

ASIAN COLLEGE OF EDUCATION
Near Police Anveshan Bhawan, Badi Main Road,
Udaipur (Raj.) - 313001

SELF APPRAISAL REPORT

Submitted To
NAAC
Nagarbhavi
Bangalore

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ASIAN COLLEGE OF EDUCATION

Introduction :

Asian College of Education is founded by Asian Education Society, registered under *Rajasthan Societies Registration Act, 1958*. It has a long proud record of progressive activities in the field of education, art, culture, sports and social service.

To improve the standard in teaching in the society by producing professional teachers, the Asian College of Education has come up with a commitment to give an opportunity to the talented ambitious candidates to join the B.Ed Course. This will be a great change for the young teachers to create and guide the next generation of the nation in the high direction. The College offers an excellent arena for the teachers to be professionally trained and uphold the ethical values with the moral conviction. These cultural values will be imported to the students along with commitment in the academy.

Location:

Our Asian College of Education is situated at Near Police Anveshan Bhawan Badi Main Road, Udaipur (Raj.) The campus is situated between two very famous lakes - Fatehsagar and Badi. It is located in a very serene environment which is away from the hustle-bustle and noise of the city which gives students peaceful environment to study. It is 21 km from Maharana Pratap Airport, Dabok, 10 km from Udaipur City Railway Station and 8 km from Udaipur City Bus Stand.

College Campus :

On entering the campus one would be enthralled by the beautiful lawns, flowering plants and huge multi - storied buildings. The natural atmosphere maintained in the campus provides Asian College a calm and serene atmosphere that is pleasant, healthy and stimulating in every sense.

The safety and security for students is given 100% assurance by the management. Comfortable classrooms, well established laboratories equipped with modern instruments, rich experienced faculty members as per NCTE norms are the boons to our institution. Effective guidance helps the B.Ed students to get appointment in reputed schools, college and other competitive examinations.

A. Profile of the Institution

1	Name and address of the institution		Asian College of Education Near Police Anveshan Bhawan, Badi Main Road, Udaipur - 313001			
2	Website URL		www.asianeducation.in			
3	For communication:					
	Office					
	Name	Telephone Number with STD Code	Fax No	E-Mail Address		
	Head/Principal	0294-2452209	0294-2425057	sca_ca@yahoo.com		
	Vice-Principal					
	Self - appraisal Co-ordinator	+91 94141 68501	0294 - 2425057	ajmerasc@gmail.com		
	Residence					
	Name		Telephone Number with STD Code	Mobile Number		
	Head/Principal		0924 - 2452209	+919602164004		
	Vice-Principal					
	Self - appraisal Co-ordinator		0294 - 2425056	+91 94141 68501		
4	Location of the Institution					
	Urban		Semi-urban		Rural	☒ Tribal
	Any other (specify and indicate)					
5	Campus area in acres:		1.602			
6	Is it a recognized minority institution?		Yes		No	☒
7	Date of establishment of the institution:		Month		Year	
			09		2008	
8	University/Board to which the institution is affiliated:		Mohan Lal Sukhadia University Udaipur, Rajasthan			
9	Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.		No			
10	Type of Institution					
	a) By funding		Self-financed			
	b) By Gender		Co-Education			
	c) By Nature		Affiliated College			
11	Does the University / State Education Act have provision for autonomy?		No.			
12	Details of Teacher Education programmes offered by the institution:					
	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
	Other (B.Ed.)	B.Ed.	Graduation	Degree	1 / 2 years	Hindi

13	Give details of NCTE recognition (for each programme mentioned in Q.12 above)				
	Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
	Other (B.Ed.)	B.Ed.	Old Regulation F./NRC/NCTE/RJ- 1608/2008/64115 dated 29.09.2008	Continued	100
			New Regulation 2014 F./ NRC/NCTE/RJ-Common Orders 2015/110962-967 dated 05.06.2015	Continued	100

B. Criterion-wise inputs

Criterion I: Curricular Aspects

1.	Does the Institution have a stated	
	Vision	Yes
	Mission	Yes
	Values	Yes
	Objectives	Yes
2.	Does the institution offer self-financed programme(s)?	Yes
	a. How many programmes?	One (B.Ed.)
	b. Fee charged per programme	Rs. 27,000 per student per annum/ Approved by State Government
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.	One
5.	Number of methods/elective options (programme wise)	
	B.Ed.	14
6.	Are there Programmes offered in modular form	Yes
7.	Are there Programmes where assessment of teachers by the students has been introduced	Yes
	Number	2
8.	Are there Programmes with faculty exchange/visiting faculty	Yes
	Number	2
9.	Is there any mechanism to obtain feedback on the curricular aspects from the	
	• Heads of practice teaching schools	Yes
	• Academic peers	Yes
	• Alumni	Yes
	• Students	Yes
	• Employers	Yes

10	How long does it take for the institution to introduce a new programme within the existing system?	5 days
11	Has the institution introduced any new courses in teacher education during the last three years?	No
12	Are there courses in which major syllabus revision was done during the last five years?	No
	Number	N.A.
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?										
	Common entrance test conducted by the University/Government								✓		
2	Furnish the following information (for the previous academic year):										
	a	Date of start of the academic year								03.09.2014	
	b	Date of last admission								07.08.2014	
	c	Date of closing of the academic year								30.05.2015	
	d	Total teaching days								160	
	e	Total working days								200	
3.	Total number of students admitted										
	Programme		Number of students			Reserved			Open		
		M	F	Total	M	F	Total	M	F	Total	
	B.Ed.	79	21	100	65	13	78	14	8	22	
4	Are there any overseas students?						No				
5	What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).										
	a	Unit cost excluding salary component					Rs. 15053 per Student				
	b	Unit cost including salary component					Rs. 30124 per Student				
6	Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session										
	Programmes			Open				Reserved			
				Highest (%)		Lowest (%)		Highest (%)		Lowest (%)	
	B.Ed.			75.22		64.22		79.22		59.22	
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)										
	Programmes		Theory			Practice Teaching			Practicum		
	B.Ed.		70			25			5		
10	Pre-practice teaching at the institution										
	a	Number of pre-practice teaching days							10 Days		
	b	Minimum number of pre-practice teaching lessons given by each student							10 Days		

11	Practice Teaching at School			20 Each
	a	Number of schools identified for practice teaching		5 School
	b	Total number of practice teaching days		40
	c	Minimum number of practice teaching lessons given by each student		20
12	How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?			5 Lesson
	No. of Lessons In simulation	No.	No. of Lessons Pre-practice teaching	No.
	5	5		10
13	Is the scheme of evaluation made known to students at the beginning of the academic session?			Yes
14	Does the institution provide for continuous evaluation?			Yes
15	Weightage (in percentage) given to internal and external evaluation			
	Programmes		Internal	External
	B.Ed.		66.67% (200 marks)	33.33% (100 marks)
16	Examinations			
	a	Number of sessional tests held for each paper		1 (One)
	b	Number of assignments for each paper		1 (One)
17	Access to ICT (Information and Communication Technology) and technology.			
	Computers			Yes
	Intranet			Yes
	Internet			Yes
	Software / courseware (CDs)			Yes
	Audio resources			Yes
	Video resources			Yes
	Teaching Aids and other related materials			Yes
	Any other (specify and indicate)			
18	Are there courses with ICT enabled teaching-learning process?			Yes
	Number			2
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	1	8%	
2	Does the Institution have ongoing research projects?			No
3	Number of completed research projects during last three years.			Nil
4	How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)			
	☐ 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			No
5	Does the institution provide financial support to research scholars?			No
6	Number of research degrees awarded during the last 5 years.			Nil
7	Does the institution support student research projects (UG & PG)?			Yes
8	Details of the Publications by the faculty (Last five years)			Yes

9	Are there awards, recognition, patents etc received by the faculty?	Yes
10	Number of papers presented by the faculty and students (during last five years):	Yes
11	What types of instructional materials have been developed by the institution?	
	Self-instructional materials	Yes
	Printed materials	Yes
	Non-print materials (e.g. teaching aids/audio-visual, multimedia, etc.)	Yes
	Digitalized (Computer aided instructional materials)	Yes
	Question bank	Yes
12	Does the institution have a designated person for extension activities?	Yes
13	Are there NSS and NCC programmes in the institution?	No
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	1
16	Does the institution provide consultancy services?	No
17	Does the institution have networking/linkage with other institutions/ organizations?	No

Criterion IV: Infrastructure and Learning Resources

1	Built-up Area (in sq. mts.)	1918.85
2	Are the following laboratories been established as per NCTE Norms?	
a	Methods lab	Yes
b	Psychology lab	Yes
c	Science Lab(s)	Yes
d	Education Technology lab	Yes
e	Computer lab	Yes
f	Workshop for preparing teaching aids	Yes
3	How many Computer terminals are available with the institution?	22
4	What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?	Rs. 40000
5	What is the Amount spent on maintenance of computer facilities during the previous academic year?	Rs. 38127
6	What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?	Rs. 6000
7	What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/ financial year?	Rs. 50000
8	Has the institution developed computer-aided learning packages?	Yes
9	Total number of posts sanctioned	
		Open Reserved
		M F M F
	Teaching	3 4 1
	Non Teaching	1 1 1 1

10	Total number of posts vacant					
			Open		Reserved	
			M	F	M	F
	Teaching					
	Non Teaching					
11	a	Number of regular and permanent teachers (Genderwise)				
			Open		Reserved	
			M	F	M	F
	Lecturers		3	4	1	
	Readers					
	Professors					
	b	Number of temporary/ad-hoc/part-time teachers (Gender-wise)				
			Open		Reserved	
			M	F	M	F
	Lecturers		1			
	Readers					
	Professors					
	c	Number of teachers from				
	Same State		8		Other State	
12	Teacher student ratio (program-wise)					
	Programme			Teacher student ratio		
	B.Ed.			15 : 1		
13	a	Non-teaching staff				
			Open		Reserved	
			M	F	M	F
	Permanent		1	1	1	1
	Temporary		1		1	
	b	Technical Assistants				
			Open		Reserved	
			M	F	M	F
	Permanent					
Temporary		1				
14	Ratio of Teaching – non-teaching staff				8 - 5	
15	Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)				46%	
16	Is there an advisory committee for the library?				Yes	
17	Working hours of the Library					
	On working days				8 Hours	
	On holidays				0	
	During examinations				8 Hours	
18	Does the library have an Open access facility				Yes	
19	Total collection of the following in the library					
	a. Books				4595	
	b. Textbooks				1000	
	c. Reference books				500	
	d. Magazines				13	
	e. Journals subscribed					
	- Indian journals				5	
	- Foreign journals					

	f. Peer reviewed journals	NIL					
	g. Back volumes of journals	1					
	h. E-information resources	25					
20	Mention the						
	Total carpet area of the Library (in sq. mts.)	151.24					
	Seating capacity of the Reading room	60					
21	Status of automation of Library						
	Yet to intimate	Partially					
22	Which of the following services/facilities are provided in the library?						
	Circulation	Yes					
	Clipping	Yes					
	Bibliographic compilation	Yes					
	Reference	Yes					
	Information display and notification	Yes					
	Book Bank	Yes					
	Photocopying	Yes					
	Computer and Printer	Yes					
	Internet	Yes					
	Online access facility	Yes					
	Inter-library borrowing	Yes					
	Power back up	Yes					
	User orientation /information literacy	Yes					
	Any other (please specify and indicate)						
23	Are students allowed to retain books for examinations?	Yes					
24	Furnish information on the following						
	Average number of books issued/returned per day	20					
	Maximum number of days books are permitted to be retained	7 Days					
	by students	7 Days					
	by faculty	15 Days					
	Maximum number of books permitted for issue						
	for students	2					
	for faculty	5					
	Average number of users who visited/consulted per month	No					
	Ratio of library books (excluding textbooks and book bank facility)to the number of students enrolled	1 : 9					
25	What is the percentage of library budget in relation to total budget of the institution	4%					
26	Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost						
		I		II		III	
		Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
	Text books	395	28654	368	22569	348	20690
	Other books	75	9600	50	6600	36	5400
	Journals/ Periodicals	14	9500	14	9500	14	9500
	Any others specify and indicate						

Criterion V: Student Support and Progression

1	Programme wise "dropout rate" for the last three batches									
	Programmes	Year 1			Year 2			Year 3		
	D.Ed.									
	B.Ed.	NIL			NIL			NIL		
	M.Ed. (Full Time)									
	M.Ed. (Part Time)									
2	Does the Institution have the tutor-ward/or any similar mentoring system?						Yes			
	If yes, how many students are under the care of a mentor/tutor?						20			
3	Does the institution offer Remedial instruction?						Yes			
4	Does the institution offer Bridge courses?						No			
5	Examination Results during past three years (provide year wise data)						N.A.			
		UG			PG			M. Phil		
		I	II	III	I	II	III	I	II	III
	Pass percentage									
	Number of first classes									
	Number of distinctions									
	Exemplary performances (Gold Medal and university ranks)									
6	Number of students who have passed competitive examinations during the last three years (provide year wise data)						I	II	III	
	NET						No	No	No	
	SLET/SET						No	No	No	
	Any other (specify and indicate)						No	No	No	
7	Mention the number of students who have received financial aid during the past three years.									
		I			II			III		
	Financial Aid	No			No			No		
	Merit Scholarship	No			No			No		
	Merit-cum-means scholarship	No			No			No		
	Fee concession	No			No			No		
	Loan facilities	No			No			No		
	Any other specify and indicate SC/ST/OBC/SBC Scholarship	40			60			36		

8	Is there a Health Centre available in the campus of the institution?	No					
9	Does the institution provide Residential accommodation for:						
	Faculty	No					
	Non-teaching staff	No					
10	Does the institution provide Hostel facility for its students?		No				
	If yes, number of students residing in hostels:-						
	Men						
	Women						
11	Does the institution provide indoor and outdoor sports facilities?						
	Sports fields	Yes					
	Indoor sports facilities	Yes					
	Gymnasium	No					
12	Availability of rest rooms for Women	Yes					
13	Availability of rest rooms for men	Yes					
14	Is there transport facility available?	No					
15	Does the Institution obtain feedback from students on their campus experience?	Yes					
16	Give information on the Cultural Events (Last year data) in which the institution participated/organised.						
		Organised		Participated			
		Yes	No	Number	Yes	No	Number
	Inter-collegiate	No	No	No	Yes		2
	Inter-university	No	No	No	No	No	0
	National	No	No	No	No	No	0
	Any other (specify and indicate)	No	No	No	No	No	0
	(Excluding college day celebration)						
17	Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.						
		Participation of students (Numbers)			Outcome (Medal achievers)		
	State	Nil			Nil		
	Regional	Nil			Nil		
	National	Nil			Nil		
	International	Nil			Nil		
18	Does the institution have an active Alumni Association?			Yes			
	If yes, give the year of establishment			2014-15			
19	Does the institution have a Student Association/Council?			Yes			
20	Does the institution regularly publish a college magazine?			No			
21	Does the institution publish its updated prospectus annually?			Yes			

22	Give the details on the progression of the students to employment/further study (Give percentage) for last three years			
		Year 1 (%)	Year 2 (%)	Year 3 (%)
	Higher studies	35	40	45
	Employment (Total)	15	18	15
	Teaching	20	25	18
	Non teaching			
23	Is there a placement cell in the institution?			Yes
	If yes, how many students were employed through placement cell during the past three years?	1	2	3
		15	11	10
24	Does the institution provide the following guidance and counselling services to students?			
	Academic guidance and Counseling	Yes		
	Personal Counseling	Yes		
	Career Counseling	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	12		
	Staff council	8		
	IQAC/or any other similar body/committee	1		
	Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	1. Library Advisor committee 2. Faculty development committee 3. Guidance and counseling committee 4. Grievance& Redressal cell 5. Sports Committee 6. Examination Committee 7. Cultural Committee		
3	What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?			
	Loan facility	Yes		
	Medical assistance	Yes		
	Insurance	No		
	Other (specify and indicate)	No		
4	Number of career development programmes made available for non-teaching staff during the last three years	1	2	3
		1	Nil	Nil
5	Furnish the following details for the past three years	1	2	3
	a) Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organisation.	Nil	Nil	Nil
	b) Number of teachers who were sponsored for professional development programmes by the institution	Nil	Nil	Nil
	National			
	International			

	C) Number of faculty development programmes organized by the Institution	1	1	1
	Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organised by the institution	1	1	1
	Research development programmes attended by the faculty			
	Invited/endowment lectures at the institution			
	Any other area (specify the programme and indicate)			
6	How does the institution monitor the performance of the teaching and non-teaching staff?			
	Self-appraisal	Yes		
	Student assessment of faculty performance	Yes		
	Expert assessment of faculty performance	Yes		
	Combination of one or more of the above	Yes		
	Any other (specify and indicate)			
7	Are the faculty assigned additional administrative work?	No		
	If yes, give the number of hours spent by the faculty 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	Rs. 22,17,600		
	Donation			
	Self-funded courses			
	Any other (specify and indicate) Interest	Rs. 1,50,048		
9	Expenditure statement (for last two years)			
		Year 1 (2013-14)	Year 2 (2014-15)	
	Total sanctioned Budget	1900000	2200000	
	% spent on the salary of faculty	32.45%	42.80	
	% spent on the salary of non-teaching employees	14.64%	15.82	
	% spent on books and journals	1%	1%	
	% spent on developmental activities (expansion of building)			
	% spent on telephone, electricity and water			
	% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	4.00%	3.00%	
	% spent on maintenance of equipment, teaching aids, contingency etc.	1.60%	1.90%	
	% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	1.00%	0.80%	
	% spent on travel	2.00%	1.70%	
	Any other (specify and indicate)	0.31%	0.35%	
	Total expenditure incurred	1839023	2167964	
10	Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)	1	2	3
	Surplus			
	Deficit	662918	406439	649522

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/Assessment	Yes
	Any other (specify and indicate)	
14	Does the institution have an efficient internal co-ordinating 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?	No
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?	No

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	18	18%	3	3%
	b	ST	13	13%	2	2%
	c	OBC	32	32%	8	8%
	d	Physically challenged	-	-	-	-
	e	General Category	14	14%	8	8%
	f	Rural	-	-	-	-
	g	Urban	-	-	-	-
h	Any other (SBC) (specify)	2	2%	-	-	

4.	What is the percentage of the staff in the following category ?					
	Category	Teaching staff	%	Non-teaching staff	%	
a	SC			1	16.66%	
b	ST			2	33.33%	
c	OBC	1	12.50%			
d	Women	4	50.00%	1	16.66%	
e	Physically challenged					
f	General Category	3	37.50%	2	33.33%	
g	Any other (specify)					
5	What is the percentage incremental academic growth of the students for the last two batches?					
	Category	At Admission		On completion of the course		
		Batch I	Batch II	Batch I	Batch II	
	SC	02	04	02	03	
	ST	01	03	01	03	
	OBC	27	30	25	30	
	Physically challenged	Nil	Nil	Nil	Nil	
	General Category	201	205	201	204	
	Rural					
	Urban					
	Any other (SBC) (specify)	25	30	22	28	

Part II: The Evaluative Report

This part of the report has to present a meaningful self-evaluation of the institution giving details on the aspects and processes with reference to the core values explained earlier. This part also requires key aspects wise details. It should be organized under the following three sections - an Executive summary giving a brief on the SWOT analysis of the institution, Criterion-wise analysis of the specified key aspects and Mapping of Academic Activities of the Institution. All the three sections put together should not exceed 200 pages. To be able to adhere to the page limit, repetition of descriptive information already given may be avoided by providing appropriate reference. Overall the details provided in this section should basically strengthen the quantitative data provided in Part I of this manual.

1. Executive Summary

This may be a brief summary not exceeding two pages, covering institution specific information i.e. the environment in which the institution operates, the regulatory bodies and their controls, key relationship with the practice teaching schools and the community and the challenges faced by the institution in building a quality institution.

With an intent to provide quality education in southern Rajasthan and specially in the city of Udaipur, a group of successful professionals, first generation entrepreneurs and social workers came together to establish a 'not-for-profit' organisation, the Asian Education Society, which has formed the Asian College of Education. The society has been registered under the Rajasthan Societies Registration Act, 1958 Vide Registration No. 107/UDR/2002-03 with the Registrar of Societies, Udaipur. The Society is also registered under section 12A (a) of the Income Tax Act, 1961. Contributions to the Society are eligible for deduction u/s 80G of the Income Tax Act, 1961. We believe in re-investing in the society a bit of what they have received in ample measure.

In pursuance of basic philosophy of providing world class education, which is current and relevant to the needs of the industry and employing organizations, Asian College of Education (ACE) is set up in, the city of lakes, Udaipur, Rajasthan.

B.Ed. Programme of (ACE), is approved by NCTE, Govt. of India and also affiliated to Mohan Lal Sukhadia University, Udaipur. ACE conforms to all the norms of the regulatory authorities to achieve academic and professional excellences. The degree to be received after passing out from ACE is recognized for all Govt. & Private Sector of Education.

ACE has been promoted by technocrats, who have the vision that every students passing out of college, should have, in-depth knowledge & practice of overall aspects of teaching techniques & shall inculcate entrepreneurial skills at college level, so that students can take big leaps in their education career.

2. Criterion- Wise Analysis:

Care may be taken to make this part of the report brief and evaluative by providing only crucial details. The questions given below each criterion are meant to help the institution to cover the major aspects of the various institutional processes and quality initiatives of the institution. Information overlaps and repetitions may be avoided by giving appropriate references to the details/information provided in the earlier sections or questions.

Criterion I: Curricular Aspects

1.1 Curricular Design and Development

1. State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)
 - a) *To produce educational experts of academic excellence embedded with high communicational skills and expose them to emerging technologies in classroom.*
 - b) *Emphasis on teaching concepts and practical exposure to theoretical processes.*
 - c) *Greater input of teaching technology and professional communication skills.*
 - d) *Emphasis on greater exposure & practice teaching in the schools.*
 - e) *Inclusion of new and appropriate and emerging teaching technologies.*
2. Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).

The curriculum for the teacher education courses is developed by the Mohan Lal Sukhadia University, Udaipur and the same is circulated to the affiliated colleges by the university. Although there is no direct role of the college in the curriculum development process, however, the college puts forward the suggestions for making improvements in curriculum as and when it is desired by the University.

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

The curriculum for the teacher education courses is developed by the Mohan Lal Sukhadia University, Udaipur, which take into consideration the global trends in teachers education.

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

The curriculum of education programme bears thrust on national issues like Teacher in emerging Indian Society, Women Empowerment, Human rights, Equality and Equity, Secularism, National integration, Women education, inclusive education, Environment Awareness, Social Cohesion, Value education and information communication technology etc. Various activities like celebration of various events, days, festivals, extension activities, women cell activities etc. also ensure the results in thrust area.

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

Yes, the institution makes use of ICT for curricular planning as faculty members use various projectors (overhead projector & slide projector,) to deliver day to day lectures and motivate to students-teachers to use the same in skill-in-teaching programmes. Students also use technological devices to prepare their work experience, project work and research work etc.

1.2 Academic Flexibility

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

Staff members are roll model for the students through their demonstration classes. They train the students in a systematic way, so that students became a replica of the subject teachers. Alumni feedback and their experience are also considered.

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 management does all the facilities for the smooth curriculum transaction.

- *All necessary tools and equipments are provided.*
- *Student and staff request regarding curriculum is full filled.*
- *Out campus programmes like camps, environment project and field trips are arranged by the management to compliment the knowledge and to develop the service mind of the students.*

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.

The Communication Skill, Yoga and Social Responsibility are delivered to the students by means of guest lecturers inviting from public and other academic institutions. The ICT Skill is imparted to the students in all the subjects in the curriculum.

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

i. *Interdisciplinary/Multidisciplinary - B.Ed. course is offered under 12 categories based on subjects namely- Hindi, English, History, Civics, Economics, Social Studies, General Science, Chemistry, Physics, Statistics, Book Keeping and Business Administration.*

ii. *Multi-skill development*

Institution provides an opportunity to the student teachers for developing various skills with the help of various subjects including theory and practical. It include communication skills, teaching skills, writing skills, preparation of teaching aids, gardening, interior decoration & technical skills etc.

iii. *Practice teaching*

As B.Ed course is a teacher training course, so practice teaching is a very important component of this programme. Every student teacher has to complete 15 days of pre-practice teaching and 40 days of practice teaching.

Following are the steps which are adopted by the institution in this regard:

a) *At primary level micro skills like introduction of lesson, writing instructional objectives, blackboard writing skills, narration, questioning, stimulus variation & reinforcement etc are practiced by the student-teachers through micro teaching lessons.*

b) *Demonstration lessons are delivered by the subject expert teacher in each subject.*

c) *10 micro lessons, 10 simulated lessons and 40 real teaching lessons of two teaching subjects are prepared and delivered by each student teacher in B.Ed. programme.*

iv. *School experience / internship*

During the course, there is a provision of theoretical paper regarding school management; in this paper student teachers are given knowledge about the different aspects of school experience like library, management of school records, co-curricular activities & timetable etc. During teaching practice, pupil-teachers are required to organize morning assembly, maintain attendance records, make arrangement of man and material resource for learning, frame time table and get knowledge about school leaving certificate. They also learn about evaluation process.

v. *Work experience / SUPW*

Course curriculum has the provision to develop different skills through various work experience subjects. Each B.Ed. student is required to opt one work experiences out of different optional work experiences mentioned in the syllabus. These options includes different project work like gardening, outreach programme. Apart from this, the students are encouraged to participate in various activities like sports activities, celebrations of different National and International days, cultural activities and community activities etc.

1.3 **Feedback on Curriculum**

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

We have a curriculum development cell (C.D Cell) to encourage feedback and communication from the students, Alumni, Community, Academic peers and other members. The Curriculum Development Cell consists of members from Alumni, Students, Employers, Academic Peers and Community. The Curriculum Development Cell will have two meetings in an academic year. Suggestion boxes are placed in corners of the corridor.

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.

Yes. Our principal, having an experience of 12 years in B.Ed. College was the active member in various boards, giving valuable recommendation to the framing of the syllabi. Presently, he is external examiner of scrutinizing question paper committee. So he is able to guide and motivate staff towards curriculum development. Since he is an expert in the area of value education and Professional Ethics, his contribution is very much appreciated.

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

Suggestions are made at the Principals meeting and regular feedback, received from staff and students are forwarded to the University in order to reflect the same in curriculum reform.

1.4 **Curriculum Update**

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

The B.Ed. Course curriculum has been revised from 1 year to 2 years course in session 2015-16 by NCTE. The whole course has undergone a drastic change, wherein Practical aspect has been given maximum emphasis. The University has devised the whole curriculum in line with NCTE guidelines and Educationist in this field.

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

The institute has adopted the revised curriculum as prepared by the university in accordance with the guidelines of NCTE.

1.5 Best Practices in curricular Aspects

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

The course quality enhancement measures are achieved by arranging guest lectures, organizing seminars, conducting work experience programmes and add on programmes. The practice of obtaining feed back on curriculum and further processing also enhanced the quality. Feedbacks, video feedback teaching seminar, guest lectures are the other add on programmes.

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

- *Election of office bearers for association meetings*
- *Inviting guest lectures to deliver lectures on thrust areas*
- *Arranging educational field trips*
- *Motivating the students to participate in co curricular and extra curricular activities.*
- *Organizing sports meet.*
- *Yoga and meditation programmes are arranged*

A course file is maintained for each subject by all faculties. It contains Syllabus, Lesson Plan, Model Question Paper, Question Bank and evaluation record. For most of the subjects seminar method of teaching and group discussion are adopted to create interest among the students. Moreover seminars are organized, placement training, Yoga training and campus interview is also provided.

Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

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

For admission to B.Ed. Course in various Teacher Training Institutions in the State of Rajasthan, a competitive test for selection of candidates viz, Pre-Teacher Education Test (PTET) will be conducted by the designated University in accordance with the following rules as approved by the Government of Rajasthan.

1. *There will be a Pre-Teacher Education Test hereinafter called PTET-2015 for admission to B.Ed. Colleges of Rajasthan. On-Line Application Forms for the same are being invited by designated University. Candidates securing at least 50% marks in aggregate in the Bachelor's degree / Master's degree examination of designated University, or any other University recognised as equivalent to and fulfilling the other requirements for admission to B.Ed. Course prescribed hereinafter will be eligible to apply for admission to B.Ed. Course through PTET. However Scheduled Castes, Scheduled Tribes. Other Backward Classes. Special Backward Classes as well as physically challenged and Widow or Divorcee woman candidates of Rajasthan having atleast 45% marks in aggregate in the Bachelor's/Master's degree level examination will be eligible to apply for admission. No relaxation in the minimum percentage (not even 1 marks) as required above will be given to any candidate. Candidates who have passed Graduation through Correspondence Course from any University by taking only one University Examination or have not studied through 10+2+3 scheme or 10+1+3 (old scheme) are not eligible to appear in PTET.*
2. *Those who are appearing in the qualifying examination i.e. B.A./B.Com./B.Sc./Shastri Final year and/or M.A./M.Com/M.Sc./Acharya Final year' may also apply and appear in the PTET subject to condition that they shall have their result upto last date of online counselling registration and have Marksheet of the qualifying examination with eligibility percentage and the candidates should have online registered themselves and participated in online counselling. It is clarified that any other document in the shape of provisional certificate and/or newspapers cutting, result/mark-sheet obtained through Internet etc., will not be acceptable. Any false information provided by the candidate while participating in the test/counselling regarding their result/percentage of marks obtained will result to deprive them from admission in B.Ed. Course and fee deposited by them will not be refunded*
3. *On the basis of performance in the PTET merit list showing the marks obtained by each candidate will be prepared*
4. *Out of the total number of seats faculty-wise, not exceeding 05% seats will be filled on the basis of overall merit, irrespective of the State to which the candidate belongs provided that merit of a candidate from outside Rajasthan is not less than the merit of the last candidate admitted belonging to Rajasthan in a general category. The remaining seats will be available to the candidates who are bona fide residents of Rajasthan State.*

5. Out of the total number of seats available in each Faculty (Arts, Science and Commerce), reservation for Rajasthan domicile will be made as given here under:-

I	For candidates belonging to Scheduled Castes	16%
II	For candidates belonging to Scheduled Tribes	12%
m	For candidates belonging to Other Backward Classes	21%
IV	For candidates belonging to Special Backward Classes	01%
V	For women (out of which 8% seats are reserved for widow and 2% for divorced women)	20%
VI	For physically challenge (including blind, deaf &/or dumb and orthopedic) with at least 40% disability on production of a medical certificate on Form No. 4 will have to be submitted duly signed by Medical Board or by Reader in the speciality concerned where there is a Medical College or from the Junior Specialist in the speciality concerned or the C.M.H.O. at places where there is no Medical College (1% for Blind. 1% for Deaf &/or Dumb and 1% for orthopaedic handicapped).	03%
VII	For an in-service or an Ex-serviceman defence personnel or for his/ her ward.	05%

Notes of Rules 3 & 4

- i. Candidates belonging to Scheduled Castes/Scheduled Tribes. Other Backward Classes and Special Backward Classes of Rajasthan shall be required to produce a Certificate to that effect from a District Magistrate/Sub-Division Magistrate/ Tehsildar.
- ii. The term 'Wards' means only the sou. daughter, wife or husband. Real sister and real brother may also be treated wards of defence personnel, provided they are dependent on the guardian-concerned and parents are not alive.
- iii. Divorced woman shall be required to produce a certificate in the shape of decision of the Court to the effect that she has been divorced, and an affidavit to the effect that she has not married got again duly attested by Notary. The certificate issued by any social organisation will not be entertained.
- iv. For defence personnel/wards certificate issued by the Major of the Unit/Secretary. Soldiers Board as per rules will have to be produced, failing which, the benefit under this category will not be granted. B.S.F.. C.R.P.F. and other territorial force personnel and their wards are not covered under this category.
- v. For deciding the claim of a person to be a bonafide resident of Rajasthan a bonafide resident certificate issued by a competent authority i.e. a District Magistrate or a Sub Divisional Magistrate or an Executive Magistrate authorised for the purpose will be essential. However, the candidates who have passed their 10th. 12th and Graduation examinations from Rajasthan State and their addresses belong to Rajasthan State will be treated bonafide residents of Rajasthan without producing any certificate.

In case of an out state woman who got married with a bonafide resident of Rajasthan, the place of bonafide residence of her husband may be considered as her bonafide residence in Rajasthan, provided a bonafide residence certificate of her husband and marriage certificate obtained from District Magistrate are produced alongwith print copies of application form for appearing in the test. Such wards of defence personnel and Central Govt, employees, who have/had been posted outside Rajasthan but such defence personnel/Central Government employees originally belong to Rajasthan, may be considered eligible for admission to B.Ed. course provided a bonafide residence-certificate from a competent Magistrate and a certificate from the employer are submitted along with application form for appearing in PTET.

- vi. *As far as possible the candidate will be allotted Examination Centre in the district as per the options given in his/her online application form. No request for change in Centre will be entertained. However, the decision of the Coordinator. PTET-2015 will be final and shall be binding regarding allotment of examination centre.*

False statement of facts noticed at any stage, will automatically result in cancellation of candidature and admission to the course, if it has already been made. The entire responsibility will lie with the candidate concerned and the fee deposited will not be refunded

- 6. *The Result will be made available on the website. For information of the candidates a notification regarding declaration of the result will be published in the leading newspapers of Rajasthan. Mark sheets of the candidates will not be sent by post. The same will be made available on website of the PTET or other site as informed through News-papers and can be downloaded. However, as far as possible the information will be given through S.M.S. on the mobile number provided by the candidate in his on-line form. Allotment of Teacher Education Institution will be made through ONLINE counselling. The counselling programme will be published in leading newspapers of Rajasthan and will also be made available on PTET website along with the instructions regarding their participation in ONLINE Counselling. Candidates are bound to follow the same. Candidates are advised to keep constant watch on the leading newspapers of Rajasthan and website of the PTET ou/after the declaration of their PTET result. The candidates who do not perform ONLINE counselling or refuse to accept the allotted college through ONLINE counselling, will lose their PTET merit position and their chance for admission to B.Ed. course will not be reconsidered. After allotment of a college any request for transfer or change of college (individual or mutual) shall not be entertained in any case. The admission fee deposited by a candidate will not be refunded in any condition if he/she reported online through the college allotted to him/her.*
- 7. *A candidate will be allotted a Teacher Education Institution/College in the State through online counseling on the basis of his merit in the test and as per his faculty, category, teaching subjects etc. Admission to a Teacher Education Institution in a particular District/place cannot be claimed by any candidate on the basis of belonging to that District/ place or on any other ground.*

1. For admission in the B.Ed. Course candidate must have teaching subjects at Bachelor/Master Degree level.

- i. 'Teaching subject' means a subject offered by the candidate at his/her Bachelor's or Master's Degree Examination as an optional subject or as a subsidiary subject, provided that the candidate studied it for at least two years and also taken University Examination each year. This shall not include such subjects as were studied by him/her only for a part of the Bachelor's Degree Course shall not be considered as teaching subject. Thus the qualifying subjects like General English. General Hindi. General Education/History of Indian Civilization and Culture, Elementary Mathematics, etc. prescribed for the First Year T.D.C. or Second Year Course of the University or a subject dropped by a candidate at the Part-1 stage of the Degree Course shall not be treated as a teaching subject. In the case of Honours Graduates, besides the honours subject, the subsidiary subjects would also be taken into account, provided the candidate studied the same for last two academic sessions and also passed University Examination. The mark sheet of Final year examination should clearly indicate the marks of compilation of Part I, Part II and Part III in the case of three years degree course or Part II and Part III examinations in the case of two years degree course separately.
- ii. Only such Candidates shall be allowed to offer Social Studies for the B.Ed. Examination as have taken their Bachelor's Degree with atleast two subjects out of History. Political Science. Public Administration. Economics, Geography. Philosophy. Psychology and Sociology.
- iii. A person having Bachelor's Degree in Agriculture shall be allowed to offer General Science and Biology for B.Ed. Examination. General Science may also be allowed to be offered by a candidate passing the Degree of B.Sc. (Home Science) or passing the B.Sc. Examination with Chemistry with any one subject of Life Science, i.e. Biology or Botany or Zoology.
- iv. A candidate who has offered Political Science or Public Administration at his Bachelor's or the Master's Degree Examination shall be eligible to offer Civics as a teaching subject in the B.Ed. Examination.

Explanatory notes to eligibility rules:

- i. For the purpose of PTET merit. Faculty-wise, candidate's Faculty is the Faculty in which he/she has passed the graduation examination, which is the qualifying examination and enables him/her to offer subjects for practice teaching. The P.G. Examination of a different Faculty other than that of graduation shall neither be taken into consideration for determining the merit nor for offering a school teaching subject.
- ii. Where a candidate has passed Post Graduate Examination in two subjects of the same Faculty, which is different from the Faculty of graduation, he/she may be assigned the Faculty of P.G. Examination for determining the merit, if chosen so provided both the subjects of P.G. Examination are School teaching subjects.
- iii. Economics cannot be offered by a Commerce Graduate.

- iv. *Those who are not able to offer atleast two practice teaching subject for B.Ed. Course in accordance with subjects shown against B.Ed. Colleges must not appear in the PTET as admission will not be allowed with a subject which Is not on the syllabus of B.Ed. in any of the University. Candidates who have passed B.B.A./B.C.A./B.E./B.Sc.(Biotech) or any such degree which don't have any school teaching subject are not eligible for admission in B.Ed. Course.*
- v. *Anyone who is not fulfilling any of the eligibility conditions as on the last date prescribed for submission of online application form for PIET-2015 must neither apply nor appear in the test as the appearance in the test will be treated as cancelled and admission will not be allowed even if he/she is in merit on account of having appeared in the test and even in the case where admission has been allowed erroneously due to non-checking of the eligibility of the candidate. The admission shall be treated to have been cancelled at any stage of noticing the same.*
- vi. *The candidate not eligible in terms of rules shall not get any right by depositing the registration or admission fee with the scheduled bank.*
- vii. (a) *As per rules in vogue for admission to B.Ed. Course in a Teacher Education Colleges in Rajasthan, a candidate passing a Degree Examination of three years' duration (after intermediate) conducted by a University where Part I Examination is not conducted by the University and the marks obtained thereat are not included in the marks sheet of Part II for the award of division, is not eligible to appear in PTET for admission to B.Ed. Course.*
 (b) *In case of Honours Graduate, if he/she has not studied the same subsidiary subject for at least two year's taking University Examination for both the years separately, he/she is not eligible to offer the subsidiary subject as a teaching subject and so to appear in the PTET.*
 (c) *Those candidates who have passed Graduation through Correspondence Course from any University by taking only one University Examination or have not studied through 10+2+3 scheme or 10+1+3 (old scheme) are not eligible to appear in PTET.*

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?

For the admission in B.Ed. Programme the advertisement is published in news paper by the designated University in consultation with Government of Rajasthan. The prospectus is also prepared by the college and displayed on concern website. The prospectus contains all the information regarding admission, reservation policy, about the college, fee structure and other related information about the courses.

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

All admissions in the B.Ed. course is regulated by the designated university in centralized form. The admission committee monitors the process and ensures that the admission n are done as per the norms.

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 institution provides a democratic and secular environment to all the students irrespective of cast religion, gender, culture, language etc. However, there is a provision of fee concession for economically weaker students of particular group (only SC & ST students) by the Govt. of Rajasthan. All the students including physically challenged get a supportive environment in every curricular and co-curricular activity in the institution so that they can develop their personality up to maximum extent.

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

Yes, the institution has the provisions for assessing students knowledge/need and skills before the commencement of teaching programmes:

- (i) *At the beginning of every academic session, the institution organizes orientation programme in which student teachers have an opportunity to get the knowledge about the course content and share their views with teacher educator.*
- (ii) *Every year the institution organizes a talent search programme of two days. It has various segments like introduction of the student, interest area, performance by the pupil teacher, interaction etc. It facilitates the institution to judge the knowledge, skill and needs of the student teachers.*

2.2 Catering to Diverse Needs

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

The teaching and learning process are programmed in a systematic way so that students feel comfortable and so listening and learning is done effectively. Most of the modern subjects are computer-based. The library and information services are upgraded to provide the current technology developments to students through on-line facility, audio-visual aids and CD. The college has a very resourceful library.

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

In addition to the regular curriculum, guest lectures and seminars are given to the students as per the diverse needs of the students over and above the curriculum. Such as

- ☐ *Lab facilities and Library facilities are provided*
- ☐ *Computer facilities is sufficient*
- ☐ *Teaching practice is given by sending them to various schools*
- ☐ *Staff Members visit to these schools to help them to clarify their doubts*
- ☐ *INTERNET facility is provided*
- ☐ *Cultural programmes are arranged*

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

In addition to the core subject and the elective subject offered in the emerging areas for improving the teaching learning process we have various process like:

- *Co-curricular activities*
- *Seminars, workshops and training programme*
- *They are also given challenging assignments*
- *Asked to handle seminars in their class.*
- *They are advised to apply for the minor projects to various funding agencies.*
- *They are also advised to write competitive examinations*

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

The faculties are selected by the staff selection committee of the trust and are sufficiently knowledgeable and sensitive to cater to the diverse needs of the students. By getting the needs from the students relevant topic and subjects beyond the curriculum are all imparted to the students in the form of value added courses, guest lectures and practical training and the faculties are well qualified, experience and dedicated. They are transformed from conventional chalk and talk method to tick and click method. Staff members' attend various seminars and workshop. Self appraisal formats are filled by the teachers themselves. Reviews are conducted randomly by the management.

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?

Faculties refer to lot of reference books, journals and browse the internet to teach the students and to impart extra knowledge and skills related to diversity. They use ICT technique to make the lecture attractive. A detailed course plan for each department is prepared. Students are advised on learning processes. They are encouraged to know subjects before hand and about system of examination too. They are inculcated to the habit of lifelong learning, organizing skill and management skill.

2.3 Teaching-Learning Process

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

The institution has engaged students in active learning with the help of available resources i.e. library, internet facility in computer lab. All the students of the college are divided into various groups while organizing microteaching, real teaching, morning assembly groups, work experience and work education groups. It's the priority of the institution that all the students will interact with each other in one or the other group.

Some individual and group projects are distributed to develop the feeling of tolerance, co-operation, brotherhood and socialization of the pupil teacher. In every teaching paper the teacher assigns one project to the students for more interaction with the peer group and society. Various co-curricular activities are arranged by the institution to draw out the best from the individual and to give proper direction and platform for internship, role playing and practicum etc.

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

The teaching learning process is actually student centered. The following is the list of the participatory learning activities adopted by the institutions. A detail course plan for each department is prepared in consultation with the teachers and it is given to the students. They are also given advice on learning processes and use of reference text books, journals, and internet. They are also encouraged to know the subject beforehand which will help them to understand the subject better and inculcate the habit of lifelong reading and learning and also knowledge management skills.

- a) **Seminar method of teaching:** the students will be given some topics and the references including the internet websites and journals. The seminar paper will be corrected and the students will be presenting the paper in the class.
- b) **Quiz Programme:** Quiz programme in the subject and allied subjects beyond curriculum is conducted.
- c) **Co-Curricular Activities:** Formation of association in each subject area and inviting guest lectures.
- d) **Cultural Activities:** By conducting these programmes the students are having knowledge in organizing capacity and leadership.
- e) **Personality development:** Guest is invited to give programme and conduct workshop to develop the personality.
- f) **Educational trips:** Students are taken to educational trips.

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

The following are the various models of teaching:

- Chalk and talk method
- Using LCD – Power point presentation
- Using OHP Projector
- Audio/Video Presentation
- Interactive method
- Program learning
- Computer learning
- Experimental learning
- Seminar/workshop
- Discussion

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.

Yes, there is a provision for additional training in models of teaching like science enquiry training model, general concept attainment model and Herbert model of teaching.

Steps of Model:

- Preparation
- Presentation
- Comparison
- Generalization
- Evaluation/observation
- Preparation for practice teaching

Lesson Plan: Special sessions are devoted for the preparation of lesson plan and related requirements. Different aspects / step in lesson planning like stating objectives in general and behavioural terms, breaking of contents into teaching points / steps, teaching aids and method / approaches are discussed.

The institution has a provision for additional training in models of teaching before starting micro teaching and mega lesson in simulated conditions. Teacher educator gives a demonstration lesson on each skill and each teaching subject. In this programme a pupil teacher has to complete five lessons, one on each skill in each teaching subject, five general lessons and two discussion lessons in their teaching subjects.

Pupil teachers are oriented to micro teaching, its related aspects like teaching skills, simulation, modeling and feedback. After having discussion on core teaching skills, on introduction, questioning, explaining, illustration with example and stimulus variation discussion on different models/ aspects of teaching is held.

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 the student teachers use micro-teaching technique for developing teaching skills. As per the syllabus seven skills are practiced by students before going to the teaching practice.

The student teachers use micro-teaching technique for developing teaching skills.

1. Skill of Introduction
2. Skill of Questioning
3. Skill of using Black board
4. Skill of Explaining
5. Skill of Illustration
6. Skill of Stimulus variation
7. Skill of Reinforcement

All the above skills are used for all the subjects taught. They are insisted to choose model lesson and prepare lesson plan Microteaching practice is given to students before macro teaching class.

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.)

The details of the practice teaching process in schools are as given below One student is given one lesson per day. For the duration of five hours Lessons will be observed by the school teachers. A prescribed feed back form will be filed up by the school teachers and sent to the institute for monitoring. In the feed back the lesson plan will be also mentioned. The topic is covered within a period of 45 minutes duration and the elements of topic of teaching points is analyzed. The teaching objectives and the weightage are also determined in terms of time allotted to them.

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

Block Teaching is the reorganization of the academic year into working hours.

After one month from the commencement of the classes the student teacher will be given some training in teaching the school students. Then the students will be sent to various schools for about 45 days of block teaching / internship (40 days for teaching and 5 days for observation). It develops their future career and offers glimpses into issues

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

The practice teaching sessions are developed in partnership co-operatively involving the college staff and the mentor teachers. The college staff will contact the corresponding mentor staff about the teaching and observation training to be given to students before sending the students to the school. The college staff will visit the school every day. Good rapport is maintained between faculty and the guide teacher.

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

The teachers and students keep pace with the recent developments in their subject by periodically consulting the internet, latest books and journals. State level seminars are organized by the management and eminent personalities are invited to give lectures. Personality development training, career counseling and video feedback teaching is given. They are given exposure to national level seminar also.

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

The student teachers are encouraged to use the latest ICT method of teaching including the interactive board. Library and information services are upgraded to provide current knowledge. The college has a very resourceful library with a large number of latest books.

2.4 Teacher Quality

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

The practice teaching sessions are developed in partnership co-operatively involving in the school staff and the mentor teachers. The mentor teachers will contact the corresponding school staff about the teaching and observation training to be given to students before sending the students to the school. The mentor teacher will visit any one of the schools every day.

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 of student teacher in teaching practice school is as per State Government norms. We see that it is in close affinity of the students reach.

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

There is a standard feedback form available and designed by our institute to be filled up by the students for each subject. Based upon the feed back the teacher will be properly advised to improve the performance if necessary. Students are provided updated information on policy decision, change in curriculum and current event knowledge.

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

The school authorities inform and expose the student teachers on the updated policy directions and educational needs then and there. Such as ABL, ALM and ICT'S in school subjects and teaching methodologies.

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

Students and faculty keep pace with the recent development by adopting ABL (Activity Based Learning), ALM (Active Learning Method) and ICT (Information Computer Technology) method in the schools subjects and teaching methodologies. This is attained by having good rapport with the neighbouring school, news papers and viewing websites.

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

The management and the principal are encouraging the faculty to attend the professional/ career development programmes by sponsoring them. Pre service training, in-service training and new methodologies training in teaching learning experience is also provided.

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

The institution is rewarding a cash award for producing state and district ranks for all faculties including the principal. Extra curricular participating teacher will be awarded. Sports activity participant teacher is also honored.

2.5 Evaluation Process and Reforms

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

Students are provided with calm, serene and conducive environment with good infrastructure of playground spacious class rooms, good laboratories, internet facilities and above all qualified, dedicated and experience staff members only are recruited. Student learning is identified by test and they are provided special classes and coaching classes based on the needs. Tape recorder, TV, LCD, OHP and interactive board is used to the maximum.

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

Internal assessments are the basis for the students scoring sheet therefore we have weekly class tests, monthly assignments and seminars and finally preparatory tests and model examinations for assessing our student learning. Speakers, Micro phone, Digital camera, Scanners and internet facility is used to make the classroom instruction interesting.

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

The assessment evaluation outcome is communicated through meetings and letters, remedial measures are produced by special classes coaching classes and counseling. Meritorious student marks and names are displayed on the notice board.

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

ICT is used for teaching practice as video feedback teaching practice and through internet for theory doubts, practiced in interactive board and OHP and LCD'S operations. Difficult area is clarified through power point presentation.

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

- LCD is used for lectures in seminars by both students and staff.
- OHP is used for lectures.
- Website and Internet is used in learning process
- Educational trip is arranged
- Guest lectures by eminent resource person is organized.
- Seminar is organized
- Library is a centre of resource.
- Feedback from students and reviews of faculty performance is considered
- Action plan of the college, department staff helps
- Review of faculty performance by principal and management
- Review of work in department meeting is held.
- Organizing training programme
- Teacher-taught interaction is encouraged
- Life skill is practiced

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

Interactive board, speaker, digital camera, net facility and LCD Projector are used to reflect best practices in the delivery of instruction.

Internal assessments are the basis for the students scoring sheet therefore we have weekly class tests, monthly assignments and seminars and finally preparatory tests and model examinations for assessing our student learning. Speakers, Micro phone, Digital camera, Web camera, Scanners and internet facility is used to make the classroom instruction interesting

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

To promote research, the college gives teachers opportunity to participate in various Seminars/ workshops/ Orientation Programmes regularly. Apart from this, the college encourages them in many ways as given below:

- *Special lecture series and workshops on research for faculty are arranged.*
- *Research ideas through normal teaching and generation of innovations are encouraged.*
- *Teachers regularly conduct action research for remedial purposes.*
- *Members of the faculty are encouraged to undertake individual research projects in various thrust areas.*
- *Library committee recommends references and journals for the purpose.*
- *Internet facilities can be used round the clock.*
- *Utilize the facilities available in the college to the maximum level.*
- *Library is equipped with journals and back volumes for reference. Advanced level text books are also available for reference.*
- *Encourage the staff members to use the maximum lab facilities available.*
- *Internet facilities are available.*

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

Staff members are motivated to go in for educational research

- *Educational Psychology*
- *Philosophy of Education*
- *Sociology of Education*
- *Economics of Education*
- *Educational Administration*
- *Education Evaluation*
- *Educational Technology*
- *Teacher Education and Teaching behaviour*
- *Curriculum construction and test books*
- *Guidance and counseling and any field of their interest.*

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

Action research is focused on the immediate application and not on the development of theory, or upon general application. The emphasis in action research is on a problem here and now, in a local

setting. Its findings are evaluated in terms of local applicability, not in terms of universal validity. Our purpose is to improve school practices and at the same time, to improve those who try to improve the practices.

The goal of our institution is

- *Identification of a problem*
- *Defining the problem*
- *Listing of probable causes*
- *Formulation of an “Action Hypothesis”*
- *Testing of hypothesis*
- *Action programme*
- *Conclusion*
- *Follow up*

Outcomes and impact:

Action Research is made by the staff members and the students for the purpose of rectifying critical problems and to give suggestions for the improvement of the quality of our institution.

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

The Conference/ Seminar / Workshop attended and/organized by the faculty members are as under:

- *Preparing the Lesson Plan at Aishwariya College of Education, Udaipur*
- *How to Prepare Lesson Plan at Vidhya Bhawan, Udaipur*
- *Seminar conducted by Mohan Lal Sukhadia University, Udaipur*
- *Various conferences by Mohan Lal Sukhadia University, Udaipur*
- *Seminar both National and International level at various B.Ed. Colleges*

3.2 Research and Publication Output

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

The student teachers prepare low cost teaching learning materials and use them during the teaching practice in schools. Power Point Presentation has been used in micro teaching by students and by faculties during demonstration class and practice session. Preparation of notes is also done through internet reference and is distributed to the students as CD.

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

Preparation of the notes is done through internet and is distributed to the students.

The facilities available for developing instructional materials are as follows.

- *Power point presentation is available*
- *The college provides technological hardware and software materials, audio visual, multimedia etc.*
- *Question bank is provided for all the subjects with maximum number of possible expected questions.*
- *Resource materials are provided from the library.*
- *Printed materials covering the entire syllabus are issued to the students.*
- *Current events are updated.*
- *Interactive Board, LCD Projector and OHP is practiced*

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

- *On line browsing is permitted.*
- *Interactive board OHP, LCD, Digital camera, Web camera, Handy camera is provided*

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

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

(a) Training Programmes for students and teachers are organized like Writing of Objectives, Lesson Plan, Evaluation Process, and Teaching Aids

(b) Teachers have attended orientation and refreshers courses for professional development. They developed instructions material of their subjects and specialization.

(c) Teaching & Non-Teaching Staff is provided training regarding professional development time to time.

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

Articles of different faculty members have been published in Nai Shiksha Journal

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

The Principal and the Management recognize and appreciate the contribution of faculty members for their professional achievement in Annual function.

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

No majors projects have been taken by the staff. Now, steps are being taken to get major/minor projects from the university or the state government.

3.3 Consultancy

1. Did the institution provide consultancy services in last five years? If yes, give details.
Yes, Faculty members provide consultancy services to the students of different schools, educational institutions and to the students of different universities. Faculty members provide guidance to the students of M.Ed.
2. Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicise the available expertise.

All the faculty members of the institution are competent to undertake consultancy regarding the different aspect of teacher education:-

- *Faculty members are associated with the school in interview panel.*
- *Some senior faculty members provide their advice to school regarding mental, social, emotional development of the students and provide their services to school teachers to eradicate classroom problems.*
- *All faculty members deliver extension lectures in the areas of their specialization in educational colleges as use of ICT in education, psychology of learner, Teaching of Methodology, Indian Philosophy.*

3. How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?

No revenue has been generated through such type of services because faculty and students do these services as academic and social activities without any honorarium.

4. How does the institution use the revenue generated through consultancy?
Not Applicable

3.4 Extension Activities

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

Extension programmes undertaken by the institution cover a wide range of activities. These programmes positively contributed to the society as well as enriched the teaching experiences of the students:-

- *Students visited the local areas and make efforts for upliftment of education, women empowerment, health, hygiene and environment awareness.*

- *The college organise awareness programmes on legal literacy, health and hygiene, Girl Child Education, Democracy, Water Conservation, Environment cleanliness etc.*
- *Blood Donation camp was organised*
- *A lecture through power point presentations was organized for the students and local community by the institution in which the doctors from Civil Hospital give the knowledge about this crucial problem.*

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

The institution invites the renowned personalities of different fields from the community for different type of activities. Community members are invited on different occasions as celebration of days, Annual day celebration, social festivals etc. During such occasions, students interact with society members and get valuable experiences from: - As the institution is a teacher education institution, it needs schools for practice teaching programme. The school staffs takes interest in making the learning experience of student-teachers a successful one.

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

The activities which institution would like to take up in future:-

- *Awareness programmes on human rights, women empowerment, water conservation, environment cleanliness etc.*
- *Social activities as participation in different camps.*
- *Organization of rallies.*
- *Organization of different camps.*
- *Literacy programme for weaker section.*
- *Extension lectures on contemporary issues as honesty for life, Democracy, role of youth in politics, emotional problems of a child, environment of school.*

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

Yes, there are so many projects completed by the teacher educators and B.Ed. student related to environment awareness, AIDS awareness, socio-economic status, family education, awareness about girl child education etc. for the community development.

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

- *Celebration of National festivals as Republic day, Independence day etc.*
- *Celebration of social festivals like Diwali, Lohri, Christmas etc.*
- *Community based project works.*
- *Visit to community.*

- Games and sports.
- Organization of awareness programmes as legal awareness, Environmental awareness, women right, constitution, Right to information etc.
- Different co-curricular activities.
- Excursions.
- Students are motivated to use library facilities as newspaper reading, magazines reading etc. to make the students aware about cultural ethos, social values and to develop national character.
- Seminars, conferences etc.

3.5 Collaborations

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

The college is in a process of established linkage with various organization.

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

Not Yet

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

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

The linkages with different organization will contribute effectively on the above said aspects as

- Curriculum is designed by Mohan Lal Sukhadia University, Udaipur. Staff members who are the members of UG and PG Board of Studies attend the meeting and valuable suggestions.
- Various journals and student material of NCTE and NCERT are helpful in enhancing the teaching quality. Eminent educationists from different universities are invited to deliver extension lectures on various aspects of teaching as methodology of teaching, types of teaching, problems regarding teaching etc.
- Suggestions and guidance of teachers and heads of practicing schools, provide guidelines to improve the teaching strategies.
- Practice teaching runs smoothly only because of the co-operation and supporting nature of the faculty and head of practicing schools.

- Research guidance is provided to students by the eminent educationists motivate them to do different type of research regarding different aspect of teaching education.
- Consultancy is provided by the community members contribute to the development of the personality of students and make them capable to solve their problems.
- Various publications of NCERT, NCTE and Mohan Lal Sukhadia University, Udaipur help to our student-teachers as well as faculty members in their teaching learning process.
- Top authorities of different schools are also invited to conduct interviews for the placement purposes. The students who are selected given opportunities to join.

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

There are five schools for practice teaching with which institution has linkage. For practice teaching school are made available to the student teachers by the school authorities. School faculty and community members also contribute their experiences for the development of curricular. The institution also invites school teachers to college for judging various competitions like Rangoli competition, poetic recitation, sports activities etc. School teachers are also invited to give suggestions to our student-teachers regarding class room management and problems.

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.

Yes, faculty is actively engaged with school staff during practice teaching. But before the commencement of the practice teaching in school, institution invites the school teachers to deliver demonstration lesson in their respective subjects so that the pupil teachers may understand the each and every aspect of teaching. They are also advised to evaluate the lesson of pupil teaching during practice teaching and give feedback to them.

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

The faculty members visit the school time to time for teaching practice of B.Ed students. Faculty also goes to school campus for interviews of school teachers as a subject expert. At the time of cultural programmes and other celebrations school students are invited to college campus. The faculties also go to the other colleges for extension lectures, consultancy activities and participate in interviews of lecturers as subject experts. The faculty also collaborates with university faculty for discussion on different issues as topics of the dissertations, curriculum constructions and by giving suggestions as the members of different boards.

3.6 Best Practices in Research, Consultancy and Extension

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

Institution encourages its faculty members to pursue research endeavours in the field of education. Institution provides opportunity to faculty and students to attend seminars, workshops, training programmes on research methodology. Seminars are being organized for the topics taken by students for dissertation. Faculty members are always encouraged to provide consultancy to other institutions and community members. The institution supports and promotes extension activities pertaining with community and other stake holders.

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

- *Faculty members are providing guidance for M.Ed,*
- *Action researches are conducted for improving the quality of education and self esteem of student-teachers.*
- *Students are motivated to use library facilities for research work.*
- *The institution provides free consultancy to student teachers and stake holders.*

The faculty keeps pace with the recent development in the school subjects by getting information through news papers, journals, websites of NCERT and by content with the local office of District Education Officer etc. The institutions also organize extension lectures, seminars on recent developments in school subjects and modern methodologies. Student teachers also take part in these lectures and seminars. They also get knowledge through discussion with faculty members, school staff and school students.

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

1. Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.
Yes, the college has infrastructure as per NCTE norms. There are well specious class room, multipurpose hall, science lab, psychology lab, educational technology lab, computer lab, mathematics resource centre, language lab, work experience room, boys and girls common room, seminar hall, play ground, parking, separate wash room for boys and girl, sufficient amount of furniture water facility and internet connectivity. Master Plan of the building is enclosed

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

The institution plans regularly to meet the needs for augmenting of the infrastructure to keep pace with the academic growth. Additional infrastructure and resources are added every year according to the need of the time. Library and laboratory are furnished with adequate reading material, equipments and furniture to facilitate better teaching learning process. Governing body also tries its best to make available infrastructure needed for pursuit of high academic growth.

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

- *Play ground*
- *Seminar room*
- *Conference room*
- *Work experience laboratory*
- *Art and craft room*
- *Sports room for indoor games*

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

Physical infrastructure is not being shared with anyone.

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

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

- *Wash room facilities separately for boys, girls and for teaching staff*
- *Rest room for girls*
- *Rest room for boys*
- *Canteen*
- *R O water facilities*
- *Water coolers*
- *First aid*
- *Retiring room for staff*

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.

No

4.2 Maintenance of Infrastructure

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

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

No prior budget is allocated for the maintenance of building and laboratories etc. however institution has spent a large amount of money on maintenance of building, laboratories, furniture and other infrastructural materials during last five years. A committee take care of maintenance of all aspects of infrastructure of the institution.

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

The institution ensures that the available infrastructure is optimally utilized.

- *Infrastructure facilities established in the college library and sports facilities are kept open to use by the students and faculty not only during working hours but extended hours are also provided whenever required.*
- *The conference room as well as the seminar room are used for various curricular and co-curricular activities by the institution.*
- *Institution provides its rooms and open area for the official activities at the time of elections and pension distribution as and when required.*

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

The institution is situated in a calm and beautiful natural surrounding with a complete pollution free campus. There is a lush green lawn with beautiful flower beds in college campus.

- *The class rooms are spacious with windows for proper ventilation and adequate natural light.*
- *Water coolers are fitted with water filters for proper clean drinking water.*
- *Proper sanitation system is provided in the institution.*
- *Numbers of dustbins are there to maintain cleanliness.*
- *Institution is aware to save electricity by using CFL and tube - lights.*
- *Provision of garbage pit is there to dump the daily waste.*
- *Eco-club of students is quite aware regarding cleanliness and other aspects of environment.*

4.3 Library as a Learning Resource

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

Institution has sufficient technical staff to support the library.

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.).

Adequate library resources are available to the staff and students in the college

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.

A library committee is active in the institution to review systematically the various library resources for adequate access, relevance and to make acquisition decisions. The committee comprising three faculty members and five students and the Principal as chairperson. Committee access the need of the students regarding library resources, receives feedback from faculty and students and do the necessary to improve.

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

Yes, the library stock is computerized

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.

Yes, the institution library has computer, internet and reprographic facilities. Computers and printers are installed. An active internet connection is also available. All the facilities are used by faculty as well as students teachers on all working days.

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

No

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

The library is kept open throughout the year except Sundays. National & Gazetted holidays. Working hours of the library are 9.00 a.m to 5.00 p.m i.e 8 hours in a day.

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

The information about new arrivals is displayed on the display board.

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

The library has book bank facility but the books are provided to the needy for the whole year.

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

There are audio cassettes on various topics in the library for visually challenged students.

4.4 ICT as learning Resource

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

The institution has one computer lab with 22 computers, LCD projectors, tape recorders, slide projectors, overhead projector, epidiascope with different non-projective visual aids. Public address system is also available. The students are given basic knowledge of the computer in computer laboratory. The lab also has the facility of audio and visual devices, printers, scanners, internet facility, etc. Students use all the devices in their daily practice. The students are instructed to prepare slides, transparencies and improved teaching aids. The students are always motivated to use these facilities time to time to make their teaching learning effective.

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 curriculum imparts the computer skills to all the students as follows:

- (a) Opening and shutting down the computer.
- (b) Preparation of files, documents and folder.
- (c) Net surfing.
- (d) M.S. power point presentation.
- (e) Creation of e-mail ID.
- (f) Compose, read and send e-mails.
- (g) Preparation of sides.
- (h) Video conferencing.
- (i) Audio conferencing.
- (j) World wide web.
- (k) LAN, MAN and WAN.
- (l) Computer virus.
- (m) Maintenances of computer

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

Every faculty member uses new technology in his/her daily practice. They prepare transparencies and power point presentation in curriculum transaction process. Audio and video cassettes are used for demonstration lesson by teacher educators. Institution providing the opportunity to the students to improve their language communication skill by using language lab. Students collect the information regarding their research work through net and they also motivated to use power point presentation at the time of seminar, workshop etc.

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)

Student teachers take the help of ICT in preparing lesson plan, teaching aids and to deliver lesson. Student teacher are encouraged to prepare effective teaching aids in the form of transparencies, working and non-working models, maps, charts for delivering the lesson during teaching-practice session. They also use smart board and prepare power point presentation for the same purpose. Students also prepare power point presentation to present the subject matter in seminars. They also use ICT for their dissertation and field work.

4.5 Other Facilities

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

Institutional infrastructure is optimally used by the institution. The institution shares its facilities with the community. Conference hall and seminars room are utilized by institutes for their academic and other purposes. Play ground is also used by the community members for various purposes.

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

Various audio-visual aids and material like CD" s, audio and video cassettes, transparencies and phonographic slides based on the contents of various school teaching subjects are available. Different types of charts, working and non-working models in science and social sciences are available. Well equipped ICT and sciences laboratories are there in the institution. Teachers themselves use the audio-visual aids while presenting the content before the student-teacher in the class room. Student teachers are motivated to utilize them during practice teaching as well as during organization of various co-curricular activities.

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?

The institution has ICT laboratory, psychology laboratory, science laboratory and a well equipped language laboratory. The teacher in charge of respective. Laboratories ensure the care and proper use of equipments of the laboratory. The necessary modifications are done according to the demand of the students and curriculum. The teacher incharge make arrangement after discussion and by consulting the head of the institution.

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

The institution is having the facility of multipurpose hall which has seating capacity number of students. It is well equipped with board, audio-visual facilities and with public address system.

- *The institution has well equipped conference hall with capacity of students. It is equipped with LCD projector, OHP, LCD TV. Public address system with eye catching furniture.*
- *Workshop in the form of work experience or art and craft room is available in the institution having material related to art and craft and to prepare audio-visual aid.*
- *There is separate music room in the institution. The facilities like harmonium, tabla, music system etc are available.*
- *Provision of play ground in the college premises is there.*

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.

*Class rooms have the facilities for utilizing OHP and slide projector.
One Class room is equipped with smart boards.*

4.6 Best Practices in Infrastructure and Learning Resources

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

The faculty always tries to bring diversity in their instructing procedure by using ICT like overhead projectors, slide projector, LCD projectors and power point presentation. Teachers emphasise on the overall development of the student teachers. To achieve the purpose, teacher educators adopt different teaching method as project method, problem solving method, survey method and heuristic method etc in their daily lectures. They also use smart board and different teaching aids as and when required.

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

- *Every student teacher is taught about the basis of computers, different type of projectors as OHP, LCD projector, slide projector, epidiascope etc.*
- *The students are empowered to use various instructions equipment available with the institution.*
- *Student teachers use ICT for preparing their lesson plan and seminars.*
- *They prepare power- point presentation at the time of workshops, seminars, debates etc.*

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

- The Institution provides well furnished classrooms, well equipped laboratories and adequate environment for teaching learning process.
- Tutorial groups are constituted with a teacher educator as a tutor in which concept of individualized learning is followed.
- Remedial teaching is provided to needy students.
- Suggestion box is also available in the college premises. Suggestions are received and are taken into consideration.
- Specific teaching strategies are adopted to cater the diverse needs of learners.
- Use of ICT is common in the institution for teaching learning process.
- Language laboratory provides the better opportunity to students-teachers to enrich their language skill.
- Feed back on campus experiences are collected from student-teachers to make improvement in required areas.

Criterion V: Student Support and Progression

5.1 Student Progression

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

In order to prepare student teachers for the programme and to assess the various aspect of their personality, inherent potential and interest, a „Talent Search Programme“ is organized in the beginning of the session. The programme includes various activities like speech, poetic recitation, mono acting, solo and group song, dance & drama etc. To assess different teaching skills required for teacher education, institution organize different assessment programmes from time to time. After micro teaching session, lesson teaching session, discussion lessons and real teaching sessions, follow up programme is carried out. The institution assesses the student's academic progress by using formative and summative evaluation techniques i.e. one unit test twice in a month, half yearly test and pre-university test.

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

The institution's environment provides a lot of opportunities to the student-teachers to develop their potential and skills. All the faculty members and administration of the college act as a motivating force for performance and improvement of the student teachers. The institution promotes motivation, satisfaction, development and performance-improvement of the students:

- *Pollution free, peaceful campus.*
 - *Well- equipped Library.*
 - *Well-equipped and enriched Psychology Lab, Science Lab, ICT Lab, Language Lab.*
 - *Well-equipped work experience lab for various activities.*
 - *Sports facilities.*
 - *Separate common rooms for girls and boys with different indoor games.*
 - *Internet facility in library and ICT lab.*
 - *Well-equipped conference hall with LCD T.V. for recreation also.*
 - *Canteen facility.*
 - *Organization of different cultural, academic and sports competitions.*
 - *Highly qualified and co-operative staff.*
 -
3. Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?

None of the students left the courses which can be termed as dropout.

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

The institution provides a wide variety of learning experiences to the students to enable them to compete for the job and get progress in higher education. Guidance and counselling cell guides student teachers to choose right and appropriate course and profession after completion of B.Ed. courses. Career counseling is done for the advancement of the students. Information regarding the vacancies and difference courses are provided by displaying them at the display board.

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

Every year on an average 70% of the students go for further studies in various courses such as M.A., M.Sc., M.Ed., M.Phil. and Ph.D. etc. Almost 30% students of our college choose teaching as their career and working in government and non-government sector. Rests of the students are engaged in competitive exams and some other services.

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

In the beginning of each session, an orientation session is being organized for regarding functioning and resources of library, laboratories, syllabus and other facilities available in the college campus. The institution provides training for the search of the books through catalogues. Faculty also provides the information's regarding other electronic devices as computer software, audio-visual resources in ICT programme. They are also trained in handling the equipments and to use them in their teaching training.

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

Yes, the institution provides placement services. There is a placement-cell comprising three senior faculty members. Every year this cell organizes extension lecturers given by eminent educationist, heads of different institutions to guide student teachers regarding proper placement. Institution arranges campus interview through this placement cell. 20 percent of the students are selected for jobs every year in different areas. Information's regarding interviews, vacancies; qualifications etc are displayed on display board for the students.

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

Various schools situated in nearby areas are requested to send the number of vacancies and the institution arranges campus interview. Placement cell faces problems like:

- Time- gap between campus interview and result declaration of B.Ed. and M.Ed. students.*
- It is difficult to invite maximum institutions of nearby area to hold interviews at one time.*

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

Yes, the requirement of the faculty in practice teaching schools is sought at the time of practice teaching. They are also invited for campus interview by the placement cell.

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

Financial help as well as human and other resources as computer, printer, phone etc are provided to the placement cell to organize extension lecturers and interview etc.

5.2 Student Support

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

For the effective implementation of curricular, co-curriculum and extracurricular activities, the institution plans and evaluates all the activities in its academic calendar of the year. Its effective implementation is evaluated by the student teachers, alumni association and stakeholders through feedback Performa. 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.

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

Faculty members provide guidance regarding curriculum and other activities to the physically challenged students but no specific curriculum is planned for them.

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

Yes, the institutions has mentoring arrangement under each mentor, there are 10 students. Every mentor provides guidance regarding curriculum, co-curricular activities, evaluations system, personal problems, social problems, college campus problems, current issues etc. to the students.

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

Various provisions are made by the institution to support and enhance the effectiveness of the faculty in teaching and mentoring of students. College organizes various workshops, extension lecturers and seminars at college level. Orientation programmes are being organized for students and faculty regarding different areas of teaching learning process. Institution motivates the faculty for research work. They are provided internet facility and library facilities to get latest information's about the current issues.

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

Yes, the college has its updated website i.e. www.asianeducation.in. The information regarding governing body of the institution, teaching and non-teaching staff, courses available, infrastructural facilities and other facilities available are posted on the site. The college website is updated regularly.

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

Students weakness are diagnosed by the faculty through the class room interactions, class test and other examinations. Appropriate remedial teaching is provided to the low achievers through extra classes, personal guidance assignments, peer tutoring and encouraging them to visit library frequently.

7. What specific teaching strategies are adopted for teaching
- Advanced learners and
 - Slow Learners
- For advanced learning, faculty encourages them to use internet, to consult reference books, participating in seminars, workshops and to present papers, assigning extra work etc. The knowledge and energy of advanced learners have been utilized by motivating them to participate in extra- curricular and community activities.*
 - For slow learners, teaching strategies are developed according to the need of the learners. Extra classes, personal guidance, assignments and peer tutoring are organized to satisfy the need of the learners.*
8. What are the various guidance and counselling services available to the students? Give details.
- Before the commencement of the course, an orientation programme is being organized to guide the students regarding course content and the different activities of work experiences.
 - During the session, faculty members as mentors solve the individual problems of academic and personal aspects of students.
 - Women cell is also there for the same purpose.
 - The information regarding different courses, vacancies in schools and other job opportunities are displayed on display boards for the benefit of the students.
9. What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?

The institution has Grievance and Redressal committee to solve the grievances of students regarding any aspect of the institution. Suggestion box is also available outside the Principal's office. Students are free to give their grievances to the committee or by putting it in the suggestion box. Issues are discussed with committee members and appropriate steps are taken and redressed to satisfy the student teachers. The major grievance redressed in last two years were regarding canteen facility, library facilities, educational tour etc.

10. How is the progress of the candidates at different stages of programs monitored and advised?
- *The academic progress of the B.Ed. students is monitored through daily class room observations, unit tests, half yearly examination and pre-university examinations, assignments, presentation in seminars etc.*
 - *Progress in the field of co-curricular activities is monitored through their participation in different cultural activities as competitions, social service programs, awareness programmes, sports activities etc.*

- *After monitoring the progress of the students in different areas necessary advice, feedback and guidance is provided by the concern expert teacher or mentor teacher for improvement.*

11. How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

The institution ensures the students' competency to begin practice teaching in the following way:

Pre Practice

- *The practical knowledge about lesson plan and different teaching skills are provided in theory classes.*
- *Lesson plans are being checked by the concerned teachers.*
- *Demonstration lessons are delivered by the faculty members.*
- *Practice of skills by the student teachers in the class.*
- *Micro teaching*
- *Simulated teaching*
- *Discussion lessons.*

Practice teaching

- *A teacher educator as supervision provides follow up support to the students during teaching practice in school.*
- *The teacher educator monitors all the daily activities and lessons of the student teachers and provides feedback and guidance to improve at different levels. The school teachers and head of the school are also requested to observe and guide the pupil teachers according to their needs.*

5.3 Student Activities

1. Does the institution have an Alumni Association? If yes, *Yes, the institution has an alumni association.*
 - (i) List the current office bearers
 - (ii) Give the year of the last election
 - (iii) List Alumni Association activities of last two years.
 - (iv) Give details of the top ten alumni occupying prominent position.
 - (v) Give details on the contribution of alumni to the growth and development of the institution.
2. How does the institution encourage students to participate in extra curricular activities including sports and games? Give details on the achievements of students during the last two years.

The institution encourages students to participate in extra-curricular activities including sports and games by sending the student teachers to participate in different activities organized at inter college, inter university and inter-state level. The institution gives prizes to the students at the time of Annual Prize Distribution Function on the basis of their excellent performance in academic as well as extra-curricular activities. College organizes annual athletic meet every year.

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

The college provides various opportunities to involve the students in various activities for presentation and publication of their material. The institution encourages students to prepare material like charts, poster, best out of waste etc. Selected material is displayed on wall magazine. The prizes are given to the students on the basis of their best presentation. The college also publishes its annual magazine. Student's articles, thoughts, poems, stories etc are invited for different section of the college magazine.

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

Yes, the institution has students, council comprising representatives from students, teacher educators and principal. The activities carried out by this council are: social functions, discipline of the college, cultural activities and maintaining coordination between different organizations. The funding of the council is from the college resources.

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

The institution provides an opportunity to all the students from being part of almost every activity. For this purpose, students from B.Ed. and teachers included representatives took part in meetings of these committees. The various committees are as follows:

- (a) Alumni Associations*
- (b) Discipline Committee*
- (c) Eco club*
- (d) Cultural Committee*
- (e) Library Committee*
- (f) Grievance & redressal committee*
- (g) Sports tour & excursions committee*
- (h) Extension activities committee.*

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

Yes, the institution has a mechanism to seek feedback from students and stakeholders through feedback Performa. They are “ Student Feedback on Teachers” , Students overall evaluations on the programme and Teaching, Feedback on curriculum, Feedback from school teachers and alumni feedback with the help of these performa, the institution collects the feedback and use the data for the growth and development of the institution.

5.4 Best Practices in Student Support and Progression

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

The best practices of the institution in student support and progression are:-

- *Academic support services as remedial classes, personal guidance, educational tours and trips, seminars, mentor system, use of ICT.*
- *Career guidance and placement services.*
- *Students representation in academic and administrative work through student council.*
- *Supportive administrative staff.*
- *College magazine.*

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

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

The institution was established in FY 2002-03. The purpose of the institution is to give quality teacher education according to the aims of education to the urban and rural graduates of the surrounding areas.

Mission and Vision :

- *To Provide quality teachers to the society for achieving 100% education in growing India.*
- *To in-still professional culture in all its academic activities and achieve Zero Defect quality in teaching, training & research. To enhance knowledge, skills and capabilities of its students to become a good quality educationist professional and to infuse sense of social responsibility.*
- *To produce young teachers with an aptitude of high skills, embedded with ethical and moral values.*
- *To contribute to the Society and the Nation by building and empowering young mind through value based education.*
- *To impart high quality of teaching practices in education to all sections of society.*
- *To create opportunities in education sector by providing teaching skill.*
- *To encourage students intellectual, emotional and social growth.*
- *To prepare young teachers for the global challenges of tomorrow.*
- *To provide contemporary education of National standards.*

The purpose, vision, mission and values of the institution are made known to stakeholders through:

1. *Transaction of Curriculum.*
2. *Organisation of co-curricular activities.*
3. *Meeting of Alumni.*
4. *PTA meetings.*
5. *Celebration of social and national festivals.*
6. *Meetings with the principals and staff of practicing schools.*
7. *Staff meetings.*
8. *Quarterly meeting of the management.*
9. *Sharing with the sister institutions.*
10. *Social gatherings.*
11. *Inclusive education.*
12. *Seminars.*
13. *Workshops*
14. *Cultural activities.*
15. *Interaction with Govt., Aided, Private and academic institutions (Regional and national)*

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

The college which is giving teacher education to graduate students includes the institution's goals and objectives in terms of addressing the needs of the society in its mission. The mission of the institute also includes the needs of the students, the school sector, education institution's traditions and value orientations.

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.)

Asian College of Education is a privately managed self financed College. It is affiliated to Mohan Lal Sukhadia University, Udaipur. The college is run by Asian Education Society. The decisions for academic and infrastructural needs are taken in the meetings of management which are held quarterly at least. The decisions are executed by the committees of the college which are constituted in the beginning of every academic session. Faculty members are the members and conveners of these committees. Curriculum transactions are made as per the academic calendar.

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

The Management and the Principal of the college discuss the matter regarding the institution and the same is communicated to the staff in staff meetings, various committees of the college carry out the duties assigned to them by the Principal.

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 Management and the Principal review the activities of the institution in various meetings of governing body and meetings of the staff. The Governing body comprises elected office bearers, Principal and staff representatives (teaching and non-teaching). The flows of decisions are from top to bottom and vice-versa. Every member is given opportunity to express.

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

Mission and goals are observed and evaluated in meetings time to time. Barriers are identified if any. These meetings are arranged with the staff, governing body, students and alumni association. The suggestions are invited from various stakeholders.

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

There are two levels of management a) Institutions level b) governing body level. At both levels mission, goals, administrative and institutional objectives/processes are discussed thoroughly. The committees are formed/comprising teaching and non-teaching staff members for smooth administration. The assignments assigned to various committees are assessed in meetings and head of the institution keeps been observation on the process. The Management and the Principal encourage making decisions at committee's level and promoting decisions taken by democratically.

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 academic activities are observed as per academic calendar prepared at the start of session under the leadership of Principal. The Principal fulfils the leadership role is governance and management of curriculum by observing the activities done by faculty members. The infrastructural, material and curriculum resources are fully utilized by the students.

6.2 Organizational Arrangements

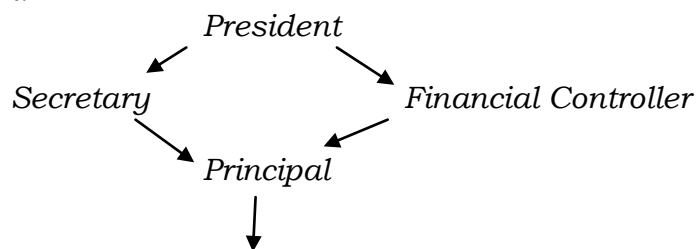
1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the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

- Alumni Association Committee
- Admission committee
- Staff Council
- Sports Committee
- Students association
- Grievance Cell
- Discipline Committee
- Examination Committee
- Building Maintenance Committee
- Anti Ragging Committee
- Women Welfare Committee

These committees make decisions regarding academic arrangement, finance, infrastructure, research, extension and examination. Meetings of these committees are held periodically under the headship of convener and principal.

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

Structure of administration:



- In charge of Cleanliness of the campus
- In charge of Library
- In charge of Maintenance
- In charge of Electronics
- In charge of Office

To some extent the administration is decentralized. The above structure is maintained with lot of freedom and autonomy. The president of this institute is overall in charge. He has a deciding power to administer the institute. The secretary is vested with power of intimating information and responsible to keep record of the functioning. The financial controller is responsible to keep account and keep audit report. The principal is indeed a key person to execute all the planning and activities of the institution. He delegates his power to other conveners of the committees. Participatory approach of administration is implemented.

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

The Chairman of the college is the Head of the Management. The Secretary and Principal and the management members take care of the infrastructure and maintenance, financial support and creation of assets. The academic programmes are carried out by the Secretary and Principal, as decided and directed by the University and state government education Department. Every one obeys the orders, understands their responsibilities and paves way in the smooth functioning of the college.

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

Institution has a healthy interactions, tele-talk and exchange of faculty members to enhance the quality of education. The Institute conducts seminars, workshops, group discussion; there will be a chance for students and staff members of different departments to share their knowledge. During Teaching practice their starts a tie between the institute and various schools. Exchange of faculties as guest lecturers improves the co ordination.

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 institution uses the various data and information obtained from the feedback and letters from suggestion box in decision-making and performance improvement. Data's are discussed in meeting and the best decisions are incorporated and recommended for adaptation.

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

Faculty from each department solve the problem by inviting a faculty from the other department to take over a particular topic, like statistics is taken by a faculty for all the department, classrooms are spacious, well furnished, airy and ventilated in a conducive environment. Computer is taken by a computer faculty to face the problems of particular area. Multimedia facility and training for faculty also come in hand.

6.3 Strategy Development and Deployment

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

Yes, The College collects feedback on teachers from students and parents and also suggestions through suggestion box. Feedback from the students is also obtained and these information's are used for better administration and academic reforms by the management.

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

Requirement of Human Resource is recruited by the interview panel and financial resource is drawn out of tuition fees. Recommendation of the meeting minutes is taken into consideration for allocating human and financial resources. Resources are from tuition fees and management sponsors.

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

Sufficient human resource and equally balanced financial resource support the implementation of the mission and goals, which are planned and obtained. Through advertisement and call letters candidates are called for interview, selection panel promptly selects the experienced, qualified and educated staff members and the vacancies is filled. Fees structure is intimated during admission time and the balance amount due by the students is intimated through letters and phone calls. The circular from the management is counter signed by the principal and the accounts department. Different committee in the institution monitors the different activities. Staff members are allotted different work like admission work, cultural work; sports work etc., depending upon the potential.

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

The principal develops the academic plan in consultation with the management. This plan is intimated to the staff and students. Academic plan is planned well in advanced even before the closing of the present academic year. The report and feedback gathered from practice teaching school teachers are also considered. Faculty is given full freedom to discuss on all issues and similarly the administrative staff members are given opportunities to interact with everybody. Audit is made now and then.

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

Every individual has responsibility and he/she is accountable for institutional development. The objectives are communicated through notice board and circular. Contributions of ideas by any individual is welcome in this regard. Opinions are accepted in board meetings and suggestions are made in staff meetings.

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

Review will be conducted for the staff periodically by the management to ensure and improve their efficiency in teaching. Academic achievements of the students will be monitored by the Principal, and the staff members by periodical tests, competitions etc., vision, mission and implementation of plan are monitored evaluated and revised periodically.

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

New technology that is cache is monitored through various quotations and demos and finally added to the institutions plan and used to train the students.

6.4 Human Resource Management

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

Faculty is given self appraisal form, peer appraisal form and finally the principal's comment helps in identification. Performance of the staff member is shown in the management review, helps in identifying the faculty's development and needs. The principal arranges development programs for the staff members. Principal recommends staff members to attend workshop and seminar that are fully sponsored by the management.

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 institution uses evaluation of performance assessment of teaching, research and extension service for improving the teaching and research in faculty. Feedback from students and self appraisal report from the staff members and the principal commands to the same are processed, assessed statistically through the principal.

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

- a) Scholarship is provided as per govt. norms.
- b) Social and cultural festivals are celebrated.
- c) During various celebrations, members & officer bearers of governing body are invited. They also motivate the staff for better performance & cohesiveness.

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

- For non-teaching staff, institution has provided training like computer & accounts to improve efficiency.
 - Demonstration lessons are given by teachers, group discussions are held of educational relevance, activities related to up-gradation of intellectual as well as professional skills.
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.)?
- (a) *Faculty is appointed on sanctioned posts on regular basis through the procedure as per norms of govt., university, UGC and NCTE.*
 - (b) *In selection panel, subject experts are appointed by affiliating university.*
 - (c) *If necessary, Adhoc Faculty is appointed by the Management through selection panel comprises management nominee, principal and subject experts.*
 - (d) *Service conditions are very good.*
6. What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specialisations).

Part-time and ad-hoc faculty are recruited when regular faculty proceeds on study leave or avails long leave on health ground.

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).

The institution promotes faculty improvements by :

- a) *National/state/local level associations*
 - b) *Duty leave is provided to faculty to participate in seminars, workshops & conferences etc.*
 - c) *Faculty is supported financially (if required) to carry research work.*
8. What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

The institution has sufficient infrastructure for different activities. Separate rooms have been allocated to different clubs and cells. Rooms have been provided to faculty members of B.Ed. course. Spacious staff room is available in college. Computer & Internet facilities are available in college for students & faculty members.

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

Often meetings are conducted for stake holders by the faculty. Suggestion boxes are link between the management / institution and the stake holders for redressing the grievances. Notice Board is placed at the end of all the corridors.

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.

Based on the qualification, experience and the inborn skills along with the work schedule of time table and mentors job, staff members are involved in other curriculum work too. Staff members visit the teaching practice schools. Tutor in-charge gives the required guidance and counseling to the students under the care.

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

The achievements of staff (teaching & non-teaching) are taken into account and are appreciated in annual report of college at the time of Annual Prize Distribution Function. Management & Principal also recognizes & appreciates achievements of staff to motivate for enhancement.

6.5 Financial Management and Resource Mobilization

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

No, institution does not get financial support from the government. Source of income is from bank loan and revenue is from collection of tuition fees. No donations are collected.

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

No donation is collected.

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

Yes, there is an adequate budget to cover the day to day expenses.

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

The audited accounts for the last three years are furnished

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).

The accounts are regularly audited. The internal audit is done annually and external audit is done by the auditor. The audit reports will be kept for perusal when the peer team visits the campus

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

Yes, Accounts are maintained on Tally.

6. 6 Best practices in Governance and Leadership

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

All functions and organization are carried out through small committee which is headed by the staff members convener and convener working under a coordinator. Coordinator is guided by the principal. Governing bodies function freely. Self appraisal report submitted by the staff is evaluated. Students' evaluation on teachers is considered. The prospectus contains all the details of the college. Suggestion box suggest suggestion. Workshop and training programmes is organized for the teachers.

Criterion VII: Innovative Practices

7. 1 Internal Quality Assurance System

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

Internal quality assurance cell consists of Secretary, Principal, subject expert and academic development officer. Faculty development program is organized every year. Every staff members activity is evaluated by questionnaire method. Their ability and skills and analyzed by the answers. Student feedback system is considered. All the staff members co-ordinate with the principal. Stock-verification is carried out every year.

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

Different committees constituted by the college critically analyze the efforts made by the institution to evaluate the achievement of goals and objectives. It also involves this evaluation of feedback received from students, Head of practice, teaching schools, alumni members and community members. All the feedback and evaluation are discussed in meetings comprising Principal, teaching and non-teaching staff twice in an academic session. The suggestions received from different concern are included for execution in next session activity plan.

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

Curricular part of the academic programme is framed by the Mohan Lal Sukhadia University, Udaipur and is followed by the institution with additional aspects as per the need of the students. In order to ensure the quality of its academic programmes, the institution made Academic Calendar comprising different academic and co-curricular activities before the commencement of the session. It includes extra classes, notes facility, organization of seminars, workshops, discussions which facilitate the slow learners and also the students of excellence. Quality of academic programmed is also ensured by discussing the matter in regular meetings of staff and principal.

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

The institution adopted a decentralized process for administration and financial management. Different administration committees are formed at institutional level comprising one senior faculty member as convener and two as members. Students are also involved in the administration through various bodies like Academic Committee, Discipline Committee, Library Committee, Cultural Committee etc. All the committees plan and execute the development of the institution. Financial management process is as per norms. Annual auditing is done by the chartered accountant.

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

In order to identify and share good practices with all constituents, the institution has made proper co-ordination by organizing periodical joint meetings of administrative and academic constituents interaction with the constituents helps in identifying and sharing good practice. Assessment performas are being used by different constituents regarding curriculum transaction, evaluations library etc.

7.2 Inclusive Practices

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

Faculty members get the knowledge about the policies and issues regarding inclusive education through newspapers, journals, periodicals and internet. Discussions, seminars and extension lectures are also organized on this issue in the campus.

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.

In B.Ed. course, there is theory paper through which students get theoretical knowledge's about the exceptional children. The institution organizes different activities like poster making, slogan writing, debate and poetic recitation based on inclusion and gender difference. The institution also organizes extension activities, extension lectures and seminars etc to sensitize the students regarding this issue.

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

Various activities are envisioned in the curriculum.

- *Self esteem is encouraged and good habits and moral values are inculcated.*
- *Good environment with all physical facilities is provided. Classroom interaction is made with students.*
- *Self esteem is encouraged in order to improve the self motivation.*
- *Students reasoning ability is encouraged through the habit of investigating on lessons which also helps to uplift their self motivation.*
- *Periodical update and innovative practices are implemented now and then a systematic education is provided which suits the needs of the hour.*
- *Field trip, educational tour, excursion at different places makes the student teachers to have cordial relationship with the society.*
- *Environmental education is taught to gain the knowledge about the society and the surroundings.*
- *Micro, Macro teaching session enables the student teachers to learn the methodology and techniques of teaching.*
- *Various club activities, citizenship training camp, leadership training camp and community service helps them to have good communal interaction.*

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

Through different theory papers, students are provided knowledge about individual differences of children and proper care and handling of them. Before the commencement of the teaching practice session, the institution provides orientation to the student teachers to understand each child individually to give them personal attention, especially the children with special needs.

5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?
The institution provides basic facilities such as ramps and smooth floor, special library facilities are provided to meet the needs of physically challenged and differently-abled students enrolled in the institution. Special attention and personal guidance is provided by the teachers to the students of partial sightedness and low hearing.
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)?

The Institution is aware to handle gender sensitive issues. Women cell is active in the college. Special care is taken to avoid any discrimination. Women Cell ensures the active participation of girl students in every programme organized by the institution.

Usually mixed groups are constituted for different purposes. Some of the activities of the women cell are:

- *Celebration of International and National Women's Day.*
- *Extension lectures on gender sensitive issues like women empowerment, female foeticide etc*
- *Poster Making.*
- *Debate.*
- *Speech.*
- *Awareness Programmes.*

7. 3 Stakeholder Relationships

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

The institution ensures the access to the information on organizational performance to the stakeholders by displaying them on display board of the college, local newspapers, and on its website also. The institution invites stakeholders in different activities/functions organized in college campus and share institutional achievements and student's excellence with them.

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?

Data regarding various academic and administration aspects are collected from students and stakeholders through feedback Performas and through discussions at the time of different activities. Collected data is being shared and discussed in different committees to bring qualitative improvement.

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?

Different questionnaires are formed to gather information from stakeholders on program quality. The feedback is shared and discussed by staff members. Every possible effort is done for quality improvement if any shortcoming is highlighted by stakeholders. The institution has developed certain performas to collect data from students and stakeholders. The students are to fill the performas in between after the completion of the programme regarding teachers quality, evaluation of the programme and other facilities. Community members are also invited time to time to give suggestion for quality improvement. The student teachers also give feedback through suggestion box. All the collected feedback and suggestions are considered after analysis for quality improvement.

Following are the core values reflected in the various functions of the institution:

- *The institution provides equal opportunities to various academic, co-curriculum and administrative activities.*
- *Discussion, Seminars and Workshops are organized on current issues related to social and educational development.*
- *B.Ed. students are encouraged to select the topics for their project work and dissertation related to students problems regarding their educational, emotional and social adjustments.*
- *The institution develops a well planned community linkage programme through celebration of various awareness programmes, alumni association, annual function and extension lectures etc.*
- *The institution collaborates with other institutions and universities through teacher educators involvement in academic and administrative support to these institutions and university.*
- *The institution provides opportunity to teacher educators for professional and personal growth.*

- *The institution the opportunity to the student teachers to develop their teaching competencies through various sessions of skill-in-teaching.*
- *The institution links ICT with traditional curriculum transaction methods.*
- *Social, moral and spiritual values are developed among students through various activities and extension lectures.*
- *Decentralized mechanism is adopted for administration. For planning and implementation of different issues, different stakeholders are taken into account.*
- *Feedback mechanism is adopted from different corners for quality improvement.*
- *The Governing Body, Principal and faculty members are dedicated to realization of mission, vision, goals and values of the institution which are target to national integration, peace humanity and international harmony.*



Asian College of Education

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Website : www.asianedu.in

DECLARATION BY THE HEAD OF THE INSTITUTION

Sir,

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

This SAR is prepared by the institution after internal 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.

Dr. ABHAY KUMAR SHARMA - PRINCIPAL
Ph.D (Education), M.Ed.(Management Planning & Financing of Education), B.Ed.(Maths, Science),
M.Sc.(Organic Chemistry), B.Sc. (Botany, Zoology, Chemistry)

Place: Udaipur
Date : 24.12.2015

A Unit of Asian Education Society

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Certificate of Compliance

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

This is to certify that ASIAN COLLEGE OF EDUCATION fulfils all norms

1. Stipulated by the affiliating Mohan Lal Sukhadia University and/or
2. Regulatory Council/Body NCTE and
3. The affiliation and recognition is valid as on date.

In case the affiliation / recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Date: 24.12.2015

Place: Udaipur



Dr. Abhay Kumar Sharma - Principal

(Asian College of Education, Udaipur)

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