRATION



BLOOD DONATION CAMP



PRAKRITI MELA





ENVIRONMENTAL EDUCATION THEME PARK



LITRARY, SCIENCE AND CULTURAL ACTIVITIES



ANNUAL DAY CELEBRATION



NCERT FOUNDATION DAY CELEBRATION



OTHER ACTIVITIES – CONFERENCES AND PRESENTATIONS



MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION
B.ED. I

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
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End-Term Examination																																										

MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION
B.ED. II

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MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION
B.Sc.B.ED. I

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MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION
B.Sc.B.ED. II

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MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION
B.Sc.B.ED. III

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MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION
B.Sc.B.ED. IV

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MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION
B.A.B.ED. I

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MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION
B.A.B.ED. II

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MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION
M.ED. I

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42									
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MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION
M.Ed. II

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42		
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APPENDIX 1

SAMPLE QUESTIONNAIRES FOR FEEDBACK FROM STUDENTS

Anchana

Manual for Self-appraisal of Teacher Education Institutions

Sample Questionnaires for Feedback from Students Affiliated / Constituent Colleges

Questionnaire No. 1
College XYZ *Regional Institute of Education, Ajmer*

Programme: _____

Department: *SCIENCE* Semester/Term/Year: *IVth Y^r*

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		✓		

NAAC for Quality and Excellence in Higher Education 110

Questionnaire No. 2

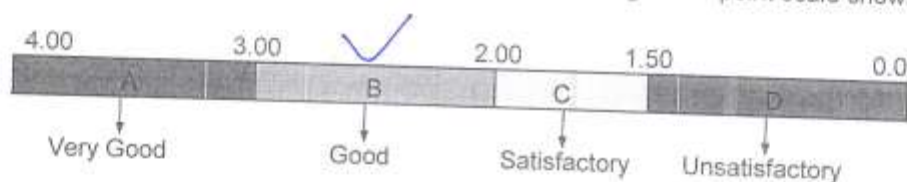
College XYZ *RIE, Ajmer*

Student Feedback on Teachers

Department: *SCIENCE*

Semester/Term/Year: *IVth Yr*

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		✓		

15. How often did the teacher provide feedback on your performance?

- ☒ a) Regularly/in time b) with helpful comment
c) often/ late d) without any comments

16. Were your assignments discussed with you?

- ☒ a) Yes, fully b) yes, partly
c) not discussed at all d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning?

- ☒ a) Yes b) no

If yes, was it helpful?

- ☒ a) Yes b) no

18. If you have other comments to offer on the course and suggestions for the teacher you

may do so in the space given below or on a separate sheet.

Regional Institute of Education Ajmer

Manual for Self-appraisal of Teacher Education Institutions

Sample Questionnaires for Feedback from Students Affiliated / Constituent Colleges

Questionnaire No. 1

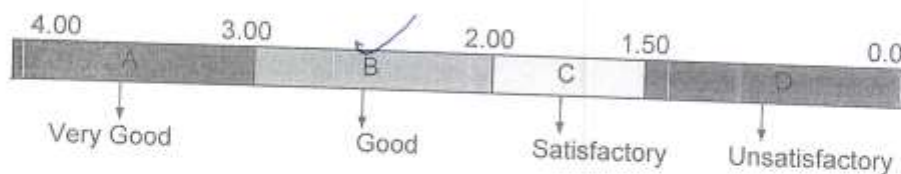
College XYZ

Programme: B.Ed. IInd year

Department: Education Department

Semester/Term/Year: 2016

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	✓			

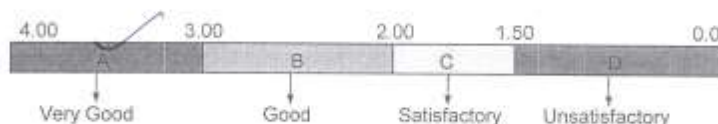
Questionnaire No. 2

College XYZ

Student Feedback on Teachers

Department: *Education Department* Semester/Term/Year: *2016*

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	✓			

15. How often did the teacher provide feedback on your performance?

- a) Regularly/in time ☒ b) with helpful comment
c) often/ late d) without any comments

16. Were your assignments discussed with you?

- a) Yes, fully ☒ b) yes, partly
c) not discussed at all d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning?

- a) Yes b) no

If yes, was it helpful?

- ☒ a) Yes b) no

18. If you have other comments to offer on the course and suggestions for the teacher you

may do so in the space given below or on a separate sheet.

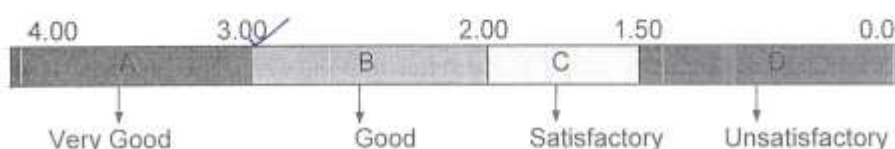
Sample Questionnaires for Feedback from Students

Affiliated / Constituent Colleges

Questionnaire No. 1

College XYZ *REGIONAL INSTITUTE OF EDUCATION, AJMER*Programme: *M.Ed 1ST YEAR*Department: *EDUCATION*Semester/Term/Year: *~~YEARLY~~ 1st 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		✓		

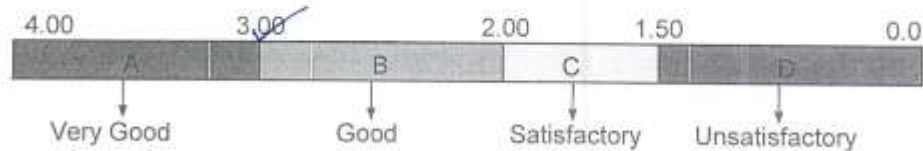
Questionnaire No. 2

College XYZ REGIONAL INSTITUTE OF EDUCATION, ATMER

Student Feedback on Teachers

Department: EDUCATION (M.Ed 1st YEAR) Semester/Term/Year: ANNUAL (1st year)

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		✓		

15. How often did the teacher provide feedback on your performance?

- a) Regularly/in time
- ☒ b) with helpful comment
- c) often/ late
- d) without any comments

16. Were your assignments discussed with you?

- ☒ a) Yes, fully
- b) yes, partly
- c) not discussed at all
- d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning?

- ☒ a) Yes
- b) no

If yes, was it helpful?

- ☒ a) Yes
- b) no

18. If you have other comments to offer on the course and suggestions for the teacher you

may do so in the space given below or on a separate sheet.

Questionnaire No. 3

College XYZ REGIONAL INSTITUTE OF EDUCATION, AJMER

Students' overall Evaluation of the programme and Teaching
(To be filled only after the course results are declared)

Department : (M.Ed 1ST YEAR) EDUCATION Course : M.Ed 2ND YEAR
Teacher : Year : 2016

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

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

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

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

1. The syllabus of each course was

- | | |
|----------------------------------------------------|---------------|
| a) adequate | b) inadequate |
| <input checked="" type="checkbox"/> c) challenging | d) dull |

2. Background for benefiting from the course was

- | | |
|-----------------------|-------------------------------------------------|
| a) more than adequate | <input checked="" type="checkbox"/> b) adequate |
| c) inadequate | d) cannot say |

3. Was the course easy or difficult to understand?

- | | |
|--------------------------------------------------|-------------------|
| a) easy | b) manageable |
| <input checked="" type="checkbox"/> c) difficult | d) very difficult |

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

- | | |
|--------------------------------------------------|------------------|
| a) 85 to 100% | b) 70 to 85% |
| <input checked="" type="checkbox"/> c) 55 to 70% | d) less than 55% |

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

- | | |
|-----------------------|-------------------------------------------------|
| a) more than adequate | <input checked="" type="checkbox"/> b) adequate |
| c) inadequate | d) very poor |

6. To what extent were you able to get material for the prescribed readings?
- a) Easily
 - ☒ b) with some difficulty
 - c) not available at all
 - d) with great difficulty
7. How well did the teacher prepare for the classes?
- a) thoroughly
 - ☒ b) satisfactorily
 - c) poorly
 - d) indifferently
8. How well was the teacher able to communicate?
- a) Always effective
 - ☒ b) sometimes effective
 - c) Just satisfactorily
 - d) generally ineffective
9. How far the teacher encourages student participation in class?
- a) mostly yes
 - ☒ b) sometimes
 - c) not at all
 - d) always
10. If yes, which of the following methods were used?
- a) Encouraged to raise questions
 - ☒ b) get involved in discussion in class
 - c) encourage discussion outside class
 - d) did not encourage
11. How helpful was the teacher in advising?
- a) Very helpful
 - ☒ b) sometimes helpful
 - c) not at all helpful
 - d) did not advise
12. The teacher's approach can best be described as
- a) Always courteous
 - b) sometimes rude
 - c) always indifferent
 - ☒ d) cannot say
13. Internal assessment was
- a) Always fair
 - b) sometimes unfair
 - c) Usually unfair
 - ☒ d) sometimes fair
14. What effect do you think the internal assessment will have on your course grade?
- ☒ a) Helps to improve
 - b) discouraging
 - c) no special effect
 - d) sometimes effective

Questionnaire No. 3

Regional Institute of Education, Ajmer

Students' overall Evaluation of the programme and Teaching
(To be filled only after the course results are declared)

Department : *Education*

Course : *B. Ed. IInd year*

Teacher :

Year : *2016*

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

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

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

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

1. The syllabus of each course was

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

2. Background for benefiting from the course was

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

3. Was the course easy or difficult to understand?

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

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

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

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

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

6. To what extent were you able to get material for the prescribed readings?
- a) Easily
 - ☒ b) with some difficulty
 - c) not available at all
 - d) with great difficulty
7. How well did the teacher prepare for the classes?
- a) thoroughly
 - ☒ b) satisfactorily
 - c) poorly
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8. How well was the teacher able to communicate?
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 - ☒ c) not at all helpful
 - d) did not advise
12. The teacher's approach can best be described as
- ☒ a) Always courteous
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 - c) always indifferent
 - d) cannot say
13. Internal assessment was
- a) Always fair
 - b) sometimes unfair
 - ☒ c) Usually unfair
 - d) sometimes fair
14. What effect do you think the internal assessment will have on your course grade?
- ☒ a) Helps to improve
 - b) discouraging
 - c) no special effect
 - d) sometimes effective

Questionnaire No. 3

College XYZ *RIE, Agmer*

Students' overall Evaluation of the programme and Teaching
(To be filled only after the course results are declared)

Department : *SCIENCE & EDUCATION* Course : *BSc BEd*

Teacher : *All science teachers & all education teachers* Year : *IVth yr*

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

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

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

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

1. The syllabus of each course was

- | | |
|----------------------------------------------------|---------------|
| a) adequate | b) inadequate |
| <input checked="" type="checkbox"/> c) challenging | d) dull |

2. Background for benefiting from the course was

- | | |
|-----------------------|-------------------------------------------------|
| a) more than adequate | <input checked="" type="checkbox"/> b) adequate |
| c) inadequate | d) cannot say |

3. Was the course easy or difficult to understand?

- | | |
|--------------|---------------------------------------------------|
| a) easy | <input checked="" type="checkbox"/> b) manageable |
| c) difficult | d) very difficult |

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

- | | |
|---------------------------------------------------|------------------|
| <input checked="" type="checkbox"/> a) 85 to 100% | b) 70 to 85% |
| c) 55 to 70% | d) less than 55% |

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

- | | |
|---------------------------------------------------|--------------|
| a) more than adequate | b) adequate |
| <input checked="" type="checkbox"/> c) inadequate | d) very poor |

6. To what extent were you able to get material for the prescribed readings?
- a) Easily ☒ b) with some difficulty
c) not available at all d) with great difficulty
7. How well did the teacher prepare for the classes?
- a) thoroughly ☒ b) satisfactorily
c) poorly d) indifferently
8. How well was the teacher able to communicate?
- ☒ a) Always effective b) sometimes effective
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12. The teacher's approach can best be described as
- ☒ a) Always courteous b) sometimes rude
c) always indifferent d) cannot say
13. Internal assessment was
- ☒ a) Always fair b) sometimes unfair
c) Usually unfair d) sometimes fair
14. What effect do you think the internal assessment will have on your course grade?
- ☒ a) Helps to improve b) discouraging
c) no special effect d) sometimes effective

Formats for Teacher Appraisal Reports



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
नयी दिल्ली 110 016
NATIONAL COUNCIL OF EDUCATIONAL
RESEARCH AND TRAINING
NEW DELHI 110 016

वार्षिक कार्यनिष्पादन मूल्यांकन प्रतिवेदन (ए.पी.ए.आर.)
ANNUAL PERFORMANCE APPRAISAL REPORT (APAR)
(अकादमिक स्टाफ के लिए)
(For Academic Staff)
(कार्यालय द्वारा विवरण भरे जाने हैं)
(Particulars to be filled in by the Office)

नाम :

Name :

पदनाम :

Designation :

कार्मिक संख्या :

Employee No. :

संघटक एकक का नाम : - R.E.Ajma

Name of the Constituent Unit :

प्रतिवेदन वर्ष :

अप्रैल 01-04-2015 से मार्च 31-03-2016 तक

Reporting Year :

April..... to March.....

ए.पी.ए.आर. प्रस्तुत करने की नियत तिथि :

Due date of submission of APAR :

प्रस्तुत करने की तिथि (प्रतिवेदन अधिकारी द्वारा भरा जाए) :

Date of submission (to be filled in by the reporting officer) :

तिथि :

Date : 19.12.2016

स्थान :

Place : R.E.Ajma

हस्ताक्षर

Signature

Phool Chand Meena
19/12

नाम :

Name : Phool Chand Meena

पदनाम :

Designation : Section Officer

National Institute of Education, Aizawl

(मुहर)

(SEAL)

वार्षिक कार्यनिष्पादन मूल्यांकन प्रतिवेदन (ए.पी.ए.आर.)
ANNUAL PERFORMANCE APPRAISAL REPORT (APAR)

भाग 1
PART I

(संबद्ध संकाय सदस्य द्वारा भरा जाना है)
(To be filled by the faculty member concerned)

खंड - अ : सामान्य जानकारी

Section - A : General Information

1. नाम :
Name :
2. पदनाम :
Designation :
3. जन्म तिथि :
Date of Birth :
4. क्या अ.जा./अ.ज.जा./अ.पि.वर्ग/ निशक्त वर्ग से संबंधित है :
Whether belongs to SC/ST/OBC/PH Category :
5. एन.सी.ई.आर.टी. में प्रारंभिक नियुक्ति की तिथि :
Date of initial appointment in NCERT :
6. वर्तमान पद पर नियुक्ति की तिथि :
Date of appointment on present post :
7. विभाग/संस्थान/प्रभाग/प्रकोष्ठ जहाँ पर प्रतिवेदित अवधि में कार्य किया :
Department/Institute/Division/Cell where worked during the period under report :
8. क्या स्थाई है; यदि हाँ, स्थाईकरण की तिथि :
Whether confirmed; if so, date of confirmation :
9. शैक्षिक अर्हता :
Educational Qualification :

खंड - ब : अकादमिक योगदान

Section - B : Academic Contribution

1. सामग्री का विकास/Material Development

क्र.सं. Sl.No.	कार्यक्रम का शीर्षक; अवधि Title of the Programme; duration	प्रतिभागिता का स्वरूप* Nature of involvement*	कार्य पूर्णता की स्थिति** Status of completion**	यदि प्रकाशित हुआ हो तो उससे संबंधित या तत्संबंधी विवरण दें If published, details thereof

(*) किए गए विशिष्ट कार्यक्रमों में अपनी भूमिका का उल्लेख करें

(*) Mention your role in the specific activities undertaken

(**) अ- प्रगति पर; ब- सम्पन्न; स- रिपोर्ट प्रस्तुत

(**) A- in progress; B- completed; C- report submitted

2. प्रशिक्षण/Training

क्र.सं. Sl.No.	कार्यक्रम का शीर्षक; अवधि Title of the Programme; duration	प्रतिभागिता का स्वरूप* Nature of involvement*	कार्य पूर्णता की स्थिति** Status of completion**	यदि प्रकाशित हुआ हो तो उससे संबंधित या तत्संबंधी विवरण दें If published, details thereof

(*) किए गए विशिष्ट कार्यक्रमों में अपनी भूमिका का उल्लेख करें

(*) Mention your role in the specific activities undertaken

(**) अ- प्रगति पर; ब- सम्पन्न; स- रिपोर्ट प्रस्तुत

(**) A- in progress; B- completed; C- report submitted

3. विस्तारण/Extension

क्र.सं. Sl.No.	कार्यक्रम का शीर्षक; अवधि Title of the Programme; duration	प्रतिभागिता का स्वरूप* Nature of involvement*	कार्य पूर्णता की स्थिति** Status of completion**	यदि प्रकाशित हुआ हो तो उससे संबंधित या तत्संबंधी विवरण दें If published, details thereof

(*) किए गए विशिष्ट कार्यक्रमों में अपनी भूमिका का उल्लेख करें

(*) Mention your role in the specific activities undertaken

(**) अ- प्रगति पर; ब- संकल्प; स- रिपोर्ट प्रस्तुत

(**) A- in progress; B- completed; C- report submitted

4. शिक्षण/Teaching

(अ) पढ़ाए गए पाठ्यक्रम

(a) Courses Taught

क्र.सं. Sl.No.	चरण/स्तर* Stage/Level*	पाठ्यक्रम का नाम Course Name	सत्र Semester	घंटों/पेरियडों की संख्या No. of hours/periods			क्या एस.एफ.टी. प्राप्त किया गया** Whether SFT obtained**
				व्याख्यान Lectures	ट्यूटोरियल Tutorials	प्रायोगिक क्रियाएं Practicals	

(*) यूजी/पीजी/पीएच डिप्लोमा/कोई अन्य

(*) UG/PG/PG Diploma/any other

(**) शिक्षण पर विद्यार्थियों की प्रतिक्रिया (एस.एफ.टी.)

(**) Students feedback on teaching (SFT)

- (ब) प्रशिक्षण
(b) Internship

क्र.सं. Sl.No.	पाठ्यक्रम का नाम Course Name	अवधि और स्थान Duration and Place	विद्यार्थियों की संख्या No. of students

- (स) क्षेत्र/कार्य/समुदाय की प्रतिभागिता
(c) Fieldwork/community involvement

क्र.सं. Sl.No.	पाठ्यक्रम का नाम Course Name	अवधि और स्थान Duration and Place	विद्यार्थियों की संख्या No. of students

- (द) परीक्षा/मूल्यांकन संबंधी कार्यकलाप
(c) Examination/Evaluation Activities

क्र.सं. Sl.No.	चरण/स्तर* Stage/Level*	मूल्यांकन का प्रकार** Type of Assessment**	पाठ्यक्रम का नाम Course Name

(*) यूजी/पीजी/पीजी डिप्लोमा/कोई अन्य

(*) UG/PG/PG Diploma/any other

(**) अ-आंतरिक मूल्यांकन; ब-सत्र मूल्यांकन; स-प्रश्न-पत्र निर्धारण; द-उत्तर पुस्तिकाओं का मूल्यांकन

(**) A-Internal assessment; B-Semester assessment; C- Paper setting; D-Evaluation of answer books

5. संस्थागत कार्यकलाप/प्रशासनिक जिम्मेदारियाँ

Institutional Activities/Administrative Responsibilities

क्र.सं. Sl.No.	कार्यकलाप का विवरण Details of the activity	योगदान का स्वरूप Nature of contribution

नोट : (*) परिषद्/अन्य संगठनों द्वारा सौंपी गई सभी प्रशासनिक जिम्मेदारियाँ

Note: (*) All the administrative responsibilities assigned by the Council/other organisations

खंड - स : अनुसंधान योगदान

Section - C : Research Contribution

1. अनुसंधान परियोजनाएँ/Research Projects

क्र.सं. Sl.No.	परियोजना का शीर्षक; Title of the Project; अवधि (माह एवं वर्ष); Duration (month and year);	प्रतिभागिता का स्वरूप* Nature of involvement*	द्वारा प्रायोजित Sponsored by	स्थिति** Status**

(*) प्रधान अन्वेषक, सह-प्रधान अन्वेषक, परियोजना निदेशक, दल सदस्य आदि के रूप में

(*) as Principal Investigator, Co-Principal Investigator, Project Director, Team Member, etc.

(**) अ- प्रगति पर; ब- सम्पन्न; स- रिपोर्ट प्रस्तुत

(**) A- in progress; B- completed; C- report submitted

2. वर्ष के दौरान अनुसंधान योगदान (प्रत्येक मद का पूर्ण विवरण दें)

Research contribution during the year (give complete details of each item)

(i) राष्ट्रीय/अंतर्राष्ट्रीय पत्रिकाओं में प्रकाशित पत्र

Papers published in National/International journals

(ii) पुस्तकें अथवा पुस्तक (i) में अध्याय (i) प्रकाशित (शीर्षक, प्रकाशक, संस्करण और वर्ष का विवरण दें)

Book(s) or chapter(s) in books(s) Published (give details of title, publisher, edition and year)

(iii) क्षेत्रीय/राष्ट्रीय/अंतर्राष्ट्रीय/आदि स्तरों पर संगोष्ठियों/सम्मेलनों/कार्यशालाओं में प्रस्तुत लेख/पोस्टर (विवरण दें)
Paper(s)/poster(s) presented in Seminars/Conferences/Workshops at regional/
national/international/etc. levels (give details)

(iv) सम्मेलन/संगोष्ठी में प्रतिष्ठित स्थान
(सत्र/परिसंवाद/पैनल चर्चा के अध्यक्ष/सचिव/सभापति-विवरण दें)
Coveted position at the Conference/Seminar (President/Secretary/Chairperson
of Session/Symposium/Panel Discussion—give details)

(v) सम्मेलनों/संगोष्ठियों/कार्यशालाओं आदि में प्रतिभागिता
Participation in Conferences, Seminars/Workshops etc.

(vi) प्राप्त अभ्येतावृतियाँ/पुरस्कार/छात्रवृतियाँ/श्रेष्ठता/सम्मान
Fellowships/Awards/Scholarships/Distinctions/Honours received

(vii) अनुसंधान मार्गदर्शन

Research Guidance

(अ) वर्ष के दौरान शोध प्रबंध के पर्यवेक्षक/सह-पर्यवेक्षक

(a) Supervisor/Co-Supervisor of the research thesis during the year

(ब) इस वर्ष के दौरान प्रदत्त पीएच.डी. शोध प्रबंधों की संख्या

(b) Number of Ph.D. thesis awarded during this year

(viii) व्यावसायिक निकायों/बोर्डों/समितियों में सदस्यता

Membership in professional bodies/boards/committees

(ix) पत्रिकाओं में संपादन कार्य

Editorship in journals

(x) कोई अन्य योगदान/सृजनात्मक लेखन

Any other contribution/creative writing

3. भारत एवं विदेश में अनुसंधान/शिक्षण/अकादमिक कार्य/प्रशिक्षण हेतु संस्थानों/स्थानों में किए गए दौर
Institution/places visited in India and abroad for research/teaching/academic assignment/training

4. अर्जित अतिरिक्त अर्हताएँ एवं प्रशिक्षण/अभिविन्यास/पुनश्चर्या पाठ्यक्रमों में प्रतिभागिता
Additional qualifications acquired and training/orientation/refresher courses attended

दिनांक :

Date :

स्थान :

Place :

संकाय सदस्य के हस्ताक्षर

Signature of faculty member

भाग II प्रतिवेदन और पुनरीक्षण अधिकारियों द्वारा मूल्यांकन

PART II ASSESSMENT BY THE REPORTING AND REVIEWING OFFICERS

1. सेवा अवधि का विवरण

Detail of period of service

	प्रतिवेदन अधिकारी Reporting officer		पुनरीक्षण अधिकारी Reviewing officer	
नाम Name				
पदनाम Designation				
प्रतिवेदन/पुनरीक्षण अधिकारी के अधीन सेवा की अवधि Period of service under reporting/reviewing officer	से From	तक To	से From	तक To

2. संकाय सदस्य के कार्य और व्यक्तित्व पर अंकीय श्रेणी निर्धारण

Numerical grading on the work and personality of the faculty member.

कृपया निम्नवत् उपभागों में पाँच बिंदु पैमाने पर श्रेणी निर्धारण करें (औसत से नीचे-1, औसत-2, उत्तम-3, अति उत्तम-4, उत्कृष्ट-5)। निम्न श्रेणी निर्धारण के लिए वैध कारणों का समर्थन आवश्यक है। समग्र श्रेणी निर्धारण प्रत्येक उपभाग, (अ) और (ब) को 50% का अंकभार दिया जाए।

Please give grading on a five point scale (Below Average-1, Average-2, Good-3, Very Good-4, and Outstanding-5) in the following sections. Low grading needs to be supported with valid reasons. While estimating overall grade, 50% weightage given to each section, (A) and (B).

(अ) सभी अकादमिक कार्यकलाप

(A) All Academic Activities

क्र. सं. Sl. No.	मंदा Items	प्रतिवेदन अधिकारी Reporting officer	प्रतिवेदन अधिकारी के आद्यक्षर Initial of reporting officer	पुनरीक्षण अधिकारी Reviewing officer	पुनरीक्षण अधिकारी के आद्यक्षर Initial of reviewing officer
1.	कार्य के प्रति अभिवृत्ति Attitude towards work				
2.	कार्य की अकादमिक समझ Academic understanding of the work				
3.	नियोजित कार्य की निष्पत्ति Accomplishment of planned work				

क्र.सं. Sl. No.	वर्ग Items	प्रतिवेदन अधिकारी Reporting officer	प्रतिवेदन अधिकारी के आद्यक्षर Initial of reporting officer	पुनरीक्षण अधिकारी Reviewing officer	पुनरीक्षण अधिकारी के आद्यक्षर Initial of reviewing officer
4.	विशिष्ट कार्य की परिपूर्णा/किए गए अप्रत्याशित कार्य Accomplishment of exceptional work/unforeseen tasks performed				
5.	प्रतिवेदन वर्ष के दौरान कार्य की गुणवत्ता सुधारने हेतु किए गए प्रयास Efforts made to improve the quality of work during the reporting year				
6.	विश्लेषणात्मक और सृजनात्मक योग्यताएँ Analytical and creative abilities				
7.	संगत एन.सी.ई.आर.टी. नियम/विनियम/प्रक्रियाओं का ज्ञान Knowledge of relevant NCERT Rules/ Regulations/ Procedures				
8.	पहल शक्ति Taking initiative				
9.	कार्य में अनुशासन का पालन Maintenance of discipline at work				
10.	कार्य में समयनिष्ठता और नियमितता Punctuality and regularity in work				
	समग्र या समस्त श्रेणी निर्धारण Overall grading				

(ब) व्यक्तिगत विशेषताएँ
(B) Personal Attributes

क्र. सं. Sl. No.	मार्ग Items	प्रतिवेदन अधिकारी Reporting officer	प्रतिवेदन अधिकारी के आद्यक्षर Initial of reporting officer	पुनरीक्षण अधिकारी Reviewing officer	पुनरीक्षण अधिकारी के आद्यक्षर Initial of reviewing officer
1.	उत्तरदायित्व का बोध Sense of responsibility				
2.	संप्रेषण कौशल Communication skills				
3.	समय-सारणी का पालन करने की क्षमता Capacity to adhere to time schedule				
4.	परस्पर व्यक्तिगत संबंध Inter-personal relations				
5.	नीतिबद्ध योजना बनाने की क्षमता Strategic planning ability				
6.	निर्णय लेने की क्षमता Decision making ability				
7.	समन्वय क्षमता Coordination ability				
8.	सहकर्मियों के साथ कार्य करने और प्रेरित करने की क्षमता Ability to motivate and work with colleagues				
	समग्र श्रेणी निर्धारण Overall grading				

(क्र.सं. 3 से 7 प्रतिवेदन अधिकारी द्वारा भरा जाएगा)

Serial No. 3-7 to be filled up by the Reporting Officer/

3. अनुसूचित जातियों/अनुसूचित जन जातियों/समाज के अन्य सीमांत वर्गों के प्रति अभिवृत्ति :

Attitude towards Scheduled Castes/Scheduled Tribes/other marginalised sections of the society :

4. सत्यनिष्ठा :
Integrity :

5. संकाय सदस्य के विरुद्ध लम्बित कोई अनुशासनात्मक कार्रवाई/प्रतिकूल प्रशासनिक संप्रेषण/चेतावनी
Any disciplinary action/adverse administrative communication/warning pending
against the faculty member

6. संकाय सदस्य का संपूर्ण रेखाचित्र नीचे दें (लगभग 100 शब्दों में)
Provide below an overall picture of the faculty member (in about 100 words)

7. 2 (अ) एवं (ब) के आधार पर समग्र श्रेणी (प्रत्येक उपभाग अर्थात् 2 (अ) एवं (ब) को 50% अंकभार दिया जाना चाहिए)
Overall grade on the basis of 2 (A) and (B) (50% weightage should be given to each section i.e. 2 (A) and (B))

स्थान :
Place :

हस्ताक्षर
Signature

दिनांक :
Date :

प्रतिवेदन अधिकारी का नाम :
Name of the Reporting Officer :
रिपोर्ट की अवधि के दौरान पदनाम :
Designation during the period of report :

भाग III पुनरीक्षण अधिकारी की टिप्पणियाँ
PART III REMARKS OF THE REVIEWING OFFICER

1. क्या आप प्रतिवेदन अधिकारी द्वारा संकाय सदस्य के मूल्यांकन से सहमत हैं?

Do you agree with the assessment of the faculty member given by the reporting officer?

हाँ Yes	नहीं No
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2. यदि आप भाग II में 2 (अ) और (ब) के लिए किसी श्रेणी में संशोधन करना चाहते हैं तो कृपया भाग II में दिए गए कॉष्ठक में अपना मूल्यांकन अंकित करें। निम्नवत् पैटिका में मतभेद के कारणों का विशेष उल्लेख भी करें।

If you wish to modify the grade for 2 (A) and (B) in Part-II, please indicate your assessment in the column provided in Part-II. Also specify reasons for difference of opinion in the following box.

3. प्रतिवेदन अधिकारी द्वारा प्रदत्त वर्णनात्मक रिपोर्ट पर टिप्पणी करें, यदि कोई हो

Comments, if any on the descriptive report provided by the reporting officer

4. क्या आप सोचते हैं कि संकाय सदस्य के कोई विशेष गुण और/अथवा अन्य असाधारण विशेषताएँ अथवा योग्यता हैं, जो उनकी प्रगति और उच्चतर नियुक्ति के लिए विशेष चयन को न्यायोचित बनाते हैं?

Do you think the faculty member has any special characteristics and/or any outstanding merit or ability which would justify his/her advancement and special selection for higher appointment?

5. 2 (अ) और (ब) के आधार पर समग्र श्रेणी (प्रत्येक खंड अर्थात् 2 (अ) एवं (ब) को 50% अंकभार दिया जाना चाहिए)

Overall Grade on the basis of 2 (A) and (B) (50% weightage should be given to each section) i.e. 2 (A) and (B):

--

हस्ताक्षर

Signature

नाम (स्पष्ट अक्षरों में):

Name (in block letters) :

पुनरीक्षण की अवधि के दौरान पदनाम :

Designation during the period of review :

स्थान :
Place :

दिनांक :
Date :

(मुहर)
(SEAL)

APPENDIX - 3

Value Framework for Assessment of Higher Education Institution* and Suggested Parameters

Values/Goals		Suggested Parameters/Activities
1.	Contribution to National Development	<p>⇒ More access with equity</p> <p>⇒ Developmental thrust in identification of research areas and academic programmes</p> <p>⇒ Community engagement</p> <p>The Institute has been contribution to National Development with special reference to community engagement. Community work programme has been integrated component of B.Ed. programme and now is also a part of B.Sc.B.Ed. programme. B.A.B.Ed. Programme where working with community has been incorporated as a compulsory requirement. In this programme students are directly engaged with community such as nearby villages, anganbadis, primary health centers, community schools etc to have hands on experiences.</p> <p>Developmental thrust in identification of research areas and academic programmes which have been taken care of are :</p>
2.	Fostering Global Competencies among Students	<p>⇒ Development of generic skills : Generic skill have been integrated with application and life skills in order to foster global competencies among students. SSD curriculum and throughout the academic year corrricular and co-curricular activities are planned in order to make students learn generic skills.</p> <p>⇒ Development of application skills: Development of application skills has been one of the main concern of the Institute. Since the Institute runs the pre-service and in-service teacher education programmes and imparting all these values which are necessary for developing application skills. Developing teaching skills alongwith research abilities in order to perform as quality teacher is the main task of the Institute. Application of teaching and research skills along-with social and personal skills help the students to acquire global competencies.</p> <p>⇒ Development of life skills: Development of life skills is also one of the prime concerns of the Institute. Global competencies are ensured through life skills among students. Academic programmes, activities and other related Institutional programmes promote life skills such as cooperation collaboration, brotherhood etc.</p>

3.	Inculcating Value System in Students	<p>⇒ Value integration in academic programmes: All the academic programmes of the Institute have an integrated systematic value orientations across the curriculum and academic year. At present Institution offers two years M.Ed. Two years B.Ed., Four years B.Sc.B.Ed. and Four years B.A.B.Ed. programmes wherein integration of values have been planned in such a way that from beginning of academic session the students are oriented towards universal, constitutional and personal values. Classroom transaction strategies, internship programme, community work programme, field visits etc. are the various ways through which values are imparted and integrated.</p> <p>⇒ Value integration in management practices : The management practices are performed in such a way that value integration takes place according to work culture of the Institute. Institution has a well established students' council which is elected by the students of RIE Ajmer every year by following a democratic process. The students' council functions throughout the academic year in coordination with Institute's management in order to organize various programmes of Institute as per calendar of activities. Values for cooperation, collaboration, participation, collective decisions etc. are not only practiced but also transmitted to generations.</p> <p>⇒ Value inculcation through co-curricular and extra-curricular activities: All co-curricular and extra-curricular activities of the Institute have been planned very systematic and time-bound manner. The students' council has four houses namely Bhabha, Tagore, Vivekanand and Vishveshwariya Houses. The co-curricular and extra-curricular activities are organized every year in a frequent interval. Literacy, cultural, games and sports activities are organized by students. Besides Essay competition, Debate, Slogan Writing, Drawing and Painting, Group Song, Rangoli, Skit, Mehendi, Instrumental Music, Solo Song etc also take place. Apart from these Institute organizes various programmes such as community work, field visit, celebration of national days, blood donation camp, NCC activities, Environmental Awareness Week, Education Day, Science Day, Extension Lectures etc. for inculcating values among teachers and students.</p>
4.	Promoting the Use of Technology	<p>⇒ For enrichment of learning</p> <p>⇒ For increasing the access-online programmes</p> <p>⇒ For system management</p> <p>The Institute has a well established information and</p>

		<p>technology cell which over all coordinates uses and promotion of technology both for academic and administrative work. There are some ICT related PAC programmes which have both student teachers and teacher educators for developing talent for ICT work. Access to Free Internet facility to all students and staff members with unique identification is available. Advance Software are used for complex calculations like salary, income tax and other purposes. In all Offices of the Institute well equipped latest Computers with necessary software, printers, Scanners are provided. In some Sections where there is necessity Multimedia projectors are also available.</p>
5.	Quest for Excellence	<p>⇒ Development of benchmarks of excellence - Benchmarking focuses improving efforts on issues critical to success. It ensures that improvement targets are based on what has been achieved in practices, which removes the temptation to say 'it can not be done". Benchmarking provides confidence that our organisation's performance compares favourably with best practices. Benchmarking also provides an assurance that "Best Value" is being achieved.</p> <p>⇒ Best Practices application - Institution observe different best practices application concerned with all seven criterion of evaluation.</p> <p>⇒ Institutionalization of continuous improvement systems - As all the plans and programmes of the Institution finally approved by the Head of the Institution, an atmosphere maintained all along for continuous improvement system.</p>
<p><i>* The list is only illustrative. Institutions may identify many other parameters/activities depending on their context.</i></p>		

A BRIEF NOTE ON TEACHER EDUCATION SCENARIO IN THE STATE, RULES, REGULATIONS AND POLICIES ON ACADEMIC AND ADMINISTRATIVE GOVERNANCE ISSUED BY THE STATE AND CENTRAL GOVERNMENT/ REGULATORY BODIES AND AFILIATING UNIVERSITY/BOARD

Regional Institute of Education, Ajmer is a constituent unit of NCERT looks after both in-service and pre-service programmes for 9 states of Northern Region of the Country. NCERT is unique organisation in the country and cater to the needs of both school and higher education. The teacher education programmes under higher education programmes are framed by NCERT and run in the Institute since its inception in 1963. Now these programmes has been adopted by the entire Country under NCTE regulations, 2014. The Institute constantly makes efforts to improve quality of school and teacher education system in the northern region consisting of Chandigarh, Delhi, Haryana, Himachal Pradesh, Jammu and Kashmir, Punjab, Rajasthan, Uttar Pradesh and Uttarakhand.

All the nine states of northern region of the country coming under preview of the Institute, have SCERT and Boards of School Education along with Directorates of Education to look after School Education in the State. The Union Territory of Chandigarh, NCT Delhi, Haryana, Himachal Pradesh, jammu and Kashmir, Punjab, Rajasthan, Uttar Pradesh and Uttarakhand follows the syllabus of CBSE. The Institute faculty members helped in development of curriculum in the States as per the guidelines of NCF 2005 issued by NCERT.

Northern region of India have similar pattern of teacher education scenario. There are IASEs (Institute of Advance Studies in Education), CTEs (Colleges of Teacher Education), DIETs (District Institute of Education and Training), BTIs (Basic Training Institutes) and Government and Private un-aided colleges of B.Ed. Some Institutions also have M.Ed. course, D.Ed. programmes run in DIETs have two years duration and B.Ed. as well as M.Ed. were one year courses. But from academic year 2015-16 on NCTE guidelines the B.Ed. and M.Ed. Courses should also have two years duration. For the D.Ed. programme, course design and material development are done by the SCERT while assessment and certification are handled by Boards of School Education.

The Institute also helps the Universities of Northern Region of the Country in development and modification in various Education based Syllabi as B.Ed. M.Ed, B.A.B.Ed, B.Sc.B.Ed. B.Ed. (Special Education) etc. The DIETs was initiated in 1987 in Rajasthan. Since then 433 diets have been sanctioned of which 401 are functional. Below the district level,

under DPEP (District Population Education Programme), Block and Circle resource centres have been established that ensure capacity building of teachers at grassroot level in the State. However Sarva Shiksha Abhiyan envisages creating BRCs and CRCs in non DPEP districts.

Rajasthan enjoys a place of pride in the country as one of the most literate States of India. The State has achieved 87.40 % of literacy as per 2011 Census.

In RIE Ajmer B.A.B.Ed., B.Sc.B.Ed., Two Year B.Ed., Two Year M.Ed. courses are affiliated to the Maharshi Dayanand Saraswati University, Ajmer. In these courses the University ordinances of respective courses is applicable and other all regulations are framed by the Institute. Therefore, the course content of these courses are maintained at least equivalent to the University courses. Diploma Course in Guidance and Counselling is developed at NCERT level and the Diploma certificate is also provided by the NCERT.

The Institution tries to provide well informed well trained and well behaved teachers to the society. As India moves up on rapid economic growth path, and occupies the place in few of the top countries of the world, the Institute would need to further development of innovativeness, capabilities and skills. This is essential to strengthen our capability to translate new knowledge into new technology and products (Human Resource) ahead of other countries of the world.

INSTITUTIONAL ACADEMIC CALENDAR AND TIMETABLES

Regional Institute of Education Ajmer
Tentative Calendar of Activities for the Academic Session 2016-17

Month & Year	Day	Activity	Action to be taken by
27 June to 1 st July 16	Mon. to Fri.	Pre-internship programme for B.Sc. B.Ed 1 st year and 2 nd year B.Ed. students.	Convenor, Internship Committee
1 st July 16	Fri.	Classes commence for 2 nd year, 3 rd year B.Sc. B.Ed., 2 nd year B.A. B.Ed. and 2 nd year M.Ed. Students	Academic Section
4 th July 16	Mon.	Internship for four year B.Sc. B.Ed. and 2 nd year B.Ed students begins.	Convenor, Internship Committee
4 th Aug. 16	Thurs.	Orientation of Old Students for Anti Ragging Day	Academic Section
6 th Aug 16	Sat.	Internship for four year B.Sc. B.Ed. students concludes	Convenor, Internship Committee
15 Aug. 16	Mon.	Independence Day	Administrative Officer
16 th Aug. 16	Tue.	Submission and evaluation of four year B.Sc. B.Ed. internship related assignments	Convenor, Internship Committee
16 th Aug. 16	Tues.	Orientation programme for all newly admitted students	Academic Section
19 th Aug. 16	Fri.	Enrolment of new NCC cadets.	NCC Officer
24 th Aug. 16	Wed.	Formation of Houses for Co-curricular Activities	I/c Physical Education
1 st Sept. 16	Thurs.	NCERT Foundation Day and Exhibition of TLM by B.Sc. B.Ed. 1 st year students.	Administrative Officer
3 rd Sept. 16	Mon.	Teachers Day	Students Adviser
8 th Sept. 16	Thurs.	International Literacy Day	Convenor, Literary Committee
13-22 Sept. 16	Tues. to Thurs.	Working with Community Programme for One year B.Ed. students.	I/c Community work
13-22 Sept. 16	Tues. to Thurs.	*M.Ed. 2 nd year Internship and Field Work	Department of Education
21 st Sept. 16	Wed.	International Peace Day	Convenor, Literary Committee
26 th Sept. 16	Mon.	Submission of Attendance Phase- I.	Convenor, Attendance Committee
30 th Sept. 16	Fri.	Compilation of Attendance Phase- I	Convenor, Attendance Committee
2 nd Oct. 16	Sun.	Gandhi Jayanti / International Non-Violence Day	Administrative Officer
7 th Oct. 16	Fri.	Display of Attendance Phase-I and Communication to parents	Academic Section
17 th Oct. 16	Mon.	Autumn vacation begins for students.	Academic Section
22 nd Oct. 16	Sat.	2 nd year B.Ed. Internship concludes	Convenor, Internship Committee
30 th Oct. 16	Sun.	Institute Foundation Day	Administrative Officer
4 th Nov. 16	Fri.	Autumn vacation concludes for students.	Academic Section
7 th Nov. 16	Mon.	Classes for all Courses commence after Autumn Break	Academic Section
7 th Nov. 16	Mon.	Submission of 2 nd B.Ed. Internship related Assignments	Convenor, Internship Committee
08-10 Nov. 16	Tue. To Thur.	1 st Test for all the students subject wise	Chairman, Internal Assessment Committee

Contd. Page - 2

D. K. Sharma
01/08/2016

11 th Nov. 16	Fri.	National Education Day	Chairman, Extension Lecture Series Committee
15 th Nov. 16	Tue.	Election of House Representatives	Students Advisor
30 th Nov. to 2 nd Dec. 16	Wed. to Fri.	Inter House Literary, Cultural and Science Activities	Convenor, Literary, Cultural and Science Advisor
5-6 Dec. 16	Mon, Tue.	Inter House Games and Sports	Convenor, Games and Sports
7-8 Dec. 16	Wed. Thur.	Annual Athletic Meet, Sports Day and Prize Distribution	Convenor, Games and Sports
14-16 Dec. 16	Wed. to Fri.	Yoga Camp	Physical Education
16 th Dec. 16	Fri.	Compilation of Attendance Phase-II	Convenor, Attendance Committee
22 nd Dec. 16	Thur.	Display of Attendance Phase-II	Academic Section
3 rd to 13 th Jan. 17	Tue. To Fri.	Pre-internship programme for 1st year B.Ed. Students begins	Convenor, Internship Committee
14 th to 28 th Jan. 17	Sat. to Sat.	Pre-internship programme for 1st year B.Ed. Students concludes (placement in Schools)	Convenor, Internship
14 th to 28 th Jan. 17	Sat. to Sat.	M.Ed. 1st year Internship and field Work	Department of Education
26 th Jan. 17	Thurs.	Republic Day	Administrative Officer
1 st Feb. 17	Wed.	Submission and Evaluation of 1st year B.Ed. pre-internship Assignments	Convenor, Internship Committee
6 th to 8 th Feb. 17	Mon. to Wed	H Test for all the students subject wise	Chairman, Internal Assessment Committee
22 nd Feb. 17	Wed.	Compilation of Attendance Phase-III	Convenor, Attendance Committee
28 th Feb. 17	Tues	Display of Attendance Phase-III	Academic Section
28 th Feb. 17	Tue.	National Science Day	Science Advisor
8 th March 17	Wed.	Institute's Annual Day	Students Advisor
8 th March 17	Wed.	International Women's Day	Chairman, Women Studies
10 th to 20 th March 17	Fri. to Mon.	M.D.S. University Annual Practical Exam. B.Sc. B. Ed & B.A. B.Ed.	Coordinator, Practical Examination
20 th March 17	Mon.	Compilation of Attendance Final Phase	Convenor, Attendance Committee
21 st March to 5 th April 17	Tue. To Wed.	Preparation Leave for students	Academic Section
6 th April 17	Thur.	MDS University Annual Theory Examination for all Courses Commences	Academic Section
5 th May 17	Fri.	Summer Vacation for all Students begins	Academic Section
30 th June 17	Fri.	Summer Vacation for all Students concludes	Academic Section
3 rd July 17	Mon	Classes of IInd, IIInd, IVth year B.Sc. B.Ed., 2 nd year B.Ed. M.Ed. 2 nd year & B.A. B.Ed. II & IIIrd year student for the session 2017-18 Commences	Academic Section

P. K. Singh
Principal 01/08/17

** Tentative Dates subject to Notification by MDS, University, Ajmer.

* In co-ordination with T.E. Institutions (DIETs/CTE/IASE etc.)

Copy to: Dean /All HODs/ All faculty Members/Head Master,

IDM School/ Institute Library

Administrative Officer/Accounts Officer/ APC (P/A)/Institute & Hostel Notice Boards

REGIONAL INSTITUTE OF EDUCATION, AJMER

B.Sc. B.Ed. (2019-20)

Time - Table 2019-20

Day	I	II	III	IV	V	VI	VII	VIII	IX	X
Mon	9:00-9:45 Theory BB I Biol Edg BB II Edg (DE) BB III Phy BB IV Chem	9:45-10:30 BB I Maths BB II Zool BB III Chem BB IV Phy	10:45-11:25 BB I Phy BB II Bot BB III Chem BB IV Phy	11:25-12:10 BB II Maths BB III Edg (DE) BB IV Chem	12:10-12:55 BB II Phy	1:55-2:40 BB I Chem BB II Maths BB III Zool BB IV Bot	2:40-3:25 BB I Zool BB II Bot BB III Maths BB IV Phy	3:25-4:10 BB I Bot BB II Chem BB III Zool BB IV Phy	4:10-4:50 BB I Maths BB II Chem BB III Zool BB IV Phy	4:50-5:30 BB II Zool BB III Chem BB IV Bot
Tues	9:00-9:45 Theory BB I Chem BB II Phy BB III Zool BB IV Chem	9:45-10:30 BB I Maths BB II Zool BB III Chem BB IV Phy	10:45-11:25 BB I Phy BB II Bot BB III Chem BB IV Phy	11:25-12:10 BB II Maths BB III Edg (DE) BB IV Chem	12:10-12:55 BB II Phy	1:55-2:40 BB I Chem BB II Maths BB III Zool BB IV Bot	2:40-3:25 BB I Zool BB II Bot BB III Maths BB IV Phy	3:25-4:10 BB I Bot BB II Chem BB III Zool BB IV Phy	4:10-4:50 BB I Maths BB II Chem BB III Zool BB IV Phy	4:50-5:30 BB II Zool BB III Chem BB IV Bot
Wed	9:00-9:45 Theory BB I Biol Edg BB II Edg (DE) BB III Phy BB IV Chem	9:45-10:30 BB I Maths BB II Zool BB III Chem BB IV Phy	10:45-11:25 BB I Phy BB II Bot BB III Chem BB IV Phy	11:25-12:10 BB II Maths BB III Edg (DE) BB IV Chem	12:10-12:55 BB II Phy	1:55-2:40 BB I Chem BB II Maths BB III Zool BB IV Bot	2:40-3:25 BB I Zool BB II Bot BB III Maths BB IV Phy	3:25-4:10 BB I Bot BB II Chem BB III Zool BB IV Phy	4:10-4:50 BB I Maths BB II Chem BB III Zool BB IV Phy	4:50-5:30 BB II Zool BB III Chem BB IV Bot
Thurs	9:00-9:45 Theory BB I Chem BB II Phy BB III Zool BB IV Chem	9:45-10:30 BB I Maths BB II Zool BB III Chem BB IV Phy	10:45-11:25 BB I Phy BB II Bot BB III Chem BB IV Phy	11:25-12:10 BB II Maths BB III Edg (DE) BB IV Chem	12:10-12:55 BB II Phy	1:55-2:40 BB I Chem BB II Maths BB III Zool BB IV Bot	2:40-3:25 BB I Zool BB II Bot BB III Maths BB IV Phy	3:25-4:10 BB I Bot BB II Chem BB III Zool BB IV Phy	4:10-4:50 BB I Maths BB II Chem BB III Zool BB IV Phy	4:50-5:30 BB II Zool BB III Chem BB IV Bot
Fri	9:00-9:45 Theory BB I Biol Edg BB II Edg (DE) BB III Phy BB IV Chem	9:45-10:30 BB I Maths BB II Zool BB III Chem BB IV Phy	10:45-11:25 BB I Phy BB II Bot BB III Chem BB IV Phy	11:25-12:10 BB II Maths BB III Edg (DE) BB IV Chem	12:10-12:55 BB II Phy	1:55-2:40 BB I Chem BB II Maths BB III Zool BB IV Bot	2:40-3:25 BB I Zool BB II Bot BB III Maths BB IV Phy	3:25-4:10 BB I Bot BB II Chem BB III Zool BB IV Phy	4:10-4:50 BB I Maths BB II Chem BB III Zool BB IV Phy	4:50-5:30 BB II Zool BB III Chem BB IV Bot

Convenor, Time Table Committee

29/6/17

DEAN

PRINCIPAL

REGIONAL INSTITUTE OF EDUCATION, AJMER

B. Ed. I, II Yr. and M. Ed. I, II Yr.

TIME TABLE 2016-17

Day/Time	I	II	III	IV	V	VI	VII	VIII	IX	X
Monday	MED I 9:00-9:45 CC-1 PSE	9:45-10:30 SC-1 ICT/IE	10:30-11:25 CC-2 PL	11:25-12:10 CC-3 MERDA	12:10-12:55 SC-5 BU/BI	1:55-2:40 LBSDS	2:40-3:25 T-1	3:25-4:10 T-2	4:10-4:50 Dissemination	4:50-5:30 Dissemination
	MED II 9:45-10:30 CC-6	10:30-11:25 CC-7	11:25-12:10 CC-8	12:10-12:55 CC-9 SE	1:55-2:40 CC-10 SE	2:40-3:25 LBSDS	3:25-4:10 T-1	4:10-4:50 T-2	4:50-5:30 Dissemination	5:30-6:15 Dissemination
	BED I 9:45-10:30 BE	10:30-11:25 PC-1	11:25-12:10 PC-2	12:10-12:55 PC-3	1:55-2:40 PC-4	2:40-3:25 AL	3:25-4:10 SLP	4:10-4:50 PC-5	4:50-5:30 PC-6	5:30-6:15 PC-7
	BED II 9:45-10:30 SSI	10:30-11:25 VEI	11:25-12:10 A&A	12:10-12:55 PM (DESM)	1:55-2:40 PS (DESM)	2:40-3:25 GIE	3:25-4:10 ASNI	4:10-4:50 ASNI	4:50-5:30 ASNI	5:30-6:15 ASNI
Tuesday	MED I 9:00-9:45 CC-2 PL	9:45-10:30 SC-5 BU/BI	10:30-11:25 CC-1 PSE	11:25-12:10 CC-3 MERDA	12:10-12:55 CC-4	1:55-2:40 LBSDS	2:40-3:25 T-3	3:25-4:10 T-4	4:10-4:50 Dissemination	4:50-5:30 Dissemination
	MED II 9:45-10:30 CC-9 SE	10:30-11:25 CC-6	11:25-12:10 CC-7	12:10-12:55 CC-8	1:55-2:40 CC-9	2:40-3:25 LBSDS	3:25-4:10 T-3	4:10-4:50 T-4	4:50-5:30 Dissemination	5:30-6:15 Dissemination
	BED I 9:45-10:30 EP	10:30-11:25 LLC	11:25-12:10 PC-1	12:10-12:55 PC-2	1:55-2:40 AL	2:40-3:25 CS	3:25-4:10 BE	4:10-4:50 PC-2	4:50-5:30 PC-3	5:30-6:15 PC-4
	BED II 9:45-10:30 VEI	10:30-11:25 SC-5 BU/BI	11:25-12:10 PM (DESM)	12:10-12:55 PS (DESM)	1:55-2:40 PSS (DESSH)	2:40-3:25 GIE	3:25-4:10 ASNI	4:10-4:50 ASNI	4:50-5:30 ASNI	5:30-6:15 ASNI
Wednesday	MED I 9:00-9:45 CC-3 MERDA	9:45-10:30 CC-1 PSE	10:30-11:25 SC-4 ICT/IE	11:25-12:10 CC-2 PL	12:10-12:55 SC-5 BU/BI	1:55-2:40 CC-3 MERDA	2:40-3:25 T-3	3:25-4:10 T-4	4:10-4:50 Dissemination	4:50-5:30 Dissemination
	MED II 9:45-10:30 CC-8	10:30-11:25 CC-9 SE	11:25-12:10 CC-6	12:10-12:55 CC-7	1:55-2:40 CC-8	2:40-3:25 LBSDS	3:25-4:10 T-3	4:10-4:50 T-4	4:50-5:30 Dissemination	5:30-6:15 Dissemination
	BED I 9:45-10:30 CS	10:30-11:25 PC-2	11:25-12:10 BE	12:10-12:55 LLC	1:55-2:40 AL	2:40-3:25 PC-1	3:25-4:10 ELR	4:10-4:50 PC-1	4:50-5:30 PC-2	5:30-6:15 PC-3
	BED II 9:45-10:30 PM (DESM)	10:30-11:25 SC-5 BU/BI	11:25-12:10 PS (DESM)	12:10-12:55 PSS (DESSH)	1:55-2:40 HINDI (150)	2:40-3:25 GIE	3:25-4:10 ASNI	4:10-4:50 ASNI	4:50-5:30 ASNI	5:30-6:15 ASNI
Thursday	MED I 9:00-9:45 SC-4 ICT/IE	9:45-10:30 CC-2 PL	10:30-11:25 CC-1 PSE	11:25-12:10 SC-5 BU/BI	12:10-12:55 CC-3 MERDA	1:55-2:40 CC-4	2:40-3:25 T-3	3:25-4:10 T-4	4:10-4:50 Dissemination	4:50-5:30 Dissemination
	MED II 9:45-10:30 CC-10 SE	10:30-11:25 CC-7	11:25-12:10 CC-9 SE	12:10-12:55 CC-6	1:55-2:40 CC-8	2:40-3:25 LBSDS	3:25-4:10 T-3	4:10-4:50 T-4	4:50-5:30 Dissemination	5:30-6:15 Dissemination
	BED I 9:45-10:30 LLC	10:30-11:25 SSI	11:25-12:10 PC-1	12:10-12:55 PC-2	1:55-2:40 AL	2:40-3:25 PC-1	3:25-4:10 ELR	4:10-4:50 PC-1	4:50-5:30 PC-2	5:30-6:15 PC-3
	BED II 9:45-10:30 VEI	10:30-11:25 SC-5 BU/BI	11:25-12:10 PM (DESM)	12:10-12:55 PS (DESM)	1:55-2:40 PSS (DESSH)	2:40-3:25 GIE	3:25-4:10 ASNI	4:10-4:50 ASNI	4:50-5:30 ASNI	5:30-6:15 ASNI
Friday	MED I 9:00-9:45 SC-5 BU/BI	9:45-10:30 SC-4 ICT/IE	10:30-11:25 CC-2 PL	11:25-12:10 CC-3 MERDA	12:10-12:55 CC-1 PSE	1:55-2:40 CC-4	2:40-3:25 T-3	3:25-4:10 T-4	4:10-4:50 Dissemination	4:50-5:30 Dissemination
	MED II 9:45-10:30 CC-7	10:30-11:25 CC-9 SE	11:25-12:10 CC-6	12:10-12:55 CC-8	1:55-2:40 CC-9	2:40-3:25 LBSDS	3:25-4:10 T-3	4:10-4:50 T-4	4:50-5:30 Dissemination	5:30-6:15 Dissemination
	BED I 9:45-10:30 BE	10:30-11:25 PC-2	11:25-12:10 PC-1	12:10-12:55 PC-2	1:55-2:40 AL	2:40-3:25 PC-1	3:25-4:10 ELR	4:10-4:50 PC-1	4:50-5:30 PC-2	5:30-6:15 PC-3
	BED II 9:45-10:30 SSI	10:30-11:25 SC-5 BU/BI	11:25-12:10 PM (DESM)	12:10-12:55 PS (DESM)	1:55-2:40 PSS (DESSH)	2:40-3:25 GIE	3:25-4:10 ASNI	4:10-4:50 ASNI	4:50-5:30 ASNI	5:30-6:15 ASNI

M.Ed. I st Yr.	Room No. 45 (All papers); Room No. 45 - BI, IE; Room No. 38 - BII, Room No. 14 - BII (Monday); Library - LBSDS.
M.Ed. II nd Yr.	Room No. XX (All papers); Library - LBSDS.
B.Ed. I st Yr.	Room No. 101A - Sc Gr (BE, LEC, CS, AL, SLP, EP, EE), PPS, Room No. 104 - HUM. Gr. (BELLIC, CS, AL, SLP, EP, EE), PM, PSC, Room No. 29 - PSS, Room No. 14 - English and PSS (Monday); Room No. 25 - HINDI, WE (Agriculture). Room No. 148 WE (Elect) Room No. 150 - URDU, Room No. 27 - HW.
B.Ed. II nd Yr.	Room Nos given in bracket () against the side of the page.

Convener and members, Time Table Committee

Signature 29/6/17

Ulfef 29/6/17

Dean

Principal

REGIONAL INSTITUTE OF EDUCATION, AJMER
Department of Education in Social Sciences and Humanities

Time-Table (2016-2017)

Time/ Days	1 9:00-9:45	2 9:45-10:30	3 10:40-11:25	4 11:25-12:10	5 12:10-12:55	6 1:55-2:40	7 2:40-3:25	8 3:25-4:10	9 4:10-4:50	10 4:50-5:30
MON.	BH Gen. Hin. 112 Gen. Eng. 126	Geography practical	Hin- Eng- Geog- Econ-	History- Geog-111 Econ-112	ELICT History-111 Pol. Sc.-112	Hin- Eng- Econ-112	Geography- Hindi-115, Eng. 111 Urdu-38	Eco- Pol. Sc.- P.L.L.-	History- Hin-115 Eng. 111 Urdu-38	Gen. Hin- Gen. Eng- History-111 Pol. Sc.-115
	BAI History-28 Pol. Sc.-23	Hin-115 Eng. 111 Urdu-38	Hin- Geog- Econ-	History- Geog-111 Econ-112	History-111 Pol. Sc.-112					
	BI	Hin-25, Eng-14 Urdu-150	SS-14							
	BI			PC-2	PC-1					PC-2
	BI									
TUE.	BAI History-	Hin- Eng- Geog-111 Econ-112	WE	Gen. Hin- Gen. Eng- Geog- Econ-	VEI	Geography- History-111 Pol. Sc.-112	Hin- Eng- Econ-112	Eco- Pol. Sc.- P.L.L.-	History- Hindi-115 Eng. 111 Urdu-112	ELICT History-111 Pol. Sc.-112
	BAI Hin-115, Eng-111 Urdu-38	Hin-115 Eng. 111 Urdu-38	History- Geog- Pol. Sc.-	History- Geog- Econ-	History-111 Pol. Sc.-112 Urdu-38					
	BI		Hin-25, Eng-14 Urdu-150	SS-28				SS-28		
	BI			PC-2	PC-2					
	BI									
WED.	BAI Gen. Hin-112 Gen. Eng. 126	Hin- Eng- Geog-111 Econ-112	Geography- History- Pol. Sc.-	History- Econ-	Eco- Pol. Sc.-	VEI P.L.L.-	History- Geography practical	Hin- Eng- Urdu- Geography practical	Gen. Hin- Gen. Eng- History-115 Pol. Sc. 112	Eco- Pol. Sc.- Hin-115 Eng-111 Urdu-38
	BAI YHW	Hin- Eng- Geog-111 Econ-112	History- Geog- Pol. Sc.-	History- Econ-	Eco- Pol. Sc.-					
	BI									
	BI									
	BI									
THUR.	BAI PC-2	SS-28		PC-1				PC-1	PC-1	
	BAI Gen. Hin. 112 Gen. Eng. 126	Hin- Eng- Geog-111 Econ-112	History- Geog- Pol. Sc.-	History- Econ-	Eco- Pol. Sc.-					
	BAI YHW	Hin- Eng- Geog-111 Econ-112	History- Geog- Pol. Sc.-	History- Econ-	Eco- Pol. Sc.-					
	BAI Econ. 115		Geography practical		Hindi-25, Eng. 112 Urdu-38					
	BI									
FRI.	BAI Econ. 115	Hin-25, English-14, Urdu-150	PC-2	PC-1						
	BAI Econ. 115	Hin-25, English-14, Urdu-150	PC-2	PC-1						
	BAI Econ. 115	Hin-25, English-14, Urdu-150	PC-2	PC-1						
	BAI Econ. 115	Hin-25, English-14, Urdu-150	PC-2	PC-1						
	BAI Econ. 115	Hin-25, English-14, Urdu-150	PC-2	PC-1						

Principal

Dean

Convener and members Time Table Committee
29/6/17

ORDINANCES FOR B.Sc.B.Ed. PROGRAMME (RIE SCHEME)

The M.D.S. University, Ajmer hereby institutes the following ordinances under RIE scheme governing admission, course of study, examination and other matters relating to the degree of B.Sc.B.Ed programme under the Faculty of Education.

I. Eligibility

1. The course of study shall extend over a period of four years as an integrated course in Science, Education, Work Experience, General Hindi/General English and Environmental Education and Sustainable Development leading to the composite degree of B.Sc. B.Ed. Regional Institute of Education (RIE), Ajmer is catering to the needs of northern states – U.T. Chandigarh, Delhi, Haryana, Himachal Pradesh, Jammu & Kashmir, Punjab, Rajasthan, Uttaranchal and Uttar Pradesh.
2. Candidates who have passed Senior Secondary 10 +2 examination or any other examination recognized as equivalent thereto by the MDS University, Ajmer with at least 50% marks in the aggregate are eligible for admission to the course.
3. The reservation and relaxation in marks for SC/ST/OBC/PWD and other category shall be as per the rules of the Central Government/State Government whichever is applicable.
4. The Institute will regulate admission through selection on the basis of marks in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the NCERT/RIE and the University and in accordance with the state quota as decided by the Institute.
5. Candidate will be eligible for admission to Physical Science (PCM) Group if she/he has qualified qualifying examination with Physics, Chemistry and Mathematics or Statistics and for admission to Biological Science (CBZ) Group if she/he has qualified qualifying examination with Physics, Chemistry and Biology or Biotechnology.
6. Out of the total number of seats available for a State in each group, the reservation will be made as per the NCERT's/ Government of India's rule in force from time to time.

II. Scheme of Instructions and Examinations**PROGRAMME STRUCTURE, & SCHEME OF EXAMINATION****B.Sc. B.Ed. Part I Examination (New Scheme)**

Course/ Paper	Periods Per Week	Periods per Year	Paper with External/Internal	Exam. Duration (hrs.)	Max. Mark	in. for Pass
Group A: General Courses (GC)*						
GC 1: Gen Hindi/ Gen English	4	124	External	3	100	36
GC 2: Environmental Education & Sustainable Development	2	62	External	3	50	18
Group B: Core Courses (CC)						
1 : Physics	3	93	CC-1 (I) External Internal	3	40 10	36

	3	93		CC-1 (II) External Internal	3	40 10	
	4	124		Practical	5	50	18
2: Chemistry	3	93		CC-2 (I) External Internal	3	40 10	36
	3	93		CC-2 (II) External Internal	3	40 10	
	4	124		Practical	5	50	18
3: Zoology	3	93		CC-3 (I) External Internal	3	40 10	36
	3	93		CC-3 (II) External Internal	3	40 10	
	4	124		Practical	4	50	18
4: Botany	3	93		CC-4 (I) External Internal	3	40 10	36
	3	93		CC-4 (II) External Internal	3	40 10	
	4	124		Practical	4	50	18
5 : Mathematics	4	124		CC-5 (I) External Internal	3	60 15	54
	4	124		CC-5 (II) External Internal	3	60 15	
CC 6: Vision of Education in India: Concerns and Issues	4	124		External Internal	3	60 15	27
Group C : Developing Teacher Sensibilities							
Section I : Experiences for Teacher Enrichment							
ETE 1 : Enriching Learning through Information and Communication Technology	2	62		Internal		50	18
ETE 2 : Yoga, Health and Well being	2	62		Internal	-	50	18
Section II : Experiences for Social and Environmental Sensitivity (SES)							
SES 1 : Work Experience (Electricity and Electronics /Agriculture)	3	93		Internal	-	50	18
SES 2: Arts and Aesthetics	One Week Workshop			Internal		Grade	

ETE and SES Internals are to be evaluated by a team of two members constituted by the Principal in consultation with Dean of Instruction, Head, DE and Head DESM.

Distribution of Marks:

General Courses : 150* PCM 45

Core (Science) Courses : 450

Education : 225 CBZ 47

Total Marks 825**Total periods per week:***** Marks will not be added to the aggregate for award of division****B.Sc. B.Ed. Part II Examination (New Scheme)**

Course/ Paper	Periods Per Week	Periods per Year	Paper with External/Internal	Exam. Duration (hrs.)	Max. Mark	Min. for Pass
Group B: Core Courses (CC)						
1 : Physics	3	90	CC-1 (I) External Internal	3	40 10	54
	3	90	CC-1 (II) External Internal	3	40 10	
	3	90	CC-1 (III) External Internal	3	40 10	
	4	120	Practical	5	50	18
2: Chemistry	3	90	CC-2 (I) External Internal	3	40 10	54
	3	90	CC-2 (II) External Internal	3	40 10	
	3	90	CC-2 (III) External Internal	3	40 10	
	4	120	Practical	5	50	18
3: Zoology	3	90	CC-3 (I) External Internal	3	40 10	54
	3	90	CC-3 (II) External Internal	3	40 10	
	3	90	CC-3 (III) External Internal	3	40 10	
	4	120	Practical	4	50	18
4: Botany	3	90	CC-4 (I) External Internal	3	40 10	54
	3	90	CC-4 (II) External Internal	3	40 10	

	3	90		CC-4 (III) External Internal	3	40 10	
	4	120		Practical	4	50	18
5 : Mathematics	4	120		CC-5 (I) External Internal	3	54 16	72
	4	120		CC-5 (II) External Internal	3	52 13	
	4	120		CC-5 (III) External Internal	3	52 13	
CC 6: Learner, Learning and Cognition	4	120		External Internal	3	60 15	27
Group C : Developing Teacher Sensibilities							
Section II : Experiences for Social and Environmental Sensitivity (SES)							
S 1 : Work Experience (Electricity and Electronics / Agriculture)	3	90		Internal	-	50	18
S 2: Addressing special needs in Inclusive School	2	60		External Internal	2 -	40 10	18
S 3: Working with the Community	10 Days			Internal		Grade	

ETE and SES Internals are to be evaluated by a team of two members constituted by the Principal in consultation with Dean of Instruction, Head, DE and Head DESM.

Distribution of Marks:

Core (Science) Courses :
Education

600

: 175

Total Marks

775

Total periods per week

PCM 47

CBZ 48

B.Sc. B.Ed. Part III Examination (New Scheme)

Course/ Paper	Periods Per Week	Periods per Year	Paper with External/ Internal	Exam. Duration (hrs.)	Max. Mark	Min. for Pass
Group B: Core Courses (CC)						
1 : Physics	3	84	CC-1 (I) External Internal	3	40 10	36
	3	84	CC-1 (II) External Internal	3	40 10	
	4	112	Practical	5	50	18
2: Chemistry	3	84	CC-2 (I) External Internal	3	40 10	36

	3	84		CC-2 (II) External Internal	3	40 10	
	4	112		Practical	5	50	18
3: Zoology	3	84		CC-3 (I) External Internal	3	40 10	36
	3	84		CC-3 (II) External Internal	3	40 10	
	4	112		Practical	4	50	18
4: Botany	3	84		CC-4 (I) External Internal	3	40 10	36
	3	84		CC-4 (II) External Internal	3	40 10	
	4	112		Practical	4	50	18
5 : Mathematics	4	112		CC-5 (I) External Internal	3	60 15	54
	4	112		CC-5 (II) External Internal	3	60 15	
CC 6: Schooling, Socialization and Gender Concerns	4	112		External Internal	3	60 15	27
Group C : Developing Teacher Sensibilities							
Section I : Experiences for Teacher Enrichment							
ETE 1 : Strengthening Professional Development	2	56		Internal		50	18
Group D: Pedagogical Courses							
1: Pedagogy of Science (For PCM Group.) Pedagogy of Physical Science (For CBZ Group)	4	112		External Internal	3	60 15	27
2: Pedagogy of Mathematics (For PCM Group) Pedagogy of Biological Sc. (For CBZ Gr.)	4	112		External Internal	3	60 15	27
3: Learning to function as a Teacher	Four Weeks			Internal		50	18

ETE Internals are to be evaluated by a team of two members constituted by the Principal in consultation with Dean of Instruction and Head DE.

Distribution of Marks:

Core (Science) Courses :
Education

450
:

Total periods per week:

PCM 42
CBZ 44

Total Marks

775

B.Sc. B.Ed. Part IV Examination

Course/ Paper	Periods Per Week	Periods per Year	Paper with External/Internal	Exam. Duration (hrs.)	Max. Mark	Min. for Pass
Group B: Core Courses (CC)						
1 : Physics	5	80	CC-1 (I) External Internal	3	80 20	36
	6	96	Practical	5	50	18
2: Chemistry	5	80	CC-2 (I) External Internal	3	80 20	36
	6	96	Practical	5	50	18
3: Zoology	5	80	CC-3 (I) External Internal	3	80 20	36
	6	96	Practical	5	50	18
4: Botany	5	80	CC-4 (I) External Internal	3	80 20	36
	6	96	Practical	5	50	18
5 : Mathematics	5	80	CC-5 (I) External Internal	3	60 15	54
	5	80	CC-5 (II) External Internal	3	60 15	
CC 6: Curriculum and School	5	80	External Internal	3	60 15	27
CC 7: Assessment for Learning	5	80	External Internal	3	60 15	27
Group D: Pedagogical Courses						
1: Learning to function as a Teacher	Sixteen Weeks		Internal		300	150

Distribution of Marks:

Total periods per week:

Core (Science) Courses : 450 PCM 42
 Education : 450 CBZ 43
Total Marks 900

Year wise marks of the four year B.Sc. B.Ed. course

Class	Marks
I Year	825
II Year	775
III Year	775
IV year	900
Total	3275

Instructional time for all the four years of B.Sc. B.Ed is 32 weeks per Year. Instructional time of Part I of B.Sc.B.Ed includes one week workshop on Arts and Aesthetics. So regular classroom instruction would be executed for 31 weeks. Instructional time of Part II of B.Sc.B.Ed includes two weeks for Working with Community. So regular classroom instruction would be executed for 30 weeks. Instructional time of Part III of B.Sc.B.Ed includes four weeks for Learning to Function as a Teacher (Pre-Internship). So, regular classroom instruction would be executed for 28 weeks. In B.Sc.B.Ed Part IV, Learning to Function as a Teacher(School Internship) of 16 weeks is included, so regular class room instruction would be for 16 weeks.

Note: For Pedagogy Courses in Science/Mathematics, combinations will be as follows:

- (i) For PCM Group
 - (a) 1st Pedagogy Course : Pedagogy of Science
(Science comprises of Physics, Chemistry and an additional input of Biology)
 - (b) 2nd Pedagogy Course: Pedagogy of Mathematics
- (ii) For CBZ Group
 - (a) 1st Pedagogy Course: Pedagogy of Physical Science
(Physical Science comprises of Physics and Chemistry)
 - (b) 2nd Pedagogy Course: Pedagogy of Biological Science
(Biological Science comprises Botany and Zoology)

III Examination

1. There shall be a University examination at the end of each year as per details of the scheme of examination.
 2. A candidate will be permitted to appear in the annual examination only if s/he has pursued a regular course of study and attended at least 80% of the classes for all the course work and practicum and 90% for school internship.
 3. A candidate shall be admitted to the next higher class only if s/he passes his/her Part I/ Part II / Part III Examination as per rules mentioned herein after.
 4. In order to qualify for B.Sc. B.Ed. degree a candidate should obtain a minimum of 36% marks in theory and practicals separately, wherever applicable in each subject in each year of the course and 40% marks in Pre Internship in III Year and also in Internship in Teaching in the Fourth Year.
 5. In Part I, there will be two core subjects; Core subject GC1 is General Hindi/ General English, Core Subject GC2 is Environmental Education and Sustainable Development. In order to pass, a candidate must secure atleast **36%** marks in each core subject. However, the marks obtained in these papers will not be taken into account for awarding the division. In case a candidate fails in the core subject, s/he has to clear the same as per provision made in clause 12(ii).
 6. The minimum pass marks in the supplementary examination shall be the same as prescribed for the main examination.
The candidate who has passed any year of B.Sc. B.Ed. programme after taking supplementary examination will be awarded minimum pass marks in the concerned subject irrespective of marks actually obtained in the supplementary examination.
- (i) A candidate who fails in one or two subjects (excluding General Hindi/General English / Environmental Education and Sustainable Development in the Part I) in any year of the programme will be eligible to take the supplementary examination in the subject(s) in which s/he fails. In case the candidate is not able to pass even in the supplementary examination s/he can appear only as an ex-student in all subjects again at the main examination of the subsequent year. s/he will not be required to appear in practical(s) if

s/he has already cleared the same. A candidate shall be deemed to be an ex-student if s/he completed a regular course of study at the Institute and fulfilled the required attendance as specified in clause No. 2 and appeared in University examination but failed or did not take the examination.

- (ii) A candidate who fails in the practical/theory/field work of a subject at the main examination shall be required to appear only in the corresponding practical/ theory of the supplementary examination.
- (iii) A candidate who does not appear in the supplementary examination will have to appear in the subsequent main examination in all subjects including practical, only as an ex-student.

A candidate who appears for the supplementary examination may take provisional admission to the next higher class at his/her own risk. Such a candidate will, however, be allowed to appear in the University examination of the next higher class subject to his/her passing the supplementary examination, fulfilling the attendance requirement as a regular candidate and completion of courses of study as per scheme of examination. If a candidate getting supplementary does not take provisional admission to the next higher class by the notified last date of admission and passes the supplementary examination at a later stage, s/he will not be admitted to the next higher class. However, such a candidate may take admission to the next higher class in the next academic session.

- (i) A candidate who fails in more than two subjects (except General Hindi/General English/ Environmental Education and Sustainable Development) in any year of the course shall be declared failed and will not be promoted to the next class. Such a candidate will be permitted to appear at the main examination of the subsequent year in all the subjects only as an ex-student.
- (ii) However, in the case of General Hindi/General English, and Environmental Education and Sustainable Development, if a candidate fails in Part I s/he would get two more chances for clearing this paper either along with the supplementary examination in Part I or with the main examination in Part II. Non-appearance or absence from the examination of this paper will be counted as a chance.
- (iii) A candidate who fails in more than two subjects but passes in practical he/she will be required to appear again in all the subjects (theory) except practical only as an ex-student.

7. A candidate will be given a maximum of three chances at the main examination and the corresponding supplementary examination in any year of the course. If he/she does not pass the examination even thereafter, he/she will not be eligible for readmission to any year of the programme.

8. Pedagogical course – Learning to function as a teacher will be conducted in two phases. Phase I (Pre-Internship) of 50 marks and Phase II (Internship in Teaching) of 300 marks will be conducted in B.Sc., B.Ed. Programme in part III and IV respectively. If a candidate fails in the Learning to function as a teacher (Pre-Internship/Internship in Teaching) or is unable to complete Pre-Internship/Internship in teaching but passes in all other subjects s/he will be required to repeat the complete Pre-Internship/ 'Internship in Teaching' in the next academic session along with regular candidates.

Division will be awarded to the successful candidates only after the Part IV examination and on the basis of cumulative total of marks obtained in all the four years of the course in all the subjects including Internship in Teaching but excluding the core subjects i.e., General Hindi/General English, and Environmental Education and Sustainable Development.

IV Award of Division

1. Successful candidates will be awarded division on the basis of the aggregate marks of all the Core Courses, Pedagogy Courses and Courses on Developing Teacher Sensibilities as per the following:

- | | |
|---------------------|---------------------------------|
| i. First Division | 60% or more |
| ii. Second Division | 48% or more (but less than 60%) |
| iii. Third Division | 36% or more (but less than 48%) |

2. Candidates can apply for Re-evaluation in any of the theory courses as per rules stipulated by the University for B.Sc. B.Ed. degree. Changes in Statutes/ Ordinances/ Rules/ Regulations/ Syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the University determines otherwise, comply with any change that applies to years she/he has not completed at the time of change.

Notes: (i) A course/ paper means any General Courses (GC) , Core Courses (CC), Pedagogy Courses (PC) and Courses on Developing Teacher Sensibilities (i.e. ETE1 to ETE5 and SES) inclusive of Practical/Practicum, as the case may be.

Marks of that part of the course/ paper in which the candidate passes will be carried over

ORDINANCES FOR B.ED.PROGRAMME

I Eligibility

The M.D.S. University, Ajmer hereby institutes the following ordinances under RIE scheme governing admission, course of study, examination and other matters relating to the degree of B.Ed. programme under the Faculty of Education.

7. The course of study shall extend over a period of two years. It is skill based professional development programme. RIE, Ajmer is catering to the needs of northern states – U.T. Chandigarh, Delhi, Haryana, Himachal Pradesh, Jammu & Kashmir, Punjab, Rajasthan, Uttaranchal and Uttar Pradesh.
8. Candidate with minimum of 50% marks either in Bachelor's Degree and/or in the Master's Degree in Sciences/Social Sciences/Humanities, Bachelor's in Engineering or Technology with Science and Mathematics with 55% marks (with provision for relaxation up to 5% in case of SC/ST and PH candidate) of examination of the MDS University, Ajmer or of any other University recognized as equivalent by the MDS University, Ajmer fulfilling the requirements will be eligible of admission.
9. The Institute will regulate admission through selection on the basis of marks in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the NCERT/RIE and the University and in accordance with the state quota as decided by the Institute.
10. (a) Candidate will be eligible for admission to the Humanities and Social Science Group if she/he has studied any two of the following combinations for at least two years at graduate level. The relevant subject studied at postgraduate level will also be considered for determining the eligibility of the candidate if she/he has passed his/her undergraduate as well as the postgraduate examinations from the same faculty and has also taken university examination each year:
 - (i) Any one language out of Hindi/English/Urdu as a subject.
 - (ii) Any one subject out of History, Political Science, Geography and Economics.
- 4.(b) Candidate will be eligible for admission to Science group if she/he has studied at least any one of the following two combinations at least for two years at the graduation level as optional/subsidiary subjects. The relevant subject studied at postgraduate level will also be considered for determining the eligibility of the candidate if she/he has passed his/her undergraduate as well as the postgraduate examinations from the same faculty and has also taken university examination each year:
 - (i) Physics, Chemistry and Mathematics.
 - (ii) Chemistry, Botany, Zoology.
5. Out of the total number of seats available for a State in each group, the reservation will be made as per the NCERT's/ Government of India's rule in force from time to time.

II. Scheme of Instructions and Examinations B.Ed. Programme

Course Structure, Scheme of Instruction and Examination Structure of the Curriculum B.Ed. First Year

Course/Paper	Instructional Time in Periods		Total marks	Internal	External	Duration of Examination in hours
	Per week	Per year				
Group A: Core Courses						
CC 1: Basics in Education	04	104	100	25	75	03
CC 2: Learner, Learning and Cognition	04	104	100	25	75	03
CC 3: Curriculum and School	04	104	100	25	75	03
Group B: Pedagogy Courses (Subject Knowledge and the related Pedagogic Dimensions)						
PC 1: (Part I) Pedagogy of Science (PCM Group) Pedagogy of Physical Science (CBZ Group) Pedagogy of English/Hindi/Urdu (Lang. & Social Sciences Group)	06	104	100	25	75	03
PC 2: (Part I) Pedagogy of Mathematics (PCM Group) Pedagogy of Biological Science (CBZ Group) Pedagogy of Social Sciences (Lang. & Social Sciences Group)	06	104	100	25	75	03
PC 3: Learning to Function as a Teacher	Four weeks		50	50	-	-
PC 4: Assessment for Learning	04	104	100	25	75	03
Group C: Developing Teacher Sensibilities						
Section I: Experiences for Teacher Enrichment						
ETE 1: Strengthening Language Proficiency	02	52	50	50	-	-
ETE 2: Enriching Learning through Information and Communication Technology	02	52	50	50	-	-
ETE 3: Health and Well being	02	52	50	50	-	-
ETE 4: Exploring Library and other Learning Resources	02	52	50	50	-	-
Section II: Experiences for Social and Environmental Sensitivity						
SES 1: Education for Peace	02	52	50	20	30	02

SES 2: Environmental Education	02	52	50	20	30	02
SES 3: Work Experience (Agricultural Practices / Electricity and Electronics)	03	78	50	50	-	-
SES 4: Working with the Community	10 days		Grade	-	-	-
Total	43	1014	1000	490	510	-

ETE 1 to ETE 4 and SES 3: These would be evaluated jointly by a team of internal examiners constituted by the Principal in consultation with the Dean and Head DE/Head DESM/ Head DESSH/ Asstt. Librarian.

SES 4: Meeting with two parents for total growth and development of their wards during internship programme and preparation of report would be essential for each candidate. Evaluation would be done by Grading on five-point scale.

A team constituted by the Principal in consultation with the Dean and Head of the Department concerned shall assess practicum / internals.

B.Ed. Second Year

	Instructional Time in Periods		Total marks	Internal	External	Duration of Examination in Hours
Course/Paper	Per week	Per year				
Group A: Core Courses						
CC 4: Schooling, Socialization and Identity	06	96	100	25	75	03
CC 5: Vision of Education in India: Issues and Concerns	06	96	100	25	75	03
Group B: Pedagogy Courses (Subject Knowledge and the related Pedagogic Dimensions)						
PC 1: (Part II) Pedagogy of Science (PCM Group) Pedagogy of Physical Science (CBZ Group) Pedagogy of English/Hindi/Urdu (Lang. & Social Sciences Group)	09	144	100	25	75	03
PC 2: (Part II) Pedagogy of Mathematics (PCM Group) Pedagogy of Biological Science (CBZ Group) Pedagogy of Social Sciences (Lang. & Social Sciences Group)	09	144	100	25	75	03

Group) Pedagogy of Biological Science (CBZ Group) Pedagogy of Social Sciences (Lang. & Social Sciences Group)						
PC1 (Part II) Pedagogy of Science (PCM Group) Pedagogy of Physical Science (CBZ Group) Pedagogy of English/Hindi/Urdu (Lang. & Social Sciences Group)	09	144	100	25	75	03
PC2 (Part II) Pedagogy of Mathematics (PCM Group) Pedagogy of Biological Science (CBZ Group) Pedagogy of Social Sciences (Lang. & Social Sciences Group)	09	144	100	25	75	03
PC 3: Assessment for Learning	04	104	100	25	75	03
PC 4: Learning to Function as a Teacher(School Internship)	20 weeks		400	400	-	-
Group C: Developing Teacher Sensibilities						
Section I: Experiences for Teacher Enrichment						
ETE 1: Strengthening Language Proficiency	02	52	50	50	-	-
ETE 2: Enriching Learning through Information and Communication Technology	02	52	50	50	-	-
ETE 3: Health and Well being	02	52	50	50	-	-
ETE 4: Exploring Library and other Learning Resources	02	52	50	50	-	-
ETE 5: Arts and Aesthetics	03	48	50	50	-	-
Section II: Experiences for Social and Environmental Sensitivity						
SES 1: Education for Peace	02	52	50	20	30	02
SES 2: Environmental Education	02	52	50	20	30	02
SES 3: Work Experience (Agricultural Practices and Horticulture / Electricity and Electronics)	03	78	50	50	-	-
SES 4: Working with the Community	10 days		Grade			
SES 5: Gender Issues in Education	03	48	50	20	30	02
SES 6: Addressing Special Needs in Inclusive Schools	03	48	50	20	30	02
Total	80	1638	1900	1030	870	

Instructional time for both B.Ed First Year and Second Year is 32 weeks per Year. Instructional time of B.Ed First Year includes two weeks for Working with Community and four weeks for Pre-Internship. So regular classroom instruction would be executed for 26 weeks. In B.Ed Second Year, School internship of 16 weeks is included, so regular class room instruction would be for 16 weeks.

Note: For Pedagogy Courses in Science/Mathematics/Language/Social Science subjects, combinations will be as follows:

1. For Science Subjects

(ii) For PCM Group

(c) 1st Pedagogy Course : Pedagogy of Science

(Science comprises of Physics, Chemistry and an additional input of Biology)

(d) 2nd Pedagogy Course: Pedagogy of Mathematics

(ii) For CBZ Group

(c) 1st Pedagogy Course: Pedagogy of Physical Science

(Physical Science comprises of Physics and Chemistry)

(d) 2nd Pedagogy Course: Pedagogy of Biological Science

(Biological Science comprises Botany and Zoology)

2 For Language and Social Science Subjects

(a) 1st Pedagogy Course: Pedagogy of Language (English/ Hindi/ Urdu)

(b) 2nd Pedagogy Course: Pedagogy of Social Sciences

(Social Sciences comprises of History, Geography, Political Science and Economics)

III Examination

1. There shall be a University examination at the end of each year as per details of the scheme of examination.
2. A candidate will be permitted to appear in the annual examination only if she/he has pursued a regular course of study and has at least 80% attendance in all course work and practicum classes and 90% attendance in School Internship.
3. Candidates, who represent their institute/university/state/nation in recognized sports/games/cultural/literary/NCC/NSS activities, will get credit of attendance for that period. This will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the Head of the Institute.
4. The minimum pass marks in each year examination shall be 40% for each theory paper and Practicum and 50% for Learning to function as a teacher (School Internship) separately. Candidate will have to pass each external paper and internal separately.
5. A candidate who fails only in one course/paper in the examination of First year of the B.Ed. Programme will be eligible to take the examination in that part of the course/paper External/Internal as the case may be, in which she/he fails along with the Second year examination.
6. A candidate who fails only in one course/paper in examination of the Second year of the B.Ed. programme will be allowed to appear as an ex-student in that part of the course/paper in which she/he fails at the subsequent annual examination.
7. In case a candidate fails in Learning to function as a teacher (School Internship), she/he will have to undergo the full year of the course of study as a regular student in the subsequent year.
8. A candidate will be given a maximum of three chances to pass the examination in any year of the Programme. If she/he does not pass the ' examination even after three chances she/he will not be eligible for B.Ed. degree.
9. Division will be awarded to the successful candidates at the end of Second year examination on the basis of cumulative total of marks obtained in the two years of the Programme in all the courses/papers including Learning to function as a teacher (School Internship).

IV. Evaluation

Rules & Regulations

Question papers:

- i) Each question paper of 75 marks will be divided into five units. Each unit will have two questions one essay type and two short answer type with 2to3 parts having 15 marks in total. Candidate will be required to answer 5 questions one question from each unit.
- ii) Short answer type questions should aim at testing knowledge of concepts, facts, defining, laws, principles, generalization etc. and also testing of understanding of principles and concepts. The answer to such question should not exceed 150 words.
- iii) Essay type questions are to aim at testing ability of critical thinking and application of principles etc. taught in theory.
- iv) The over all question paper will beset keeping the following difficulty levels. Easy: 30% Average:40%Difficult:30%.
- vii) For SES and EPC mode of internal assessment is given with the paper concerned.

V Award of Division

- I. Successful candidates will be awarded division on the basis of the aggregate marks of all the Core Courses, Pedagogy Courses and Courses on Developing Teacher Sensibilities as per the following:

First division	60% and above
Second division	50% and above but less than 60%
Third division	40% and above but less than 50%

- 2 Candidates can apply for Re-evaluation in any of the theory courses as per rules stipulated by the University for B.Ed. degree. Changes in Statutes/ Ordinances/ Rules/ Regulations/Syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the University determines otherwise, comply with any change that applies to years she/he has not completed at the time of change.

Notes:

- i. A course/ paper means any Core Courses (i.e. CC1 to CC5), Pedagogy Courses (i.e. PC1 to PC4) and Courses on Developing Teacher Sensibilities(i.e. ETE1 to ETE5 and SES1 to SES6) inclusive of Practicum, as the case may be.
- ii. Marks of that part of the course/ paper in which the candidate passes will be carried over.

M.Ed. Programme

Preamble:

The 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 analyst planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to M.Ed. degree with specialization in elementary education (up to class VIII) or in secondary (classes VI - XII)

Duration:

The M.Ed. programme will be of duration of two academic years including field attachment for a minimum of four 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.

Working days:

There will 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 will work for a minimum of thirty six hours in a week (five days) during which faculty and students concerned with the conduct of the programme will be available for interaction, dialogue, consultation and mentoring students.

The minimum attendance of students will be 80% for Theory Courses and Practicum, and 90% for field attachment.

Eligibility Criteria:

- (a) Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks an equivalent grade in the following programmes:
 - (i) B.Ed.
 - (ii) B.A.,B.Ed., B.Sc.B.Ed.
 - (iii) B.El.Ed.
 - (iv) D.El.Ed. with an undergraduate degree (with 50% marks in each)

This is relaxable by 5% for SC/ST/PH candidates

- (b) Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories will be as per the rules of the Central Government. (One seat is reserved for physically handicapped candidate)
- (c) Eligibility of the candidate from a state will be determined based on the location of the university from where the candidate has passed B.Ed. or equivalent examination.

Admission Procedure

Admission will be made on merit prepared on the basis of marks obtained by the candidate in the qualifying examination.

Curriculum:

The M.Ed. programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialize in selected areas and also develop research capacities, leading to specialization in Education. The curriculum of the two year M.Ed. programme will comprise of the following components:

- I) A Common Core that includes Perspective Courses, Tool Courses, Teacher Education Courses, and a Self Development component.
- II) Specialization branches where students choose to specialize in the area of Education.
- III) Research leading to dissertation, and
- IV) Field immersion/attachment/internship. There will be Core Courses (which will have about 60% of total marks) and specialized courses in education and dissertation with about 40% of total marks.

(a) Theory (Core and Specialization) Courses

The Theory Courses are divided into Core Courses and Specialization Courses. The main core courses shall comprise perspective courses, tool courses, and teacher education courses.

Perspective Courses shall be in the areas of Philosophy of Education, Sociology, History, Political Economy of Education, Psychology of Education, Education Studies, and Curriculum Studies.

Tool Courses will comprise of those in basic and advanced level education research, academic/professional writing and communication skills, and educational technology, including workshops/courses in ICT, Teacher Education courses which are also linked with the field internship/immersion/attachment in a teacher education institution will also be included in the core.

The Specialization component/branches will offer to students a specialization either in the elementary school stage (upto VIII) or secondary school stage (IX-X). The courses within the school stage specializations will represent/cover selected thematic areas pertinent to that stage such as curriculum pedagogy and assessment, policy, educational management and administration, education for differently abled children, etc. A field internship attachment relevant to the area of specialization will be organized during the programme.

(b) Practicum

Organization of workshops, activities and seminars to enhance professional skills and understanding of the students will be part of the teaching modality of the various papers.

(c) Internship and Attachment

Field attachments/internships/immersions will be facilitated with organizations and institutions

working in elementary/secondary education. These would aim at engaging students with field-based situations and work in elementary/ secondary education to provide an opportunity for reflection and writing on the same. Systematically planned field internship/attachment in teacher education institution, and in the specialization areas chosen by the student will be organized during the course.

Close mentorship by faculty in relevant area will be provided for the internship and attachment in the form of tutorials, guided reading groups, field attachment and guided research dissertation.

Learning outcomes of the Programme:

The proposed M.Ed. programme will enable the trainees to:

- (i) reflect on the issues and concerns of education and devise appropriate strategies;
- (ii) gain insight into philosophical and sociological bases of education;
- (iii) gain insight into process of learners' development and learning at different stages;
- (iv) develop competencies in the techniques of educational research and statistics;
- (v) practice the processes involved in the development and evaluation of curriculum and materials;
- (vi) enable the trainees to make use of educational technology and ICT/e-Learning to improve the quality of curriculum transaction;
- (vii) enable the trainees to develop competencies in formulating in-service education programmes; and
- (viii) enable the trainees to develop competencies in educational planning, supervision and administration.

Foundation Courses:

The objectives of the Foundation Courses are to make trainee understand the philosophical roots of education and their applications for different processes of education like curriculum development, methods of teaching, pupils' assessment, etc. The study of these courses will enable the trainees to understand the problems of education, the linkages between education and various social systems and the role of education in changing the social system and vice-versa. These will also help the trainees to understand the processes of children's learning and development. Further, these will also help the trainees to understand and use methods of educational research, procedure of gathering empirical evidences, techniques for analyses and interpretations of data and report writing.

Specialized Courses related to Education:

Since it will be a professional course meant for preparation of teacher educators and educational administrators at the elementary/secondary stage of education, it will have strong input of specialization in elementary/secondary education. The purpose of this course will be to equip the trainees to perform the task expected from a teacher educator in a DIET or other teacher education institutions or from a faculty member of SCERT. The SCERT personnel are also expected to engage in the development of curriculum, instructional material and evaluation tools, organization on in-service teacher education programmes, involvement in planning and management of elementary/secondary education in general and teacher education of elementary/secondary level in particular. Therefore, educational technology, curriculum and instruction, teacher education, educational planning and management, pedagogy of teaching various school subjects at elementary/secondary/senior secondary level are offered as courses

under specialized category.

Dissertation:

As the elementary/secondary teacher educators and elementary/secondary stage educational administrators and supervisors may have to undertake some sort of research to find solutions to their day-to-day problems and to provide research support to various policy decisions. It would be desirable for them to acquire practical experience by undertaking research. However, the research to be undertaken by the students of this professional programme must be drawn from the area of elementary/secondary education.

Sessional Work:

There are many occasions for undertaking practical work relating to various courses included in the curriculum. The trainees will be assigned projects which will involve comprehensive evaluation of students' ability manifested in different aspects of planning, preparation of models and teaching aids, evaluation of textbooks, preparation of plans for organization of different days/ celebrations, collection of material relating to different topics in the syllabus etc., as part of sessional work. Field interaction with DIETs and IASEs, CTEs, Elementary/Secondary/Senior secondary schools may be provided as one of the optional under this component.

SCHEME OF EXAMINATION

The examination for the degree of Master of Education shall be held in all the Theory Course/ papers.

Course/Paper-wise scheme of examination: Theory

Courses/Papers with External weight-age of 100 Marks (3 hours duration)

- I. There will be ten questions covering 5 units in each theory course/ papers. One question from each unit will be compulsory. One essay type (with a word limit of 400 words) question will be set from each unit carrying 20 marks. There will be an internal choice of attempting two questions of short answer type (with a word limit of 150 words) from the same unit. Each short answer type question will carry 10 marks.
- II. Internal weight-age of 50 will be divided as under:
Assessment in the papers with internal weight-age of 50 marks will be divided in 3 parts. Internal test I and II 15 marks each and sessional work/practicum 20 marks.

Award of Division:

- (i) The successful candidates will be awarded the following division based on the aggregate marks:
 - i) First division 60%
 - ii) Second division 48%Minimum pass marks in each theory paper, practicum/project work/ and dissertation will be 40%.
- ii) An examinee who has failed in the examination or a candidate who was duly admitted, on completion of regular course of study as enumerated according to this ordinance, to the examination but could not appear in it on account of illness or a similar bonafide reason, may reappear at a subsequent examination as an ex-student without undergoing regular course of study again in the institute.
- iii) In the case of a candidate who has been declared 'failed' in the dissertation shall be required to prepare and submit a revised dissertation on the earlier subject or a new dissertation on a fresh problem as assigned by the head of education department in the institute.
- iv) A candidate who has failed in examination in one paper only would have option for admission to course and to reappear in that paper only in the examination to be held in the next subsequent year. If he/she fails further, the candidate will be treated as ex-student.
- v) A candidate who has failed in examination may reappear in that examination held in the next subsequent year. The candidate shall be allowed to exercise an option for retaining the marks obtained by him/her in the dissertation.
Provided that the advantages under the provision of this paragraph shall be admissible to a candidate for a period of three subsequent years, to the year when she/he appeared at the

examination for the first time as a regular candidate.

- vi) A candidate seeking re-admission to a subsequent examination under the provision of foregoing paras shall submit his/her application in prescribed form through the principal of the institute indicating clearly the part or full examination in which he/she has to reappear, together with fees required by ordinances and a copy of statement of marks obtained earlier attested by the principal, so as to reach the registrar by such date preceding the examination as fixed by him for the purpose.
- vii) Comply with provisions of and be governed by the conditions laid down in this and such other ordinances as are applicable to him/her.
- viii) Notwithstanding the provisions of paragraphs above the vice chancellor may, if a candidate is failing or missing a division by not more than one mark, condone the deficiency of one mark, which however, shall not be added anywhere.

Transaction & Evaluation Techniques:

- (A) Dissertation/ Research Guidance on individual basis (as far as possible not more than five students should be allotted to a teacher educator for supervision of dissertation work)
- (B) Curriculum transaction techniques: Lectures, Tutorials, Discussion, Laboratory work, Library study-based assignments. Review of literature, writing research paper/articles, seminar, etc.
- (C) Internship experiences – Lectures, discussions, observations, supervision, assessment, feedback, etc.
- (D) Evaluation Techniques- Continuous internal assessment, Test, Assignments, Seminars, Presentations.
- (E) For external assessment one external (to be appointed by the University) and one internal examiner (who is guide of the particular student) will work as the members of the committee.

M.Ed. First Year

Core Foundation Courses:

Theory papers	Internal*	External	Total Marks
CC1: Philosophy and Sociology of Education	50	100	150
CC2: Psychology of Learner	50	100	150
CC3: Methods of Educational Research and Data Analysis	50	100	150

Specialization Courses/papers 4&5: (One course from Group A and One course from Group BI or BII)

Title of the specialization Courses/ paper	Internal	External	Total Marks
---------------------------------------------------	-----------------	-----------------	--------------------

GROUP A(Any one of the following)			
SC4(i) ICT in Education	50	100	150
(ii) Inclusive Education	50	100	150
GROUP : B(Any one from Group BI or B II)			
Pedagogy and Assessment of school subject :			
GROUP BI Elementary Education	50	100	150
SC5A(i)(a) Pedagogy and Assessment of Languages-Hindi			
(i)(b) Pedagogy and Assessment of Languages-English	50	100	150
(ii)Pedagogy and Assessment of Mathematics			
(iii)Pedagogy and Assessment of EVS/Science	50	100	150
(iv)Pedagogy and Assessment of EVS/Social Science	50	100	150
GROUP BII Pedagogy and Assessment of school subject	50	100	150
: Secondary Education			
SC5B (i) Pedagogy and Assessment of Language			
(ii)Pedagogy and Assessment of Mathematics	50	100	150
(iii)Pedagogy and Assessment of Science	50	100	150
(iv)Pedagogy and Assessment of Social Science	50	100	150

*Internal Of 50 marks will include i. Practical related with theory paper-15marks, ii. Internal test-15marks, iii. Tutorial-20marks

Practicum for Enhancing Professional Skills

(i)Advanced Technology Lesson (two):

10x2=20

marks

(ii)Periodical Colloquium /Seminar on:

- | | | |
|-----|-----------------------------------------------------|-----------------|
| (a) | Trends in research on pedagogy and assessment | 25 marks |
| (b) | Write up on contemporary issues in School Education | 25 marks |
| (c) | Seminar Reading on Internship Programme | <u>30 marks</u> |

Total 100 marks

- (iii) Workshop on Yoga, Art and Aesthetic will be an integral part of the programme for which grade will be awarded on the basis of assessment. Grade Point Average will be as follows:

Letter Grade (Marks) - A+ =(90-99), A= (80-89), B+= (70-79), B= (60-69), C=(50-59), P = (40-49), F= Below 40, Ab (Absent).

Internship and Attachment**

- | | |
|--------------------------------|-----------------|
| (iv)Internship (for two weeks) | 50 Marks |
| (v)Field work (for two weeks)* | <u>50 Marks</u> |

Research Projects: Related to specialization courses i.e. Elementary/Secondary Teacher Education, Pedagogy Process (Internal Assessment)*

Total 100 Marks

Research Projects/Activities(Internal Assessment)***

- | | |
|-------------------------------------------|-----------------|
| (vi)Preparation of synopsis(Dissertation) | 25 marks |
| (vii)Viva of the research | <u>25 marks</u> |

Total 50 Marks

Grand Total 1000 Marks

- ** Students will be attached to the elementary/secondary/sr. secondary schools for systematically planned field internship/attachment for working in the specialization area chosen by them.

*** Committee of three faculty members including head and internal subject expert will be constituted by the Principal for assessment.

M.Ed. Programme Second Year

Core Foundation Courses

Theory papers	Internal*	External	Total Marks
CC6:Qualitative Educational Research	50	100	150
CC7:Quantitative Educational Research	50	100	150
CC8: Psychology of Learning	50	100	150

Specialization Courses /papers (paper 9&10): (Any two courses from Group A or Group B)

Specialization Courses/papers	Internal	External	Total Marks
Group-A Elementary Education			
SC9EE (i) Preparation of Elementary Teacher: Pre-service and in-service	50	100	150
SC10EE (ii)Planning and Management of Elementary Education	50	100	150
Group-B Secondary Education			
SC9 SE (i) Preparation of Secondary and senior-secondary teachers: Pre-service and In-service	50	100	150
SC10 SE (ii) Curriculum and Evaluation at Secondary and Senior Secondary level	50	100	150

*Internal of 50 marks will include i. Practical related with theory paper-15marks, ii.

Internal test-15 marks, iii. Tutorial-20marks

Practicum for Enhancing Professional Skills

(i)Advanced Technology Lesson (two):

10x2=20 marks

(ii) Periodical Colloquium /Seminar on:

(a) Write up on recent trends in educational research in specialisation area 25 marks

(b) Contemporary issues in School Education 25 marks

(c) Seminar Reading on Internship Programme 30 marks

Total 100 marks

(iii) Workshop on Yoga, Art and Aesthetic will be an integral part of the programme for which grade will be awarded on the basis of assessment. Grade Point Average will be as follows:

Letter Grade (Marks) - A+ =(90-99), A= (80-89), B+= (70-79), B= (60-69),

C=(50-59), P = (40-49), F= Below 40, Ab (Absent).

Internship and Attachment**

(iv) Internship (for two weeks)

50 Marks

(v) Field work (for two weeks)*

50 Marks

*Research Projects: Action Research/ Survey/ Case Study/Tool development Related to specialization courses Planning & Management, ET and ICT, Curriculum and Evaluation,, Inclusive Education,

Total 100 Marks

Dissertation

Dissertation work will be commenced in Ist year and will be completed by the end of 2nd year.
150 marks***

Grand Total 1100 Marks

Total Marks: First year (1000) + Second year (1100) = 2100

****Students** will be attached to the teacher education institutions such as DIETs/CTEs/IASEs for systematically planned field internship/attachment for working in the specialization area chosen by them

***** (i)** The dissertation is to be completed by every candidate by the end of the session. A candidate shall carry out research/project work on a problem allotted to him/her by head of the department under the supervision of a teacher of the institute.

(ii) The candidate shall prepare dissertation on the research/project work done by him/her which must be characterised either by the discovery of facts or by fresh approach towards the interpretation of established facts, capable, in the either case, to advance knowledge in the subject.

- (i) The candidate shall submit three copies printed or typed of his/her dissertation to the Head, Department of Education. The principal will forward one copy of the dissertation to the office of the registrar at least two weeks before the date of commencement of the written examination by the University.
- (ii) Declaration by him/her that the dissertation embodies result of his/her own work.
- (iii) A certificate from the supervisor to the effect that the dissertation is candidate's own work.
- (iv) The scheme of examination consists of maximum marks, duration of the examination, type of questions etc..
- (v) The scope of the study in different papers and practical training (Practicum) shall be prescribed by the academic council on the recommendation of the board of studies in education and the faculty of education. The syllabus so prescribed would be printed in the prospectus for the year or published by a notification.
- (vi) Each candidate shall submit three copies of record of Practicum of each paper at least one month before the university examination.
- (vii) Practicum will be evaluated by a committee constituted by the Principal in consultation with Head, Education Department on the basis of record and viva-voce.
- (viii) The written examination in theory papers shall be held ordinarily at the end of session in each year at Regional Institute of Education, Ajmer. The Registrar shall notify the exact date of commencement of the examination of a year after fixing it in consultation with principal.
- (ix) The university would allow preparatory leave to students appearing in the examination as per rules.
- (x) The registrar shall appoint external examiner for viva-voce. Principal shall, in consultation with the Head of the Department in the institute and the external examiner fix a date for the viva-voce to be conducted in the institute and assessment of dissertation, which shall be ordinarily within 10 days from the last day of written examination.

- (xi) The viva-voce shall be conducted by a team of External Examiner, Principal, Head of education department and research supervisor.
- (xii) The principal shall forward the statement of marks so awarded duly signed by him/her in a sealed cover, to the registrar.

M.Ed. Programme -Curriculum Transaction

1. Number of Working Days per Year	200 days
2. Number of Teaching Days	190 Days (31 Weeks)
3. Time Table Based Instruction	27 weeks
3.1 Theory and Practicum Based Instructions	24 Weeks
3.2 Internship Experience Pre-service Teacher based	3 Weeks
4. Field Work Related To Dissertation And Practicum	4 Weeks

Total Teaching hours in a 05 Days Week– 36 Hrs.

Analysis of Weekly Time Table (For both the years separately)

1. Theory Papers (5Periods per paper)	25 Periods
2. Consultation regarding Dissertation Work	4 Periods
3. Tutorials	4Periods
4. Seminar	5 Periods
5. Library Based Self Directed Study	8 Periods
6. Internship (Planning & Guidance)	2 Period
TOTAL	48 Periods

ORDINANCES FOR B.A.B.Ed. PROGRAMME (RIE SCHEME)

The M.D.S. University, Ajmer hereby institutes the following ordinances under RIE scheme governing admission, course of study, examination and other matters relating to the degree of B.A.B.Ed programme under the Faculty of Education.

I. Eligibility

11. The course of study shall extend over a period of four years as an integrated course in Language and Social Science, Education, Work Experience, General Hindi/General English and Environmental Education and Sustainable Development leading to the composite degree of B.A. B.Ed. Regional Institute of Education (RIE), Ajmer is catering to the needs of northern states – U.T. Chandigarh, Delhi, Haryana, Himachal Pradesh, Jammu & Kashmir, Punjab, Rajasthan, Uttarakhand and Uttar Pradesh.
12. Candidates who have passed Senior Secondary 10 +2 examination or any other examination recognized as equivalent thereto by the MDS University, Ajmer with at least 50% marks in the aggregate are eligible for admission to the course.
13. The reservation and relaxation in marks for SC/ST/OBC/PWD and other category shall be as per the rules of the Central Government/State Government whichever is applicable.
14. The Institute will regulate admission through selection on the basis of marks in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the NCERT/RIE and the University and in accordance with the state quota as decided by the Institute.
15. Candidate will be eligible for admission in B.A. B.Ed. if she/he has qualified qualifying examination with appropriate merit. It is also essential for the candidate to opt only one language either Hindi or English or Urdu and two Social Science's subjects from among four Social Science subjects taught i.e., History, Geography, Economics and Pol.Science.
16. Out of the total number of seats available for a State, the reservation will be made as per the NCERT's/ Government of India's rule in force from time to time.

II. PROGRAMME STRUCTURE, INSTRUCTIONS& SCHEME OF EXAMINATION

B.A. B.Ed. Part I Examination (New Scheme)

Course/ Paper	Periods Per Week	Periods per Year	Paper with External/ Internal	Exam. Duration (hrs.)	Max. Mark	Min. for Pass
Group A: General Courses (GC)*						
GC 1: Gen Hindi/ Gen English	4	124	External	3	100	36
GC 2: Environmental Education & Sustainable Development	2	62	External	3	50	18
Group B: Core Courses (CC)						
1 : English/Hindi/Urdu	4	124	CC-1 (I) External Internal	3	60 15	54
	4	124	CC-1 (II) External Internal	3	60 15	
2: Geography	3	93	CC-2 (I) External Internal	3	40 10	36
	3	93	CC-2 (II) External Internal	3	40 10	
	4	124	Practical	5	50	18
3: History	4	124	CC-1 (I) External Internal	3	60 15	54
	4	124	CC-1 (II) External Internal	3	60 15	
4: Political Science	4	124	CC-1 (I) External Internal	3	60 15	54
	4	124	CC-1 (II) External Internal	3	60 15	
5 : Economics	4	124	CC-5 (I) External Internal	3	60 15	54
	4	124	CC-5 (II) External Internal	3	60 15	
CC 6: Vision of Education in India: Concerns and Issues	4	124	External Internal	3	60 15	27
Group C : Developing Teacher Sensibilities						
Option I : Experiences for Teacher Enrichment						

ETE 1 : Enriching Learning through Information and Communication Tech.	2	62		Internal		50	18
ETE 2 : Yoga, Health and Well being	2	62		Internal	-	50	18
Section II : Experiences for Social and Environmental Sensitivity (SES)							
SES 1 : Work Experience (Electricity and Electronics /Agri.)	3	93		Internal	-	50	18
SES 2 Arts and Aesthetics	One week workshop						Grade

* Marks will not be added to the aggregate for award of division

ETE and SES Internals are to be evaluated by a team of two members constituted by Principal in consultation with Dean of Instruction, Head, DE and Head DESSH.

Distribution of Marks:

General Courses : 150*

Core (Language and Social Sc.) Courses : 450

Education : 225

Total Marks

675

Total periods per week:

With Geography 43

With Geography 43

Without Geography 41

B.A. B.Ed. Part II Examination (New Scheme)

Course/ Paper	Periods Per Week	Periods per Year		Paper with External/ Internal	Exam. Duration (hrs.)	Max. Mark	Min. for Pass
Group B: Core Courses (CC)							
CC-1 : English/Hindi/Urdu	6	180		CC-1 (I) External Internal	3	80 20	72
	6	180		CC-1 (II) External Internal	3	80 20	
CC-2: Geography	3	90		CC-2 (I) External Internal	3	40 10	54
	3	90		CC-2 (II) External Internal	3	40 10	
	3	90		CC-2 (III) External Internal	3	40 10	
	4	120		Practical	5	50	18
CC-3: History	6	180		CC-1 (I) External Internal	3	80 20	72

	6	180		CC-1 (II) External Internal	3	80 20	
4: Political Science	6	180		CC-1 (I) External Internal	3	80 20	72
	6	180		CC-1 (II) External Internal	3	80 20	
5 : Economics	6	180		CC-1 (I) External Internal	3	80 20	72
	6	180		CC-1 (II) External Internal	3	80 20	
CC 6: Learner, Learning and Cognition	4	120		External Internal	3	60 15	27
Group C : Developing Teacher Sensibilities							
Section II : Experiences for Social and Environmental Sensitivity (SES)							
51 : Work Experience (Elect. and Electronics / Agriculture)	3	90		Internal	-	50	18
53: Addressing special needs in Inclusive School	2	60		External Internal	2 -	40 10	18
54: Working with the Community	10 Days			Internal		Grade	

SES Internals are to be evaluated by a team of two members constituted by Principal in consultation with Dean of Instruction, Head, DE and Head DESSH.

Distribution of Marks:

Core (Language and Social Sc.) Courses : 600

Education : 175

Total Marks

775

Total periods per week:

With Geography 46

Without Geography 45

B.A. B.Ed. Part III Examination (New Scheme)

Course/ Paper	Periods Per Week	Periods per Year		Paper with External/ Internal	Exam. Duration (hrs.)	Max. Mark	Min. for Pass
Group B: Core Courses (CC)							
1 : English/Hindi/Urdu	4	112		CC-1 (I) External Internal	3	60 15	54
	4	112		CC-1 (II) External Internal	3	60 15	
	3	84		CC-2 (I) External Internal	3	40 10	36

2: Geography	3	84		CC-2 (II) External Internal	3	40 10	
	4	112		Practical	5	50	18
3: History	4	112		CC-1 (I) External Internal	3	60 15	54
	4	112		CC-1 (II) External Internal	3	60 15	
4: Political Science	4	112		CC-1 (I) External Internal	3	60 15	54
	4	112		CC-1 (II) External Internal	3	60 15	
5 : Economics	4	112		CC-5 (I) External Internal	3	60 15	54
	4	112		CC-5 (II) External Internal	3	60 15	
CC 6: Schooling, Socialization and Gender Concerns	4	112		External Internal	3	60 15	27
Group C : Developing Teacher Sensibilities							
Section I : Experiences for Teacher Enrichment							
ETE 3 : Strengthening Professional Development	2	56		Internal		50	18
Group D: Pedagogical Courses							
1: Pedagogy of English/ Hindi/ Urdu	4	112		External Internal	3	60 15	27
2: Pedagogy of Social Science	4	112		External Internal	3	60 15	27
3: Learning to function as a Teacher	Four Weeks			Internal		50	20

ETE Internals are to be evaluated by a team of two members constituted by Principal in consultation with Dean of Instruction and Head DE & DESSH.

Distribution of Marks:

Core (Language and Social Science) Courses : 450

Education : 325

Total Marks

775

Total periods per week:

With Geog. 40

Without Geog. 38

B.A. B.Ed. Part IV Examination

Course/ Paper	Periods Per Week	Periods per Year		Paper with External/ Internal	Exam. Duration (hrs.)	Max. Mark	Min. for Pass
Group B: Core Courses (CC)							
1 : English/Hindi/Urdu	5	80		CC-1 (I) External Internal	3	60 15	54
	5	80		CC-1 (I) External Internal	3	60 15	
2: Geography	5	80		CC-2 (I) External Internal	3	80 20	36
	6	96		Practical	5	50	18
3: History	5	80		CC-3 (I) External Internal	3	60 15	54
	5	80		CC-3 (I) External Internal	3	60 15	
4: Political Science	5	80		CC- 4 (I) External Internal	3	60 15	54
	5	80		CC- 4 (I) External Internal	3	60 15	
5 : Economics	5	80		CC-5 (I) External Internal	3	60 15	54
	5	80		CC-5 (II) External Internal	3	60 15	
CC 6: Curriculum and School	5	80		External Internal	3	60 15	27
CC 7: Assessment for Learning	5	80		External Internal	3	60 15	27
Group D: Pedagogical Courses							
1: Learning to function as a Teacher	Sixteen Weeks			Internal		300	150

Distribution of Marks:

Core (Language and Social Science) Courses	:	450
Education	:	450
Total Marks		900

Total periods per week:

With Geography	41
Without Geography	40

Year wise marks of the four year B.A. B.Ed. course

<u>Class</u>	<u>Marks</u>
I Year	675
II Year	775
III Year	775
IV year	900
Total	3125

III Examination

7. There shall be a University examination at the end of each year as per details of the scheme of examination.
8. A candidate will be permitted to appear in the annual examination only if s/he has pursued a regular course of study and attended at least 80% of the classes for all the course work and practicum and 90% for school internship.
9. A candidate shall be admitted to the next higher class only if s/he passes his/her Part I/ Part II / Part III Examination as per rules mentioned herein after.
10. In order to qualify for B.A. B.Ed. degree a candidate should obtain a minimum of 36% marks in theory and practicals separately, wherever applicable in each subject in each year of the course and 40% marks in Pre Internship in III Year and also in Internship in Teaching in the Fourth Year.
11. In Part I, there will be two General courses GC1 is General Hindi/ General English, GC2 is Environmental Education and Sustainable Development. In order to pass, a candidate must secure at least **36%** marks in each core subject. However, the marks obtained in these papers will not be taken into account for awarding the division. In case a candidate fails in the core subject, s/he has to clear the same as per provision.
12. Candidate shall not be permitted to change the core subjects (CC1 to CC5) in subsequent years of the course.
13. The minimum pass marks in the supplementary examination shall be the same as prescribed for the main examination.
The candidate who has passed any year of B.A. B.Ed. programme after taking supplementary examination will be awarded minimum pass marks in the concerned subject irrespective of marks actually obtained in the supplementary examination.
- (i) A candidate who fails in one or two subjects (excluding General Hindi/General English / Environmental Education and Sustainable Development in the Part I) in any year of the programme will be eligible to take the supplementary examination in the subject(s) in which s/he fails. In case the candidate is not able to pass even in the supplementary examination s/he can appear only as an ex-student in all subjects again at the main examination of the subsequent year. S/he will not be required to appear in practical(s) if s/he has already cleared the same. A candidate shall be deemed to be an ex-student if s/he completed a regular course of study at the Institute and fulfilled the required attendance as specified in clause No. 2 and appeared in University examination but failed or did not take the examination.
- (ii) A candidate who fails in the practical/theory/field work of a subject at the main examination shall be required to appear only in the corresponding practical/ theory of the supplementary examination.

- (iii) A candidate who does not appear in the supplementary examination will have to appear in the subsequent main examination in all subjects including practical, only as an ex-student.
A candidate who appears for the supplementary examination may take provisional admission to the next higher class at his/her own risk. Such a candidate will, however, be allowed to appear in the University examination of the next higher class subject to his/her passing the supplementary examination, fulfilling the attendance requirement as a regular candidate and completion of courses of study as per scheme of examination. If a candidate getting supplementary does not take provisional admission to the next higher class by the notified last date of admission and passes the supplementary examination at a later stage, s/he will not be admitted to the next higher class. However, such a candidate may take admission to the next higher class in the next academic session.
- (iv) A candidate who fails in more than two subjects (except General Hindi/General English / Environmental Education and Sustainable Development) in any year of the course shall be declared failed and will not be promoted to the next class. Such a candidate will be permitted to appear at the main examination of the subsequent year in all the subjects only as an ex-student.
- (v) However, in the case of General Hindi/General English, and Environmental Education and Sustainable Development, if a candidate fails in Part I s/he would get two more chances for clearing this paper either along with the supplementary examination in Part I or with the main examination in Part II. Non-appearance or absence from the examination of this paper will be counted as a chance.
- (vi) A candidate who fails in more than two subjects but passes in practical s/he will be required to appear again in all the subjects (theory) except practical only as an ex-student.
- 7. A candidate will be given a maximum of three chances at the main examination and the corresponding supplementary examination in any year of the course. If s/he does not pass the examination even thereafter, s/he will not be eligible for readmission to any year of the programme.
- 8. If a candidate fails in the Learning to function as a teacher (Pre-Intern -ship/Internship in Teaching) or is unable to complete Pre-Internship/Internship in teaching but passes in all other subjects s/he will be required to repeat the complete Pre-Internship/ 'Internship in Teaching' in the next academic session along with regular candidates.
- 9. Division will be awarded to the successful candidates only after the Part IV examination and on the basis of cumulative total of marks obtained in all the four years of the course in all the subjects including Internship in Teaching but excluding the core subjects i.e., General Hindi/General English, and Environmental Education and Sustainable Development.

IV. Evaluation

Rules & Regulations

Question papers:

- v) Each question paper of 80 marks will be divided into five units. Each unit will have two questions one essay type and two short answer type with 2 to 3 parts having 16 marks in total. Candidate will be required to answer 5 questions one question from each unit.
- vi) Each question paper of 60 marks will be divided into five units. Each unit will have two questions one essay type and two short answer type with 2 to 3 parts having 12 marks in total. Candidate will be required to answer 5 questions one question from each unit.
- vii) Each question paper of 40 marks will be divided into five units. Each unit will have two questions one essay type and two short answer type with 2 to 3 parts having 08 marks in total. Candidate will be required to answer 5 questions one question from each unit.
- viii) Short answer type questions should aim at testing knowledge of concepts, facts, defining, laws, principles, generalization etc. and also testing of understanding of principles and concepts. The

answer to such question should not exceed 150 words.

- ix) Essay type questions are to aim at testing ability of critical thinking and application of principles etc. taught in theory. The answer to such question should not exceed 400 words.
- x) The overall question paper will be set keeping the following difficulty levels. Easy: 30% Average:40% Difficult:30%.
- vii) For SES and EPC mode of internal assessment is given with the paper concerned.

V Award of Division

- 2. Successful candidates will be awarded division on the basis of the aggregate marks of all the Core Courses, Pedagogy Courses and Courses on Developing Teacher Sensibilities as per the following:
 - i. First Division 60% or more
 - ii. Second Division 48% or more (but less than 60%)
 - iii. Third Division 36% or more (but less than 48%)
- 2 Candidates can apply for Re-evaluation in any of the theory courses as per rules stipulated by the University for B.A. B.Ed. degree. Changes in Statutes/ Ordinances/ Rules/ Regulations/ Syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the University determines otherwise, comply with any change that applies to years she/he has not completed at the time of change.

Notes:

- iii. A course/ paper means any General Courses (GC), Core Courses (CC), Pedagogy Courses (PC) and Courses on Developing Teacher Sensibilities (i.e. ETE and SES) inclusive of Practical/Practicum, as the case may be.
Marks of that part of the course/ paper in which the candidate passes will be carried over.



AUDITED INCOME-EXPENDITURE STATEMENT FOR THE PREVIOUS FINANCIAL YEAR

REGIONAL INSTITUTE OF EDUCATION AJMER

Revised Consolidated Monthly Receipts and Payments Account of
Regional Institute of Education, Ajmer for the month of March, 2011.

RECEIPTS					PAYMENTS				
S.No.	Head of Account	Progressive upto 28.02.2011	Receipts Dur. the month	Progressive upto 31.03.2011	S.No	Head of Accounts	Progressive upto 28.02.2011	Payments Dur. the month	Progressive upto 31.03.2011
	1	2	3	4		5	6	7	8
	Section-V (NON PLAN)					Section-II (NON PLAN)			
1	Rent of Council Build(Lic.Fee)	768,158.00	24,950.00	793,108.00	1	Pay of Academic	28,797,070.00	456,368.00	29,253,438.00
2	Interest on Loans & Securities	168,392.00	-	168,392.00	2	Pay of Non Academic	16,577,579.00	189,000.00	16,766,579.00
3	Recovery of Over Payment	-	-	-	3	Allowance & Hon.& LTC	29,568,837.00	551,944.00	30,120,781.00
4	Interest of Savings Bank A/c	162,239.00	-	162,239.00	4	Travelling Allowance	461,651.00	12,677.00	474,328.00
5	Fees from Students	1,871,046.00	4475.00	1,875,521.00	5	Other Charges	8,812,785.00	710,812.00	9,523,597.00
6	Recovery of Advance pay	19,310.00	-	19,310.00	6	Pension & DCRG	39,083,948.00	(285,440.00)	38,798,508.00
7	Misc. Receipts	1,718,533.00	47,832.00	1,766,365.00	7	Scholarship / Fellowship	1,375,371.00	-	1,375,371.00
	a) Water & Elect. Rs:1,743/-				8	Miscellaneous	422,938.00	60,155.00	483,093.00
	b) CGHS Rs Nil/-				9	Equipment & Furniture	77,476.00	11,177.00	88,653.00
	b) Others Rs 46,089/-				10	R& M of Building & L. Dev.	4,765,040.00	2,227,020.00	6,992,060.00
8	Right to Information Act.	880.00	50.00	930.00	11	XXXXXXX			
	Total	4,708,558.00	77,307.00	4,785,865.00		Total	129,942,695.00	3,933,713.00	133,876,408.00
						Section-III (PLAN)			
					1	Programme	5,087,488.00	734,206.00	5,821,694.00
					2	Equipment & Furniture	1,641,626.00	908,673.00	2,550,299.00
					3	Land & Building	14,525,600.00	787,500.00	15,313,100.00
						Total	21,254,714.00	2,430,379.00	23,685,093.00

Section- IV Receipts				Section-IV (Payments)					
1	G.P.F.	13,227,889.00	-	1	G.P.F.	13,227,889.00	13,065,313.00	315,400.00	13,380,713.00
2	C.P.F.	765,000.00	-	2	C.P.F.	765,000.00	-	2,500,000.00	2,500,000.00
3	E.Money / S.Deposit	86,160.00	-	3	E.Money / S.Deposit	86,160.00	-	-	-
4	Caution Money	87,400.00	600.00	4	Caution Money	88,000.00	60,800.00	-	60,800.00
5	Motor Car/Scooter Advance	272,523.00	-	5	Motor Car/Scooter Adv.	272,523.00	478,000.00	-	478,000.00
6	Defined Contribution Pension	1,123,604.00	-	6	Computer Advance	1,123,604.00	300,000.00	180,000.00	480,000.00
7	Cycle Advance	1,600.00	-	7	Cycle Advance	1,600.00	12,000.00	-	12,000.00
8	Fan Advance	-	-	8	Fan Advance	-	-	-	-
9	Festival Advance	199,500.00	-	9	Festival Advance	199,500.00	216,000.00	-	216,000.00
10	House Building Advance	406,712.00	-	10	House Building Advance	406,712.00	1,074,320.00	-	1,074,320.00
11	G.I.S.	113,478.00	-	11	G.I.S.	113,478.00	289,142.00	90,936.00	380,078.00
12	D.R.F.	34,272.00	-	12	D.R.F.	34,272.00	35,500.00	5,000.00	40,500.00
13	Remitt. to Dy. Dir. State Gpf & Insu.	-	54,738.00	13	Remittance to State, Ins. & GPF	54,738.00	-	54,738.00	54,738.00
14	Misc Remitt.	-	-	14	Misc Remitt.	-	-	-	-
15	L.I.C.	886,876.00	-	14	L.I.C.	886,876.00	803,252.00	83,624.00	886,876.00
16	R/D	234,900.00	-	15	R/D	234,900.00	214,700.00	20,200.00	234,900.00
17	Income Tax	4,161,641.00	9,089.00	16	Income Tax	4,170,730.00	3,765,229.00	405,501.00	4,170,730.00
18	Examination Fee(M.D.S.Univ.)	434,490.00	-	17	Examination Fee	434,490.00	434,490.00	-	434,490.00
19	Enrolment / Eligibility Fee	40,650.00	-	18	Enrolment / Eligibility Fee	40,650.00	37,150.00	-	37,150.00
20	Games & Sport Fee	39,550.00	-	19	Games & Sport Fee	39,550.00	38,430.00	-	38,430.00
21	Scholarship (S.W.Deptt.)	30,125.00	3,500.00	20	Scholarship (S.W.Deptt.)	33,625.00	30,125.00	3,500.00	33,625.00
22	Remu. from MDS,Univ.	67,098.00	77,689.00	21	Remu. from MDS,Univ.	144,787.00	64,390.00	-	64,390.00
23	Non Council Fund	4,999,855.00	10,000.00	22	Non Council Fund	5,009,855.00	4,999,855.00	20,000.00	5,019,855.00
24	Receipt of Funds from NCERT	146,000,000.00	20,000,000.00	23	D.L.I.S.	166,000,000.00	-	-	-
25	Computer Advance	73,310.00	-			73,310.00	-	-	-
Total Section-IV			20,155,616.00	✓	Total Section-IV Payment			25,918,696.00	29,597,595.00
Total of Receipts (Sec.IV+V)				✓	Total Payment (II+III+IV)			10,042,991.00	✓
Opening Balance					Closing Balance			16,614,919.74	✓
Grand Total				✓	Grand Total			26,657,910.74	✓


 Sr. Accounts Officer


 Dealing Clerk

Encl: GPF, CPF & DCP Schedule alongwith
 Bank reconciliation Statement

REGIONAL INSTITUTE OF EDUCATION AJMER

*Revised Consolidated Monthly Receipts and Payments Account of
Regional Institute of Education, Ajmer for the month of March, 2012.*

RECEIPTS

S.No.	Head of Account	Progressive upto 29.02.2012	Receipts Dur. the month	Progressive upto 31.03.2012	S.No.	Head of Accounts	Progressive upto 29.02.2012	Payments Dur. the month	Progressive upto 31.03.2012
		2	3	4		5	6	7	8
	Section-V (NON PLAN)					Section-II (NON PLAN)			
1	Rent of Council Build(Lic.Fee)	1,424,447.00	26,936.00	1,451,383.00	1	Pay of Academic	26,044,729.00	1,371,679.00	27,416,408
2	Interest on Loans & Securities	183,366.00	(46.00)	183,320.00	2	Pay of Non Academic	17,488,206.00	5,167.00	17,493,373
3	Recovery of Over Payment	-		-	3	Allowance & Hon.& LTC	36,045,753.00	481,703.00	36,527,456
4	Interest of Savings Bank A/c	262,535.00		262,535.00	4	Travelling Allowance	196,647.00	92,809.00	289,456
5	Fees from Students	2,577,670.00	43,940.00	2,621,610.00	5	Other Charges	10,760,338.00	842,509.00	11,602,847
6	Recovery of Advance pay	-		-	6	Pension & DCRG	33,371,832.00	2,590,500.00	35,962,332
7	Misc. Receipts	2,311,677.00	110,336.00	2,422,013.00	7	Scholarship / Fellowship	1,613,479.00		1,613,479
	a) Water & Elect. Rs 5049				8	Miscellaneous	289,677.00	16,478.00	306,155
	b) CGHS Rs				9	Equipment & Furniture	260,779.00	(31,681.00)	169,098
	b) Others Rs 105287				10	R& M of Building & L Dev.	5,759,838.00	1,074,969.00	6,834,807
8	Right to Information Act.	1,310.00	(700.00)	610.00					
	Total	6,761,005.00	180,466.00	6,941,471.00		Total	131,771,278.00	6,444,133.00	138,215,411.0
						Section-III (PLAN)			
					1	Programme	4,374,030.00	213,015.00	4,587,045.00
					2	Equipment & Furniture	1,012,930.00	528,389.00	1,541,319.00
					3	Land & Building			
						Total	5,386,960.00	741,404.00	6,128,364.00

Section- IV Receipts		Section-IV (Payments)			
G.P.F.	14,443,732.00	1	G.P.F.	14,443,732.00	15,085,298.00
C.P.F.	137,500.00	2	C.P.F.	13,179,990.00	5,656,499.00
E.Money / S.Deposit	196,000.00	3	E.Money / S.Deposit	-	-
Caution Money	196,000.00	4	Caution Money	19,400.00	79,400.00
Motor Car/Scooter Advance	429,804.00	5	Motor Car/Scooter Adv.	412,000.00	262,000.00
Defined Contribution Pension	1,316,174.00	6	Computer Advance	-	210,000.00
Cycle Advance	9,530.00	7	Cycle Advance	15,000.00	22,500.00
Pan Advance	-	8	Pan Advance	-	-
Festival Advance	245,100.00	9	Festival Advance	281,250.00	281,250.00
House Building Advance	388,920.00	10	House Building Advance	-	-
G.I.S.	147,826.00	11	G.I.S.	143,219.00	222,556.00
D.R.F.	33,286.00	12	D.R.F.	14,500.00	14,500.00
Remitt. to Dy. Dir. State Gpf & Insu.	135,397.00	13	Remittance to State. Ins. & GPF	6,082.00	6,082.00
Misc Remitt.	-	14	Misc Remitt.	-	-
I.C.	1,119,892.00	14	I.C.	1,018,750.00	1,119,892.00
R/D	413,900.00	15	R / D	373,100.00	413,900.00
Income Tax	3,908,536.00	16	Income Tax	3,573,948.00	3,908,536.00
Examination Fee(M.D.S.Univ.)	11,580.00	17	Examination Fee	11,580.00	11,580.00
Enrolment / Eligibility Fee	33,800.00	18	Enrolment / Eligibility Fee	-	-
Games & Sport Fee	38,850.00	19	Games & Sport Fee	38,850.00	38,850.00
Scholarship (S.W.Deptt.)	4,000.00	20	Scholarship (S.W.Deptt.)	-	-
Remu. from MDS, Univ.	-	21	Remu. from MDS, Univ.	75,430.00	75,430.00
Non Council Fund	5,691,248.00	22	Non Council Fund	5,691,248.00	5,691,248.00
D.I.S.	131,000,000.00	23	D.I.S.	-	-
Receipt of Funds from NCERT	119,022,600.00			-	-
Computer Advance	255,160.00			-	-
Total Section-IV	148,175,373.00		Total Section-IV Payment	30,570,846.00	33,099,521.00
Total of Receipts (Sec.IV+V)			Total Payment (II+III+IV)		
				9,714,212.00	
Opening Balance			Closing Balance		
				6,269,329.74	
Grand Total			Grand Total		
				15,983,541.74	

Accounts Officer

Sr. Accountant

Dealing Clerk

Bank reconciliation Statement
along with
GPF/CPP & DCP Schedule

REGIONAL INSTITUTE OF EDUCATION : AJMER
STATEMENT OF RECEIPTS & PAYMENT FOR THE MONTH OF MARCH, 2013

RECEIPTS					PAYMENTS				
S. No.	Head of Account	Upto	During the month	Progressive Receipts	S. No.	Head of Account	Upto	During the month	Progressive Payment
1	2	3	4	5	1	2	3	4	5
	Operating Balance					Section-II (Non-Plan)			
	Cash					PART-A (Salaries)			
	Bank	63,552,772.14	8,767,530.74	72,320,302.88	a)	Pay of Faculty	16,317,484.00	491,250.00	16,808,734.00
	Term Deposit				b)	Allow. & Hon. of Faculty	10,974,287.00	5,515.00	10,979,802.00
					c)	Pay of Non-Faculty	28,536,764.00	461,700.00	28,998,464.00
					d)	Allow. & Hon. of Non-Faculty	25,686,694.00	10,106.00	25,696,799.00
	Receipt Section V								
1	Rent of Council's Building	2,085,701.00	73,435.00	2,159,136.00		TOTAL (PART-A)	81,515,230.00	968,261.00	82,483,491.00
2	Bill on Laxmi and A/c	456,314.00	-2,000.00	454,314.00					
3	Recovery of over Payment								
4	CGIS Contribution	1,300.00		1,300.00					
5	Miscellaneous Receipts	2,918,405.00	61,934.00	2,980,339.00	2	PART-B (Other Component)			
6	Fees & Charges (from Stud.)	2,652,899.00	11,920.00	2,664,819.00	a)	Leave Encash. (LTC) for	96,484.00		96,484.00
7	Interest on 50 A/c	289,433.00		289,433.00	b)	Leave Encash. (LTC) Non-Fac	426,001.00	5,630.00	431,631.00
8	RTI	510.00	60.00	570.00	c)	STC - Faculty	215,434.00		215,434.00
9	Sale proceeds of books		6,115.00	6,115.00	d)	LTC - Non-Faculty	674,141.00	78,036.00	752,177.00
10	Sale of Audio Video Cass.				e)	Child. Edu. All - Faculty	224,519.00		224,519.00
11	PF Investment Matured				f)	Child. Edu. All - Non-Faculty	712,546.00		712,546.00
12	Short Term Term. Maturity				g)	Medical Treatment - Faculty	190,175.00	112,323.00	302,498.00
13	Interest on PF Investment				h)	Medical Treatment - Non-Fac	991,234.00	117,802.00	1,109,036.00
14	Interest on STDs				i)	Pension	31,280,405.00		31,280,405.00
					j)	Retirement Benefit	2,301,236.00		2,301,236.00
						TOTAL (PART-B)	36,914,765.00	313,495.00	37,228,260.00
					3	PART-C (Non-Salary Comp.)			
					a)	Travelling Allowance	166,974.00	53,044.00	220,018.00
					b)	Scholarship/Fellowship	1,452,823.00		1,452,823.00
					c)	Other Charges	10,940,730.00	2,397,647.00	13,338,377.00
					d)	Progr. Time			
					e)	Miscellaneous	256,626.00	10,812.00	267,438.00
					f)	R/M of Equip. & Furniture	185,009.00	2,275,708.00	2,460,717.00
					g)	R/M of Land & Building	24,292,004.00	4,736,471.00	29,028,475.00
						TOTAL (PART-C)	37,294,566.00	9,443,742.00	46,738,308.00
						TOTAL (Non-Plan) A+B+C	155,724,861.00	10,725,498.00	166,450,359.00
						Section-III (Plan)			
					1a	Programme - General	1,284,219.00	323,811.00	1,608,030.00
					1b	Programme - SC			
					1c	Programme - STP	104,968.00	19,995.00	124,963.00
					2	Land & Building			
					3	Equipment & Furniture	44,334.00	-404.00	43,930.00
						TOTAL SECTION-III (Plan)	1,433,521.00	342,502.00	1,776,023.00

RECEIPTS SECTION IV				PAYMENT SECTION IV			
1	GPP (General Pmt. Fund)	75,307,443.00	1,100.00	14,725,884.00	(41,590.00)		15,130,474.00
2	C.P.E.	-	-	-	-	-	-
3	Time-1 (NHS)	1,497,432.00	15,155.00	-	-	-	-
4	Motor Cycle/Scooter Adv.	287,576.00	428.00	140,000.00	20,000.00	270,000.00	270,000.00
5	Cycle Advance	15,195.00	-300.00	3,500.00	3,500.00	25,000.00	25,000.00
6	House Building Advance	302,840.00	-	-	-	-	-
7	Car Advance	-	-	-	-	-	-
8	Medical Advance	280,050.00	575.00	303,750.00	-	303,750.00	303,750.00
9	Computer Advance	310,260.00	3,000.00	350,000.00	-	300,000.00	300,000.00
10	Earned Money/Sec. Dep.	20,000.00	10,000.00	50,000.00	10,000.00	60,000.00	60,000.00
11	Cash on Money	155,100.00	-	78,000.00	-	78,000.00	78,000.00
12	G.I.S.	115,402.00	72.00	-	-	-	-
13	Death Relief Scheme (DRS)	33,500.00	17.00	8,000.00	-	8,000.00	8,000.00
14	GPP (Remittances)	62,400.00	-	466,400.00	5,200.00	171,000.00	171,000.00
15	Miscellaneous Remittances (State & BPAF)	56,479.00	-	63,800.00	2,600.00	86,500.00	86,500.00
16	Other Remittance	-	-	78,300.00	-	78,300.00	78,300.00
17	PR from Council (Fund from NCFER)	147,029,240.00	14,300,700.00	-	-	-	-
18	Other Deposits	-	-	-	-	-	-
19	Miscellaneous Deposits	5,094,486.00	-16,670.00	6,509,776.00	466,522.00	501,698.00	501,698.00
20	Income Tax	1,355,156.00	2,670.00	1,340,043.00	115,116.00	1,355,159.00	1,355,159.00
21	LIC	504,000.00	900.00	-462,800.00	42,400.00	505,200.00	505,200.00
22	RD	6,598,400.00	-	6,598,400.00	-	6,598,400.00	6,598,400.00
23	NCF	81,054.00	-	-	-	-	-
24	Other Receipts (Pmt. from MDSU)	-	-	-	-	-	-
25	Examination Fees (MDSU)	-	-	-	-	-	-
26	Enrollment/Eligibility Fee	-	-	-	-	-	-
27	Games & Sports Fee	-	-	-	-	-	-
28	Scholarship (S.W. Depl.)	-	-	-	-	-	-
TOTAL SECTION IV				26,070,090.00	3,200,546.00	30,139,596.00	30,139,596.00
TOTAL PAYMENTS				186,037,531.00	12,448,546.00	198,486,077.00	198,486,077.00
Closing Balance :				-	-	-	-
Bank				66,150,972.74	10,959,355.74	77,110,328.48	77,110,328.48
Cash in Hand				252,089,503.00	23,307,901.24	275,397,404.24	275,397,404.24
GRAND TOTAL							

Chand
ACCOUNT OFFICER

Chand
MAJOR ACCOUNTANT

DEALING ASSISTANT

REGIONAL INSTITUTE OF EDUCATION, AJMER
STATEMENT OF RECEIPTS & PAYMENT FOR THE MONTH OF REVISED MAR 2014

RECEIPTS		Head of Account		Upto	During the Month	Progressive Receipts	S.No.	Head of Account	Upto	Payments	Progressive Receipts
No.		2		3	4	5	1	2	3	4	5
1	Opening Balance							Section-II (Non-Plan)			
	Cash							Part-A (Salaries)			
	Bank	61,185,248.58	8,476,763.35			69,662,011.93	a)	Pay of Faculty	20,028,033.00	565,833.00	20,593,866.00
	Term Deposit						b)	Allow. & Hon. Of Faculty	16,778,189.00	0.00	16,778,189.00
							c)	Pay of Non-Faculty	27,299,478.00	695,290.00	27,994,768.00
							d)	Allow. & Hon. Of Non-Faculty	26,786,875.00	0.00	26,786,875.00
								Total (Part A)	90,892,575.00	1,261,123.00	92,153,698.00
	Receipt Section V						2	Part-B (Other Component)			
1	Rent of Council's Building	2,118,892.00	6000.00			2,124,892.00	a)	Leave Encash. (LTC)-Fac.	212047.00	0.00	212,047.00
2	Intt. On Loans and Adv.	139,007.00	23,595.00			162,602.00	b)	Leave Encash. (LTC)-Non-Fac.	874,280.00	14432.00	888,712.00
3	Recovery of over Payment	206,189.00	0.00			206,189.00	c)	LTC-Faculty	364,566.00	2610.00	367,176.00
4	CGHS Contribution	5,050.00	0.00			5,050.00	d)	LTC-Non-Faculty	300,083.00	7,114.00	307,197.00
5	Fee & Charges (From Stud.)	2,872,808.00	73,035.00			2,945,843.00	e)	Child Edu. All. - Faculty	487,387.00	0.00	487,387.00
6	Interest on SB A/c	291,793.00	0.00			291,793.00	f)	Child Edu. All. - Non-Faculty	577,898.00	0.00	577,898.00
7	RTI	310.00	40.00			350.00	g)	Medical Treatment-Faculty	234,806.00	85,110.00	319,916.00
8	Sale proceeds of books	242,425.00	1,320.00			243,745.00	h)	Medical Treatment-Non-Faculty	602,861.00	302,134.00	904,995.00
9	Sale of Audio Video/Cass.	0.00	0.00			0.00	i)	Pension	35,476,319.00	0.00	35,476,319.00
10	PF Investment Matured	0.00	0.00			0.00	j)	Retirement Benefit	7,802,228.00	5,499,575.00	13,301,803.00
11	Interest on PF Investment	0.00	0.00			0.00		Total (Part B)	46,932,475.00	5,910,975.00	52,843,450.00
12	Miscellaneous Receipts	2,724,136.00	38,087.00			2,762,223.00	3	Part-C (Non-Salary Comp.)			
(a) W/E 0/-							a)	Travelling Allowance	336,449.00	22,496.00	358,945.00
(b) other receipt 38,087/-							b)	Scholarship/Fellowship	1,486,218.00	0.00	1,486,218.00
Total Section V		8,600,610.00	142,077.00			8,742,687.00	c)	Other Charges	13,830,523.39	1,249,249.00	15,079,772.39
							d)	Programme	0.00	0.00	0.00
	Other Misc. Receipt	821,621.00					e)	Miscellaneous	759,056.00	30,774.00	789,830.00
Water & Elect.		1,940,602.00					f)	R/M of Equip. & Furniture	664,462.00	1,861,339.00	2,525,801.00
		2,762,223.00					g)	R/M of Land & Building	33,400,000.00	16,469,710.00	49,869,710.00
								Total (Part C)	50,476,708.39	19,633,568.00	70,110,276.39
								Total (Non-Plan) A+B+C	188,301,758.39	26,805,666.00	215,107,424.39
								Section-III (Plan)			
							1.a	Programme-General	1,439,323.00	167,858.00	1,607,181.00
							1.b	Programme SCP	322,446.00	920.00	323,366.00
							1.c	Programme TSP	370,835.00	4,915.00	375,750.00
							2.	Land & Building	0.00	0.00	0.00
							3.	Equipment & furniture	0.00	0.00	0.00
								Total Section-III (Plan)	2,132,604.00	1,73,693.00	2,306,297.00

At PAC Gen R. 1394, 404 -
Lib. Books Rs. 212.722 -

At PAC Gen R. 1394, 404 -
Lib. Books Rs. 212.722 -

At PAC Gen R. 1394, 404 -
Lib. Books Rs. 212.722 -

	RECEIPT SECTION IV			PAYMENT SECTION IV			
GPF (Gen. Prov. Fund)	16,858,520.00	0.00	16,858,520.00	GPF (Gen. Prov. Fund)	19,627,169.00	724,852.00	20,352,021.00
C.P.F.	0.00	0.00	0.00	C.P.F.	0.00	0.00	-
Tier-I (NPS)	1,785,578.00	0.00	1,785,578.00	Tier-I (NPS)	192,000.00	30,000.00	222,000.00
Motor Cycle/Scooter Adv.	262,750.00	18,252.00	281,002.00	Motor Cycle/Scooter Adv.	7,500.00	0.00	7,500.00
Cycle Advance	14,300.00	0.00	14,300.00	Cycle Advance	0.00	0.00	-
House Building Advance	400,920.00	-6,520.00	394,400.00	House Building Advance	0.00	0.00	-
Car Advance	0.00	0.00	0.00	Car Advance	704,628.00	0.00	704,628.00
Festival Advance	294,750.00	375.00	295,125.00	Festival Advance	150,000.00	0.00	150,000.00
Computer Advance	282,760.00	-5000.00	277,760.00	Computer Advance	45,000.00	0.00	45,000.00
Earnest Money/Sec. Dep.	397,303.00	0.00	397,303.00	Earnest Money/Sec. Dep.	94,800.00	1,900.00	96,700.00
Caution Money	147,000.00	3,800.00	150,800.00	Caution Money	65,182.00	6,421.00	71,603.00
G.I.S.	118,440.00	0.00	118,440.00	G.I.S.	16,250.00	2,500.00	18,750.00
Death Relief Scheme (DRS)	32,861.00	0.00	32,861.00	Death Relief Scheme (DRS)	16,935.00	0.00	16,935.00
GPF (Remittances)	16,935.00	0.00	16,935.00	GPF (Remittances)	58,450.00	0.00	58,450.00
CBSE (Remittances)	58,450.00	0.00	58,450.00	CBSE(Remittance)	0.00	0.00	-
Fund from NCERT	178,667,679.00	29,832,321.00	208,500,000.00	Fund from NCERT	5,068,682.00	755,472.00	5,824,154.00
Income Tax	5,774,291.00	49,763.00	5,824,154.00	Income Tax	1,375,008.00	127,293.00	1,502,301.00
LIC	1,502,301.00	0.00	1,502,301.00	LIC	465,800.00	41,700.00	507,500.00
LSPC	97,526.00	0.00	97,526.00	RD	6,843,275.00	15,000.00	6,858,275.00
RD	508,000.00	0.00	508,000.00	NCF	50,590.00	0.00	50,590.00
NCF	6,838,275.00	0.00	6,838,275.00	Rem. From MDSU	0.00	0.00	-
Rem. From MDSU	51,790.00	0.00	51,790.00	Games & Sports Fees	0.00	0.00	-
Games & Sports Fees	0.00	0.00	0.00	Scholarship (S.W.Dept.)	37987	0.00	37,987.00
P.M.Relief	37,987.00	0.00	37,987.00	P.M.Relief	34,819,256.00	1,705,138.00	36,524,394.00
Scholarship (S.W.Dept.)	1,900.00	0.00	1,900.00	Total Section IV	225,253,618.39	28,684,497.00	253,938,115.39
Total Section IV	214,170,416.00	29,892,991.00	244,063,407.00	Total Payments	58,702,656.19	9,827,334.35	68,529,990.54
				Closing Balance			
				Bank			
				Cash in Hand			
GRAND TOTAL	283,956,274.58	38,511,831.35	322,468,105.93	GRAND TOTAL	283,956,274.58	38,511,831.35	322,468,105.93
Dealing Clerk							

REGIONAL INSTITUTE OF EDUCATION, AJMER
STATEMENT OF RECEIPTS & PAYMENT FOR THE MONTH OF MAR 2015

Receipts	Upto	During the Month	Progressive Receipts	S.No.	Head of Account	Upto	Payments During the Month
Head of Account	3	4	5	1	2	3	4
Opening Balance					Section-II (Non-Plan)		
Cash		7,855,914.35		a)	1 Part-A (Salaries)	19,274,292.00	
Bank				b)	Pay of Faculty	20,714,670.00	
Term Deposit				c)	Allow. & Hon. Of Faculty	28,559,228.00	1,427.58
				d)	Pay of Non-Faculty	29,439,241.00	201.33
					Allow. & Hon. Of Non-Faculty	97,987,431.00	1,628.92
					Total (Part A)		
Receipt Section V			1,647,601.00	2	Part-B (Other Component)	325,335.00	
1 Rent of Council's Building	1,613,362.00	34,239.00	282,611.00	a)	Leave Encash. (LTC)-Fac.	1,154,923.00	22.33
2 Intt. On Loans and Adv.	145,488.00	-4,800.00	148,359.00	b)	Leave Encash. (LTC)-Non-Fac.	874,502.00	
3 Recovery of over Payment	153,159.00	-		c)	LTC-Faculty	203,275.00	
4 CGHS Contribution	-	19,250.00	2,684,624.00	d)	LTC-Non-Faculty	328,454.00	
5 Fee & Charges (From Stud.)	2,665,374.00	-	310,244.00	e)	Child Edu. All. - Faculty	879,391.00	
6 Interest on SB A/c	310,244.00	40.00	690.00	f)	Child Edu. All. - Non-Faculty	436,900.00	
7 RTI	650.00	-	65,785.00	g)	Medical Treatment-Faculty	582,734.00	
8 Sale proceeds of books	65,785.00	-	-	h)	Medical Treatment-Non-Faculty	40,555,740.00	
9 Sale of Audio Video/Casst.	-	-	-	i)	Pension	8,673,013.00	
10 PF Investment Matured	-	-	-	j)	Retirement Benefit	54,014,267.00	
11 Interest on PF Investment	-	17,137.00	1,663,680.00		Total (Part B)		
12 Miscellaneous Receipts	1,646,543.00				3 Part-C (Non-Salary Comp.)	330,826.00	
(a) W/E O/-				a)	Travelling Allowance	1,406,915.00	
(b) other receipt 17,137/-		202,989.00	6,803,594.00	b)	Scholarship/Fellowship	13,888,532.00	2.13
Total Section V	6,600,605.00			c)	Other Charges		
				d)	Programme	190,314.00	
				e)	Miscellaneous	428,338.00	1.53
				f)	R/M of Equip. & Furniture	12,450,000.00	12.45
				g)	R/M of Land & Building	28,694,925.00	16.13
					Total (Part C)	180,696,623.00	18.63
					Total (Non-Plan) A+B+C		
					Section-III (Plan)	4,450,376.00	
				1.a	Programme-General	499,146.00	
				1.b	Programme-SCP	504,238.00	
				1.c	Programme - TSP		
				2	Land & Building		
				3	Equipment & furniture		
					Total Section-III (Plan)	5,453,760.00	

ECF Asset : 17.8
 ECF Report : 17
 Total : 19.3

W/E : 12-82-869
 12-82-869

REGIONAL INSTITUTE OF EDUCATION, AJMER
STATEMENT OF RECEIPTS & PAYMENT FOR THE MONTH OF MARCH 2016

RECEIPTS		During the Month 4	Progressive Receipts 5	S.No.	Head of Account 2	Payments		Upto 3	Progressive Receipts 5
Head of Account 2	Upto 3					During the Month 4	Upto 3		
Opening Balance									
Cash									
Bank		14,692,242.35							
Term Deposit									
Receipt Section V									
1 Rent of Council's Building	1,814,560.00	95,541.00	1,910,101.00					18,837,260.00	20,760,089.00
2 Intt. On Loans and Adv.	204,743.00	380.00	205,123.00					21,591,059.00	21,591,059.00
3 Recovery of over Payment	153,551.00		153,551.00					29,515,472.00	29,515,472.00
4 CGHS Contribution								31,418,102.00	31,791,914.00
5 Fee & Charges (From Stud.)	2,194,106.00							101,361,893.00	103,658,534.00
6 Interest on SB A/c	464,389.00								
7 RTI	660.00	110.00	770.00					89,477.00	89,477.00
8 Sale proceeds of books	52,845.00	2,950.00	55,795.00					128,993.00	120,364.00
9 Sale of Audio Video/Cass.								203,500.00	290,500.00
10 PF Investment Matured								117,630.00	114,930.00
11 Interest on PF Investment								343,629.00	343,629.00
12 Miscellaneous Receipts	2,984,652.00	116,443.00	3,101,095.00					997,242.00	997,242.00
(a) W/E 1,12,853/-								890,453.00	890,453.00
(b) other receipt 3,590 /-								1,176,362.00	1,176,362.00
Total Section V	7,869,506.00	288,355.00	8,157,861.00					46,033,189.00	46,033,189.00
								5,956,467.00	7,434,510.00
								55,936,942.00	57,490,656.00
								236,628.00	220,004.00
								1,621,138.00	1,698,054.00
								21,011,417.00	22,619,356.00
								317,763.00	587,163.00
								335,814.00	552,804.00
								8,691,705.00	19,959,605.00
								32,214,465.00	45,436,986.00
								189,513,300.00	206,586,176.00
								5,901,018.00	5,877,799.00
								830,978.00	728,793.00
								232,022.00	238,658.00
								2,203,497.00	2,203,497.00
								2,084,729.00	9,048,747.00

P.T.O.

EIPY SECTION IV			PAYMENT SECTION IV		
Gen. Prov. Fund	16,933,530.00	10,000.00	16,943,530.00	Gen. Prov. Fund	14,271,160.00
Tier-I (NPS)	2,393,429.00	-	2,393,429.00	Tier-I (NPS)	-
NPS (Employer Contribution)*	13,347.00	-	13,347.00	NPS (Employer Contribution)*	-
Motor Cycle/Scooter Adv.	264,780.00	-	264,780.00	Motor Cycle/Scooter Adv.	78,000.00
Cycle Advance	26,275.00	-	26,275.00	Cycle Advance	13,500.00
House Building Advance	435,288.00	1,419.00	436,707.00	House Building Advance	-
Car Advance	-	-	-	Car Advance	-
Festival Advance	310,950.00	-	310,950.00	Festival Advance	288,000.00
Computer Advance	226,800.00	1,000.00	227,800.00	Computer Advance	240,000.00
Earnest Money/Sec. Dep.	403,700.00	-	403,700.00	Earnest Money/Sec. Dep.	70,000.00
Caution Money	473,000.00	-	473,000.00	Caution Money	172,700.00
G.I.S.	108,108.00	108.00	108,216.00	G.I.S.	73,760.00
Death Relief Scheme (DRS)	29,614.00	34.00	29,648.00	Death Relief Scheme (DRS)	15,000.00
CBSE (Remittances)	-	-	-	CBSE (Remittance)	-
Fund from NCERT	184,700,000.00	28,000,000.00	212,700,000.00	Fund from NCERT	45,000.00
Sub Office Remittances	1,351,536.00	151,356.00	1,502,892.00	Sub Office Remittances	1,022,290.00
Income Tax	8,553,660.00	71,793.00	8,625,453.00	Income Tax	724,602.00
LIC	1,557,197.00	-	1,557,197.00	LIC	1,430,183.00
RD	480,000.00	-	480,000.00	RD	440,300.00
NCF	4,800,979.00	-	4,800,979.00	NCF	39,700.00
Rem. From MDSU	60,923.00	-	60,923.00	Rem. From MDSU	4,800,979.00
Scholarship (S.W.Dept.)	-	-	-	Scholarship (S.W.Dept.)	-
Donation	-	-	-	Donation	-
SSC Examination	101,356.00	-101,356.00	-	Sale of NCERT Books	51,750.00
Common Entrance Exam	-	4,702,146.00	4,702,146.00	Common Entrance Exam	4,509,077.00
New Education Policy	2,091,581.00	6,739.00	2,098,320.00	New Education Policy	2,196,521.00
Total Section IV	225,316,053.00	32,843,239.00	258,159,292.00	Total Section IV	37,662,571.00
* Employer Contribution of Sh.				Total Payments	234,139,889.00
Kamlesh Tayal Deputed in CBSE				Closing Balance	
				Bank	22,403.00
				Cash at Bank	
GRAND TOTAL		47,823,836.35		GRAND TOTAL	47,823,836.35
Dealing Clerk				Accounts Officer	
				Accountant	
				Sr. Accountant	

Northern Regional Committee
National Council for Teacher Education
(A Statutory Body of the Government of India)

MAY 2015

Dated:

Office : 4th Floor, Jeevan Nidhi-II, LIC Building, Ambekar 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



MAHARSHI DAYANAND SARASWATI UNIVERSITY, AJMER

No.F.14(159)/Acad.II/MDSU/2015/ 36300

Dated: 29-10-15

The Principal,
Regional Institute of Education,
Capt. D.P. Choudhary Marg,
Ajmer - 305004.

Sub: Grant of Fresh Affiliation in B.A. B.Ed. for the session 2015-2016.

Dear Sir/Madam,

On the recommendation of the Inspection Committee and Affiliation Committee the Hon'ble Vice-Chancellor has been pleased to grant Fresh Affiliation to your College in **B.A. B.Ed. (Four Year) Course (with 50 Seats-One Unit)** as per N.C.T.E. norms for the Session 2015-2016, subject to fulfillment of the conditions as mentioned below:-

1. "To follow and observe the University Act, Statutes, Ordinances, Regulations, Rules and Instructions framed, amended, adopted and issued from time to time in General and specifically relating to :
 - (a) Admissions of students in all the courses.
 - (b) To follow curricula/Courses of study as prescribed by the University from time to time including scheme of examinations and conduct of examinations.
 - (c) Appointment of Teaching/Sports/PTI/Library Staff."
2. (i) All the conditions as prescribed by the NCTE letter No. F. NRC/NCTE/F-7/RJ-....(Part-VI)/2015/110108 dated 13-05-2015 will have to be followed.
- (ii) Staff: Appointment of permanent and qualified Principal and teaching staff on the fulltime basis selected by a duly constituted Committee as per the norms of NCTE/State Govt./UGC before the commencement of the session.
- (iii) Building: Construction of sufficient building as per guidelines of the NCTE provisions, play grounds and hostel building.
- (iv) To make compliance and fulfillment of the conditions laid down in your affiliation letter and submit it within two months from the date of issue of this letter.
3. To provide the information as asked for by the University from time to time including Statistics etc.
4. To follow strictly rules and regulations and amendments governed by the University & NCTE from time to time.
5. महाविद्यालय निम्नलिखित कमियों की पूर्ति भी किया जाना सुनिश्चित करें:
 1. महाविद्यालय सत्र 2015-2016 में बीए बी.एड. पाठ्यक्रम हेतु नियुक्त शिक्षकों के नियुक्ति, कार्यग्रहण एवं शैक्षणिक योग्यता सम्बन्धी दस्तावेज भिजवाया जाना सुनिश्चित करें।
 2. महाविद्यालय सत्र 2015-2016 के लिये बीए बी.एड. पाठ्यक्रम हेतु एनसीटीई के निर्धारित मानदण्डानुसार 1000 शीर्षकों की 3000 पुस्तकों क्रय की गई पुस्तकों के सम्बन्ध में पृथक से क्रय के बिलों एवं परिग्रहण पत्रिका की प्रति भिजवाया जाना सुनिश्चित करें।

Yours faithfully,

REGISTRAR

Copies to
SO(E)/Asstt Lib.
for info

APC(D)

Pl. send
for info specially
against point 2(iv) & 5.

X.P.S.
4/11

H.B.

Original

Dear/APC(D)/APC(P)/Head Office

वे.वि.सं., अजमेर
R.I.E., Ajmer

अवधि ४

Diary No. 4042

दिनांक/Date

With Dated 2 NOV 2015

156
5/11/15

28

यु.अध्यापक शिक्षा परिषद्
(सरकार का एक विधिक संस्थान)



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

उत्तर क्षेत्रीय समिति

गुरुगुरुतयो धाम
NCTE

Northern Regional Committee

दिनांक : 14.07.99

तअशिप/उक्षेस/RIE/99/9035

प्राचार्य

रीजनल कॉलेज ऑफ एजुकेशन

अजमेर (राज०)

विषय- दो वर्षीय बी०एड० पाठ्यक्रम की मान्यता के संबंध में ।

महोदय,

उपरोक्त विषय में आपके द्वारा प्रेषित आवेदन पर उत्तर क्षेत्रीय समिति की उन्नीसवीं बैठक जो कि दिनांक 14.7.99 को आयोजित हुई बैठक में विचार दिया गया। उत्तर क्षेत्रीय समिति ने आपको उपरोक्त पाठ्यक्रम की सत्र 99-2000 में 80 सीटों के साथ प्रारंभ करने की मान्यता का निर्णय लिया। समिति ने यह भी निर्णय लिया कि सत्र 2000-2001 में जब संस्था में कुल $80+80 = 160$ छात्र होंगे तब संस्था द्वारा 1:10 के अनुपात में अतिरिक्त अध्यापक नियुक्त किये जायेंगे। मान्यता के विधिवत आदेश उक्त बैठक की कार्यवाही विवरण के अनुमोदन के उपरांत ही जारी किया जायेगा। समिति के निर्णयानुसार आपको प्रदेश के संबंध में विज्ञापन आदि जारी करने के लिए निर्णय से सूचित किया जाता है।

धन्यवाद

(Signature)
14.7.99

(डॉ० एस.एन.मेठी)
क्षेत्रीय निदेशक

(Signature)

(Signature)

(Signature)
23/07/99

(Signature)

(Signature)
23/7/99

(Signature)
Principal
डी. वि. सं. अजमेर
D. V. S. AJMER

562
23/7

45, शांति पथ, तिलक नगर, जयपुर - 302 004
जम्मू, दिल्ली, हरियाणा, पंजाब, चण्डीगढ़, हिमाचल प्रदेश, राजस्थान

Office : A-46, Shanti Path, Tilak Nagar, Jaipur - 302 004
Jurisdiction : U.P., Delhi, Haryana, Punjab, Chandigarh, H.P., Rajasthan

Phone फोन : 0141-623501 Fax फैक्स : 91-141-620116



राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)
उत्तर क्षेत्रीय समिति
NATIONAL COUNCIL FOR TEACHER EDUCATION
(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)
NORTHERN REGIONAL COMMITTEE

क्रमांक: एफ-3/आर.जे.-26/5700

दिनांक: 24-01-97

आदेश

राष्ट्रीय अध्यापक शिक्षा परिषद् अधिनियम 1993 की धारा 14(3)(ए) में प्रदत्त शक्तियों का प्रयोग करते हुए उत्तर क्षेत्रीय समिति, क्षेत्रीय शिक्षा संस्थान, पुष्कर रोड, अजमेर को सत्र 1996-97 से चार वर्षीय नियमित बी.एस.सी. बी.एड.(सेकेण्डरी) पाठ्यक्रम में 80 छात्र/छात्राओं को प्रवेश देने के लिये मान्यता प्रदान करती है।

यह मान्यता उक्त अधिनियम की धारा 17(1) के अन्तर्गत कार्यवाही न होने तक जारी रहेगी।

आज्ञा से

(डा. अनिल शुक्ल)
क्षेत्रीय निदेशक

प्रतिलिपि सूचनार्थ एवं आवश्यक कार्यवाही हेतु प्रेषित

1. शासन सचिव, शिक्षा, राजस्थान राज्य सरकार, सचिवालय, जयपुर
2. शिक्षा निदेशक, प्राथमिक/माध्यमिक शिक्षा, राजस्थान राज्य सरकार
3. कुल सचिव, महर्षि दयानन्द सरस्वती विश्वविद्यालय, अजमेर
4. निदेशक, राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद्/संस्थान, राजस्थान
5. प्राचार्य, क्षेत्रीय शिक्षा संस्थान, अजमेर
6. सदस्य सचिव, राष्ट्रीय अध्यापक शिक्षा परिषद्, नई दिल्ली
7. कार्यालय आदेश फाइल
8. भारत के राजपत्र में प्रकाशन हेतु
9. गार्ड फाइल

(डा. अनिल शुक्ल)
क्षेत्रीय निदेशक

कार्यालय: ए-46, शांति नगर, सिलवड़ा, जयपुर-302004
Office: A-46, SHANTI NAGAR, SILVADA, JAIPUR-302004

कार्यालय: ए-46, शांति नगर, सिलवड़ा, जयपुर-302004
Jurisdiction: ए-46, शांति नगर, सिलवड़ा, जयपुर-302004



MAHARSHI DAYANAND SARASWATI UNIVERSITY, AJMER

No. F.14 (159) Acad. II/ MDSU/2016/ 27960

Dated: 19.10.16

The Principal,
Regional Institute of Education,
Captain Durga Prasad Chaudhary Marg,
Pushkar Road,
Ajmer.

Sub:- Extension in provisional affiliation for the session 2015-2016.

Dear Sir,

With reference to your application for the purpose mentioned on the subject cited above, I am directed to inform you that on the recommendations of the Affiliation Committee, the Hon'ble Vice-Chancellor has been pleased to grant extension in provisional affiliation to your college in the course mentioned below for the academic session along with the seats as mentioned against the said course subject to fulfillment of the conditions mentioned below and overleaf during the aforesaid period:-

Class	Session	Seats
M.Ed. (Elementary Education)	2015-2016	30 (25+5)

The application for extension in provisional affiliation for the session 2016-2017 along with required fee may be sent together with a report about the fulfillment of the conditions of the provisional affiliation up to 31st Dec.2015. If already deposited, need not to deposit.

Yours faithfully,

[Signature]
Dy. Registrar (Acad.II)

19/10/16

✓
Dean for n.a. / Head (2E) /
I/c Academic Section /
APC. (D)
[Signature]

राष्ट्रीय माध्यमिक शिक्षण बोर्ड
R.I.E., Ajmer
आवेदन क्र.
Diary No. 1492
दिनांक/Date 24 OCT 2016
स्थिति/Status Dated



MAHARSHI DAYANAND SARASWATI UNIVERSITY, AJMER

No. F.14 (159) Acad. II/ MDSU/2016/ 27960

Dated: 19.10.16

The Principal,
Regional Institute of Education,
Captain Durga Prasad Chaudhary Marg,
Pushkar Road,
Ajmer.

Sub:- Extension in provisional affiliation for the session 2015-2016.

Dear Sir,

With reference to your application for the purpose mentioned on the subject cited above, I am directed to inform you that on the recommendations of the Affiliation Committee, the Hon'ble Vice-Chancellor has been pleased to grant extension in provisional affiliation to your college in the course mentioned below for the academic session along with the seats as mentioned against the said course subject to fulfillment of the conditions mentioned below and overleaf during the aforesaid period:-

Class	Session	Seats
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Yours faithfully,

[Signature]
Dy. Registrar (Acad.II)

19/10/16

✓
Dean for n.a. / Head (2E) /
I/c Academic Section /
APC. (D)
[Signature]

राष्ट्रीय संस्कृत
R.I.E., Ajmer
आरंभ नं.
Diary No. 1492
दिनांक/Date 24 OCT. 2016
स्थिति Dated

UNIVERSITY RESULTS FOR PREVIOUS ACADEMIC YEAR i.e.
2015-16

REGIONAL INSTITUTE OF EDUCATION, AJMER

Examination results of various courses offered by the Regional Institute

2016

	B.Sc. B.Ed.				B.Ed.		M.Ed.	B.AB.Ed.
	I Year	II Year	III Year	IV Year	I Year	II Year		
Boys	32	30	27	25	20	7	10	14
Girls	60	60	61	62	58	22	27	33
Total	92	90	88	87	78	29	37	47
No. of Students Passed								
Boys	28	56	27	24	20	7	10	14
Girls	59	37	61	61	58	22	25	33
Total	87	87	88	85	78	29	35	47
Pass %	95%	97%	100%	98%	100%	100%	95%	100%
No. of SC Students appeared & Passed								
Appeared	17	13	12	11	14	4	9	10
Passed	16	12	12	11	14	4	8	10
Pass %	94%	92%	100%	100%	100%	100%	89%	100%
No. of ST Students appeared & Passed								
Appeared	3	7	6	6	4	-	1	2
Passed	3	5	6	6	4	-	1	2
Pass %	100%	71%	100%	100%	100%	-	100%	100%

Dean of Instruction

SAMPLE OF FEEDBACK ON PRACTICE TEACHING BY
TEACHER EDUCATORS, BY PEERS AND STAFF OF PRACTICE
TEACHING SCHOOLS.

कक्षायी अभ्यास का मूल्यांकन
Evaluation of Classroom Practice

Name of the Supervisor M. Bhatnagar

Time: From 11:15 Am to 11:50 Am Date 11/8/2015

Introduction of Lesson


Introduction Lesson is good
Previous knowledge checked

Presentation of Lesson

presentation of lesson effective
Black Board work is good

Summarization of Lesson

Summarization of lesson nicely



Signature of the Supervisor

कक्षायी अभ्यासों पर चिंतन Reflection on Classroom Practice

1. इस शिक्षण अभ्यास से मैंने क्या सीखा है ?

What have I learned from this lesson practice?

→ विद्यार्थियों की और examples 4. activity द्वारा अच्छी सी समझाया जा सकला है।

2. मैं किसी भी सिद्धान्त को व्यवहार में किस प्रकार लागू कर पाया/पाई हूँ ?

How have I applied any theory into practice?

→ से daily life examples.

→ activity द्वारा ।

→ Logical aspect. द्वारा ।

3. किस सीमा तक मेरे शिक्षण अभ्यास ने शिक्षण कौशलों को बहतर बनाने में सहायता की है ?

To what extent my practice in teaching has led me to become better at teaching skills? (Write the name of teaching skills)

→ lecture cum demonstration.

4. मैं अपनी अगली पाठ-योजना और शिक्षण अभ्यास को सुधारने के लिए क्या कर सकता/सकती हूँ ?

What can I do to improve my next lesson plan and teaching practice?

→ अगले अभ्यास में और examples 4 activity द्वारा अच्छी सी समझाया जा सकला है।

Lexmi

विद्यार्थी के हस्ताक्षर

Signature of the Student

(I)		(II)										(III)
(32)	ii) Learning Experiences : Logical sequencing, increased student teacher interaction, sustaining pupils' interest, connects classroom learning to outside experiences, provides opportunities to go beyond textbooks, encourages students to perform activities, encourages students to ask questions.	10	9	8	7	6	5	4	3	2	1	
	iii) Teaching strategies & skills : Appropriateness, Effectiveness, Relevance & Originality	10	9	8	7	6	5	4	3	2	1	
	iv) Review/ Evaluation & Home Assignment, Structuring, Meeting individual differences, integrating evaluation with classroom teaching, using open ended questions & effectiveness	10	9	8	7	6	5	4	3	2	1	
	v) Attainment of Objectives, content accuracy & budgeting of time	10	9	8	7	6	5	4	3	2	1	
	vi) Classroom Environment: Student-teacher interaction, students' interest, effective dealing of situations & Class management	10	9	8	7	6	5	4	3	2	1	
	3. Teacher's Personality Appearance, Mannerisms, Expression, Language & Voice	10	9	8	7	6	5	4	3	2	1	

Total Score: _____ %

Signature of the Supervisor _____

REGIONAL INSTITUTE OF EDUCATION, AJMER

B.Sc. B.Ed. Internship, Year

Name of the Pupil Teacher _____

Name of the Cooperating School _____

Class : _____

Name of the Supervisor _____

Criteria (1)		Rating Scale (2)										Comments (3)
1. Lesson Plan												
(31)	i) Instructional Objectives: Appropriateness, Attainability, Adequacy & Clarity	10	9	8	7	6	5	4	3	2	1	
	ii) Content: Adequacy, Accuracy, Relevance & Sequencing	10	9	8	7	6	5	4	3	2	1	
	iii) Learning Activities (Including TA): Appropriateness, Adequacy, Effectiveness, Originality & Variety Evaluation (Formative & Summative); Coverage, Appropriateness, Accuracy	10	9	8	7	6	5	4	3	2	1	
2. Lesson Delivery												
	i) Introduction Relevance, Sufficiency & Interest arousal	10	9	8	7	6	5	4	3	2	1	

SUPERVISION NOTES										
Place					Date					
School										
Name of the Pupil Teacher										
Course: B.Ed./B.Sc. B.Ed.										
Subject										
Class and Section										
Topic										
Remarks about the lesson										
1. Lesson Plan :										
2. Introduction :										
3. Presentation :										
4. Communication :										
5. Teaching Aids :										
6. Class Management :										
7. Evaluation :										
8. Chalkboard work :										
9. Personality :										
10. Innovations :										
Overall Evaluation of the this lesson										
1	2	3	4	5	6	7	8	9	10	

SUPERVISION NOTES	
Place	Date
School	
Name of the Pupil Teacher	
Course: B.Ed./B.Sc. B.Ed.	
Subject	
Class and Section	
Topic	
Remarks about the lesson	
1. Lesson Plan	:
2. Introduction	:
3. Presentation	:
4. Communication	:
5. Teaching Aids	:
6. Class Management	:
7. Evaluation	:
8. Chalkboard work	:
9. Personality	:
10. Innovations	:
Overall Evaluation of the this lesson	
1	2
3	4
5	6
7	8
9	10

[illegible]

REGIONAL INSTITUTE OF EDUCATION, AJMER
B.Sc., E.Ed. Internship, Year

Time of the Pupil Teacher _____ Name of the Cooperating School _____
 Class _____ Name of the Supervisor _____

Criteria (1)	Rating Scale (2)	Comments (3)
Lesson Plan		
Instructional Objectives : Appropriateness Attainability, Adequacy & Clarity	10 9 8 7 6 5 4 3 2 1	
i) Content : Adequacy, Accuracy Relevance & Sequencing	10 9 8 7 6 5 4 3 2 1	
ii) Learning Activities (Including TA) : Appropriateness, Adequacy, Effectiveness, Originality & Variety Evaluation (Formative & Summative); Coverage, Appropriateness, Accuracy	10 9 8 7 6 5 4 3 2 1	
Lesson Delivery		
Introduction Relevance, Sufficiency & Interest arousal	10 9 8 7 6 5 4 3 2 1	

10.

(I)	(II)	(III)
ii) Learning Experiences : Logical Sequencing, increased student teacher interaction sustaining pupils' interest, connects classroom learning to outside experiences, provides opportunities to go beyond textbooks, encourages students to perform activities, encourages students to ask questions.	10 9 8 7 6 5 4 3 2 1	
iii) Teaching strategies & skill: Appropriateness, Effectiveness, Relevance & Originality	10 9 8 7 6 5 4 3 2 1	
iv) Review/ Evaluation & Home Assignment, Structuring, Meeting individual differences, integrating evaluation with classroom teaching, using open ended questions & effectiveness.	10 9 8 7 6 5 4 3 2 1	
v) Attainment of Objectives, content accuracy & budgeting of time	10 9 8 7 6 5 4 3 2 1	
vi) Classroom Environment: Student-teacher interaction, students' interest, effective dealing of situations & Class management	10 9 8 7 6 5 4 3 2 1	
3. Teacher's Personality		
Appearance, Mannerisms, Expression, Language & Voice	10 9 8 7 6 5 4 3 2 1	

Total Score _____%

11.

Signature of the Supervisor _____

Data Sheet to record the ‘Best Practices’

1. Title of the practice- Prakriti mela

2. The context that required initiation of the practice-

In today's world driven by the consumerism and fast growth, natural resources are being exploited at the alarming level. In this context, environment and sustainability has become the burning topic of discussion and action. Imbalance between environment and development has led to dramatic climate change. Almost all corners of the globe are affected from this change and the issue of environment protection is now not limited to particular country or region. To tackle this problem, efforts are required from all facets of life and education becomes even more important as a changing agent. Schools, teachers and students can play an important role in the protection of environment. Some small practices can lead to big changes. To provide a platform to the stakeholders of education to think and act on the strategies related to environment education, Prakriti Mela was introduced at RIE, Ajmer.

3. Objectives of the practice-

- (a) To aware schools and its stakeholders with environmental issues.
- (b) To show the connection of environment and sustainability.
- (c) To show the importance of web of life.
- (d) To share and discuss the ideas related to environment.
- (e) To change the behavior leading to sustainability.
- (f) To suggest innovative measures.
- (g) To change the mind set-up related to environment.
- (h) To make young population as changing agents for environmental conservation.
- (i) To show the importance of renewable energy.
- (j) To show the link between culture and environment.
- (k) To provide a platform for sharing the ideas.

4. The practice:

Prakriti Mela is initiative of Regional Institute of Education (RIE) Ajmer, a constituent unit of National Council for Educational Research and Training and Centre for Environment Education, a centre of excellence under Ministry of Environment, Forest and Climate Change. The programme was first organized in 2006-07 and has become a major event for the region where schools come together to showcase their educational efforts in the field of environment and sustainability. It is five days programme, in which schools from all states of the country participate. The programme includes visit to Environmental Theme Park, guest lectures, presentation by teachers, Setting up of exhibition by schools and students, Games (wishing tree, snakes and ladder, break the pyramid, who am I, web of life, Bird identification), Fun activities (face painting, canvas), Slogan writing competition, Quiz- Kaun Banega Paryavaran Mitra Champion, Bird Watching, Drawing competition, Poster making competition, Quiz, Treasure hunt, Visit to Pushkar – A unique ecotone.

Environmental theme park is special initiative of RIE, Ajmer where different themes of ecosystems are manifested. It includes Desert ecosystem, aquatic ecosystem, medicinal plants..... Panchvati and Navgraha vatika are peculiar to the park. The park has great environmental education value.

Paryavaran Mitra Puraskar is another attraction of Prakriti Mela. This puraskar is the recognition of exemplary leadership shown by schools and its stakeholders in encouraging and engaging students in Handprint actions. Launched in 2007 by Centre for Environment Education (CEE) at UNESCO's 4th International Conference on Environmental Education held at Ahmedabad, India, the Handprint represents the belief that we can make a difference through individual and collective actions to solve the environmental problems.

5. Obstacles faced if any and strategies adopted to overcome them-

Management of such a big event is a challenge and good coordination between RIE and CEE is needed. There is good cohesion between the two. Student Volunteers play an important role in successful organization of the event.

6. Impact of the practice-

Prakriti Mela has become a major national event where schools from all corners of India come together, participate, show case their activities. Lot of local schools also visit this mela and awareness on mass scale is happening. For institute's own students, it has become an important activity. They are becoming part of eco clubs which deals with important issues of energy, waste management, water and sanitation, culture and heritage, biodiversity and greening. In this way, they become researchers and campus life is more sustainability centred. Message of eco-friendly attitude thus percolates to the major section of the society through schools and its stakeholders.

7. Resources required-Boarding and lodging, logistic support, Resource Persons, Student volunteers etc.

8. Contact person for future details- Prof. B. Barthakur, Professor of Botany, RIE, Ajmer

Data Sheet to record the 'Best Practices'

1. Title of the practice-

Internship in Jawahar Navodaya Vidyalayas (JNVs) and other residential schools

2. The context that required initiation of the practice-

Internship programme is an essential part of B.Ed. curriculum and B.Ed. trainees are supposed to practice their teaching in some schools for short duration of time. They teach in school hours and come back. It was felt that fellow students should learn not only the teaching, but other curricular activities as well which are very important in school curriculum. This can only happen,

when trainees become part of the school life beyond school hours. Keeping this in view, Jawahar Navodaya Vidyalayas and other residential schools were the best choice for Internship programme.

3. Objectives of the practice-

- (a) To provide real time experience of teaching-learning and campus life in residential set-up.
- (b) To tackle the challenges of campus life.
- (c) To arrange assemblies, games and sports activities and remedial teaching.
- (d) To have a count of complete activities during the day.
- (e) To organize the important days/celebrations.

4. The practice

Pre-internship programme is organized for the students of B.Sc.B.Ed., B.A.B.Ed.& B.Ed. courses, in which objectives, scope and modalities of the internship program are discussed and various processes are explained. Various technical sessions are followed by practice teaching and peer group teaching. After intensive orientation of student teachers, their meeting is organized with the Principals of the allotted schools. In this way, students get introductory idea of the set-up of particular school and plan accordingly.

Pre-internship programme is immediately followed by the internship programme in schools, where real experience of school curricular areas is experienced. This experience involves the following:

- 1. Teaching of subject on regular time table basis.
- 2. Understanding and conducting unit tests & formative assessments
- 3. Learn to conduct supervised study classes & remedial teaching.
- 4. Learning how to organize various co-curricular activities in school.
- 5. Learning to prepare & maintain school records.
- 6. Participation in morning assembly and other school activities.
- 7. Understanding and participating in residential support component.

Permitting interns in the JNV may be viewed as an opportunity to mentor the future generation of teachers. Through this, the future generation of teachers get chance to be trained by the regular teachers of the respective schools in all aspects of life cycle of the teachers in residential set-up. This training involves experience of all the aspects of teaching, learning, testing and evaluation, residential components, co-scholastic activities, self study classes, remedial teaching and expertise in the curricular framework and concepts. Teaching by the interns takes place in the presence of teachers of school or/and supervisors from RIE, Ajmer, in the classroom, on a co-teaching mode so that the regular teacher may supplement and compliment the required factors. Subject teachers are invariably present in classes. Interns may be allotted all the duties as applicable to the regular teachers. In all activities allotment of duties like incharge of activities/MOD/House Master/Programme Incharge/ Morning PT/Assembly/Mess Incharge/additional responsibilities the assistance of the interns may be obtained to give them the training of understanding the processes. Number of interns in the school is limited to five or so in view of the appropriate attention on the intern. All rules of conduct are applicable to Interns. Professional responsibilities on the part of intern are as follows:

1. The teacher intern must be aware that teaching is a primary responsibility and that attendance and preparation should reflect the seriousness of this responsibility.
1. The teacher intern should behave in a professional manner at all times, realising that punctuality, reliability, initiative, and attitude towards teaching are important aspects.
2. The teacher should examine his/her attitude toward and expectations of the students in doing so, he/she should:
 - a. Respect the student as a person.
 - b. Recognize the worth of each student.
 - c. Recognize what is reasonable to expect from students in terms of maturity, motivation and responsibility and
 - d. Temper language to suit the classroom environment.
3. The teacher intern should recognise the confidential nature of student information (including observations of behaviour, achievement data, disciplinary measures etc. and assume the responsibility of handling confidential information.
4. The Teacher intern should dress to meet or exceed the school's expectations and the assigned school dress code while on the premises or at school-related activities.

Teacher interns are expected to take a proactive approach to their own learning and to participate constructively in a broad range of placement experiences. They engage fully in the life of the school and seek and avail of opportunities to observe and work alongside other teachers. They are expected to seek and avail of support and to engage with constructive feedback from their co-operating teachers and Principal. It is expected that teacher interns will prepare and teach lessons in a supported environment commensurate with their stage of development. This should be done in line with NVS requirements and the policies of the host school (in particular homework, assessment and other relevant teaching and learning policies). In doing so, they should be always conscious that pupils'/students' needs are paramount and that a duty of care obtains. At all times, a school community can expect that a teacher intern will engage with it in a respectful and courteous manner, have due regards for the values and standards set out in the code of professional conduct for teachers and for the schools' code of behavior, child protection policy, gender sensitivity and other relevant policies. School may observe and ensure that student interns would have full time school experiences under the guidance of experienced teachers of JNVs.

5. Obstacles faced if any and strategies adopted to overcome them

As such there is good cohesion between RIE, Ajmer and concerned JNVs/other residential schools. Some problems, if arises, are tackled by the visiting faculty with the help of school authorities. One such issue is boarding and lodging of student interns in respective schools. Some schools have limitation of accommodation and face problem in allocating proper accommodation to interns. Interns have to share the boarding with the students of schools.

6. Impact of the practice- Student interns are trained effectively as a teacher and are better equipped to the profession.

7. Resources required- School infrastructure

8. Contact person for future details- Prof. V.P. Singh, Professor of Science and Convener Internship, programme, RIE, Ajmer

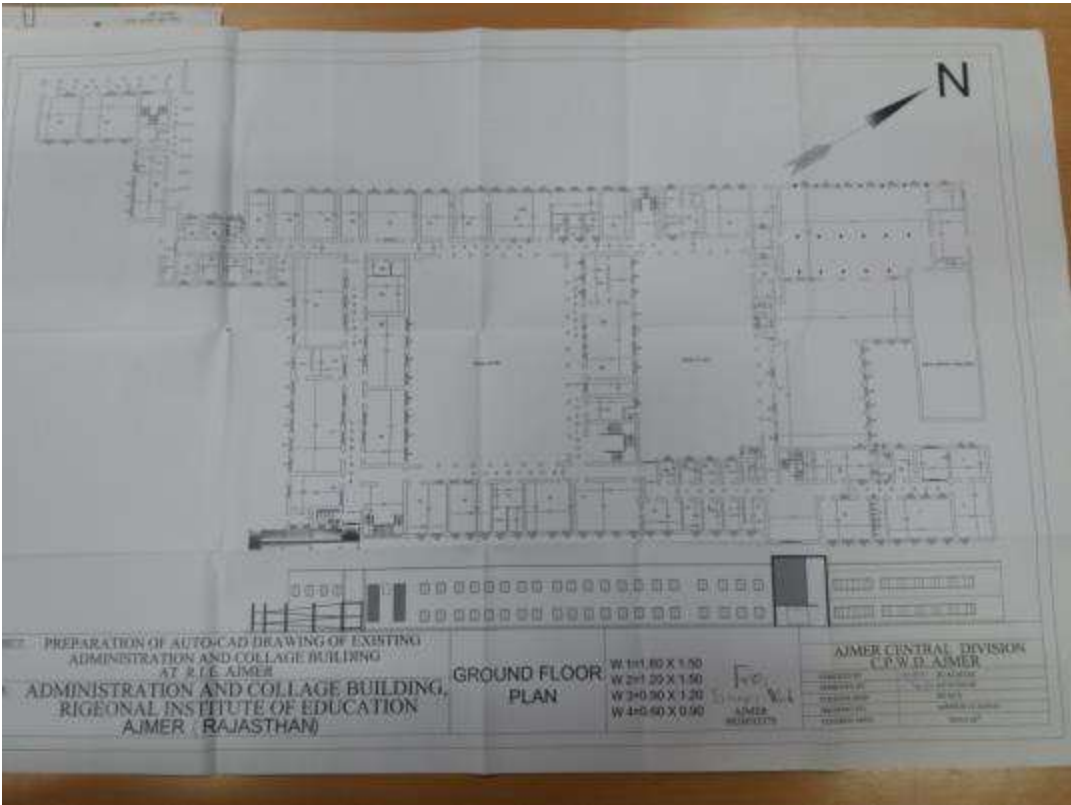
Fee Structure Revised

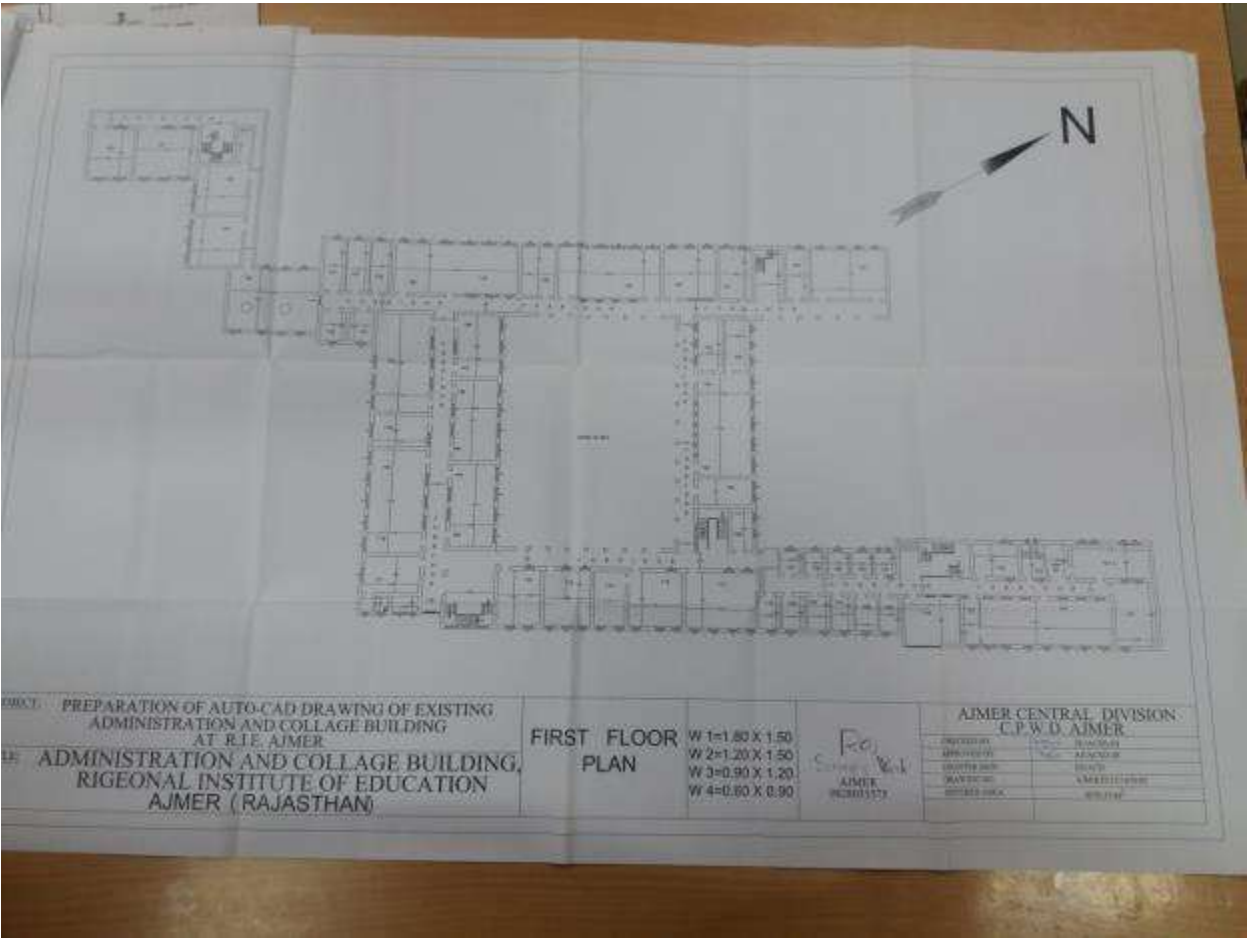
REGIONAL INSTITUTE OF EDUCATION, AJMER**SCHEDULE OF FEE - SESSION 2016 - 2017**

<u>PARTICULARS</u>	I Year B.Sc.B.Ed. I Year B.A. B.Ed. B.Ed. I Year M.Ed. I Year		II/III/IV Yr.B.Sc.B.Ed. II Year B.A.B.Ed. B.Ed. II Year. M.Ed. II Year	
	Hostler	Non-Host.	Hostler	Non-Host.
Institute Caution Money	1,000	1,000	-	-
Hostel Caution Money	1,000	-	-	-
Tuition Fee	3,000	3,000	3,000	3,000
Room Rent, Water & Elect.Charges	4,200	-	4,200	-
Medical, Library, Games & Sports Fee	100	100	100	100
Cost of Identity Card	50	50	50	50
Computer Fee	300	300	300	300
Mess Advance	10,000	-	10,000	-
Overhead Charges for Hostlers	250	-	250	-
Student's Council Fund	400	400	400	400
Student's Establishment Fund	250	250	250	250
Student's Welfare Fund	200	200	200	200
Evaluation Fee	250	250	250	250
Practicum Fee	500	500	500	500
TOTAL	21,500	6,050	19,500	5,050
LESS :- Tuition Fee for SC/ST/PH (-)	3,000	3,000	3,000	3,000
GRAND TOTAL	18,500	3,050	16,500	2,050

ADDITIONAL ANNEXURES

MAP OF INSTITUTE BUILDING





List of Faculty Members of the Institute

Regional Institute of Education, Ajmer

S.N.	Names of incumbent	Nomenclature of post
1.	Prof. V. K. Kakaria	Principal
2.	Prof. Jyoti Prakash Bagchi	Prof. in Education
3.	Prof. Prakash Chand Agarwal	Prof. in Physics
4.	Prof. Satya Vir Sharma	Prof. in Physics
5.	Prof. Vijay Pal Singh	Prof. in Science Education
6.	Prof. Bidyadhar Barthakur	Prof. in Botany
7.	Prof. Saryug Yadav	Prof. in English
8.	Prof. Rajesh Mishra	Prof. in Urdu
9.	Prof. Nagendra Singh	Prof. in Education
10.	Prof. P. K. Chaurasia	Prof. in Mathematics
11.	Dr. Ram Niwas	Assoc. Prof. in Hindi
12.	Dr. Albert Horo	Assoc. Prof. in Geography
13.	Dr. Konduru Chandrasekhar	Assoc. Prof. in Education
14.	Dr. Ayushman Goswami	Assoc. Prof. in Education
15.	Dr. Ram Babu Pareek	Assoc. Prof. in Chemistry
16.	Dr. Ashvini Kumar Gupta	Asst. Prof. in Zoology
17.	Dr. Meenakshi Meena	Asst. Prof. in Education
18.	Dr. Ved Prakash Arya	Asst. Prof. in Physics
19.	Sh. Jai Prakash Narayan	Asst. Prof. in Botany
20.	Dr. Anand Kumar Arya	Asst. Prof. in Chemistry
21.	Dr. Anil Kumar Nainawat	Asst. Prof. in Chemistry
22.	Sh. Om Prakash Meena	Asst. Prof. in Chemistry
23.	Dr. Rana Pratap	Asst. Prof. in Physics
24.	Dr. Rajendra Kumar Sharma	Asst. Prof. in Chemistry
25.	Sh. Muzammil Hasan	Asst. Prof. in Extension Edu.
26.	Dr. Patanjali Sharma	Asst. Prof. in Mathematics
27.	Dr. Rajiv Ranjan	Asst. Prof. in Special Education
28.	Dr. Balendu Kumar Jha	Assistant Librarian
29.	Sh. Digvijay Narayan Pandey	Headmaster

Regional Institute of Education, Ajmer

Dated: 23.09.2016

Minutes of the meeting of NAAC

A workshop of members and conveners of various Committees in connection with National Assessment and Accreditation Council (NAAC) was held on 22.09.2016 in Room No.102 under the Chairmanship of Principal. The members present were :

1. Prof. J.P.Bagchi
2. Prof. S.V.Sharma
3. Prof. Nagendra Singh
4. Prof. P.C.Agarwal
5. Prof. Saryug Yadav
6. Prof. V.P.Singh
7. Prof. Rajesh Mishra
8. Dr. Ram Niwas
9. Dr. B.K.Jha

At out set Principal announced newly re-constituted IQAC, which is as follows :

- | | | |
|---------------------------------------|---|-------------|
| 1. Prof. V.K. Kakaria, Principal | - | Chairperson |
| 2. Prof. J.P. Bhagchi | - | Member |
| 3. Prof. Nagendra Singh | - | Member |
| 4. Prof. S.V. Sharma | - | Member |
| 5. Prof. Saryug Yadav | - | Member |
| 6. Dr. Ishwant Kaur | - | Member |
| 7. Dr. B.K.Jha | - | Member |
| 8. Prof. G.K. Kohli, MDS Univ., Ajmer | - | Member |
| 9. Dr. P.K. Srivastava, Principal MPS | - | Member |
| 10. Shri K.K. Sharma, Admn. Officer | - | Member |
| 11. Prof. B. Barthakur | - | Coordinator |

In the beginning Co-ordinator Prof. B. Barthakur gives details about steps of NAAC assessment Procedure, Importances etc., Newly Constituted IQAC will start functioning from newly allotted room. Members discuss about all 7 criterion under which SSR will be prepared. Members also promised to made available all soft copies of documents when it requires.

After long discussions following suggestions were recorded.

Newly constituted IQAC must be uploaded in our website as early as possible.

- Shri Haresh Bulchandani from academic section and Shri Dharm Raj Yadav Steno ~~assist~~ assigned the work of IQA Cell till NAAC Accreditation is Completed. For this office order will be communicated to respective person.
- The following Infrastructure is required for new IQA Cell. Additional fan & tube , Additional Ventilation, Painting etc.
- Proper furniture for 15 person at a time.
- Secretariat table. (can be procure from CEE Cell / Room No. 14)
- One Desktop, & One Laptop, with Printer, Xerox and Scanner facility. These materials should not be second hand.
- Internet connectivity in the room.
- Allow to procure regular stationary items from store.
- One godrej Almirah.

J.P. Bagchi *Agarwal* *22/9* *22/9/16*

S. Saryug Yadav *23.9.16*