SELF-APPRAISAL REPORT

OF

RAMESHWARAM INSTITUTE OF

EDUCATION & TRAINING,

LUCKNOW (U.P.)

YEAR: 2014-15

CONTENTS

RAMESHWARAM INSTITUTE OF EDUCATION & TRAINING LUCKNOW (U.P.)

Vision and Mission

The vision and mission of the institution is to spread the nobility and character, excellence and wealth of mind and delights of culture in the society. It inculcates the communicative, research and vocational instincts in the students and provide them up-to-date knowledge and innovations for their all-round development. The availability of sufficient opportunities of extra-curricular activities to the students and faculty members are the special inspirational features of the institution.

Aims

i. *To provide a variety of educational programs to individuals which prepare them for efficient dissemination of knowledge in the society and to achieve the optimal employment upon completion of the prescribed curriculum.*

ii. *To promote professional growth and development of faculty and staff through participation in programs of skill development and enrichment, training in leadership and advanced study.*

iii. *To collect, analyze and disseminate the knowledge and innovations for awareness and an all-round socio - economic development of the area and society keeping in view the greater good of the greater number.*

RAMESHWARAM INSTITUTE OF EDUCATION & TRAINING LUCKNOW (U.P.)

DECLARATION BY THE HEAD OF THE INSTITUTION

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

This S.A.R .is prepared by the institution after internal discussions, and no part there of has been out sourced.

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

Dr. (R.K.Singh)
Principal

Place: Lucknow

Date:

RAMESHWARAM GROUP OF INSTITUTIONS: CENTER OF EXCELLENCE

Rameshwaram Group of Institution founded under the Rameshwaram Education Society (RES) came into existence in the year 2002 and as it cross the seventh mile-stone, we can proudly say that we have within the very short span of time has established the premier Institutions i.e., Rameshwaram Institute of Technology & Management, *Rameshwaram Institute of Education & Training,* Rameshwaram College of Education & Training, Rameshwaram International Academy. Rameshwaram Institute of Education & Training started in 2010 on the basis of norms and standard of NCTE, U.P. Govt. and Lucknow University.

Rameshwaram Group of Institutions has a rich tradition of pursuing academic excellence. Every activity, event and endeavor in the institute is carried out with a view to develop professionals who will lead the society towards a better future. We ensure that the time spent here on training and learning of teachers, will not only give their lives the right direction but will also enrich every aspect of their personalities to become contributing and responsible citizens and good teachers.

We make every effort to provide quality education and develop human qualities in teachers to prepare them for leadership in every walk of life in the society. Updating the library, internet facility, smart class and other modern technology facility are given and used. A great deal of investment is made in providing the students with conductive environment for intellectual stimulation and personality development.

Our promise: with an almost respect to human values, we strive to build a society of broader vision having mutual concern, togetherness and willingness to work with scientific temperament.

A highly qualified, trained and motivated core team of faculty members in conjunction with eminent personalities from university and related field ensures effective development, sharpening and honing of our "would be teachers."

The Institute has the unique distinction of being strategically located in the state capital of Uttar Pradesh facilitating a close interface of our students with many educational institutions and big centers of learning.

NCTE has been mandated under parliament Act 1993 to ensure maintenance and regulate the teacher education from nursery, primary and secondary education in the country. In exercise to this mandate, the council insists on fulfillment of the requirements as per prescribed norms for imparting teacher education by the Institutions so that quality of delivery is not compromised & stakeholders are satisfied. We are proud to say that our Institutions have successfully satisfied all these requirements & have emerged as a leading Institution of tomorrow among the galaxy of all training colleges of the state.

Rameshwaram Institute of Education & Training is an excellent platform for the students having determination to succeed and willingness to devote the time and efforts necessary to achieve success in their lives.

We Rameshwaram Institute of Education & Training take meaning of education in broader sense. It makes the role of educator vital. A teacher affects eternity. Our Institute is situated in a beautiful campus with educational environment and all modern amenities. Here education refers to both formal & informal education and not just the academic qualification. Our faculty members who are all highly qualified & experienced take every effort and motivate the students to build positive attitude, pleasant personality, positive habits & character.

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SELF - APPRAISAL REPORT

PART -1

INSTITUTIONAL DATA

OF

RAMESHWARAM INSTITUTE
OF
EDUCATION & TRAINING

A   **PROFILE OF THE INSTITUTION**

B   **CRITERION WISE INPUTS**

YEAR

2014 -15

A. PROFILE OF THE INSTITUTION

1. **Name and address of the institution**: Rameshwaram Institute of Education & Training, Govindpuram, Sitapur Road, Lucknow.

2. **Website URL**: www.rietlko.in

3. **For communication**:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Dr. R.K. Singh (Principal)	9415544683	0522-2734839	riet1676@gmail.com
Vice-Principal	-	-	-
Mr. Manoj Dwivedi (Self - appraisal Co-coordinator)	9161629407	0522-2734839	riet1676@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Dr. R.K. Singh, Principal	0522-2961116	9415544683
Vice-Principal	-	-
Mr. Manoj Dwivedi (Self - appraisal Co-cordinator)	0522-2961116	9161629407

4. Location of the Institution:

Urban ☑   Semi-urban ☐   Rural ☐   Tribal ☐

5. Campus area in acres: 1.23 Acre

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

7. Date of establishment of the institution:

Month & Year

MM	YYYY
08	2009

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

Lucknow University, Lucknow

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

Month & Year

2f

MM	YYYY
05	2013

Month & Year

12B

MM	YYYY
	Under Processing

10.   Type of Institution

   a. By funding

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

   b. By Gender

   i.   Only for Men
   ii. Only for Women ☐
   iii. Co-education ☑
   ☐

   c. By Nature

   i.   University Dept.
   ii.   IASE ☐
   iii. Autonomous College ☐
   iv.   Affiliated College ☑
   v.   Constituent College ☐
   Vi.   Dept. of Education of Composite ☐

         College
   vii. CTE ☐
   Viii. Any other (specifies and indicates) ☐

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

Yes ☑   No ☐

If yes, has the institution applied for autonomy?

Yes ☐   No ☑

12. Details of Teacher Education programmes offered by the institution:

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary	-	-	Certificate	-	-
		-	-	Diploma	-	-
		-	-	Degree	-	-
ii)	Primary/ Elementary	-	-	Certificate	-	-
		-	-	Diploma	-	-
		-	-	Degree	-	-
iii)	Secondary/ Sr. secondary	B.Ed.	Grad. With 50% Graduation	Certificate	1 year	Hindi/English
		-	-	Diploma	-	-
		-	-	Degree	-	-
iv.	Post Graduate	-	-	Diploma	-	-
		-	-	Degree	-	-
v.	Other (specify)	-	-	Certificate	-	-
		-	-	Diploma	-	-
		-	-	Degree	-	-

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary /Graduation	B.Ed.	31.08.2009	-	100
Post Graduate				

CRITERION-WISE INPUTS

Criterion I: Curricular Aspects

1. Does the Institution have a stated-

Vision	Yes	✓	No
Mission	Yes	✓	No
Values	Yes	✓	No
Objectives	Yes	✓	No

2. a) Does the institution offer self-financed programme(s)? Yes ✓ No

   If yes,

   a) How many programmes? — One

   b) Fee charged per programme — Rs. 51250.00

3. Are there programmes with semester system — No

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

   Yes ✓ No

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

   03

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

D.Ed.	—
B.Ed.	11
M.Ed. (Full Time)	—
M.Ed. (Part Time)	—
Any other (specifies and indicates)	—

6. Are there Programmes offered in modular form

   Yes   No ✓

Number	

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

Yes	✓	No	

Number	10

8. Are there Programmes with faculty exchange/visiting faculty?

Yes	✓	No	

Number	06

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

- Heads of practice teaching schools

Yes	✓	No	

- Academic peers

Yes		No	

- Alumni

Yes		No	

- Students

Yes	✓	No	

- Employers

Yes		No	

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

-

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

Yes		No	✓

Number	

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

Yes		No	✓
Number			

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

Yes ✓ No ☐

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

Yes ✓ No ☐

CRITERION II: TEACHING-LEARNING AND EVALUATION

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

   a) Through an entrance test developed by the institution ☐

   b) Common entrance test conducted by the University/Government ☑

   c) Through an interview ☐

   d) Entrance test and interview ☐

   e) Merit at the qualifying examination ☐

   f) Any other (specify and indicate) ☐

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

a) Date of start of the academic year	01.07.2014
b) Date of last admission	07.07.2014
c) Date of closing of the academic year	30.06.2014
d) Total teaching days	220
e) Total working days	260

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	15	68	83						
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students? Yes ☐ No ☑

   If yes, how many? ☐

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

   a) Unit cost excluding salary component   Rs. 2445.00

   b) Unit cost including salary component   Rs. 47393.98

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	-	-	-	-
B.Ed.	-	50%	-	45%
M.Ed. (Full Time)	-	-	-	-
M.Ed. (Part Time)	-	-	-	-

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

Yes ☐   No ☑

8. Does the institution develop its academic calendar?

Yes ☑   No ☐

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practical
D.Ed.	-	-	-
B.Ed.	60%	30%	10%
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

10. Pre-practice teaching at the institution

   a) Number of pre-practice teaching days | 1 | 0 |

   b) Minimum number of pre-practice teaching lessons given by each student | 1 | 0 |

11. Practice Teaching at School

   a) Number of schools identified for practice teaching | 0 | 8 |

   b) Total number of practice teaching days | 4 | 0 |

   c) Minimum number of practice teaching Lessons given by each student | 4 | 0 |

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

No. of Lessons In simulation	No. 10	No. of Lessons Pre-practice teaching	No. 10

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

Yes ☑   No ☐

14. Does the institution provide for continuous evaluation?

Yes ☑   No ☐

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

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

16. Examinations

    a) Number of sessional tests held for each paper | 0 | 2 |

    b) Number of assignments for each paper | 0 | 3 |

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

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

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

Yes ☑	No ☐
Number	01

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

Yes ☑ No ☐

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

Compulsory ☐ Optional ☑

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

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

| Number | 01 | 13% | |

2. Does the Institution have ongoing research projects?

Yes ☐ No ☑

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

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

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

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

Yes ☐ No ☑

6. Number of research degrees awarded during the last 5 years.
   a. Ph.D. [-]

   b. M.Phil. [-]

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

Yes ☐   No ☑

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

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

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

| Yes | ☑ | No | ☐ |

| Number | 04 |

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

	Faculty	Students
National seminars	60	40
International seminars	10	
Any other academic forum	30	50

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

Self-instructional materials ☐
Print materials ☐
Non-print materials (e.g. teaching
Aids/audio-visual, multimedia, etc.) ☑
Digitalized (Computer aided instructional materials) ☑
Question bank ☑
Any other (specify and indicate) ☐

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

Yes ☐   No ☑

If yes, indicate the nature of the post.

Full-time ☐   Part-time ☐   Additional charge ☐

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

    Yes ☐   No ☑

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

    Yes ☑   No ☐

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

    03

16. Does the institution provide consultancy services?

    Yes ☐   No ☑

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

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

Local level	Yes
State level	-
National level	-
International level	-

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

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

    2017 Sqmt.

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

    a) Methods lab   Yes ☑   No ☐

    b) Psychology lab   Yes ☑   No ☐

    c) Science Lab(s)   Yes ☑   No ☐

    d) Education Technology lab   Yes ☑   No ☐

    e) Computer lab   Yes ☑   No ☐
    f) Workshop for preparing
       teaching aids   Yes ☐   No ☑

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

    20

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

    6, 00,000.00

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

55,326.00

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

112,505.00

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

2.156.350.00

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

Yes ☑   No ☐
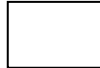
9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	6	02	01	-
Non-teaching	05	03	-	-

10. Total number of posts vacant

	Open		Reserved	
Teaching	M	F	M	F
	01	01	-	-
Non-teaching	0	0	-	-

11.a. Number of regular and permanent teachers

Open   Reserved(Gender-wise)

	M	F	M	F
Lecturers	05	01	-	-

	M	F	M	F
Readers	-	-	-	-

	M	F	M	F
Professors	-	-	-	-

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

	Open		Reserved	
	M	F	M	F
Lecturers	01	01	-	-

	M	F	M	F
Readers	-	-	-	-

	M	F	M	F
Professors	-	-	-	-

c. Number of teachers from   same state   All

Other states   -

12. Teacher student ratio (program-wise)

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

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	05	03	-	-
Temporary	M	F	M	F
	-	-	-	-

b. Technical Assistants

	Open		Reserved	
	M	F	M	F
Permanent	03	-	-	-
Temporary	M	F	M	F
	-	-	-	-

14. Ratio of Teaching – non-teaching staff

    7:11

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)   61.36

16. Is there an advisory committee for the library?

    Yes ☑   No ☐

17. Working hours of the Library

    On working days   9.00 To 5.30 pm

    On holidays   ----

    During examinations   9.00 To 5.30 pm

18. Does the library have an Open access facility

    Yes ☑   No ☐

19. Total collection of the following in the library

    a. Books   3762

        - Textbooks   3311

        - Reference books 44

    b. Magazines   39

e. Journals subscribed

- Indian journals

11

- Foreign journals

-

f. Peer reviewed journals

03

g. Back volumes of journals

274

h. E-information resources

- Online journals/e-journals

01

- CDs/ DVDs

50

- Databases

–

- Video Cassettes

-

- Audio Cassettes

-

20. Mention the

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

120 sq. mts.)

Seating capacity of the Reading room

100

21. Status of automation of Library

Yet to intimate ☐

Partially automated ☑

Fully automated ☐

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

Circulation ☑

Clipping ☐

Bibliographic compilation ☐

Reference ☑

Information display and notification ☑

Book Bank ☐

Photocopying ☑

Computer and Printer ☑

Internet ☑

Online access facility ☑

Inter-library borrowing ☐

Power back up ☑

User orientation /information literacy ☐

23. Are students allowed to retain books for examinations?

Yes ✓ No

24. Furnish information on the following

Average number of books issued/returned per day   20

Maximum number of day's books is permitted to be retained

     By students   30

     By faculty   Full year

Maximum number of books permitted for issue

          for students   04

          for faculty   15

Average number of users who visited/consulted per month

Ratio of library books (excluding textbooks and book bank

facility) to the number of students enrolled   1:35

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

    03

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

	I 2010-2011		II 2011-2012		III 2012-2013	
	Number	Total cost (In Rs.)	Number	Total cost (In Rs.)	Number	Total cost (In Rs.)
Text books	33	3,741	111	1,758	93	18,774
Other books	12	1,936	04	9610	06	5,825
Journals/ Periodicals	-	-	28	190	14	4545
Any others specify and indicate	08	-	15	-	16	320
University News	274					

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.	00	00	00
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

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

Yes ✓   No ☐

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

14

3. Does the institution offer Remedial instruction?

Yes ✓   No ☐

4. Does the institution offer Bridge courses?

Yes ☐   No ✓

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

	UG			PG					M. Phil
	I 2010-11	II 2011-12	III 2012-13	I	II	III	I	II	III
Pass percentage	100	100	99	-	-	-	-	-	-
Number of first classes	74	57	82	-	-	-	-	-	-
Number of distinctions	-	-	-	-	-	-	-	-	-
Exemplary performances (Gold Medal and university ranks)	01	-	01	-	-	-	-	-	-

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

	I	II	III
NET	06	05	07
SLET/SET	-	-	-
Any other (specify and indocate) CTET/TET	40	35	36

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

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

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

Yes [ ]   No [✓]

9. Does the institution provide Residential accommodation for:

Faculty   Yes [ ]   No [✓]

Non-teaching staff   Yes [ ]   No [✓]

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

Yes [✓]   No [ ]

If yes, number of students residing in hostels

Men   02

Women   06

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

Sports fields   Yes [✓]   No [ ]

Indoor sports facilities   Yes [✓]   No [ ]

Gymnasium   Yes [ ]   No [✓]

12. Availability of rest rooms for Women

Yes [✓]   No [ ]

13. Availability of rest rooms for men

Yes	✓	No	

14. Is there transport facility available?

Yes	✓	No	

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

Yes	✓	No	

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	Yes	-	03	yes	-	4
Inter-university	-	-	-	-	-	-
National	-	-	-	-	-	-
Any other (specify and indicate)	-	-	-	-	-	-

(Excluding college day celebration)

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State	-	-
Regional	-	-
National	-	-
International	-	-

18. Does the institution have an active Alumni Association?

Yes		No	✓

If yes, give the year of establishment

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

Yes | | No | ✓ |

20. Does the institution regularly publish a college magazine?

Yes ☑   No ☐

21. Does the institution publish its updated prospectus annually?

Yes ☑   No ☐

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

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	03	01	02
Employment (Total)	04	03	06
Teaching	3	2	4
Non teaching	0	1	2

23. Is there a placement cell in the institution?

Yes ☑   No ☐

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

1	2	3
15	20	25

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

Yes   No

- Academic guidance and Counseling ☑ ☐
- Personal Counseling ☑ ☐
- Career Counseling ☑ ☐

CRITERION VI: GOVERNANCE AND LEADERSHIP

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

Yes ☑   No ☐

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

Governing Body/management	-
Staff council	-
IQAC/or any other similar body/committee	04
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	(Proctorial Board, Cultural Committee, Community work.

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

Loan facility	Yes		No	☑
Medical assistance	Yes	☑	No	
Insurance	Yes		No	☑
Other (specifies and indicates)	Yes		No	☑

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

1	1	1

5. Furnish the following details for the past three years

   a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized Organization

01

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

National	0	0	2
International	-		

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

0	0	2

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

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

0	0	2

e. Research development programmes attended by the faculty

f. Invited/endowment lectures at the institution

0	10	-

Any other areas (specifies the programme and indicate)

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

a. Self-appraisal — Yes ✓ No

b. Student assessment of faculty performance — Yes ✓ No

c. Expert assessment of faculty performance — Yes No

d. Combination of one or more of the above — Yes No

e. Any other (specifies and indicates) — Yes No

7. Are the faculty assigned additional administrative work?

Yes ✓ No

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

1-2 hours

8. Provide the income received under various heads of the account by the institution for previous academic session – 2013-14

Grant-in-aid	-
Fees	5,169,775.00
Donation	1,106,000.00
Self-funded courses	-
Any other (Hostel Fees and Misc. Receipt& Bank Inst.)	663,543.00

9. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget		
% spent on the salary of faculty	4318199.00	444766.00
% spent on the salary of non-teaching employees		
% spent on books and journals	26235.00	30291.00
% spent on developmental activities (expansion of building)	-	-
% spent on telephone, electricity and water	9560.00	10200.00
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	8540.00	8650.00
% spent on maintenance of equipment, teaching aids, contingency etc.	33397.00	68565.00
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty Exchange, etc.)	-	-
% spent on travel	31455.00	35460.00
Any other (Bank Charge,Magazine&News Paper,Misc.Expenses,Postage&Courier Expenses,Printining&Stationery,Refreshment Expenses ,Enrollment Fees,Late Fees Examination Expenses ,Examination fees.)	813875.00	672590.00
Total Expenditure incurred	5,241,261.00	5,273,722.00

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

	Surplus in Rs.	Deficit in Rs.
2011-12	1,791,968.00	-
2012-13	1,179,263.00	-
2013-14	-	1,085,219.00

11. Is there an internal financial audit mechanism?

Yes ☑   No ☐

12. Is there an external financial audit mechanism?

Yes ☑   No ☐

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

Administration	Yes	✓	No	
Finance	Yes	✓	No	
Student Records	Yes	✓	No	
Career Counseling	Yes	✓	No	
Aptitude Testing	Yes	✓	No	
Examinations/Evaluation/	Yes	✓	No	
Assessment	Yes	✓	No	
Any other (specifies and indicates)	Yes		No	✓

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

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

    Yes ✓   No ☐

    Yes ✓   No ☐

    Teaching staff?

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

    Yes ✓   No ☐

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

    Yes ✓   No ☐

18. Is a grievance redressal mechanism in vogue in the institution?
    a) For teachers   ✓
    b) For students   ✓
    c) For non - teaching staff ✓

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

   Yes ☐   No ☑

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

   Yes ☑   No ☐

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

   Yes ☑   No ☐

CRITERION VII: INNOVATIVE PRACTICES

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

    Yes ☑   No ☐

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

    Yes ☑   No ☐

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

	Category	Men	%	Women	%
a	SC	05	6%	11	13%
b	ST	-	-	-	-
c	OBC	04	5%	14	17%
d	Physically challenged	-	-	-	-
e	General Category	6	7%	43	52%
f	Rural	-	-	-	-
g	Urban	-	-	-	-
h	Any other (specify)	-	-	-	-

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	01	11%	2	16%
b	ST	-	-	-	-
c	OBC	-	-	3	25%
d	Women	02	22%	3	25%
e	Physically challenged	-	-	-	-
f	General Category	08	88%	07	58%
g	Any other (specify)	-	-	-	-

4. 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	11	14	10	14
ST	-	-	-	-
OBC	22	18	22	18
Physically challenged	-	-	-	-
General Category	67	68	64	65
Rural	15	10	13	10
Urban	85	90	83	87
Any other (specify)	--	--	--	33

B. Criterion wise inputs

Criterion I: Curricular Aspects

The vision of the college is to attain academic excellence in the field of teacher education and the missions are to promote quality and excellence in the secondary teacher education and research. The vision and the mission of college are in consonance with the Higher Education Policy of our nation.

The College has adapted its curriculum based on Lucknow University curriculum. The local, national and global needs have also been considered for their suitability while developing the relevant curricula. The College has ensured academic flexibility by offering diverse courses with electives and specializations. The College follows annual pattern of examinations. The directives of regulatory bodies and State Government are strictly adhered to in running the affairs of the College.

The College ensures development of various skills among student teachers through the various activities like teaching, microteaching, seminar, debate, assignments and scout/guide which are a part of our curriculum. Communication and ICT uses have been given due weightage and Action Research is compulsory part of curriculum. Students at the end of the year submit Action Research report for evaluation.

Criterion II: Teaching – Learning – Evaluation

The institute follows the admission policy of the State Government. Every year a university is designated by the State Government to conduct the Joint Entrance Examination for B.Ed. admission. The qualified students are allotted colleges for study on the basis of their rank and choice through an online counseling process. The reservation policy of the Government is strictly followed in the admission. All the latest decisions of regulatory bodies are considered and adhered to by the organizing university. The college also assures that only proper candidates are allotted for admission before finally admitting them. Since the start of centralized admission process, students give their first choice to Govt. /Aided institutions, second top choice is given to R.I.E.T. because of its reputation, quality and facilities of curricular and co-curricular activities provided by the institution .Institution has appointed one retired highly experienced teacher of the field as Director and one qualified Principal for better functioning of the institution.

Only top ranked students have been allotted this college for admission on the basis of choice filled by them in the on-line counseling.

On the opening day every year some Educationist known of high status are invited to give inaugural lecture to motivate students .This year also Dr. R.K.Singh Ex-Vice Chancellor Mahatma Gandhi Kashi Vidya Peeth was our Chief Guest .In the session 2010-11. Dr.K.P.Pandey, Prof. of Education and Training, Ex-vice Chancellor delivered his learned inaugural lecture. The orientation programme is conducted in the department before the commencement of teaching programme that helps the student in understanding of the programme and value system of the institution. The faculty members carefully monitor the regularity of attendance, participation in seminars and other activities. 75% attendance of students for appearing in examination is strictly followed.

The use of modern multi-media teaching aids like LCD projectors, OHP, models and other teaching aids are usually employed in class room instructions as well as other student learning experiences. The College is privileged to have INFLIBNET facility. Through INFLIBNET facility, the students and the faculty have access to approximately 2200 on-line e-journals and 55000 e- books.

Teachers are selected through selection committee nominated by vice-chancellor and members nominated by managing committee, after selection appointment is approved by vice chancellor of Lucknow University, Lucknow. The teachers, whose papers are accepted/invited for presentations, are encouraged to participate and present their research papers in the national/international conferences/seminars/ workshops. During last 3 years 07 teachers have attended different workshops and seminars, Orientation Courses.

The College has introduced evaluation of the teachers by the students. The feedback from the students is obtained randomly. Feedback is analyzed with the help of IQAC. The outcome of the analysis is intimated to the concerned faculty to understand their strength and weaknesses leading to improvement in their performance.

Criterion III: Research, Consultancy and Extension

08 faculty members attended various national/international seminar/conferences during last three years in which more than 25 papers have been presented. More than 15 papers have been published by faculty members in various journals/ magazines.

The College has linkage with University departments and other national institutes for training and research of staff and scholars. Extension activities are taken up by the institution. The thrust areas include literacy drive, awareness campaigns especially about aids, sanitation, environmental awareness etc. Community work, visit to cultural, religious, historical place is included in the yearly calendar .Visit to science city, Lucknow mahotsav is also beneficial.

Training arranged by Bharat Scout and Guide for Rovers and Rangers is important aspect .Fruit preservation training   leading to certificate course by Govt. Agencies is also arranged .Training of art and craft by art master through guest faculty is also managed.

Criterion IV: Infrastructure and Learning Resources

The College has a Central Library which works from 9.00 am to 4.30 pm over the years. The library has accumulated 4,000 books and subscribes to 06 journals. The library has 01 computer with Internet browsing terminals, one photocopier and computer printer is available in reprographic unit. The digitalization of Library is under Process using 'Softgranth' software. The college has sufficient number of lecture room with adequate sitting facility for the students. There are various laboratories according to NCTE norms. The teachers are provided the staff rooms with computer and internet facility connectivity in nearby room.

The College has total 02 hostels (1 for boys and 1 for girls) in the Campus which accommodate approximately 100+100 students. In addition, hostel facility for girls is available on sharing basis with management faculty. There is provision for free messing for 2 poor and meritorious students in every hostel. There is provision of mess for hostel students. The College runs a Canteen having separate counters for boys and girls.

A separate Student Council Hall also exists in the Campus. There is a common room for girls and parking facility is available for students and staff.

The College provides physical facilities for various sports and games for which it has one football ground, 1 hockey ground; basketball grounds volley ball grounds and 1 hockey practice arena. It also has one swimming pool. Facilities like javelin throw area, pit for long and high jump, distance throw circle etc. are provided for athletics.

The College has its own website i.e. http://www.rietlko.in displaying all the important information related to the institution.

Criterion V: Student Support and Progression

The College publishes Prospectus to provide information regarding College profile, rules of admission, Courses, fees structure etc. The dropout rate of students is about 1% and the pass percentage is about 98 %. More than 70% students have passed in first division during last few years

Various scholarships are given to students which include State Government Scholarship for SC/ST/OBC/Physically handicapped students; College has established Career, Counseling and placement Cell which provides counseling and placement services to students. College has constituted Students' Council. The College publishes a combined magazine of group of colleges.

The student teacher relationship is very cooperative and interactive. The personal and academic problems of the students are discussed with the teachers and resolved. The college organizes the cultural programmes, quizzes, debates and other personality development programmes. However, cultural and sports activities are run throughout the month .In the end of the session Annual Function is organized in which prizes are distributed .

Criterion VI: Governance and Leadership

Rameshwaram Educational Society is parent body of the college. The College has a number of Committees to ensure proper management as per guidelines of UGC. The College also has the IQAC, Grievances Redressal Cell, and Women Cell. The Principal is the Ex-Officio Member of the governing Body of the College. The Principal presides over the meeting of Examination Committee, purchase committee, Admission Committee.

The academic and administrative process is decentralized. A number of committees comprising of faculty members cater to the academic and non academic matters. The College provides opportunity to the faculty members to avail Faculty Development Programmes and Refresher Courses & Orientation Programmes. The institution has a self-appraisal method to evaluate the performance of the faculty in teaching.

Criterion VII: Innovative Practices

An Internal Quality Assurance Cell has been constituted to sustain as well as monitor the quality of teaching, learning and its wide spectrum of activities and meets at least twice a year to evaluate and suggest academic plans. IQAC of the college monitors the teaching standard of the teachers on the basis of student Feed Back Report.

College provides the Computer and Internet facilities to the students in the computer center. The Alumni Association is being organized with our old students to develop in teachers the teaching of oneness and more than proper unity of mankind.

PART-II

THE EVALUATIVE REPORT

A: Executive Summary

Rameshwaram Institute of Education and Training started its journey from 2010-11 with approval of NCTE and affiliation from Lucknow University. The Institution is the result of resolution of Rameshwaram Educational society to add teachers training program in Rameshwaram Group of Institutions.

Rameshwaram Group of Institution started in 2002 from KG to VIII class which latter developed as KG to XII class affiliated to CBSE. Slowly other Institution RITM developed arranging Education for MBA, B.Tech., B. Pharma and now M.Tech, M.Pharma, polytechnic, and PGDM. RIET is one of them. Grand building equipped class rooms, all arrangements of co-curricular activities games etc. Pure drinking water facilities and all time electric supply protected with big generator.

RIET is situated at National Highway (N.H.24) Sitapur Road Lucknow. It is in the Name of pious place Rameshwaram which linked India and Sri Lanka and which is in the name of Purushottanm Ram; Perchance Rameshwara Prasad is the name of Father of Sri B.P. Shukla who is initiator of whole story.

RIET admits (100) Hundred Students for teachers Training associated with Lucknow University for award of B.Ed. Degree. Giving almost 100 percent result in 2010-11, 2011-12, 2012-13, 2013-14 is fourth year of development. Management with this intention to prepare and provide quality teachers to the system has arranged all the infrastructure, modern technology and qualified teachers.

The vision of the institution is to spread the nobility, character, excellence and refinement of mind, delight of culture in the society.

The college has a good library having about 3800 Books and more than ten journals well-furnished library with reading hall and also with reprographic and internet facility in nearby room.

Our faculty members are hardworking studious and some of them have to their credit of many research papers published in national journals and have attended and also have organized workshop, guest lecture, quiz and several other co-curricular activities like community work , Educational trip , food preservation program and rovers /rangers training of Bharat Scout & Guide.

The whole B.Ed. class of 100 students has been divided in four houses Vishwamitra, Vasistha, Patanjali, Bharadawaj. Group leader of all the houses discuss their problem and plan with teacher in change who in turn communicate it to the principal and director. The faculty incharge look after the grievance/ Problems of the students of all the houses and help the administration in implementing their suggestions at large.

The institute is managed with full co-operation of the governing body selected from Rameshwaram Educational society and faculty members, students, guardians, government/university administration alumni and other stake holders.

The committee of management consist of leading layer High-court bench Lucknow Sri Rajendra Prasad Shukla and Sri T.P Shukla Advocate, Sri B.P Shukla Social reformer, Sri S.P Shukla from the field of Technology and management, Dr. Sunil Shukla from medical field, Prof. D.N. Pandey from the field of management and administration Prof. S. N. Tripathi former Dean Faculty of education Dr. R.M.L. Avadh university Faizabad and many other specialized in different field.

The Institute has decentralized internal administration system It works with the help of in-charges of various activitities and coordinator/conveners chairperson of various committee/board/cell.

The RIET has all the possibilities/potentialities of growth and development and also the courage to cope with the times to come.

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.)

The main objectives of the institution are as under:

- To promote quality and excellence in the area of teacher education and research in academic and training areas.
- To prepare teachers according to the need of the society.
- To help develop among perspective teachers the feelings of truth, honesty, self-reliance and commitment towards the profession of teaching.
- To instill in them a deep sense of loyalty to the country and foster a feeling of pride for its cultural heritage and traditions.
- To develop an all-round and well integrated personality of student teachers by percept and example, so that they can face the future with courage and confidence.
- To develop among student teacher awareness towards environmental issues and sensitize them towards the solution of such problems.
- To develop the quality of sound and dedicated leadership in student teachers.
- To help student teachers to develop a rational approach with an open outlook towards all problems of the society irrespective of caste, creed, sex, religion etc.

The vision and the mission of our institution are in consonance with the Higher Education and Teacher Education Policy of our nation. We inculcate moral values among student teachers which is need of the hour. We aim at providing quality education and training to all the student teachers irrespective of their caste, colour and region.

The institution has a team of (07+Principal +Director) dedicated faculty members who are capable of achieving the intellectual, academic and training aspects of vision and objectives of the institute. We are a reputed institution in the area of teacher education that follows the directions of state government in respect of admission and other policies and hence access and equity in admissions is ensured by the reservation policy of the State Government.

The curriculum of the program is so designed that it provides ample opportunity to the student teachers for their self-development in communication skills and teaching skills.

The environment of our campus is clean and green. Environmental issues are given very much importance in the programme.

Value orientation of the students is top most priority of the institute and most of the curricular, co-curricular and extracurricular activities are value laden. The employability of student teachers and global trends in teacher education are our main concerns and effort is taken to prepare a teacher who is competent to cater the growing needs of the society.

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 main source for curriculum development is the curricula developed by statutory academic bodies like UGC and NCTE. However, the need of the schools and suggestions from various stake holders like faculty members, students and academic experts are duly considered by the members of curriculum review committee. The college follows the curriculum prepared by Lucknow University.

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

Global trends in teacher education which has a being on Teacher Education Scenarios are considered by the faculty members and seminar/debate/invited lectures are arranged on these issues. Students are encouraged to actively participate in these programmes.

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

National issues like environmental education, value education and ICT have been given very prominent place in our teacher education programme. Besides teaching Environmental Education as an optional paper, we organize environmental awareness campaign, tree plantation, and cleanliness drive etc. on a regular basis. Our campus is an Eco-friendly campus where cleanliness and greenery is visible all around. Value education is imbibed in our programme and a number of high moral values are practiced by our faculty and students throughout the year.

During various co-curricular and extracurricular programmes like Annual day, Raj-rishi Jayanti, annual sports and games and Scouting/guiding etc., one can see the glimpses of our high moral values in any corner of the institution.

ICT is a part of our curriculum of Educational Technology and students are motivated to use ICT for various purposes like searching materials on internet, e-mail, word processing, data processing and preparation of power point presentations. We have a computer laboratory having 20 computer terminals to cater the ICT needs of our students.

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

ICT is not widely used in curricular planning. However, it is used for obtaining curricula of various institutions as well as materials pertaining to recent trends in teacher education from Internet.

1.2 Academic Flexibility

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

Students are provided opportunity to practice various skills before entering in the actual classroom settings. They are also provided opportunity to attend micro-teaching lesson and simulated teaching in each subject as mini lessons .Present 02 pre practice lessons in both the subjects so that they become confident before entering in the classroom. Lesson plans prepared by student teachers are seen and corrected by teacher educators before its actual transaction. Use of material aid is always encouraged in the classroom and use of text books other than languages is discouraged. With these practices teaching becomes a reflective practice.

b. **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?**

Adequate flexibility is provided to students in practical courses for varied learning experiences. In theory papers academic flexibility is available to the extent that students are required to choose one elective paper out of 08 electives and 02 methodology subjects out of 13 subjects which are taught in the department.

c. 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.

During last three years we have introduced seminar presentation, assignment writing, preparation for power point presentations as a compulsory part of our program for development of communication skills (written and oral) and ICT skills among student teachers. Besides this, the department organizes various awareness programs and other drives to develop a feeling of social responsibility among pupil teachers.

d. How does the institution ensure the inclusion of the following aspects in the curriculum?
  i. **Interdisciplinary/Multidisciplinary**
  ii. **Multi-skill development**
  iii. **Inclusive education**
  iv. **Practice teaching**
  v. **School experience / internship**
  vi. **Work experience /SUPW**
  vii. **Any other (specify and give details)**
     (Also list out the programmes/courses where the above aspects have been incorporated).

Institution ensures development of various skills among student teachers by the following activities which are a part of our curriculum.

1. Morning Assembly
2. Prayer
3. News reading
4. Thought presentation
5. Discussion/Debate
6. Seminar
7. Assignment
8. Project Work
9. Micro Teaching
10. Pre practice teaching
11. Scouting/Guiding

1.3 Feedback on Curriculum

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

    Students are given a feedback proforma to fill. This proforma does not contain the name or Roll No. of the students so that they can give their opinion without fear or favour. The valuable ideas received from students and teachers/peers are duty considered and, if found suitable, placed before administrative body for their approval. After approval, the point suggested by students/peers in their feedback Performa is incorporated in the curriculum.

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.**

    The Feedback Reports are segregated; analyzed and valuable suggestions for incorporation in the curriculum are referred to the Board of Studies, Academic Council and Governing body for their approval and implementation.

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

Curriculum is prepared by academic body of Lucknow university and approval is taken from executive body of the university .Members of different university are also invited in preparation of curriculum .UGC/NCET circular are considered.

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).**

    Our major curriculum revision was done in the year 2006-07 and minor changes are made by Lucknow University and when revised. However, the curriculum of core paper-iv ''Essentials of Educational Technology'' has undergone a major revision in the year 2010.

Communication Process and Computers in Education were added in the Curriculum. These changes were very essential for the quality improvement in teacher education. Students are benefited by these changes and they have started applying these in their classroom transactions. Also, a unit of Action Research, is added in the curriculum of Psychology Practical

Besides this, minor changes in most of the papers have been done during last 4-5 years.

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

For curriculum update and revision, students input and feedback from practicing schools, if any, are given due importance. New ideas /circulars from UGC/NCTE, NCERT, and other bodies are discussed at university level and then it is placed before BOS for inclusion in the curriculum.

1.5   Best Practices in curricular Aspects

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

The current syllabus provides academic flexibility to the students as they have option for Elective papers. Students can choose one special paper of their choice out of eight elective papers. Also we have a combination of 13 school subjects divided into three group and students have to choose any two school subjects with only restriction that they cannot choose both the subjects from the same group.

A number of quality sustenance and quality enhancement measures like assignments based on each core paper, project work, seminar presentation by each students etc. have been incorporated in the B.Ed. Curriculum during last three years. Invited Lecture and expert guidance is also made available to staff and students.

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

Components on communication skills and ICT in Education have been added in the curriculum of educational technology. We are trying to provide hands on experience to the students teachers in these skills as an compulsory part of curriculum.

 Each student teacher is required to participate in at least two programs where he is required to present his views on a given topic before his/her teachers and peers.

Also student teachers are required to prepare at least one power point presentation on any topic of the school subjects chosen by them.

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?**

    The institute follows the admission policy of the State Government. Every year a university is designated by the State Government to conduct the Joint Entrance Examination for B.Ed. admission. The qualified students are allotted colleges for study on the basis of their rank and choice through an online counseling process. The reservation policy of the Government is strictly followed in the admission. All the latest decisions of regulatory bodies are considered and adhered to by the organizing university. The college also assures that only proper candidates are allotted for admission before finally admitting them. Since the start of centralized admission process, only talented students have been allotted this college for admission on the basis of choice filled by them in the on-line counseling.

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?**

    As the admissions are done by state level entrance test, the programme is not advertised at college level. The fee structure of the programme is notified on the web site of the organizing university. Students are required to deposit a fee of Rs. 5000.00+46250. At counseling centre, this is transferred to the college account.
    Our ex- students work as brand ambassador for prospective candidates who tell them about the discipline, value system and quality of training and teaching of the institution.

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

    Though the admissions are made by centralized counseling where every care is taken to ensure the determined admission criterion, the record of the students who are allotted this college are again verified by the admission committee to ensure about their eligibility before granting them admission in the college. Reservation and other criterion are verified by the state government before allotment.

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 every help to the students admitted for B.Ed. training. Hostel facility is provided to outstation candidates, mess facility is available to all hostellers at a very nominal cost,. The atmosphere in our classrooms is conducive for students for diverse economic, cultural, religious, gender and linguistic backgrounds. Physically challenged students are given priority in seating arrangement and other facilities which are needed by them. Poor students from all groups are provided scholarships and books etc. by the college. There is a provision of zero fees for economically weaker students. By the govt. Student who has taken admission here has left the course in between unless he has got a job of his choice.

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.**

    There is no formal mechanism of assessing student's knowledge and skill before commencement of teaching program as they are selected by a process in which knowledge and aptitude is tested and only high ranking students are allotted this college. However, students are given a chance to narrate about their achievements, strengths and weaknesses when they introduce themselves before faculty and fellow students. Also, training in skill development is provided to them before they go for teaching practice.

2.2   Catering to Diverse Needs

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

    The B.Ed. Class of this college is divided into 2 sections of 50 students each. There students are seated in comfortable rooms with proper light, and cross ventilation. Every teacher encourages discussion and questioning. Students' queries are properly attended to. Besides this students are given opportunity of seminar presentation on a topic of their choice or chosen by the faculty members.

    For value development among student teachers we organize scout/guide training camp of one week duration and for skill development we organize microteaching, simulated teaching, practice teaching etc.

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

For diverse learning needs of students, they are given assignments which are discussed by teachers personally. Students are also suggested books and websites where they can find the solution of their problems. During the classroom teaching the individual differences of students are taken care of and if a student faces some particular problem, it is discussed by the concern teacher outside the class also if the student so desires.

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

To understand the role of diversity and equity in Teaching Learning Process, we teach the concept of Nationality, religion, social change, social mobility and culture, their relationship with education and also the provisions made by government regarding diversity and equity Various educational thinkers like Gandhi, Tagore, Vivekananda & Dayanand Saraswati who have given the ideas pertaining to inclusion, diversity and equity in their philosophy are also taught. Besides this, we organize Scout/Guide Camp, Community work, seminar, debate, birth days of great leaders/ social performers etc. which help the students in understanding the role of diversity and equity in Teaching Learning process. Visit to Lucknow Mahotsav, National Book Fair. Visit to important places of cultural, Historical Educational field .Educational tour is also organized.

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

The selection of teacher educators is done by a selection committee framed by V.C. Lucknow University .In the selection committee two expert are nominated by V.C., one member of managing committee of the college, one nominated by the chairman of the college and one from senior member /principal of the college .all the teacher are double postgraduate, P.G.in school subject and M.Ed. Ph.D. and NET. Cleared teachers are in the staff. So far as catering towards the diverse need of learners is concerned the teachers are always encouraged to keep in view the weakest student of the class while teaching but not on the cost of other students. Various students are helped in different ways like providing books, explaining them separately etc.

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?**

Various activities/practices which help student teachers in developing knowledge and skill related to diversity and inclusion are-

(i) Classroom discussion

(ii) Debate

(iii) Seminar Presentation

(iv) Scout/Guide

(v) Community work

(vi) Visit to various local places

(vii) Visit to various programmes organized elsewhere in city.

In most of these activities all students are encouraged to participate. Those who are shy or come from poor background are compulsorily involved in these activities so that they could get an exposure and confidence which help them is their classroom transaction.

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.)**

Active learning is key aspect of teacher training department of this institution. Each student teacher is required to present a seminar before the entire class and faculty on a given topic for which he is required to consult library, internet etc. and discuss with the faculty members before finalizing their papers. Student teachers are given assignments on each paper for which they need to consult library and web site resources. They are given constructive feedback on their assignments. Each student teacher is required to construct and administer one achievement test on a subject of his/her choice. Student teachers are also required to prepare teaching aids for their practice teaching lessons. In micro teaching the student teachers are required to develop 08 teaching skills in simulation mode in each teaching subject and in practice teaching they are required to practice 40 lessons (20 lessons in each teaching subject). Also scouting/guiding and community development programmes keep them active beyond the classroom.

2. **How 'learning' is 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?**

Various student-centered learning methods like discussion, seminar, assignments, project work etc are employed by the teachers throughout the session. Micro teaching, Practice teaching and student feedback contribute towards self-management of knowledge and skill development.

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.**

Lecture-cum-discussion method is used for teaching of theoretical concepts.

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.**

No, there is no provision for additional training in models of teaching.

5. **Do 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, micro-teaching is used as a major tool for development of teaching skills. 05 skills with 01 lesson per skill are practiced by students in simulated condition where student teachers of B.Ed. class act as student, teacher and observer under the supervision of a teacher educator. The skills practiced by student teachers are as under-

- Skill of writing instructional objectives;
- Skill of Introduction;
- Skill of Questioning
- Skill of Probing Questions;
- Skill of Explanation;
- Skill of Reinforcement;
- Skill of Stimulus Variation;
- Skill of Black Board Use;

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.)**

Practice teaching is a very important component of teacher education curriculum. All the student teachers are allotted schools for practice of teaching under the supervision of a teacher educator after completion of micro teaching and practice in pre practice lessons. Generally 14 student teachers are allotted with one teacher educator. A time table of practice teaching is prepared in consultation with the school authorities with a provision of at least 02 lessons (01 in each school subject) per student per day. During initial days of practice teaching almost all lessons are supervised by the concerned supervisor/ school teacher and feedback is given in writing as well as orally. After one week of the start of practice teaching, peers are allowed to observe the classes and record their feedback in a well designed Performa. At least 10 lessons are supervised by peers and about 50-60% lessons are supervised by teacher educator concerned. For effective monitoring of practice teaching teacher educators are rotated to various practice teaching institutions during the practice teaching days.

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

There is no provision for Block teaching/ Internship of student teachers in the state of Uttar Pradesh.

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.**

Practice teaching plans/ sessions are developed under the guidance of concerned subject teacher and teacher educator (supervisor) but school teachers are not involved in this process as some schools are private schools which do not have well qualified and properly trained teachers.

9. **How do you prepare the student teachers for managing the diverse learning needs of students in schools?**
Students teachers are informed that each and every student of the class is equally important and (s) he should be ready with some remedial and enrichment material for the students with diverse learning needs. The concerned supervisor always ensures that student teachers are taking care of each and every student of the class and they are not developing their class with the help of only a few selected students.

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

Most of the practice teaching schools are not well equipped with technological gadgets and hence in practice teaching students generally do not use technology however they are encouraged to use teaching aids like charts /models/objects etc. during the practice lessons.

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 plans are generally developed by the pupil teachers under the guidance of subject teachers and supervisor. Before going for practice teaching each student teacher prepares lesson plan on the basis of format and methodology discussed by the subject teacher. The plan so prepared is discussed individually or in groups and feedback is provided to the students. This process is repeated till the pupil teacher is perfect in lesson planning. During practice teaching days, the supervisor checks and corrects the lesson plans before the student teacher enters in the classroom.

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

Generally 14-15 student teachers are allotted to a particular practice teaching school. If the school is sufficiently large then 24-25 student teachers are allotted with two supervisors. The basis of selection of student teachers for a practicing school is that for every 14 student teachers there will be 10 from arts stream and 4 from science stream. It is also taken care that out of the 10 student teachers of arts stream every school subject has got proper representation. Though we are not allotted subject wise students from the organizing university, yet we try to maintain a balance of teaching subjects within the available lot. Similarly it is also taken care of that student teachers of science discipline are also a mix of mathematics and biology groups.

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

   There are two ways of providing feedback to student teachers. First there is a well-structured Performa in which a lesson is rated and second, the descriptive comments

   are recorded by the supervisors and discussed with the pupil teachers on the basis of observation of the supervisor. Pupil teachers are suggested to remove their shortcomings in future classes.

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

   Any faculty member who comes to know about any change in the policy discusses it first with colleagues and then after obtaining the detail of the change, these are communicated to the student teachers.

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

   Internet resources are extensively used for this purpose. Also the experiences gained from various seminars/workshop/conferences help in this regard.

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.?)**

   For career development of staff, they are encouraged to attend orientation/ refresher courses in education and other allied areas like women studies, environmental studies ICT etc. Besides this the faculty members are encouraged to attend training programs of short term duration.

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

   No such mechanism is in practice in the institution.

2.5   Evaluation Process and Reforms

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

Barriers of student learning are identified generally on the basis of feedback from the students. Students who are unable to understand any topic are free to consult the teachers as and when they wish if the teacher is free.

They are also advised and sometimes provided with reference books, website addresses and even the entire topic is discussed in entirely different way.

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

The main evaluation by which the student teachers are awarded marks/grades is term end examination. There are two parts of term end examination-

   i.   Theory Examination comprising of 07 papers (05 core papers, 01 optional paper and 01 methodology papers) of 100 marks each. A minimum of 30 marks is required to pass each paper but aggregate of 36% is required for passing the course.

   ii.   Practical Examination of 200 marks out of which 150 marks are allotted for classroom teaching and 50 marks are allotted for internal evaluation which is comprised of following activities-

   - Preparation of at least two teaching learning material (one in each teaching subject)
   - Observation and reporting of school activities
   - Micro teaching lesson planning and practice of at least 08 skills.
   - Administration of Psychological Test
   - Criticism lesson
   - Scouting/Guiding
   - Community work which includes environmental education, Adult and continuing education
   - Preparation of Achievement test
   - Personality Development programmes.

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

Except marks of term end examination all the marks/grades/observations of various activities falling under internal examination are communicated and discussed with the students for their shortcomings. They are advised the changes which should be incorporated in their report to make it comprehensive, purposeful and excellent.

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

A record of student's marks/grades in their various activities and their attendance is maintained using ICT.

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

The following innovative/best practices are followed:

- To ensure academic excellence of both teachers and students text books, reference books and standard journals are continuously procured in the library.
- Student Feedback Reports are being scrutinized by the Director/ Principal to assess the quality of teaching by the faculty members on a regular basis.
- 50% of courses / papers are being evaluated internally and remaining 50% papers are being evaluated externally by the subject experts of other institutions.
- 75% attendance of students for appearing in examination is strictly followed.
- Publication of examination results within 30-45 days of the completion of examination. Result are published on time which can be seen anywhere .Confidentiality of examination is maintained from the time after approval of the examiners till the declaration of result.(Coding of answer books and decoding of award list)

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

There has been increased application of ICT based teaching aids such as Computers, Internet, and LCD Projectors to ensure greater response.

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?**

   - Faculty members are granted study leave to attend workshop, seminar ,orientation course and refresher course
   - The College subscribes research journals in the B.Ed library.
   - Researchers are given all infrastructure facilities like laboratory, cabin, books, computer & internet etc.
   - Seed money is given for organizing National and international conferences/symposia.
   - Faculty is entitled for travel grants, incidental expenses and registration fee for presenting papers at National and International seminars/conferences.

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

   The main thrust areas prioritized by the institution for research are-
   - Elementary education
   - Special Education
   - Models of teaching
   - Survey Researches

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

   Action Research is part of practical's .All the students are required to take a topic for action research related to their practicing schools and subject in which they are practicing for teaching .Examiners appointed by Lucknow University conduct examination and evaluated marks are included in final marks sheet. Thus about 100 action research topics are under taken by students and they submit report every year.

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

The conference/seminar/workshop attended by the faculty members are given below-

Dr. S.N.Tripathi

Paper Published	:	Human Values and Behavior, Shikha XI I. p. 10-13, 1972

- John Comenius, The prophet of Modern Education Shikha-1972
- Economic Factor and Education, Shikha-1973
- Learning in the Class-room, Shikha XIX (9), p. 19-34-1982
- Understanding the whole person. Shikha XX (9) p. 13-20-1983
- Book, Shikha Manovigyan – By Dr. P.S. Srivastava, Co-other S.N. Tripathi and others.
- दूरस्थ षिक्षाः भारतीय परिप्रेक्ष्य में – षिक्षा संवाद – पेजः 102, 106, जून एवं दिसम्बर 1996

Academic Programme Attended : Certificate course in Audio-Visual Education (24.5.1972 to 18.7.1972) Dept. Of Audio Visual Education. New Delhi, organized by N.C.E.R.T.

- Course on personality and adjustment, Deptt. Of Psychology, Mysore University, Mysore.
- Seminar Cum workshop, teacher Education, Avadh University, Faizabad, at Saket College, Faizabad, March-1992.
- Seminar Cum workshop, समाजोपयोगी उत्पादक कार्य से सम्बन्धित षिक्षक–प्रषिक्षकों की अभिनवकरण कार्यषाला, राज्य षिक्षा संस्थान, उ0प्र0 इलाहाबाद, 29 नवम्बर – 03 दिसम्बर 1980.
- Workshop on Research Methodology, Regional college of Education Ajmer, Rajasthan January, 1982.

- नैतिक षिक्षा संगोष्ठी, गोरखपुर विष्वविद्यालय गोरखपुर।
- All India Seminars on – Role and Responsibilities of Teachers under New Education Policy Shia Degree College, Lucknow. March 19-20, 1988

Key Note Address:

- National Seminar on Problems & Solutions of Teacher Education sponsored by UGC organized by MLK P.G. College, Balrampur 3,4 Oct. 2010.

- राज्य स्तरीय संगोष्ठी, राष्ट्रीय षिक्षानीति, 1986 एम0एल0के0 (पी0जी0) कालेज, बलरामपुर, गोण्डा, 20 सितम्बर एवं 9 अक्टूबर 1989, पेपर–राष्ट्रीय षिक्षानीति एवं उच्च षिक्षा।
- National Seminar-Cum-Workshop on national policy on education Teachers status, Accountability and Teachers Training, Tilak Dhari College, Jaunpur.
- Value-Oriented Education – Implementation under UGC COHSSIP, Dec. 19-19-1987, Aramapur Degree College, Kanpur.
- नैतिक षिक्षा प्रषिक्षण, षान्ति कुंज हरिद्वार 18.03.86 से 24.03.86.
- Training Cum-Research workshop on value analysis. Education Deptt Devi Ahilya Vishvavidyalaya, Indore, 09-02-88 to 14-02-88.

- 29th January to 18 Feb. 1992, Refresher course in Education, Academic Staff College, Kurshetra University, Kurshetra.
- Refresher Course in Education, 30 Dec. 1994 to Jan. 23, 1995.

- Refresher Course in Education, Academic staff college Zamia Millia Islamia Zamia Nagar, New Delhi.

- जगद् गुरू रामानन्दार्चाय राजस्थान संस्कृत विष्वविद्यालय, जयपुरम्.
  विषिष्ट व्याख्यानमाला एवम् राष्ट्रीय षिक्षा संगोष्ठी
  संस्कृत षिक्षणे नवाचार प्रयोग 8–10 अप्रैल, 2008

- 25.05.88 से 03.06.88
  शान्ति कुंज हरिद्वार, रोवर प्रि0 हिमालय 35 वैज
  (स्काउट / एडवांस कैप्टन प्रमाण पत्र नं0 7416रेंजर **प्रशिक्षण**

Ph.D. Produced:

1. **Anamika Tripathi**
2. **Vijai Gupta**
3. **Hanumann Mishra**
4. **Anil Upadhyaya**
5. **Anil Badlapur**
6. **Ghan Shyam Yadav**
7. **Kanak Dwivedi**
8. **Anil Mishra**
9. **Shiv Murti**
10. **Vijai KumarPandey-In Progress**
11. **Sunil Kumr Singh**
12. **Arya Agnihotri**
13. **Abhishek Yadav-In Progress**
14. **Sesh Narain Shukla**
15. **Yogeshwar Upadhya-In Progress**

Dr. R.K. Singh

1. National Seminar on Value Crisis in Society and Educational System, (Paper Presented),Jan. 27-28, 2009, B. Ed. Dept., Buddha PG college, Kushi Nagar

2. National Seminar on VartamanSamaj Me ShikshakkiBhumika, (Paper Presented), Feb. 7-8, 2009, Department of Education Kisan PG College, Bahraich, UP.

3. National Seminar on Social Discrimination based on, Caste, Religion and Economic Status, March13-14, 2011, Department of Sociology, Ramnagar PG College, Ramanagar, Barabanki.

4. Participated in "Action Research Workshop" organized by 'Rameshwaram Institute of Education and Training', Associated to University of Lucknow. On Nov 24, 2013.

5. <u>Participated in National Workshop on "Effective Teaching and Learning" organized by 'Shri Gandhi Mahavidyalaya', Sidhauli, distt. Sitapur. U.P. on Dec. 14 – 15, 2013.</u>

Mr.Pankaj Kumar Tiwari

➢ Participated in International Interdisciplinary **Seminar** on *"Women's Choices: Women's Realities."* organized by 'Department of Psychology, University of Lucknow, Lucknow.' On March 08, 2013.

➢ Successfully completed 15 days short term Training on 'Fruits and Vegetables Preservation' with first division organized by 'Deptt .of Horticulture and Food preservation, U.P. Govt.' on Jan 07-21, 2013.

➢ Presented a paper Entitled **"Reformation of Higher Education in India : Quality Concerns***."* in the Multi-disciplinary National Seminar on *"Challenges in Higher Education in the Era of LPG (Liberalization, Privatization and Globalization."* organized by 'Ram Pratap Ranglal Institute of Management and Technology, Sitapur.' on September 15-16, 2012.

➢ Presented a paper Entitled **"Aurobindo on Globalization***."* in the National Seminar on *"Sri Aurobindo Vision for Education."* organized by 'Rama Degree College, Lucknow.' on February 12, 2012.

> Presented a paper Entitled **"Role of Information Technology in Development of rural areas"** in the National Conference on **"Contemporary Issues in Regional Development."** organized by 'Deptt. of Geography, University of Lucknow, Lucknow.'
> On March 22-23, 2007.

> Participated in "Action Research Workshop" organized by 'Rameshwaram Institute of Education and Training', Associated to University of Lucknow. On Nov 24, 2013.

> Participated in National Workshop on "Effective Teaching and Learning" organized by 'Shri Gandhi Mahavidyalaya', Sidhauli, distt. Sitapur. U.P. on Dec. 14 – 15, 2013.

Mr.Anjani Kumar Pandey

> 22-23 Nov. 2011 - National Seminar in Sant Binova P.G. College, Deveria, U.P.

Paper presented- ″बदलते परिवेश के अनुरूप शिक्षा″

> 4 - 5 February, 2012 - National Seminar in Unity Degree College, Lucknow.

Paper presented- "Teacher Education Demerits and Suggestion".

> 12 Feb. 2012 - National Seminar in Rama Degree College, Lucknow.

Paper presented - "Aims of Education, Aurobindo".

> 24 - 25 March, 2012 - National Workshop in Swami Sukhdevbanand P.G. College, Shahjahanpur on Topic "Dr. Radha Krishnana Ke Chintan Ke Vividh   Ayam".

> 15 - 16 Sept 2012 - National Seminar in Ram Pratap Ranglal Institute of Management and Technology.Paper presented - "Examination and Evaluation

 in Teacher Education".

> 6 January - National Workshop on I.C.T. in Education in Shree Gandhi Mahavidyalaya, Sidhali, Sitapur, U.P.

> 24-25 Feb. 2013 - International Seminar on Emerging Innovative Strategies in Institute

 of Management excellence & Innovations.

Paper presented - "Teacher & Value Education".

> 8 March, 2013 - International Seminar on in Women's choice and women's realities in (Psychology Department) Lucknow University Lucknow.

> Paper published in vibhor 2K 2012 RIET Lucknow Magazine.

> Paper published in Vibhor 2K 2013 RIET Lucknow Magazine.

> 17 August 2013 - Workshop on" E- Learning and Preparation of E-Learning Material "Organized by (IQAC) University of Lucknow, U.P.

➢ Participated in "Action Research Workshop" organized by 'Rameshwaram Institute of Education and Training', Associated to University of Lucknow. On Nov 24, 2013.

➢ Participated in National Workshop on "Effective Teaching and Learning" organized by 'Shri Gandhi Mahavidyalaya', Sidhauli, distt. Sitapur. U.P. on Dec. 14 – 15, 2013.

Mr. Ramparkash

- National Seminar: Presented a paper Entitled "Revamping Indian System of Education" at 04-05 February 2012 organized by Unity Degree College Lucknow and coordinated by Lucknow University.

- National Seminar: Presented a paper Entitled "Sri Aurobindo's Vision for Education" at 12 February 2012 organized by Rama Degree College Lucknow.

- National Seminar: Presented a paper Entitled "Challenges in Higher Education in the Era of LPG" at 15-16 September 2012 organized by Ram Pratap Rang Lal Institute of Management & Technology Distt. Sitapur.

- Participate in national workshop "ICT in Education" at 06 January 2013 organized by Gandhi Maha Vidyalya Sidhauli, Distt. Sitapur.

- Participated in Interdisciplinary Seminar by UPSACS on Woman's Choices: ''Women's Realities'' at 08 March 2013 Lucknow University.

- Participated in "Action Research Workshop" organized by 'Rameshwaram Institute of Education and Training', Associated to University of Lucknow. On Nov 24, 2013.

- Participated in National Workshop on "Effective Teaching and Learning" organized by 'Shri Gandhi Mahavidyalaya', Sidhauli, distt. Sitapur. U.P. on Dec. 14 – 15, 2013.

Publications:

- Published paper topic "Revamping Indian System of Education" in the souvenir on dated 04-05 February 2012.

- Published paper topic "Sri Aurobindo Vision for Education" in the souvenir on dated 12 February 2012.

PURNIMA SRIVASTAVA:

PARTICIPATION IN SEMINAR / WORKSHOP:

- Participated in an International Seminar on "Emerging Innovative Strategies in Education" and presented a paper titled "Innovative Methods of Teaching in Era of Globalization" in February 2013 at Lucknow.
- Participated in an Interdisciplinary Seminar by UPSACS on "Women's Choice: Women's Realities" organized by Department of Psychology, Lucknow University in March 2013 at Lucknow.
- Presented a paper titled "Health Education" in a National Seminar on "Emerging Areas of Contemporary Indian Education" organized by Education Department DDU Gorakhpur University in March,2013 at Gorakhpur.
- Presented a paper entitled "Teacher's Education and Values" in a National Seminar on "Value Oriented Education" in July, 2013 at Lucknow.
- Participated in a National Workshop on "Action Research" in November, 2013 at Lucknow.
- Participated in a National Workshop on "Effective Teaching and Learning" in December,2013 at Sidhauli, District Sitapur
- Participated in a National Seminar on "Higher Education in India: Issues, Challenges and Suggestions" and presented a paper titled "Privatization of Higher Education" in February, 2014 at Varanasi.

Mr. Manoj Kumar Dwivedi

- National Seminar: Presented a paper Entitled "Revamping Indian System of Education" at 04-05 February 2012 organized by Unity Degree College Lucknow and coordinated by Lucknow University.
- National Seminar: Presented a paper Entitled "Sri Aurobindo Vision for Education" at 12 February 2012 organized by Rama Degree College Lucknow.
- Participate in national workshop "ICT in Education" at 06 January 2013 organized by Gandhi Maha Vidyalya Sidhauli, Distt. Sitapur.
- Participated in Interdisciplinary Seminar by UPSACS on Woman's Choices: ''Women's Realities'' at 08 March 2013 Lucknow University.

- 17 August 2013 - Workshop on" E- Learning and Preparation of E-Learning Material "Organized by (IQAC) University of Lucknow, U.P.

- 8 March, 2013 - International Seminar on in Women's choice and women's realities in (Psychology Department) Lucknow University Lucknow.

- Participated in "Action Research Workshop" organized by 'Rameshwaram Institute of Education and Training', Associated to University of Lucknow. On Nov 24, 2013.

- Participated in National Workshop on "Effective Teaching and Learning" organized by 'Shri Gandhi Mahavidyalaya', Sidhauli, distt. Sitapur. U.P. on Dec. 14 – 15, 2013.

- **National Seminar on Women Empowerment**

  Venue: Netaji Subhash Chandra Bose Govt. Girls College, Aliganj, Lucknow.
  Date: 08-09 February 2014
  Paper Presented-"Significance of Ethics in Education"
- **National Seminar on Women Empowerment & Media**

  Venue: Khwaja Moinuddin Chishti, Urdu, Arabic –Farsi University Lucknow
  Date: 05-07 March 2014
  Paper Presented on "Role of Education to Women Empowerment"

- **National Seminar on "Right to Education"**
  Venue: Khwaja Moinuddin Chishti Urdu, Arabic –Farsi University Lucknow
  Date: 11-12 March 2014
  Paper Presented on "Right to Education and Quality"

Publications:

- Published paper topic "Revamping Indian System of Education" in the souvenir on

  dated 04-05 February 2012.

- Published paper topic "Sri Aurobindo Vision for Education" in the souvenir on dated 12

  February 2012.

- *Participated in 27 days U.G.C. Sponsored   Orientation Programme, July 01-27, 2013, organized by Academic Staff College, Lucknow University, and Lucknow (U.P.)*

- Participated in 22days U.G.C. Sponsored Refresher course, *August 01-22, 2014*, organized by Academic Staff College, Lucknow University, and Lucknow (U.P.)

Mr. Ramesh Pandey

Participation in Seminar/Workshop:

- Rajat Girls Degree College Entitled " Value Oriented Education"

- International Women's Day "Women's Choices : Women's Realities

- Udhayan Awam Khadhya Prasanskaran Vibhag Uttar Pradesh

- Uttar Pradesh Vidyalya Prabandhak Mahasamiti certificate

- Caring souls foundation Certificate of Social Service)

- BharatVikas Parishad, Poorvi Shakha Lucknow"Guru Vandan Chatra Abhinandan 2005"

- BharatVikas Parishad, Poorvi Shakha Lucknow"Guru Vandan Chatra Abhinandan 2006"

- BharatVikas Parishad, Poorvi Shakha Lucknow"Guru Vandan Chatra Abhinandan 2007"

- Participated in "Action Research Workshop" organized by 'Rameshwaram Institute

  of Education and Training', Associated to University of Lucknow. On Nov 24, 2013.

- Participated in National Workshop on "Effective Teaching and Learning" organized by
  'Shri Gandhi Mahavidyalaya', Sidhauli, distt. Sitapur. U.P. on Dec. 14 – 15, 2013.

Mrs. Usha Kandari:

Participation in Seminar/Workshop:

- Participated in Interdisciplinary Seminar on "Women's Choices: Women's Realities'".
  Organized by 'Department of Psychology, University of Lucknow, on March 08, 2013.

- Presented a paper entitled "Quality concerns in Teacher Education "In Multi-
  disciplinary National Seminar on "Challenges in Higher Education in the era of LPG
  (Liberalization, Privatization and Globalization)". Organized by 'Ram Pratap Ranglal
  Institute of Management and Technology' Sitapur on September 15-16, 2012.

- Presented paper in entitled "Value Based Education", in National Seminar on "value-
  oriented education' on Friday, 12 July 2013 in Rajat Girl's Degree College in
  Lucknow.

- Presented a paper entitled "Sri Aurobindo: The Cycle of society". In National Seminar on "Sri Aurobindo vision for Education" in February 12,2012 in Rama Degree college, Chinhat,Lucknow.

- Successfully completed 15 day's short term training program on 'Fruits and vegetables preservation' with 1st division organized by 'Deptt. Of Horticulture and food Preservation. U.P. Government on 07-21, 2013.

- Obtained certificate of "Integrated Training Program" of 24 days in "National BAL Bhavan" in New Delhi in 2008.

- Participated in National Workshop on "Effective Teaching and Learning" organized by 'Shri Gandhi Mahavidyalaya', Sidhauli, distt. Sitapur. U.P. on Dec. 14 – 15, 2013.

- Participated in "Action Research Workshop" organized by 'Rameshwaram Institute of Education and Training', Associated to University of Lucknow. On Nov 24, 2013.

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**.

2. **Give details on facilitates available with the institution for developing instructional materials?**
   No

3. **Did the institution develop any ICT/technology related instructional materials during the last five years? Give details.** No,
   Give details on various training programs and/or workshops on material

   development (both instructional and other materials)

   a. **Organized by the institution**
   b. **Attended by the staff**
   c. **Training provided to the staff** No

4. **List the journals in which the faculty members have published papers in the last**

   five years.

   No

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

6. **Give details of the Minor / Major research projects completed by staff members of the institution in last five years.** No

3.3 Consultancy

1. **Did the institution provide consultancy services in last five years? If yes, give details.** No.

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 publish the available expertise**.

   Yes. The areas in which faculty members can undertake consultancy are-

   • Preparation of training modules for in service teachers

   • Conduct of workshops on a particular aspect of classroom practice.

   • Guidance for career

   • Guidance for choice subjects and further studies

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?**

   NIL

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

Not Applicable

3.4 Extension Activités

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)

- Science Education
- Mathematics Education
- Social Science Education
- Environmental Education
- Disaster Management

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

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

The future plan for community orientation of students is to organize campaigns about adult education, women education environmental awareness cleanliness drives at Ghats's etc. Awareness progress by rovers and rangers will be organized.

4. Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.
No

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

Social and citizenship values and skills are developed among students throughout the course of study. Punctuality and leadership activities are promoted in the classroom whereas various social values are learned by the students during Scout/Guide camp. Cooperation and helping others are main values which are developed during the camp. Students learn to live in minimum resources with maximum enjoyment.

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 institution has developed linkages with various national level organizations like NCTE, NCERT, Science city, Lucknow University Our faculty members have participated in a number of workshops and training programmes of these institutions. Various lectures of professors from these institutions have been organized at our college during last three years for the benefit of our students and faculty members.

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.**

   NONE

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 national level organizations has been of great use teaching and practice teaching to the extent that our faculty members have developed confidence in the use of technology in their classroom practices, started publishing their papers in journals and updating of curriculum Is also a great contribution Of these linkages.

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

   The institute has good linkage with neighboring schools. We have a linkage with over a dozen schools for our practice teaching. The schools are chosen on the basis of their availability at the time of our practice teaching. Though we try to fix the dates of practice teaching in our academic calendar yet some times we have to change the dates on the convenience of schools.

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 members are actively engaged in the schools and with the teachers and other faculty members during practice teaching. The practice teaching is so designed that our pupil teachers start from the point of the syllabus up to which the teachers of the school have completed.

Also the school teachers are asked to sit in the classroom when they are free and provide their constructive feedback to our students. Sometimes the untrained teachers are asked by their management to go and observe the lessons so they could imitate them after completion of practice teaching.

6. **How does the faculty collaborate with school and other college or university faculty?**
We have good collaboration with schools and other college or university faculty. The faculty members often come in contact with other college or university faculty and exchange ideas as well as seek mutual cooperation for various works pertaining to teaching learning and research. Professors of universities and reputed colleges are invited to deliver talk on different topics for the benefit of students and staff.

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?**

- The College provides an incentive to faculty members for presenting papers at National and International seminars by reimbursing travel expenses, incidental expenses and the registration fee, as a result more than 20 research papers have been presented in various National & International seminars.

- The development of research culture in our college has drawn attention and teachers are encouraged to publish their research papers in journals. As a result about 30 papers have been published in various reputed journals during last 03 years.

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

- Faculty is encouraged to associate with other institutes for availing the research facilities.

- Procurement of books and journals by the college library for the benefit of students and teachers.

- Provision of duty leave for the faculty members for participating in State / National / level Seminars / Workshops.

- The faculty is encouraged to submit new research proposals by providing logistic support for research projects with regard to sending project proposals and travel to the venue of the funding agencies.

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.**

   * The college has a grand building to run the academic programmes. The buildings have sufficient numbers of class rooms, and staff rooms.

   * The college has an independent B.Ed. Library building with adequate space, large number of books and journals with internet and other support facilities.

   * The college has a Health Centre to monitor the health and provide medical aid to treatment of students and staff.

   * The college also has a computer centre with 20 PCs with LAN.

   * There are 2 hostels in college campus, which can accommodated about 200 students

   * There is a Post office and branch of Allahabad Bank, SBI Bank .Corporation Bank very near to college. The college runs a canteen having separate counters for boys and girls.

   * College has a common room for girls.

   * Parking facility with shade is provided to students as well as to the staff members.

   * **Water Supply:** The campus depends on ground water supply through two tube wells to   facilitate uninterrupted water supply.

   * **Power Supply:** The college campus has back up facilities with 125 KVA silent generator and few small capacity generators for   uninterrupted power supply.

   * **Gardening:** The college campus is beautiful, lush green and eco-friendly, having botanical and   horticultural gardens.

   * **Road:** The campus has painted roads connecting all buildings with street lights and mercury lamps.

   * The college has well established Network Resource Centre to create awareness among staff and students about the use of computers in various activities.

   * The college also has Equal Opportunity Centre to oversee the effective implementation of Government policies and programmes for disadvantaged groups and to enhance the diversity within the campus.

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

At the end of academic session, a review of infrastructure available with institution is done by the faculty members. During this process the need assessment for the forthcoming academic year is also done and the infrastructural requirements are placed before the management for approval and financial sanction. Thereafter the required items are procured from suppliers.

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

The facilities available for co-curricular/ extracurricular activities including games and sports are as under-

Co-curricular activities

College has Multi-Purpose Hall in which cultural activities like debate, essay writing, poster presentation, Dance, Folk songs etc. are staged. Annual functions like Foundation week celebration and are also arranged in the college hall.

Sports (Swimming pool, indoor facilities, Gymnasium etc.) activities:

The college has rich infrastructural and physical facilities for games.

- One Volley ball ground.
- One cemented Basketball grounds (two floods light).
- One Swimming pool.
- Multipurpose Hall for indoor games like table tennis, Badminton, Carom, Chess etc.

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

- Sports and Hostel facilities are common for the other institution of the group..
- Girl's common room is also common for entire institution.
- One Multipurpose Hall.

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.)**

To ensure the health and hygiene of staff and students the institution has numerous facilities.

These include-

.

(a)   Common room for girl students

(b)   Separate washrooms for boys and girls

(c)   Canteen

The college runs a self-sufficient canteen having separate counters for boys and girls.

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.**

*Yes, there are two hostels for boys and girl.

*There accommodation for 100 boys and 100 girls.

∗The hostel provide facilities like boarding, lodging, indoor games,

newspaper/magazines, common room with television, kitchen and dining hall etc. to ensure comfortable living for all students in all the hostels.

 *There is provision for free messing for two poor and meritorious students in every hostel.

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
    - Equipment's
    - Computers
    - Transport/Vehicle

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

-By Making a plan for every programme, do in college.

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

The institution has a lush green campus of over 100 acres and quality of environment has been on the top priority since its inception. Rain water harvesting scheme is in vogue. All the classrooms and staffrooms are properly ventilated. Surrounding of the buildings is clean and green.

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)?**

   Yes, the Library has a professionally qualified Librarian and technical staff to support the library work.

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.).**

   The following library resources are available to the students of teacher education department.

(a)Books	Volumes	3358
	Titles	1017+
(b)National Journals		11+
iii. Magazines	39	
iv. Internet access	Yes	
v. Computer Terminals	01	
vi. INFLIBNET	Yes	

   A number of journals and software are available in the library for the use of students and staff.

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

   Yes, the College has a library advisory committee. The committee considers the development proposals of the library and budget allocations and policy decisions. It also provides directions for growth of the library. The library advisory committee approves the allocation and utilization of funds.

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

- It is being computerized.

- One Computer system with internet.

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

-The library has 01 computer with Internet.

-Access per day 2-5 times by students /staff

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

Yes, the library has been one of the active members of the INFLIBNET.

OPAC (Online Public Access Catalogue) is under process for the users about documents in the library.

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.)

Library is kept open throughout the year except National holidays.

The library is kept open from:

09.00 am to 5.00 pm during working days

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

The students/teachers come to know about new arrival by-
* Display of the new arrivals on the notice board
* Arranging seminars, conferences and book fairs.
* Encouraging users to refer related documents.
* Informing departments about new arrivals.

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

Yes, the institution has a book bank for SC/ST students. The students are issued 04 books from book bank which they can keep for the entire session.

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

The library staff assists such persons in meeting their requirements.

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.

∗   College has separate well-furnished Computer Centre with about 20 PC with LAN. The software available is DOS, Window-2007, MS-Office 2007, C, C++, V-BASIC, JAVA, TALLY, FOXPRO 2.6 etc.

*   Time to time short term training programmes is organized for teaching and non-teaching staff of the college to update their computer skill.

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

There is no provision of imparting computer skills to all students in the curriculum of teacher education but basics of computers and internet are compulsory part of our Educational Technology curriculum and students are given hands on experience of computers and internet. Word Processing, Power Point, E-mail and Internet users are the main skills.

4. **How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?**
 Use of new technologies/ICT in curriculum transactional process is limited to the use of OHP and Power Point presentations using LCD projector

5. **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)**

Since the practice teaching institutions does not have facility for using technology, the student teachers do not use technology during practice teaching process. However, the student teachers use technology in preparing some teaching aids, analysis of data for various purposes e.g. item analysis and preparation of power point presentations.

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.**

    * The infrastructure facilities in various department/section are kept open for the students and faculty during working hours and extended hours whenever required. Library and sports facilities are kept open on holidays also for all the registered users.

    * The infrastructure of college is also made available to other academic and administrative agencies such as

    * District and State administration for conducting training, workshop and election process

    * State and Central agencies to conduct competitive exams.

    Thus the physical infrastructure is judiciously and optimally utilized.

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

    The institute has a good collection of educational software's and CDs prepared either by students and teachers or by profession manufacturers. Student teachers are encouraged to use them for learning purposes. However, these are used in some practice teaching programme because all practicing schools do not have facility for using the modern audio visual facilities and materials.

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 Psychology lab, Educational Technology lab, Computer lab, Science lab and Social Science methodology lab. The facilities required in these laboratories are provided by management on the requisition of faculty in charge and sanction Principal.

4. **Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.**
    College has Multi-Purpose Hall in which cultural activities like debate, essay writing, poster presentation, Dance, Folk songs etc. are staged. The college has rich infrastructural and physical facilities for games.

    College maintains Carpenter workshop which looks after maintenance of wooden items of the college.

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.**

The classrooms are not equipped for regular use of latest technologies. A little preparation is required like placing of equipment's, screen and its settings before using the technologies.

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?**

For diversity of instruction a number of practices are used by the faculty members. These include discussion, seminar, use of OHP, LCD projectors and internet based resources

2. **List innovative practices related to the use of ICT, which contributed to quality enhancement.**
   - A separate computer lab with 15 computer terminals loaded with various software's including language laboratory software is avilavel in the department for the use of students and faculty members .
   - The library, administrative building and examination section also have computer facility.
   - A Network Resource Centre with 15 computer established which is of much use in teaching- learning activities.

College facilitates use of computers in classrooms instruction by preparing lesson plan, self-learning material and power point presentation. Laptop interfaced LCD and Overhead Projector is available for the use of faculty and students for computer aided teaching and learning.

3. **What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?**
   * Digitalized library having one computer system for internet access, online information retrieval and UGC-INFLIBNET resources.
   * Excellent indoor and outdoor sports facilities, ground, materials and Gymnasium.
   * Separate engineering section with permanent and ad-hoc staff for the maintenance of all infrastructures.

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 advice through the commencement of their professional education programme (student's pre-requisite knowledge and skill to advance) to completion?**

   Every day there is morning assembly in which all students are present mainly morning assembly is organized by students with morning prayer presenting news of the day ,presenting thought of the day and discussion presented by the Director declaration of the programme of the day etc. Students attendance is recorded which may consider as sign of prepared norms. The student's preparedness for the programme is assessed in many ways. During the academic discourse and classroom transaction students are asked to put their views on various topics which reflects their preparedness on content and communication skills. They are given feedback for their improvement in these areas. Development of skills is done by microteaching method where extensive feedback is provided to student teachers. Feedback for quality improvement in teaching process is also provided during practice of teaching. All the experiences during practice teaching are discussed in the whole group after completion of practice teaching and again necessary feedback is provided for further improvement.

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

   The campus of R.I.E.T. and other associated colleges is very prestigious mutual cooperation, friendliness, helping to fellows can be seen in its daily life. The students and teachers have a very cordial relationship and teachers are always ready to help and motivate students. Students participate in various activities throughout the year and the feedback of teachers on their performance besides the final results provides satisfaction and scope for development. The students who are unable to perform well are encouraged and helped in such a way that they are motivated to come at par with their counterparts in forthcoming events. Students are always motivated to improve their performance for which feedback is continuously provided to them.

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?**

   Since the drop out is very low and students do not tell about their application for job in advance, only 01%one percent students hardly drop the course. All most all students appear in the examination. it is very difficult for the institution to control such drop outs.

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?**

   Students are informed about the vacancies, eligibility criterion and pattern of examinations for jobs and higher education. We do not have any feedback mechanism about student progression but as informed by students from time to time to various faculty members, more than 50 students have been selected in teaching jobs, around 40 students have gone for their Master degree in school subjects and 15 students have qualified M.Ed. entrance examination of various universities and more than 10 students have been selected for various administrative posts through competitive examinations.

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

   As stated earlier, there is no record of such data but as informed by students about 10% go for further studies in education, about 20% go for post graduate studies and about 40-45% choose teaching as a career.

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.**

   No, such institutional support is available to students but they get necessary support from the faculty members in their personal capacity as and when they require it. Most of the students who go for higher studies in education contact the faculty members for their queries as well as to get assistance in dissertation work. A few students also consult faculty members for preparation of their papers to be presented in various seminars/ conferences.

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.

To inform students about vacancies and appointment ,various vacancies are displayed on notice board .Sometimes students are informed through mobile .We have on model school attached with training college .The school is up to inter mediate level from CBSE board .Some of the students are selected as teacher here. Some of the candidates are appointed in nearby schools.

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

There is no placement cell for R.I.E.T. students; some help is given by faculty members.

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

No, there is no such arrangement with practice teaching schools for placement of our students. The schools approach the students if they require the services of the students on the basis of their performance during practice teaching.

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

Placement guidance is given by faculty members .Information is gathered through newspapers employment news and internet. ICT facility is available for this purpose.

5.2 Student Support

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

The admission of B.Ed. student in the state of Uttar Pradesh is done by centralized counseling process at state level and hence the dates of admission evry year by year. We are, therefore, forced to review our calendar every year. As soon we get students from counseling the admission process is completed within one week and classes are started immediately. For the first 10 weeks theory classes are conducted for the whole day except some seminar/debate which is generally conducted on Saturdays.

After completion of 10 weeks, of theory classes Micro teaching starts. During micro teaching days pre lunch session is marked for theory and post lunch session (180 minutes) are marked for micro teaching. This practice continues for about 24 working days (4-5 weeks).

In the mean time we contact schools for their availability for Practice Teaching If Schools are available then practice teaching starts in the last week of November which generally lasts for about 20 working days (4 weeks).

If Schools are not available due to some reason then theory classes are conducted for 3 weeks and Scout/Guide Camp is organized in the 3rd/4th week of December. In this situation practice teaching starts in 2nd week of February. After completion of Practice teaching, theory classes are again organized and remaining activities are organized till the last week of April.

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

   We have no such students so for.

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

   No, we do not have mentoring arrangement.

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

   Teachers are provided rooms with comfortable seating arrangement, library facility and financial assistance for attending seminars to enhance their effectiveness in teaching

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

   YES. Website is www.rietlko.in. It contains information about the college and its founder, profile of management of college, profile of department, the list of faculty members and their specializations, admission rules and fee structure, and various student support facilities like the Library, Health Centre, and Hostels etc. It also contains information about achievements of the faculty. News, notices and announcements, advertisement of various posts, and exam results are also posted on website from time to time as and when required.

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

   Revision lectures are arranged and personal guidance is given to solve the difficulties of the students.

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

The slow learners and advanced learners are identified by the concerned faculty, based on their active participation, involvement, performance in the class room/practice teaching. Accordingly, subject wise, paper wise, practical wise strategies are adopted.

Additional help for slow learners:

For slow learners we organize personal, academic and social counseling, concept clarification and problem solving exercises. They are encouraged to participate in discussions and other programs. Remedial classes are also organized for them.

Additional help for the Advanced Learners:

For advance learner faculty provides additional reference material, books, reviews, articles and reports. They are encouraged for using various internet resources. They are also encouraged to prepare additional assignment on current and latest topics.

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

No, formal guidance and counseling cell is working in the institute but students are guided by the faculty members as and when required. The students are in close contact with teachers regarding their academic, career and personal problems. Teachers generally encourage students to feel free to talk about any problems. Almost all the faculty members use to counsel the students in the academic and personal matters. One-to-one counselling is also available to the students. The faculty members have also helped the students in bringing out their talents.

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

The College has a "Grievance Redressal Cell" to redress the grievances of the students and other stakeholders. Those aggrieved approach the Cell for their grievances regarding accommodation, academic matters, financial matters, health services, and library and public facilities. The cell sorts out the problems promptly and judiciously. As a result of this mechanism, the college has pleasant atmosphere and good work culture with in-built goodwill and mutual understanding among the stakeholders.

The composition of Grievance Redressal cell is as under:

   I. Principal   --- Chairperson *ex officio*

  II. Two members nominated by management Committee

 III. Chief Proctor

 IV. Chief Warden

  V. Dean, Students' Welfare

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

The progress of candidates is monitored during discussion, seminar, assignment and surprise tests. They are immediately informed about their shortcomings and if there is some point to discuss with the students separately.

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?**

After completion of micro teaching the students are asked to integrate the skills and deliver at least two lessons in full. Here the competency of student teachers is ensured and necessary feedback is provided to the student teachers. During practice teaching, a supervisor is full time available at the centre to guide the student teachers and provide follow up support.

5.3 Student Activities

1. **Does the institution have an Alumni Association? If yes,**
      (i)   **List the current office bearers**
     (ii)   **Give the year of the last election**
    (iii)   **List Alumni Association activities of last two years.**
    (iv)   **Give details of the top ten alumni occupying prominent position.**
     (v)   **Give details on the contribution of alumni to the growth and development of the institution.**

No, separate alumni association for the unit under study exist. The attempt is being made to establish Alumni association from the current session.

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

Various competitions of extracurricular activities, games and sports are organized by the institution during annual college day functions. These include debate, song, drama, poetry recitation, lok geet and various sports. These meets take place during the end of the session every year. The achievements of students of teacher education department during the year 2014 are as under-

LIST OF WINNERS IN CULTURAL / TECHNICAL EVENTS

In
2014-15

EVENTS	NAME OF WINNER	POSITION
QUIZ	JULI AWASTHI, ASHU SINGH	1st
	ARCHANA VERMA, NAMITA SHARMA,GARIMA BAJPAI, MONIKA	2nd
	KUMARI JOTI, KAVITA GUPTA, ANKITA MISHRA, KRATIKA AWASTHI	3rd
DIYA AND RANGOLI COMPETITION	JYOTI SRIVASTAVA, KIRTI PANDEY, JULI AWASTHI, GARIMA BAJPAI, KAMLA DEVI, GAYATRI SINGH, KUMARI ALPANA	1st
	SARITA SINGH, ANJALI MISHRA, ARCHANA VERMA, JYOTI PANDEY, SHILPI TIWARI	2nd
	KUSUM LATA,RUBEENA PARVEEN, SADAF PARVEEN,ASTHA SINGH, ASHU SINGH,NIDA RAIS, SABHA JEET GAUTAM, UBBAID ASIF FAROOQUI, PANKAJ KUMAR	3rd
POSTER COMPETITION ON WOMEN EMPOWERMENT	SHILPI TIWARI, ANJALI MISHRA, JYOTI SRIVASTAVA, SARITA SINGH, ASTHA SINGH, ARCHANA VERMA	1st
	JULI AWASTHI, KIRTI PANDEY , KIRTI MISHRA, ASHU SINGH, MOHINI SINGH, GARIMA BAJPAI, MONICA, ANKITA MISHRA	2nd
	SADAF PAVEEN,RUBEENA PAVEEN, FARHEEN FATIMA, NIDA RAIS	3rd
	ANKITA NAGAR, DEEPTI, UBAID ASIF, SABHA JEET GAUTAM, PANKAJ	Consolation
SLOGAN COMPETITION	ANJALI MISHRA, JYOTI PANDEY, JYOTI SRIVASTAVA	1st
	SADAF PARVEEN, RUBEENA PARVEEN, NIDA RAIS	2nd
	KAMLA DEVI	3rd
PAINTING COMPETITION	NIDA RAIS, SADAF PARVEEN, RUBEENA PARVEEN	1st

	JULI AWASTHI, GARIMA BAJPAI, DEEPTI CHOWDARY, ANKITA NAGAR, MONIKA, KIRTI PANDEY, KIRTI MISHRA	2nd
	NISHA KUMARI, JYOTI SRIVASTAVA, JYOTI PANDEY, ANJALI MISHRA	3rd
	MATA PRASAD, PANKAJ KUMAR , RAHUL KUMAR	Consolation
ANTAKSHARI	ANKITA MISHRA , MONIKA, KM.JYOTI, KRATIKA AWASTHI, SADAF PARVEEN, SHRADDHA RAJPOOT, ABHA SINGH, RUBEENA PARVEEN, ANKITA NAGAR, ANUPAMA VERMA, ROOPALI MITRA, ALPANA, ANJALI MISHRA, SHILPI , ASTHA SINGH, JYOTI SRIVASTAVA, SARITA SINGH, NIDA RAIS, ARCHANA VERMA , DEEPTI CHOWDHARY, KIRTI MISHRA	1st
	KIRTI PANDEY, JULI AWASTHI, SAPNA MAURYA, JYOTI TRIPATHI , VINEETA TRIPATHI, GYATRI, KUSUM LATA, RENU YADAV, MANJU CHOWDHARY, POONAM DEVI, NEHARIKA RASTOGI, MONIKA PATHAK, KAMALA DEVI , PAWAN KUMAR, VIJAY LAXAMI VERMA, AVINASH KUMAR	2nd
RANGOLI COMPETITION (L.U)	SHILPI TIWAR, ANJALI MISHRA, SARITA SINGH , ARCHANA VERMA, JYOTI PANDEY	2nd
GENERAL AWARENESS TALENT HUNT	RAHUL KUMAR	1st
	JULI AWASTHI	2nd
	ANUPAMA VERMA	3rd
SPEECH COMPETITION	NISHA KUMARI, KUSUM LATA , MATA PRASAD	Consolation
YUVA MAHOTSAV	KIRTI PANDEY, JULI AWASTHI, ASTHA SINGH	WINNERS
Attendance	Juli awasthi	100%
Topper 2010-11	Upasana Sharma	79
Topper 2011-12	Vaishali Jaiswal	72%
Topper 2012-13	Sonal Gangwar	75
Topper 2013-14	Sweta tiwari	83%

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.**

Notices inviting articles from students for college magazine are circulated among students. The articles submitted by students are shortlisted by the departmental editor before submitting it for final selection and publication.

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

Yes, the college has a student council. The constitution of student council is as under-
There is student's council in the following manners

1. Director
2. Principal
3. Two Senior Teachers
4. Four members of students.

The functions of the Student Council are as under-

a. Academic: The Council shall suggest from time to time ideas to improve the academic atmosphere of the College. For this purpose, it will organize debates, quiz, essay competitions, poem writing, extempore presentation, And other extra-curricular activities at the Faculty and College level. Any grievance from students' side regarding academic matters may also be considered by the Council for its amicable solution.

b. Sports: The Council may suggest the facilities to be provided to the students to improve sports and games activities. The Council shall motivate the students to participate in different sports activities. Any grievance from students pertaining to sports and games may also be looked into by the Council for its timely redressal.

c. Cultural Activities: The Council shall help in organizing cultural activities at the Faculty as well as College level. The Council shall motivate the students to participate in different cultural activities.

d. Hostel Development: With a view to providing family atmosphere, the Council shall prepare proposals for improvement of the basic facilities and plans for improvement in living conditions in the hostels.

e. Students' Welfare: The Council shall suggest ways and means for providing financial assistance, special library facilities and hostel accommodation to the needy students.

f. Health & Hygiene: The Council shall take care of the medical facilities and address to the grievances for betterment of the health and hygiene conditions of the students.

g. Law and Discipline: The Council shall take steps to maintain discipline among the students. It shall consider and attempt to resolve the grievances of the students.

i. Social Activities: The Council may suggest from time to time ways and means to promote various social activities by the students in and around the campus such as literacy, cleanliness, health & hygiene and other such activities, which may be deemed appropriate.

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

   The following committees have student representation on it.

   1. Students Welfare Committee
   2. Extra-Curricular Committee
   3. Sports Committee

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

   No.

5.4   Best Practices in Student Support and Progression

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

   - Assignment, seminar and projects are incorporated to the extent of imparting maximum knowledge in curricular subjects and micro teaching, simulated teaching and practice teaching is provided for classroom experiences and Scout Guide training for societal experiences.

   - Use of audio-visual aids to make effective teaching, in addition to chalk and talk method.

   - Encouragement of boys and girls by percept and example to develop an all round and well integrated personality, so that they can face the future with courage and confidence.

   - To provide equality of educational opportunity to boys and girls from rural areas and downtrodden society who are often devoid of quality education and to enable them to catch up with others through remedial coaching.

- The faculty of this college consistently updates knowledge and information from all corners viz. by attending refresher and orientation courses, seminars, workshops, symposia etc. The college is endowed with Broadband internet facility through which recent information and development in the subjects can be explored.

- The top two scorers are encouraged by awarding certificates, medals and general books of reputed authors.

- Good scope for grievance redressal, sports and cultural activities.

- Our institution is unique in the sense that while on one hand it is involved in intellectual uplift of the students, on the other it gives equal emphasis on their spiritual development .Arrangement of spiritual activities like Katha on Ramayana Bhagawat Puran and other important programme of enlighten persons.

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

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

   Vision: Attainment of Excellence in the field of Secondary Teacher Education.
   Mission:
   - To promote quality and excellence in the area of secondary teacher education and research.
   - To prepare teachers according to the need of the society.
   - To help develop among perspective teachers the feelings of truth, honesty, self-reliance and commitment towards the profession of teaching.
   - To instill in them a deep sense of loyalty to the country and foster a feeling of pride for its cultural heritage and traditions.
   - To develop an all-round and well integrated personality of student teachers by percept and example, so that they can face the future with courage and confidence.
   - To develop the quality of sound and dedicated leadership in student teachers.
   - To help student teachers to develop a rational approach with an open outlook towards all problems of the society irrespective of caste, creed, sex, religion etc.

   The vision and the mission of our institution are in consonance with the Higher Education and Teacher Education Policy of our nation. We inculcate moral values among student teachers which is need of the hour. We aim at providing quality education and training to all the student teachers irrespective of their caste, color and region.

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?

   Yes, the mission includes the institutions' goals, aims and objectives. The primary requirement of the society, the school sector, the students and institutions traditions and values are imbibed in the mission statement. The main requirement of stakeholders is good teachers who can teach in all types of classrooms with quality and devotion and mission of the institute addresses this need in a broad way.

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

The college has an Educational Society at its top management level which is headed by Sri. R. P. Shukla (Senior Advocate in High Court), Sri. Veerendra Shukla, and Secretary of the educational society. The top management of this college is always constructive and concerned with quality of teaching learning process. Every help is provided by the management as and when required.

Functioning and Composition of various bodies

Various administrative and academic bodies have been functioning in the college for smooth conduct of its affairs. These bodies have been constituted keeping in view the guidelines of University Grants Commission. The constitution and functions of various bodies are given below-

A. Constitution of Governing Body

Number	Category	Nature	NAME
2 members	Teachers	Nominated by the Principal based on seniority	Dr. D. N. Pandey Prof. S. N. Tripathi
1 member	Educationist/ Industrialist	Nominated by the management	Dr. K. P. Pandey
1 member	University nominee	Nominated by the university.	
1 member	Principal of college	Ex-officio.	Dr. R.K. Singh

Term: Two years.

Meeting: At least twice a year**.**

Functions:

Subject to the existing provision in the bye-laws of respective college and rules laid down by the state government, the governing body of the above colleges shall have powers to:

- Fix the fees and other charges payable by the students of the college on the recommendations of the Finance Committee.

- Institute medals, prizes and certificates on the recommendations of the Director /Principal

- Approve institution of new programmes of study leading to degrees and/or diplomas.

- Perform such other functions and institute committees, as may be necessary and deemed fit for the proper development, and fulfill the objectives for which the college has been declared as autonomous.

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

There is a well-established system of administration and management in the college. Every decision taken in the meetings are recorded in its minutes and copy of minutes is circulated to all the members. Secretary/ Principal communicate all decisions to person concerned either in the form of general notice, if it is for all the teachers and in the form of office orders, if it is for an individual or group of individuals.

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?

For the meetings of management, agenda is decided by the Principal/ Secretary and information regarding the points to be discussed are attached with the agenda which is circulated among every member. The Principal ensures that the valid information is available for the management to review. Also the members of management visit the departments to get first hand and objective information on the activities of the department.

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

The barriers in achieving the vision/mission and goals of the institution are   identified on the basis of

  (i)   Feedback from teacher
  (ii) Informal discussion with the principal and staff of practicing Schools
  (iii) Feedback from students.

These barriers are addressed by Principal or Management of the institution. Some problems are resolved immediately and few take a long time to settle.

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

The involvement of staff for improvement of the effectiveness and efficiency of institutional process are encouraged and supported in the following manner.

- Participation of members of managing committee in various activities of the institution.
- Personal Commendations for good job.
- Computer training to staff.
- Sending staff members for seminar/workshop/or etc.

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.

As head of the institution the principal renders the following leadership functions

- The Principal is the Ex-Officio Member of the governing Body of the College.
- The Principal presides over the meeting of Examination Committee, purchase committee, Admission Committee.
- The Principal is the Chairperson of Internal Quality Assurance Cell of the College & conducts internal audit and academic audit of the college.
- The Principal presides over all seminars & workshop organized in the college.
- As Head of the Institution the Principal is responsible for all financial transaction of the college.
- As the Head of the Institution the Principal supervises the performances & duties of both teaching & non-teaching staff of the college.

Policy decisions undertaken by the Principal in consultation with various committees of the college is final.

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.**

   Internal commeettee.looks after the academic work.

   (b) Make regulations regarding the admission of students to different programmes of study in the college.

   (c) Make regulations for sports, extra-curricular activities, and proper maintenance and functioning of the playgrounds and hostels.

   (d) Recommend to the Governing Body proposals for institution of new programmes of study.

(e) Recommend to the Governing Body institution of scholarships, studentships, fellowships, prizes and medals, and to frame regulations for the award of the same.

(f) Advise the Governing Body on suggestions(s) pertaining to academic affairs made by it.

(g) Perform such other functions as may be assigned by the Governing Body.

Two members of faculty on the basis of seniority cum rotation.

Meetings of Governing body and Finance Committee are held **2-3 times** in a year. Academic council Meeting is held once in a year. However in respect of other bodies like Academic Audit Committee, purchase committee, IQAC, Examination Committee etc. there is no fixed frequency. It depends upon the decisions of the principal. Proposals relating to redesigning of courses of studies initiated by the respective Department are scrutinized by Board of Studies, placed in the Academic council meeting for recommendation and finally approved by the Governing Body before its execution by the controller of examination.

During last year meetings of Governing Body, Finance Committee, Academic Council, Building committee, Academic audit committee, purchase committee, Examination committee, IQAC, Board of studies etc. were held.

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

Organizational Structure of the academic bodies of the institution-

Chairman

↓

Director

↓

Principal
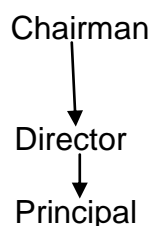
The administrative structure of the institution is given on the next page.

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

The Managing Committee delegates certain powers and functions to the Principal   and the Committees so as to enable them to work efficiently. The Principal refers every matter to the concerned Committee(s). The decision taken by the Committee is communicated to the Principal and then to the Managing Committee. And any decision taken by the Managing Committee is Communicated to the Committee(s) through the Principal. Although the major administrative decision is taken by the Managing Committee, full academic freedom is given by the Managing Committee to the Principal and the Committees.

Structure

<div align="center">

Managing Committee

⇑   ⇓

Principal

⇑   ⇓

Committees & Non-Teaching Staff

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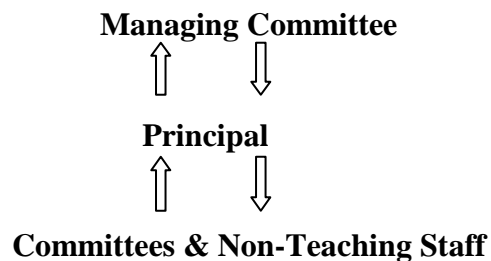
4. **How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?**

Since the unit under study is a department of a single college. The computer facilities of the computer center are utilized by our students for their practical purposes. The teachers of our faculty have been assigned a number of academic and administrative duties in the college.

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, data and information obtained from the feedback are collated and analyzed for the suggestions by the IQAC. The suggestions found useful by the IQAC and Academic Audit Committee are used in decision making and in improvement of performance.

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).**

Cooperation and sharing of knowledge among faculty members is a regular feature of the department. All the faculty members gather together during lunch break for a cup of tea and at the end of the class in the room of Director where they express their views and report problem and difficulties. New knowledge, information and innovations are shared by faculty members during this meeting. Every faculty member is free to put forth his/her ideas/ views. The environment of the institute has always been conducive for innovations.

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?**

No such system is in practice in the institution.

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

The action plan is prepared before the commencement of the academic session and any requirement of human resources due to the action plan is communicated to management well in advance and arrangements are made by the management within time. Financial resources are met by the management by the developmental resources.

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

Human Resources- When a vacancy of teaching post arises adhoc arrangement for teachers are made by the management till the regular selection is made.
Financial Resources- For financial resources the institution is totally dependent on the fees received from students.

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

Academic plan is prepared by the department with the help of faculty members. Administration is involved in this process to the extent that the dates of various functions / activities are in consonance with other institution of the group. Sanction from administration is also sought for all our outdoor programs.

The teachers of practice teaching schools are involved to the extent they provide us the topics which are to be taught by our school teachers in their schools.

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

Teachers and other employees are apprised of the objectives of the institution from time to time. The act and percept of senior teachers help other faculty members to give their best for every aspect of institutional development. Most of the faculty members are involved in one or the other work of administration besides their teaching activities. The faculty members are performing the duties of administration such as Convener Women Cell, Members of Proctorial Board, Rovers leader and Rangers leader. By this way each and every employee is contributing towards the institutional development.

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

The vision and mission of the institution revised only when there is a major policy change in the system of teacher education of the country/state. However, the implementation plans are monitored, evaluated and revised on yearly basis. It all depends on the quality of Students teachers which are allotted to this institute for study. The implementation plan is also revised when some new teacher joins in the department.

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

The recent trends of technology are always encouraged and adopted in the institution. Teachers are trained in the use of computer and LCD Projector and now the institution is planning to its classrooms into smart class. As soon the project will be finalized the teachers will be given training in the use of these sophisticated instruments.

6.4 Human Resource Management

1. **How do you identify the faculty development needs and career progression of the staff?**
Faculty members are regularly encouraged to participate in various national / international conferences, seminars, symposia and workshops so that they can keep themselves abreast with the latest developments in the field of Teacher Education. Various standard national journals and publications are subscribed in the department for the benefit of faculty members.
Career progression of faculty is governed by the policies of the State Government.

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?

For performance assessment of faculty members we have self-appraisal method in practice. Yes, the performance appraisal reports are used by the institution to improve teaching and research of faculty members. Faculty members are suggested through IQAC to improve in the areas in which they lack expertise or required to be updated.

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

Various welfare measures are in vogue in the institution for staff and faculty. These include-

- Arrangement of Health checkup by Doctors
- Training Campus
- Canteen

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.

NO

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

Whenever there is vacancy the post is advertised in two leading papers Application is invited .The candidates have to appear before interview board in which two experts are nominated by vice –chancellor Lucknow university and members nominated by management and representative of the management constitute the complete board .
Recommendations of the selection committee is forwarded for approval to the vice chancellor and after his approval the appointment is given to approved candidates and they are asked to join.

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

When a vacancy of faculty member arises, part time faculty is appointed as an interim measure because the process of recruitment of regular faculty takes a considerable time and sometimes it may be about a years.

The part time faculty members are different from regular teachers in salary structure. The qualification, specialization and work load of part time faculty members are almost same as permanent faculty.

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).

For professional development of faculty members, the institution provides various facilities such as-

- Payment of registration amount and travel assistance for attending seminar/ conference/ workshop etc.
- Supporting membership and active involvement of professional associations.
- Sponsoring for workshop, orientation course and refresher course.

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 faculty members are provided a well maintained and functional office on sharing basis.

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

The faculty members and other stake holders can seek information from or make complaint to the Principal of the college, the principal will forward the application to the director RIET and he will take decision on the matter. If he feels that there is need to consult the management he will consult the chairman and after discussion with chairman decision will be communicated to the principal who in turn do the needful. Faculty and other stakeholders can meet Principal as and when required.

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

The pupil teacher ratio in the institute is as per NCTE norms. Besides regular theory classes which comes around 10-12 per week per teacher, the faculty members are required to be present in the department for at least 05 hours per day.

During this time they attend to the queries of students, evaluate their assignments, help them in preparation of project work and teaching aids, discuss various problems with fellow faculty members and prepare themselves for forthcoming seminar/ conferences/workshops administrative duties and assignment to the faculty members. These duties include Assistant Proctorship, Assistant Examination Superintendent, Rovers Leader, Rangers Leader Program In charge, Assistant Program In charge and these duties also demand considerable time of the faculty members.

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

No such mechanism is in practice. Director and Chairman express their happiness at important occasions.

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

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

The resources mobilized by institution (Composite college) through donations during last three years is as under-

1. Fees of the students is the main source

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

Yes.

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)

No separate budget is prepared for Teacher Education department. The requirements of the department are met out from various grants which is adequate.

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 Para's, objections raised and dropped).**

   Yes, the accounts are audited regularly. Internal audit is by the Registered Chartered Accountant and submit the report to the Principal. External audit is done by Local fund Auditors, Accountant General Auditors and Higher Education Department Auditors Time to time do auditing work.

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

   Computerization of financial management system is in process.

6. 6 Best practices in Governance and Leadership

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

   - Attainment of administrative and academic excellence under dynamic governance and leadership of the Principal constitute the major thrust area in terms of institutional vision and leadership. Participation of both teaching and non-teaching staff in development programmes along with transparency norm has been prioritized.

   - Organizational arrangements relate to coordination between academic administrative planning and implementation, Accountant, various committees such as Governing Body, Finance Committee, Purchase Committee, Library Committee and Examination Committee assist the Principal in the process of implementation of Development programmes.

   - Human resource management refers to recoup the deficiencies of permanent staff by means of recruitment of part-time staff to ensure smooth management of class room teaching and administrative work of the college. Recruitment of contractual staff is being done with transparent means through paper advertisement and interview being conducted by expert.

   - Financial management and resource mobilization refers to budgeting approved by Finance Committee and Governing Body of the College.

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.**

Yes.
Internal Quality Assurance Cell (IQAC) has been established in the college in 2010-11. The Constitution of IQAC is as under-

IQAC Board of the Rameshwaram Institute of Education & Training

1.	Prof. S.N. Tripathi	Educationist, Director of RGI,Lucknow	Chairman/Director IQAC
2.	Dr.R.K.Singh	Principal	Co-coordinator
3.	Sri S.P. Shukla	Manager RIET	Member of management
4.	Mr. Pankaj Tiwari	Asst .Professor,RIET ,Lucknow	Member (Teacher Representative)
5.	Smt. Purnima Srivastava Srivastava	Asst .Professor,RIET ,Lucknow	Member (Teacher Representative)
6.	Shri Akhil Shukla	Executive Director	Member (Administrative Officer Representative)
7.	Dr. D.N. Pandey	Educationist, Ex-Director RITM,Lko.	Member from Local Community
8.	Sri B.R.Dubey	Educationist, Eormer Director,RIA,Lko.	Member from Local Community
9.	Dr. S.K. Shukla	Educationist,Ex Prof..of Education LU,Lko.	Member from Local Community
10.	Mr. Manoj Dwivedi	Asst .Professor,RIET ,Lucknow	Convener

IQAC has been formed in the college with the thrust on quest for excellence in the field of curricular aspects, teaching, learning, evaluation, research, consultancy and extension, infrastructure and learning resources.

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

   The provision of academic audit and student Feedback Report are used to evaluate the achievement of   goals and objectives.

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

   The quality of academic programmes of the college has been ensured by the IQAC. Quality teaching is being impacted by the experienced teachers. Student feedback report and Self assessments reports of teachers are discussed in the meetings of IQAC.

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

   The institution ensures quality of its administration by adhering to transparency accountability, decentralized process, participatory approach with involvement of both teaching & non-teaching staff and reckoning the recommendations of various committees while undertaking policy decisions.

7.2 Inclusive Practices

1. **How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?**
   Students who are socially deprived and physically challenged are always given a proper and respectable treatment in the department. They are allowed comfortable seating and are rendered help is various ways. Every teacher personally takes case of such students.

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?**

   Students are taught about various issues related to inclusion, exceptionalities and gender differences as a part of theory curriculum. Also the environment of the class is such that socially deprived, physically challenged and girl students are treated at

par at every aspect of the school life. Also the institute has a grievance redressed cell and a women cell where these people can seek assistance for their problems if any.

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.**

   The Various activities to create learning environment that foster positive social interaction, active engagement in learning and self-motivation are-

   (i)   Assignments in theory papers.

   (ii)   Project work

   (iii) Preparation of teaching aids.

   (iv)   Participation in disaster management, health checkup programme and various social activities.

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

   Student teachers are provided opportunities to visit various schools that Creates the needs of children belonging to diverse background and exceptionalities. These include-

   (i) A private school with ultra-modern facilities.

   (ii) A government school with modern facilities.

   (iii) A few schools like Nav Vani, Kiran Centre etc. specially meant for exceptional children.

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

   The Special needs of the physically challenged and differently abled students of the institution are addressed by giving them equal treatment an all fronts of the school life. They are encouraged to participate in various extracurricular/ co-curricular activities. Extra care is taken by the teachers in their studies and they are a given special attention.

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)?**

A Women Cell has been constituted with the aim to provide safely against gender discrimination and sexual harassment in the campus.

7. 3 Stakeholder Relationships how does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The College ensures access to the information and involvement of all the stakeholders in academic and administrative programmes. It is as follows:

Teachers and students:

- All teachers of the College are involved in all academic activities – evaluation reforms, learner centric approaches, teaching.

- Students are involved directly in academic programmes as far as learning – evaluation activities are concerned. The feedback of students and its analysis help to improve the quality of teaching, facilities of library and laboratories and transparency.

- The representations/memorandum submitted by students help in the policy formulation and implementation. Student Council acts as a forum for students' voice.

Alumni and Community

- Meetings of alumni forums (Old Boys Association) are being planned. Their opinion and feedback are taken into consideration in all academic transactions. Alumni also help indirectly in placement services and College-Industry interactions.

- Community representatives are also involved in IQAC, Women cell and in the form of donors, sponsors.

Thus all the stakeholders are involved in the planning, implementation and evaluation of academic programmes.

1. **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?**

   The key factors that attract students and stake holders resulting in stake holder satisfaction relate to:-

   (a) College Brand and Excellent teaching staff.

   (b) Academic calendar of the College is being strictly followed.

   (c) Conduct of Half Yearly Examination and Publication of result within the time frame as mentioned in the academic calendar which enables successful candidates to take admission in reputed institutes.

(d) Suggestions made by the stake holders are being assigned due weightage which honors the stake holders to participate in the developmental planning of the college.

2. **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?**

We collect feedback about course content, teachers and programme from the students on the completion of the programme. No formal feedback is obtained from professional community but informal discussions always take place on programme quality. We also get informal feedback from teachers of various universities where our students go for further studies. These formal and informal feedbacks are segregated and constructive suggestions are always given due importance.

B.Ed. COURSE 2013-14

Mapping of Academic Activities of Institution

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Admission & Orientation	■	■																																		
Theory class of all Papers			■	■	■	■	■	■	■	■											■				■	■					■	■	■			
Tutorials/seminars											■																									
Sessional works tests & Assignments												■																								
Practical works													■																							
Preparation for teaching/micro teaching simulations														■	■	■																				
First Shift of practice in teaching																	■	■	■	■																
Co-curricular activities																													■							
SUPW working with community Work																																		■		
Half yearly Examination																							■	■						■						
Second Shift of Practice Teaching																											■	■								
Pre University Examination																																			■	

Note- a weak is of six working days & a day is of six clock hours.

The Table should cover the Entire Academic sessions & may be extended as per the requirement.

PRINCIPAL
Rameshwaram Intt. of Edu. & Training
Lucknow

PART-III: ANNEXURE

1. A Brief Note on Teacher Education Scenario in the State

2. Institutional Academic Calendar

3. RIET 2014-15 Program

4. Curricular Activities And Holidays List 2014-15

5. Copy of the Syllabus

6. Annual Budget of the college

7. Recognition Order issued by NCTE

8. Result of Previous Academic Year

9. Micro Teaching Time Table

10. Sample of Feedback on Practice Teaching by Teacher Educators, By Peers and staff of Practice Teaching Institutions

11. IEQA Copy

Annexure-I

Brief Note on Teacher Education Scenario in the State

In India, as in the rest of the world, phenomenal changes are taking place in almost all walks of individual, social and national life at a fast pace. Since education is expected to play a pivotal role in liberation of individuals from ignorance, exploitation and poverty and make the nation enlightened, prosperous and empowered, it has to respond to the demands of the changing times to retain its relevance and effectiveness.

Planned change in education, with an overall qualitative improvement, can be instrumental in achieving the target of a better and higher quality of life. The former for each individual would mean more power, prosperity and prestige and the latter would be reflected in the acquisition of higher intellectual, emotional and spiritual powers. This change in the educational scenario would rest on the academic acumen, chiseled professionalism and unshakable commitment of teachers and teacher educators working in perfect consonance with educational planners and educational managers. Their vision, zeal imagination and creativity have to be continuously supported by fresh academic enrichment and research based pedagogic innovations.

India has one of the largest systems of school education, but it needs to be ensured that it all responds to the quality concerns related to school education. A system consists of a set of interconnected items, devices and programmes that operate together for a particular purpose. Educational planning, institutional networking and teacher preparation and recruitment, examination and certification and monitoring and management are all sub systems of a larger educational system. Their working with greater coordination towards goal is the most important condition for its success.

The sub system of institutional networking and personnel mainly consists of schools and teacher education institutions at all levels. There are about 1.29 billion elementary schools and nearly 2 lakh secondary and higher secondary schools in the country. These figures for state of Uttar Pradesh are 1.9 lakhs and about 25000 respectively. About 50 lakh teachers throughout the country and 8 lakh teachers are teaching in U.P. In order to provide pre service teacher education programme in general and in service teacher education programme as per the perceived need, there are mainly 150 elementary teacher education institutions and about 1100 secondary teacher

education institutions in the state in operation where more than 10000 teacher educators work.

The number is staggering but the quality and direction of teacher education as a sub system, it's interlinks with the other subsystems of education and its total efficacy in improving the educational standards of the country needs to be strengthened.

To streamline and strengthen the teacher education system in the country, National Council for Teacher Education (NCTE) was established as a statutory body in the year 1995. Since then the NCTE is looking after the affairs of teacher education in so far as framing of norms and standards for teacher education courses are concerned. Curriculum transaction and appointment of teachers are also governed by the regulations of NCTE throughout the country. The state of Uttar Pradesh is no exception in this regards and it completely follows the norms, standards and regulations of NCTE in governance of colleges of teacher education.

The admission process in teacher education (B.Ed.) programme is done by a state level Joint Entrance Examination and students are allotted to various colleges through online counseling of students on the basis of their merit in the entrance examination and choice of institution filled by them during the counseling process. The candidates allotted for an institution report to the respective college within seven days of the allotment for admission. Classes start immediately after admissions but effective date may differ from college to college as seats in some colleges are filled on the first or second day of counseling where as some colleges have to wait till the last day of counseling. The RAMESHWARAM INSTITUTE OF EDUCATION & TRAINING is one of the fortunate colleges where most of the seats are full third -fourth day of counseling.

NCTE norms regarding curriculum transaction are followed strictly in the college. Microteaching, Practice teaching, Community work, Scout/Guide and other practical activities are performed in of the college along with theory courses. The norm of 220 days teaching in the session is strictly followed before students are allowed to appear in the examinations. At RAMESHWARAM INSTITUTE OF EDUCATION & TRAINING 75% attendance in theory classes and 100% attendance in Practical activities is a must for appearing in the examinations. Examination of B.Ed. programme is mostly external in the state. Theory papers are evaluated at University headquarters after coding the answer sheets. Practical examinations are conducted by a panel of examiners consisting of two external examiners and one internal examiner. A candidate is required to obtain atleast 36% marks in theory papers and 40%marks in Practical's.

Annexure-II

Academic Calendar-2014-15
RAMESHWARAM INSTITUTE OF EDUCATION & TRAINING, LUCKNOW.

Timing: - 10:30am to 4:30pm from Mon to Sat

15th Jun - 7th Jul 2014	:-	Registration and other admission formalities
15th Jul 2014	:-	Inauguration and Introduction
16th Jul - 27th Sep 2014	:-	Theory and Practical Work
28th Sep - 8th Oct 2014	:-	Preparation for practice teaching in schools
09st Oct - 31th Oct 2014	:-	Practice teaching in schools
1st Nov - 15th Dec 2014	:-	Theory and practical work
16st Dec - 31st Dec 2014	:-	Half yearly examination
01st Jan - 01st Feb 2015	:-	Theory and practical work
02st Feb - 28th Feb 2015	:-	Practice teaching in schools
29st Feb - 15th Apr 2015	:-	Theory and practical work
16th Apr - 30th Apr 2015	:-	Pre-University examination
01st May - 30th May 2015	:-	Revision of Psychology Practical and Theory
1stJune-30th June 2015	:-	Preparation eave for main Examination

RIET PROGRAM   2014-15

Date   : July 15, 2014
Event   : Inauguration function

The session 2014-15 of RIET started with inaugural function on July 15, 2015.The occasion was graced by the Chief guest Dr. R. J. Singh(Professor & Dean, Education Deptt., University of Lucknow, the former Vice Chancellor of Kashi Vidyapeeth, Varanasi) and Guest of honour Mrs. N. Vohra   (President of Air force Wives Association,BKT).

The other distinguished guests present were Mr. S. P. Shukla (The Chairman of the institution), Col. I. P. Singh (The Director, B. Tech), Dr. Pushpendra (The Director, Pharmacy), Dr. Monica Agarwal (The Director, M.B.A.) and Mr. B. R. Pandey (The Principal RIA).

The function started with the lighting of the lamp by the chief guest followed by a welcome address of Mr. S.N. Tripathi (The Director, B.Ed.).The Chairman, the Principal, the Chief Guest and the Guest of honour delivered their speeches. Dr. R. K. Singh (The Principal, B.Ed.) concluded the event with his thank giving speech.

Date   : July 19, 2014
Event   : Poem Recitation Competition

Recitation of the poem is an elocutionary delivery of a piece of poem, without the text, before an audience.Recitation of the poems gives peace to our minds, refreshes our souls and generates lots of positive energy in us and around. Keeping in view this, a Poem Recitation Competition was organized on 19th July 2014.

The event started with Saraswati Vandana, followed by a Swagat Geet and a Devotional Song. At the occasion Director RIET Prof. S. N. Tripathi in his introduction speech emphasized that

importance of aesthetic sense in personality .Principal and the entire faculty was present. Eight students participated in the event and beautiful & melodious poem recitations were Presented before the audience. In the last, the names of the three winning participants were Declared by the Principal.

Date   : July 26, 2014
Event   : Mehandi Competition

Mehandi has been a part of our culture from the ancient times. The Mehandi designs are decorated on the palms, hands and feet of the bride during marriage ceremonies. Making Mehandi designs is also very important part of activities in a number of Indian festivals. Art of making Mehandi design is imparted at domestic level as well as at various schools of learning. With a view to strengthen this beautiful art and develop competitiveness, a Mehandi Competition was organized on 26st July, 2014. The event started with Saraswati Vandana, followed by recitation of a poem and a health speech. Ten students enthusiastically participated in the event and crafted beautiful and artistic Mehandi Designs. Director Pharmacy, B.Tech. MBA and RIET evaluated the works of the students' .On the report received names of.

Date   : August 2, 2014
Event   : Raakhi Competition

Raakhi is an important festival of India which symbolizes the sacred brother– sister relationshiphe symbolic Raakhi thread is a token of remembrance and inspiration for the brother. History is replete with examples where brothers died in defence of their sister's honour. Rani Karnavati of Chittor sent a Raakhi to the Mughal Emperor Humayun when she was threatened by Bahadur Shah of Mewar. Humayun abandoned an on-going military campaign to ride to her rescue.

The Raakhi of olden days was just a thread but, the Raakhi of the present times is much improved and stylish. The Raakhi making has now become an art. In view of this and to add importance to this art, a Raakhi competition was organized on August 2, 2014.

The event started with Saraswati Vandana followed by Motivational song. Seventeen students participated in the event and created beautiful and eye catching Raakhi. In the last names of three winners were announced.

Date   : August 9, 2014
Event   : Bhajan Competition

Music to human ears is heavenly. And if it's purely devotional, it's truly divine. Such a genre of music is the Bhajan. Nothing can be more deeply rooted in the Indian tradition than Bhajan. Bhajan are simple songs in soulful language expressing the many-splendored emotions of love for God, a complete submission or self-surrender to him through singing.With a view to inculcate healthy competitiveness among the students, a Bhajan Competition was organized on August 9, 2014 .The event started with Saraswati Vandana followed by Motivational song. Six students participated in the event and sang good lyrical Bhajan. In the last, names of three winners were announced by the Principal.

Date   : August 11, 2014
Event   : Visit to Regional Science City

Regional Science City, Lucknow is a pioneering institute engaged in the popularization of science in the state of Uttar Pradesh since 1989.The Regional Science City was the first stepping stone for bringing the enjoyment of interactive science learning to Lucknow. The express objective of the Regional Science City, Lucknow is to create scientific awareness and temper among the students, researchers and public and to supplement formal science education and create interest in science among the students of the region.

Students are always keen to visit this place as this gives them interesting knowledge in Science & Technology outside the four walls of the college premises.

Keeping in view the intense demand of the students and the high educational value of the place, a visit to Regional Science City was organized on 11th August, 2014.

The group of 77 students arrived at the Regional Science Centre at 10.30 A.M. As we enter the main gate of RSC, we come across a beautifully landscaped six acres of lush greens where nature presents its colours and fragrance in full glory. Here have more than 50 interactive exhibits such as Camera Obscura, Acrobatic Ball, Eco-Tube, swings, Levers etc. Here the exhibits help us to enhance our knowledge of simple machines, optics, sound etc. For example, "Musical Pipes" explains how through hollow pipes the vibrating air generates sound. The various exhibition halls named as Underwater Exploration, Biotechnological Revolution, Being Human, and Ganga: The Story of Water, Fluidics, Meri Anokhi Duniya, Wonder World of Materials, Aquamobile and the Fun Science are exhibiting exciting wonders of science.The

bigger attractions were the Symax Show & the 3-D Show. The students liked the place very much and remained there till afternoon up to 4 PM.

Date   : August 23, 2014
Event   : Essay Competition

The topic of country's economy is no more the interest of only a few economists and the experts. The importance of the subject has been felt in the society and this is why various TV channels and newspapers are including this growing subject daily, on regular basis. This has interestingly boosted up the interest of the common man on various aspects of the economy. The most common aspect of economy is the 'Inflation' as it is directly related to the price movement in the country and hence affects everybody in the society, whether poor or rich.

An essay competition on the topic "Growing Inflation" was organized on 23th August, 2014. The event started with Saraswati Vandana. All the students participated in the event and submitted extremely informative & exhaustive essays. After evaluation by three examiners names of first four students were notified.

Date   : August 30, 2014
Event   : Quiz Competition

Where ever we work or whatever task we undertake, a good understanding of General knowledge and Current affairs is most important. A good knowledge of Indian history, the Indian politics, Geography, Indian economy, the religions, the Indian freedom movement and the current topics of India and the world is extremely important for the students as it not only enriches their understanding and maturity, but also prepares and updates them for various competitive exams.

Keeping in view this, a Quiz competition was organized on 30th August, 2014. The event started with Saraswati Vandana followed by a motivational song. All Directors of the various Dept. were present. Lamp of lightening and garland to maa Saraswati was presented by the chairman sri S.P. Shukla. Four teams each comprising two students each participated in the event.

The questions were set very relevantly by the Quiz master. The event was extremely interesting. Leading role in organizing quiz was given to Mr. Manoj Dwivedi .He with the help of other faculty members conducting the programme .Names of the three winner teams were allowanced .prizes were given and certificates were awarded by director

Date   : September 01, 2014

Event   : Speech Competition

Though the 'Freedom of speech' is one of the fundamental rights in our constitution, most of us normally do not express our viewpoints even on the subjects important to the country and the society. We must strive for acquiring knowledge and share our views on important aspects of society and the country.

Also, we may be having lots of knowledge with us, but when we are asked to express our ideas in front of a gathering or on a stage, we many times are not able perform well. Delivering speech is an art and it is very important for expressing one's ideas on a particular topic. With intention of developing this art and inculcating leadership qualities and art of expression, a speech competition was organized on 1st September, 2014 .The topic of the speech was 'Dr. Radha Krishnan' Teacher's day. Four students participated in the event and described various aspects and teachings of the great scholar & statesman. Director RIET S.N.Tripathi highlighted important aspect of Dr. R.krishnan as teacher, as politician, as president of India and as a fact man names of winners was selected by faculty members and announced by the Principal and chief guest Dr.D.S.Shukla retired prof. of botany MLK College BALRAMPUR.

Date   : September 05, 2014
Event   : Teacher's day celebrations

Dr. Radha Krishnan was one of the greatest educationists and also the second President of India. For paying tribute to this great scholar and statesman, 'Teacher's day' is celebrated every year on his birthday, the 5th September.

The teacher's day celebrations in RIET began at 10 am. With garlanding of the portrait of Dr. Radha Krishnan by the Director and the Principal, followed by the speeches of the dignitaries. They remembered the valuable contribution of Dr. Radha Krishnan in the field of education & learning and emphasized that teachers of present times should follow their nobility and the high standard set by him.

All the students of the class actively and enthusiastically participated in the celebrations.

The students paid respect to their teachers by garlanding them and delivering words of respect for them. The celebrations were also characterized by recitation of traditional Saraswati Vandana followed by devotional and motivational songs.

Date   : September 06, 2014
Event   : Painting competition

Why do we buy paintings? The answers to this question attest to the significance of painting in our modern society .A painting can generate wonderful feelings of joy, happiness, remembrance, nostalgia and calm whenever you look at it on your wall. There are different styles and themes in Artistic Paintings. The material used can be either oil on canvas or cardboard or acrylic on canvas of varying sizes.

The most notable styles include Impressionism, Decorative, Expressionism, Realism, Abstract Art etc. Painting is a creative art by which the painters can express their ideas by sketching and using the beautiful colours. With a view to develop this creativity, a painting competition was organized on 6th September, 2014. The topic of the competition was 'Save Environment'. The event was characterized by recitation of traditional Saraswati Vandana followed by devotional and motivational songs. 25 students participated in the contest enthusiastically and created beautiful paintings on the given topic. In the end, three prize winning paintings were announced by the Principal.

Date   : September 13, 2014
Event   : Slogan competition

Slogans are the simplest and the most effective form of the describing feelings of common people/ group/community/state on a particular issue. A slogan may drive us to think about a particular problem which we might not have thought otherwise. Slogan writing is, as such a creative art with a blend of intellect. With intention of developing this creative art, a 'Slogan Competition 'was organized on 13th September, 2014. The topic of the competition was 'Corruption'. 24 enthusiastic students participated in the event and came out with remarkable slogans. Two prizes each for the first, second and the third place were announced by the judges in the last.

Date   : September 17, 2014
Event   : Vishwakarma Poona

This is the puja of Lord Vishwakarma, the main architect of the universe who had fabricated the universe as per the direction of Brahma, the lord of creation.

Vishwakarma Puja is celebrated by all industrial houses, artists, craftsman and weavers. The festival of Vishwakarma Puja is celebrated with full enthusiasm mostly in workshops, offices and factories in the industrial areas.

The Vishwakarma Pooja was organized at the workshop of the B.Tech wing of the Institute. The event started at about 10 AM with garlanding of the portrait of God Vishwakarma by the Chairman of the Institute and the Directors of B.Tech, B.Ed., B. Pharm and MBA departments. Pooja was performed for all the machines and tools kept in the workshop and elsewhere. The Pooja was followed by Vandana recitation and devotional songs sung by the students. The dignitaries delivered their speeches to deliberate the relevancy and sacredness of the God Vishwakarma in the past, the present and the times to come. Prasad was also distributed after the Pooja. The programme lasted for more than three hours.

Date   : September 20, 2014
Event   : Plantation

Plants are very important for our life. Leaves of the plants and trees absorb carbon di oxide gas and   release oxygen gas during process of photo synthesis in the presence of sunlight. The plants & trees also bring about rains. In short the plants & trees are our lifeline and are very useful in maintaining ecological balance and in keeping the environment clean and healthy.

An event for Plantation was organized on 20TH September, 2014 on the field of the Institute.

The event was inaugurated by the Chairman by planting first sapling of Asoka tree. Seventy five students gave their active contribution in the event and planted saplings of Asoka tree, Mango tree and Harsingar tree etc. Ornamental plants were also planted in Flower pots at B.Ed. department. The event lasted for more than three hours.

Date   : September 27, 2014
Event   : Extempore

The event 'Extempore' was organized on 27nd September2014 with intention of exploring the hidden talent in the students. A big number of 67 students participated in the contest.

The event started as usual, with Saraswati Vandana followed by short speeches of the Director B.Ed. and the Principal B.Ed.

The contesting students were required to speak on a randomly given topic, for two minutes. The topics were written on the paper slips. These slips were folded and kept inside a casket. Student was required to pick one slip randomly, think over the topic for five minutes, and then deliberate on the topic in the allotted time of two minutes.

The students came out nicely and spoke interestingly on their topics. The event was a new experience for all and it was liked by everyone.

One first prize, two second prizes and two third prizes were declared in the last by the judges.

Date   : September 24, 2014

Event   : Guest Lecture

On 24th September Professor Muraddhwaj Varma from B. Ed. department of Lucknow University, was invited for delivering lecture on a special topic 'Action Research'. The professor said that unlike other normal researches in which the researcher is required to take up a particular topic only, the action research was intended to study and resolve various problems arising during the class room teaching.

The topic was very interestingly deliberated by professor Verma and was attended by the students in pin drop silence. The lecture lasted for three hours. Students found the lecture very relevant and interesting as far as the practical class room teaching of the B.Ed. students is concerned.

In the last, the Director B.Ed. thanked the guest speaker for sparing his precious time in delivering   speech so interestingly, on such an important topic.

Date   : October 2, 2014
Event   : Small Skit Competition

A Skit is a performing art / theatre, usually a brief satirical, comic, humorous or the dramatic performance or work. This performing art is gaining importance day by day in the university and college students of present times.

The Small Skit Competition was organized on October 2, 2014, with intention to highlight various problems prevailing in the Indian society. The event started with the Saraswati Vandana followed by motivational song. Twenty five interested students participated in the event. Problems relating to Dowry, Poverty, Illiteracy, malnutrition and insufficient medical facilities etc. were effectively dramatized by the participants. The names of three winners were announced in the last, by the Principal.

Date   : October 7, 2014
Event   : Guest Lecture

On October 7, 2014, a guest lecture was arranged. Dr. Subodh Kumar, Dean & professor in department of Education, Lucknow University was the invited to deliver his lecture on "Lesson Plan". All the students were present in the lecture hall to listen the professor. The lecture lasted for two hours (12 Noon to 2 PM). The lecture was extremely informative and was effectively delivered. It was very much liked by the students.

In the last, the Director B.Ed. thanked the guest speaker for sparing his precious time in delivering   speech so interestingly, on such an important topic.

Date   : November 01, 2014
Event   : Quiz Competition

Quiz competition is the combined test of the knowledge and the promptness of the contesting students. This is a regular event and with very good participation of the students. The programme started with recitation of Saraswati Vandana followed by a motivational song. In this event 10 participants took part in group of 2 students. Questions relating to their academic curriculum and general studies were asked by the quiz master. The students found the quiz very interesting and competitive.

The event lasted for 2 hours and in the end the name of 3 winner teams were announced by the quiz master.

Date   : November 8, 2014
Event   : 'Diya decoration 'and 'Rangoli making' Competition

Twin events of 'Diya Decoration' and 'Rangoli Making' were organized on 08th November, 2014 just before Diwali festival. Diya and Rangoli have been   essential part of the Indian festivals and religious ceremonies including social events. The lighting of Diya and decorating Rangoli has been a tradition since ages; but the style and appearance of Diyas and Rangoli has undergone changes from time to time. Diya decoration and Rangoli making competitions were organized to develop tradition, culture and art in the students.

The events were participated by fourteen and eleven students respectively. The fourteen contestants were required to decorate their Diya and the eleven other contestants were required to make their Rangoli with paint and other decoration materials.

The events lasted for two hours. The students prepared Diya and Rangoli beautifully and presented the same before the judges.

The events ended with declaration of three winners each in both the competitions, by the judges

Date   : November15, 2014
Event   : Group Singing Competition

Working in a group is learning and so is group singing. If a group sings in coordination, synchronization and rhythm, it sounds very pleasant to the audience. With an intention to develop cooperation, competitiveness and singing skills in the students, a group singing competition was organized on 15th November, 2014.10 students participated in the event. The participants were not allowed to sing film songs. Few musicians were also engaged as accompanists. The group songs performed were really enjoying and sounding pleasant to the ears.

The programme lasted for 2 hours and in the end two groups were selected as first and second winners by the Judges and then announced by the Principal.

Date   : November22, 2014
Event   : Debate Competition

With a view to develop reasoning and communication skills in the students, a debate competition was organized on November22, 2014. Students were demanding this competition from long and thus a very good number of 19 students participated in the competition.

The event started with recitation of traditional Saraswati Vandana followed by a devotional song. The topic for the debate was given as "Teacher is a role model for students". The students debated the issue to their full capacities and intelligence. The other students and listeners too enjoyed the programme. The event lasted for two hours. Three winners both in favor-side and in against-side were declared winners by the judges.

Date   : December 06, 2014
Event   : Greeting Card Competition

Making of greeting cards from our own hand not only improves our skill and the art, but also saves our expenses. When a person receives our self-prepared greeting card, he feels more pleasure and personal attachment with us. One has to keep in mind the occasion for which the card is to be prepared and the taste/liking of the person for whom the card is to be prepared.

In view of the above and the Christmas and the New Year, Greeting Card Competition was organized on 06nd December, 2014. Twenty five students enthusiastically participated in the event and presented before the judges, beautiful and message conveying greeting cards. Three students in both the groups (Christmas card and New Year card) were declared winners by the judges.

Date   : January 10, 2015
Event   : Guest Lecture on Ind.
          Classical Music

In order to divert the minds of the students form routine education and to the pleasant surprise of the students, a guest lecture on 'Indian Classical Music' was arranged on 10th January, 2015. The guest lecturer was presented by Mrs. Chandrima Majumdar, MA & PhD in Indian Classical Music with specialization in Sarod Vadan. Mrs. Majumdar is a well-known name in the field of music and has been professor in the Music deptt.of famous Van Sthali Vidyapeeth. She has brought laurels to India by her performance in a number of events held abroad.

Her lecture was truly informative. She nicely explained how the learning of the Indian Classical Music is important to the students. She also sang few pieces of classical songs during her deliberations on the subject. The lecture lasted for one hour.

In the last, the Director B.Ed. thanked the distinguished speaker for sparing her precious time in delivering   speech so interestingly, on such an important topic.

Date   : January 17, 2015
Event   : Guest Lecture on Philosophy
            Of Education

Dr. Akhilesh Chaubey is a senior professor and Head of Department of B.Ed. in University of Lucknow.
The distinguished guest speaker had a vast experience of delivering lectures on his favourite subject 'Philosophy of Education'.

Keeping this in view, his lecture on 'Philosophy of Education' was arranged form 11 AM to 12 Noon, on January 17, 2015.
Dr. Chaubey very nicely deliberated the subject and the session was extremely liked by the students.
In the last, the Director B.Ed. thanked the guest speaker for sparing his precious time in delivering   speech so interestingly, on such an important topic.

Date   : January 24, 2015
Event   : Basant Panchami

On the occasion of Basant Panchami, the January 24, 2015, The Chairman, The Directors, Principals of different departments, Principal RIA and other dignitaries gathered at 10 AM for Saraswati Pooja.
The Pooja was performed on the ground of the Institute where Idol of Goddess Saraswati is established. The Pooja started with garlanding of the idol of Goddess Saraswati and lighting of the lamp. Saraswati Vandana was sung in chorus and other devotional songs were also sung.
A Havan ceremony was also performed. The Havan ceremony was undertaken by all the distinguished persons present with the recitation of mantras by Pujari.
The Havan was followed by offering of Prasad. In the last, after a small session of speeches by the dignitaries, the event ended with distribution of Prasad.

Date   : January 27,to,31January 2015
Event   : Bharat Scout & Guide Training

A Scout /Guide are loyal.

 A Scout / Guide are Friend to all and brother/Sister to every other Scout/Guide. Programme

Founded by Lord Baden Powell in 1907, the Bharat Scouts & Guides is a movement for young

people, with the purpose of contributing to the development of young people in achieving their full physical, intellectual, social and spiritual potentials as individuals & as responsible citizens. In order to enrich the students with training of the Scout & Guide, a five days camp of Scout & Guide was organized from January 27,to,31January 2015. The training camp was conducted by Uttar Pradesh Scout Guide.

The camp started with the prayer of Scout & Guide 'Daya Kar Dan Bhakti Ka, Hamein Paramatma Dena'. The main trainers were Ms. Jyoti, Ms Poona and Mr. Vijay Kumar.

The first task was making of various types of knots. Making of different types of knots was learned by the students. These knots were useful in a number of tasks. The first use of the knots was erection of Flag. The students were taught the practical method of 'fixing of the Rod', 'wrapping of the flag on the top of the rod' and finally, 'the hosting of the flag by use of various knots'. Flag Songof Bharat Scout Guide 'Jhanda Uncha Sada Rahega' was also rehearsed.

The next use of knots was making of temporary bridge by help of logs and knots. The task was very useful in crossing the un bridged water reservoirs. In another use of knots, the chair, stool and other items used in sitting, were made using ropes and knots. The Law for the Scout and Guide were also taught as under:

 A Scout /Guide are trustworthy.

 A Scout / Guide are courteous.

 A Scout / Guide are friend to animals and loves nature.

 A Scout / Guide are disciplined and helps protect public property.

 A Scout / Guide are courageous.

 A Scout / Guide are thrifty.

 A Scout / Guide are pure in thought, word and deed.

 Following main tasks were also learned by the students:

1) Preparation of food without use of the utensils (Bati, Chokha, Bhelpori etc.)
2) Different ways and tricks used for self-defence.
3) Different methods of giving first aid.
4) Different ways of environmental protection with special attention on control of water pollution.
5) Prevention and control of various common diseases.
6) Child and adult education.
7) Awareness and talking the malnutrition.

Promise as applicable to Scout/Guides was also taught as under "On my honour I promise that I will do my best -

 to do my duty to God and my country,

to help other people and

to obey the Scout/Guide Law."

At the end of the event, the certificates of completion were issued by Bharat Scout & Guide, to the students who successfully completed the programme.

Date   : Feb 3 & 4, 2015
Event   : Games

Games are good for the physical as well as the mental fitness of the students. The games also develop sense of cooperation, competitiveness, togetherness and help among the students. Games also refresh the students and prepare them with a better concentration on their studies. With the above view, various game events were organized for the enthusiastic students of the B.Ed. department on Feb 3 & 4, 2015.

Various indoor and outdoor games, viz, Carom, Chess, Ludo, and Volleyball were participated by eighty eight students with zeal and enthusiasm. The 1st, 2nd and 3rd prizes were announced by the Principal separately for the seven games, at the end of the programme.

Date   : March 15, 2015
Event   : Cultural Programme

With a view of entertainment and to develop skills and talent of the students in the field of Geet, Ghazal and Poem etc., a cultural programme was organized on March 15, 2015. 24 students, who have been rehearsing for a week, performed in the event and sang melodious songs, poems and ghazals. Few musicians were also arranged to accompany the performers.

The event was enjoyed very much by all the students, teachers and the support staff. To preserve memories of this musical cultural programme, the event was got video graphed. The event ended with the concluding speech of the Director (B.Ed.).

Date   : March 23, 2015
Event   : Guest Lecture

Dr. S.K.Shukla is an eminent professor retired from Department of B.Ed. in University of Lucknow. The distinguished guest had a vast experience of delivering lectures on his extremely favorite subject 'Action Research'. Keeping this in view, his lecture on 'Action Research' was arranged form 11.30 AM to 01.15 PM, on March 23, 2015. Dr. Shukla very nicely deliberated the

subject and the session was extremely liked by the students. In the last, Director Sh. S.N. Mishra expressed his gratitude to Dr. Shukla and thanked the guest speaker for sparing his precious time in delivering   speech so interestingly, on such an important topic.

Date   : March 28, 2015
Event   : Short Tour to Naimisharanya

An excursion tour was organized on 28rd March. The place of the visit was chosen as 'Naimisharanya. 'Naimisharanya is located in the district of Sitapur, at a distance of around 94 kilometres from Lucknow. It is a major pilgrimage centre and attracts devotees from all over India. Naimisharanya, most commonly called 'Naimisharanya Misrikh' is a centre for spiritual discourse and people come here for attaining mental peace.

According to ancient legends, Gods chose this place on earth to establish Dharma. However, a demon named Vrittrasur was proving to be a major hurdle in the way of Gods. Thus, the Gods requested a highly powerful sage named Maharishi Dadhichi to give his bones in order to create

a weapon to kill the demon. People say that anyone who meditates hard enough over here and rids oneself of worldly desires will definitely attain some amount of divine power and force. Every year, in the Hindu month of Phalgun, a temple festival known as Chaurasi Kosi Parikrama is held in the honour of the sage Maharshi Dadhichi.

The group of eighty students started the bus journey at 10 AM to reach there at 12 noon. The Students performed Darshan in the famous 'Naimisharanya Misrikh' temple and gathered Information's about the sacred temple and the places around. The students also prepare detailed Report of this educational tour. The group returned back to the Institute at 6 PM.

Date   : April 04, 2015
Event   : Cultural Programme

Programme With a view of entertainment of the students and to develop spirit of competition in the students, a cultural programme was organized on April 04, 2015. Almost all the students had participated in the programme. The programme started with recitation of traditional Saraswati Vandana followed by a devotional song. Seven events viz, Mimicry, Spoon Race, Turn Coat, Paired Race with bind legs, Tongue -Twister, Bindi Spotting and Needle Thread competitions were arranged. The whole hearted and enthusiastic participation of the students made this

programme very lively entertaining. The programme lasted for the entire day and in the end, twenty one students were declared winners in these seven contests.

Date   : May 16, 2015
Event   : Prize Distribution Ceremony

In the concluding event of the academic session 2014-15, the Prize Distribution Ceremony was organized on May 16, 2015to distribute the prizes won by the students in the academic, cultural, sport and other fields undertaken during the entire academic session 2014- 15.

The event started at 10 AM with inaugural speech of the Director and the Principal. The prizes were distributed by the Director, the Principal and the faculty members of B.Ed. department.

After this, the students delivered their short speeches for sharing their feelings and experience gathered during the academic session at the institute.

In the last delicious refreshment was served. The Director delivered a short speech and declared the session as closed.

RAMESHWARAM INSTITUE OF EDUCATION AND TRAINING
CURRICULAR ACTIVITIES AND HOLIDAYS LIST 2014-2015

DATE	DAYS	ACTIVITIES	CELEBRATION/HOLIDAY
15.07.14	Tuesday	Inauguration	
19.07.14	Saturday	Anandam	
25.07.14	Friday	Juma Alvida	(Holiday)
26.7.14	Saturday	Anandam	
29.07.14	Tuesday	Id-ul-Fitre	(Holiday)
01.08.14	Friday	Naagpanchami	(Holiday)
2.08.14	Saturday	Anandam	
9.08.14	Saturday	Anandam	
10.08.14	Sunday	Rakshabandhan	(Holiday)
15.08.14	Friday	Independence Day	(Celebration)
18.08.14	Monday	Krishna janamathami	(Holiday)
23.08.14	Saturday	Anandam	
29.08.14	Friday	Ganesh chaturthi	(Holiday)
30.08.14	Saturday	Anandam	
05.09.14	Friday	Teacher's day	(Celebration)
06.09.14	Saturday	Anandam	
13.09.14	Saturday	Anandam	
17.09.14	Wednesday	Vishwakarma Poga	(celebration)
20.09.14	Saturday	Anandam	
23.09.14	Tuesday	Pitrarvisarjan	(Holiday)
25.09.14	Thursday	Maharaja Agresen jayanti	(Holiday)
27.09.14	Saturday	Anandam	
28.09.14 to 08.10.14	Monday to Tuesday	Preparation Practices Teaching	
02.10.14	Thursday	Gandhi & Shashtri jayanti	(Holiday)
03.10.14 to 04.10.14	Friday to Saturday	Vijay Dashmi(dusshera)	(Holiday)
06.10.14	Monday	Id-ul-Juha	(Holiday)
08.10.14	Wednesday	Balmiki jayanti	(Holiday)
09.10.14-31.10.14	Thursday To Friday	Teaching Pracice in school	
22.10.14 25.10.14	Wednesday To Saturday	Deepawali	(Holiday)

DATE	DAYS	ACTIVITIES	CELEBRATION/HOLIDAY
01.11.14	Saturday	Anandam	
04.11.14	Tuesday	Moharram	(Holiday)
06.11.14	Thursday	Guru Nanak jayanti	(Holiday)
08.11.14	Saturday	Anandam	
15.11.14	Saturday	Anandam	
22.11.14	Saturday	Anandam	
24.11.14	Monday	Guru Teg Bahadur sahidi diwas	(Holiday)
DATE	**DAYS**	**ACTIVITIES**	**CELEBRATION/HOLIDAY**
29.11.14	Saturday	A visit to lucknow mahotsav	
06.12.14	Saturday	Anandam	
13.12.14	Saturday	Chahallum	(Holiday)
15.12.14	Monday	Sardare Patel Sahidi divas	(Holiday)
16.12.14 to 31.12.14	Tuesday to Wednesday	Half yearly examination	
25.12.14	Thursday	Chrismas day	(Holiday)
28.12.14	Saturday	Guro Govind Singh jayanti	(Holiday)
03.01.15	Saturday	Id-a milad	(Holiday)
05.01.15	Monday	Guro Govind Singh jayanti	(Holiday)
10.01.15	Saturday	Anandam	
14.01.15	Wednesday	Makar sankranti	(Holiday)
17.01.15	Saturday	Anandam	
23.01.15	Friday	Neta Subhash Chandra Bose jayanti	(Holiday)
24.01.15	Saturday	Basant panchami	(Celebration)
26.01.15	Monday	Republic day	(Celebration)
27.01.15 31.01.15	Tuesday to Saturday	Scout /guide traning program	
02.02.15 28.2.15	(Monday) to (Saturday)	Teaching Pracice in school and critisum lessons	
03.02.15	Saturday	Guru Ravidas jayanti	(Holiday)
17.02.15	Tuesday	Maha Shivratri	(Holiday)
19.02.15	Tuesday	Chhatrapati Shivaji Maharaj jayanti	(Holiday)
04.03.15 07.03.15	Wednesday to (Saturday)	Holi	(Holiday)
14.03.15	Saturday	Anandam	
21.03.15	Saturday	Navratri prarambh	(Holiday)
28.03.15	Saturday	Ram navmi	(Holiday)
02.04.15	Saturday	Mahavir jayanti	(Holiday)
03.04.15	Thursday	Good Friday	(Holiday)
04.04.15	Friday	Anandam	
11.04.15	Saturday	Anandam	
15.04.15	Saturday	Dr. Ambedkar jayanti	(Holiday)
16.04.15 30.04.15	Thesday To Thesday	Pre University examination	
18.04.15	Thursday	Anandam	

| 25.04.15 | Saturday | Anandam | |
| 04.05.15 | Monday | Buddha purnima | (Holiday) |

RAMESHWARAM INSTITUTE OF EDUCATION AND TRANING, LUCKNOW

BACHELOR OF EDUCATION (B.Ed.) 2014-2015

Scheme of Examination and Syllabus

1. There will be 07 theory papers of 100 marks each and practical examination will be of 250 marks .Separate divisions will be awarded in theory and practical examinations .Students securing 60% or more will be awarded first division, securing less than 60% up to 48% will be awarded second division and securing less than 48% up to 36% will be awarded third division if she/he ,securing at least 33 marks in each paper .

2. In practical examination ,first division will be awarded to a candidate if she/he secures 60% or more marks ,second division will be awarded to a candidate if she/he secures 48% or more but less than 60% and third division will be awarded to a candidate if she /he secures 40% or more but less than 48%.

3. Students can write their answers in Hindi/English. The examination for the degree of B.Ed. shall consist of the following:

    Part I   A.   Six compulsory theory papers of 100 marks each   (600)

                    B.   One Elective paper   (100)

Part II   Practical: Consisting of Psycho practical, Practical work & viva voce.   (50 marks)
Part III   Practice of Teaching.   (200 marks)

Part IV   Activities/Work Experience

           I .Co-curricular activity

           II. Presentation of Assignments from theory papers. These activities will be evaluated through grade system.

Structure of Question Paper:

The content of each paper will be divided into four units.

    Question no. 1 is compulsory and will be in the form of 10 short answer questions based on whole content of the syllabus. Rest of the questions shall be from each of the four units and will comprise of two options out of which one will have to be attempted. Thus in all the candidate will have to attempt 5 questions.

No. & Type of questions	**Marks**
One question comprised of 10 short answer type (4 marks each)	40
Four question long type (15 marks each)	60
Grand Total =	**100**

No. & Type of questions   **Marks**

One question comprised of 10 short answer type (4 marks each) 40

Four question long type (15 marks each) 60

Course Structure

Part I   Theory

(A)   **Six Compulsory Theory Papers**

    Paper I: Education in Emerging Indian Society

    Paper II: Psychology of Learner and Teaching- Learning Process

    Paper III: Development of Indian Education

    Paper IV: School Organization and Health Education

    Paper V: Technology of Teaching

    Paper VI: Methods of Teaching School Subjects

(B)   One Elective Paper out of the following papers

    1   Guidance and Counseling
    2   Measurement and Evaluation
    3   Special Education
    4   Pre-Primary Education
    5   Environmental Education
    6   Computer Aided Instruction
    7   Value Education

    8   Education for Human Rights and World Peace

Part II   Practical's

        A.   Psychology Practical – Tests and Experiments

        B.   Practical Work –

            (a) Action Research and Submission of Report

            (b) Analysis of the Text Book of each teaching subject and submission
               of reports.

        C.   Viva-Voce on the whole Practical course.

Part III   Practice-in- teaching

> 10 Practice Lessons in simulated situations and Micro teaching + 40 Lessons +
> Preparation of Material aids for both the teaching subjects.

Part IV   Activities/Work Experience: Each to be evaluated separately in grades

   I.   Co-curricular activities
   II   Presentation of Assignments from theory papers

Scheme of Examination
 Marks
 Part I

(A) Compulsory theory Papers	**6x100 = 600**
(B) One Compulsory Elective *	**1x 100 = 100**

   * (Marks not to be counted towards Division. Minimum passing marks 40)

 Part II   B.Ed. Psychology Practical:

a. P e r f o r m a n c e of Psychology Practical and viva voce	20 marks
b. Statistical Applications in Education (Written test)	15 marks
c. Viva Voce based on 'Action Research Report'	15 marks
	Total 50 Marks

Part III   Practice in teaching

                                                                                  200 marks

Part IV   (150 External + 50 Internal: 10 for teaching Aids, 5 + 5 for two criticism lessons,
             10 + 10 for Lesson Planning in each teaching subject, 10 for supervised lessons)

     Activities: To be evaluated separately in Grades

        I   Co-Curricular

        II   Presentation of Assignments from theory paper

   Grades: *A Excellent*

               B Very Good

               C Good

               D Satisfactory

               E Not Satisfactory

               F Non-participation

Part I: Theory [B.Ed.]

A. **Compulsory Theory Papers**
Paper I

Education in Emerging Indian Society

Max. Marks: 100   Duration: 3 Hrs.

Objectives: The pupil teacher will be able to:

1. Understand the concept of society, education and its interrelationship.
2. Understand and appreciate the educational heritage of India.
3. Understand the social realities of Indian society and their demands on education.
4. Understand the role of education in the modernization process of the society.
5. Understand the issues and problems of Indian Education system.

Unit I

Education: Meaning, concept and nature, Aims and Objectives,

Agencies of Education: Role of Home, School, Community, Youth organizations, Mass media, State its Programmes / Schemes, NCC, NSS, Scout and Guide.

Education & Indian Society: their inter-relationship, Knowledge about Indian constitution and its Directive

Principles; Articles related to Education, Human rights, democracy & socialistic pattern of Society.

Emerging needs in Indian Society: Alternative modes of   education Open, Distance & Non-Formal education, Environmental   Education,   Population education, National Integration,   International understanding,   Value education,

Unit II

Culture and Education: Meaning & inter relationship, cultural heritage of India Unity in Diversity: Acculturation and Cultural Crises.

Socialization and Education: Process of Socialization, factors influencing Socialization; Equality of opportunity in terms of Castes, Tribes, Minorities, Disabled, Gender & the Disadvantaged Means, Measures & provisions made.

Social Change and Role of Education: Concept, nature and factors influencing social change, meaning of new social order, Urbanization and Modernization, Cultural Lag.

Unit III

Philosophy and Education: Significance of studying philosophy in understanding educational practice and problems.

Major Philosophical Systems: **Salient features and impact on education**

(a) Realism with reference to Aristotle and Jainism.

(b) Naturalism with reference to Rousseau and Rabindra Nath Tagore.

(c) Idealism with reference to Socrates, Plato, and Advait Philosophy (Shankaracharya.) (d) Pragmatism with reference to Dewey.

   (e) Humanism, Scientific Humanism and Buddhism.

Unit IV

Educational Thinkers and their contribution in development of principles of Education

M. K. Gandhi: Sarvoday Thought & Basic Education
Swami Vivekananda: Man making Education
Sri Eurobond: Integral Education: its basic premises, stages of Development
Froebel: Kindergarten system
Montessori: The Didactic Apparatus

Paper –II [B.Ed.]
EDUCATIONAL PSYCHOLOGY

Max. Marks: 100   Duration: 3 Hrs.

Course objectives:

After studying this paper, the student will be able:
1. To appreciate the role of educational psychology in teaching and learning.
2. To understand the salient features and problems of growth and development, process of learning, adjustment process, personality and educational needs of students.
3. To develop the ability to apply the knowledge provided by educational psychology to classroom problems of various kinds.

Unit I: Educational Psychology

Meaning, Nature, and Scope of Educational Psychology, Methods of Educational Psychology, Modern trends in Educational Psychology.

Development: its concept and stages. Growth and development. Role of heredity, environment, maturation & learning in development and in producing individual differences. Development of the concept of language, numbers, and space. Developmental tasks. Development of thinking & Problem solving.

Unit II: Psychology of learning and motivation

Learning: Nature and concept of Learning, Factors influencing learning. Educational implications of the theories of

Thorndike, Pavlov, and Skinner, and the Gestalt approach to learning.

Transfer of training: Concept, theories and factors influencing transfer of learning

Memory and Forgetting: Concept, Factors influencing retention. Strategies of memorization,

Motivation: its nature, and types. Its role in learning and teaching. Techniques of enhancing learner's and teacher's motivation.

Unit III: Intelligence and Personality

Intelligence: Nature, definition and growth trend in intelligence. Two factor theory, Multi Factor Theory, and Group factor theory of Intelligence. Structure of Intellect Model (SOI) Model. Measurement of intelligence: Types of intelligence tests. Contributions of Binet, Wechsler and Cattell in intelligence testing

Personality: Nature and Definition of Personality. Assessment of personality: HSPQ, MMPI, Rorschach, and TAT

Unit IV: Creativity, Exceptional children, and Mental Hygiene

Creativity: Concept and Dimensions of Creativity. Its relationship with intelligence. Measurement of Creativity. Nurturing Creativity: role of home and school.

Exceptional Children:

    a. **Psychology of Gifted children**: Technique for teaching the gifted children

    b. **Low achiever children**: Nature, diagnosis and role of teacher

    c. **Leaning disabled children**: Nature, diagnosis and role of teacher

Mental health problems of school children. Principles and practice of mental hygiene.

Paper -III [B.Ed.]

Development of Indian Education

Max. Marks: 100   Duration: 3 Hrs.

Objectives

   The pupil teacher will be able to:

   1. Understand the development of Indian Education.

   2. Identify and analyse the problems of modern Indian Education.

   3. Appreciate the educational system adapted by Indian Educational Institutions.

Unit I

Education in ancient India:
Vedic Education Buddhist Education

Education in medieval period: Muslim Education

Unit II

Education during pre-independence period: Early efforts of Europeans and missionaries, Education Policy of East India Company, Orientalists occidentalists controversy, Macaulay's minutes and Bentinck's Resolution of 1835, Woods Dispatch 1854, Hunter Commission – 1882, Curzon's Educational Policy,1899,1905, National movement and progress of education, Sadler Commission Report 1917, Hartog committee- 1927, Wardha Scheme of Education

1937

.

Unit III

Education during post-independence period: University Education Commission 1948, Secondary Education

Commisssion1952, Education Commission 1964 National Policy on Education, 1986, Acharya Ram Murti Committee1990, Programme of Action-1992, YashPal Committee 1992-93.

Unit IV

Problems of Indian Education: Primary, Secondary, University and Teacher Education, Women Education, Social Education and Technical Education

Development of National Institutions: Jamia Milia Islamia, Shanti Niketan, Vanasthali Vidyapeeth.

Paper IV [B.Ed.]

School Organization and Health Education

Max. Marks: 100   Duration: 3 Hrs.

Objectives

The pupil teacher will be able to:
1. Understand the nature of school as an organization, its components and dimensions.
2. Know teacher's roles and responsibilities with respect to academic and co- curricular activities and understand his place and position in the school.
3. Know the components of classroom climate and to help them to understand their effect on pupil's development.
4. Develop skills for effective classroom management.
5. Understand the importance of good health and positive attitude towards exercise and health.

Unit I

School Management and Organization: Concept and Principles managing human and material resources ,

Implications for educational initiations, recruitment procedure. Organizational climate and inter personal relations

School Building and Hostel: Study of some standard designs, furniture and fittings, responsibilities of Hostel Superintendent.

School Office and School Records: Functions, need and kind of school records.

School Library: Requisites of an ideal Library.

Unit II

Head of the Institution: Qualities, qualifications and responsibilities.

The Teacher: a class leader, a manager, a supervisor, an initiator and a guide; qualifications, qualities and responsibilities

Time Table: Need, principles, Criteria for timetable construction.

Class Management and Discipline: Concept and Types, Authoritative and democratic methods of maintaining Discipline, Role of Rewards and Punishment, Corporate Life in School, Pupil's Self Government, and management of co-curricular activities in educational institutions.

School and Community:

Parent Teacher Association

Unit III

Educational Administration: Concept, scope and principles, authoritative and democratic administration,

Educational Administration of Indian Secondary Schools: Constitutional provisions for education role-played by central government, state government, and local Bodies and private Agencies. State control vs. privatization.

Supervision: concept, scope and principles; authoritative and democratic supervision**.** Financing of schools.

Unit IV

School Health Programme: meaning, objectives and types; medical inspection, immunization, pollution control, importance of correct postures and physical exercises, maintenance of health records.
Balanced diet, nutrition and mid-day
meal.
Mental Health: concept, importance, factors affecting mental health and improvement
measures. First Aid: meaning, importance and its application in school situations.

Paper –V [B.Ed.]
Technology of Teaching

Max. Marks: 100   Duration: 3 Hrs.

Objectives:

The student teacher will be able to:

1. Understand and appreciate the need of specifying teaching objectives.

2. Understand the various devices and methods of teaching and develop skills and abilities to select appropriate methods and apply them effectively.

3. Select and use appropriate tools for measuring outcomes of teaching.

4. Develop skills for preparing lesson plans for given content in proper format.

5. Know about different approaches to instruction.

6. Understand various methods, media and use of technology with a view to enhancing instruction.

Unit I

Teaching: Concept, maxims and principles, teaching training and instructions; relationship between teaching and learning.

Technology: Concept, definition, educational technology, technology of teaching, hardware and   software technologies, role of technology in modern educational practices.

Planning of Lesson: types of lesson plans, forms of lesson plans with special reference to Herbart and Bloom.

Unit II

Plans and methods of Teaching: Dalton Plan, Unit Study Plan, Project Method, Problem Solving Method, Discussion and Brain Storming, Team teaching

Devices in Teaching: Questioning, Illustration, Narration, Description, Audio- visual aids.

Communication in Teaching: Concept, elements; types, precautions and barriers. Role of Teacher in effective communication.

Unit III

Media in Teaching/ Instruction: Important accessories and their application OHP, Still and Movie projector, Audio, Video, Recording instruments, TV – ETV, CCTV, Computers, Interactive TV/Video, E- mail, Internet, Teleconferencing

Strategies in teaching: Programmed Instruction, Process of developing Programmed Instructional Material (Linear, Branching Programs), Team Teaching, Personalized system of instruction, Computer Assisted Learning.

Unit IV

Models of Teaching: Concept, families of models. Selected Models-   Jurisprudential Inquiry, Advance Organizer, Non-

Directive and Assertive Training

Modification of Teacher Behaviour: Concept of teaching skills, Micro- Teaching, Simulated social skill training, Interaction analysis of teaching.

Evaluation: Concept, need and relationship between measurement and evaluation, evaluation systems and types of educational tests.

Paper VI [B.Ed.]

Methods of Teaching School Subjects

Objectives: Student teacher will be able to:

1. Understand general and instructional objectives of teaching.
2. Understand the importance and place of teaching subjects in schools.
3. Know various approaches and methods of teaching.
4. Prepare lesson plans properly.
5. Select and organize learning experiences according to content and level of students.
6. Develop and use various teaching aids.
7. Evaluate the content of textbooks.
8. Develop the skills of diagnostic and remedial teaching.

Course Outline:

The student will be required to study the methods of teaching of two High School subjects opted for practice teaching from the following subjects:

Hindi, English, Sanskrit, Mathematics, Science, Biology, History, Geography, Civics, Economics, Commerce, Home Science.

Note: Methods to be opted on the basis of feasibility and availability of teacher concerned in the institution.

Paper – 6 / 1
Teaching of Hindi [B.Ed.]

Max. Marks: 50   Duration: 1.30 Hrs.

Unit I

o   Importance of Hindi as Mother Tongue and a National Language.

o   Aims and objectives of Hindi teaching, writing objectives in behavioral terms.

o   Place of Hindi in the curriculum.

o   Place of textbooks and rapid readers in the study of Hindi.

o   Development of Literary appreciation.

o   Qualities of a good Hindi teacher.

o   Evaluation procedure in Hindi.

o   Organization of Language laboratory.

Unit II

o   Methods of Hindi teaching (Prose, Poetry, Composition and grammar).

o   Use of media and teaching aids in Hindi teaching.

o   Lesson Planning – prose, poetry, composition and grammar.

o   Diagnostic and remedial teaching.

Paper – 6 / 2

Teaching of English [B.Ed.]

Max. Marks: 50   Duration: 1.30 Hrs.

Unit I

o Importance of English Language: As international language, as first language, second language, third language, language for occupational purposes and communication.

o Place of English Language in Indian school curriculum, views and recommendations of different committees, commission and policies of education.

    o Aims and objectives of Teaching, English.

    o Role of English Teacher
    o Importance of textbooks and supplementary readers in the study of English, criteria evaluation of a textbook.

    o Testing and evaluation in English Language Teaching; importance and types.

Unit II

    o Meaning importance and development of four major language skills viz. listening, speaking, reading and writing.

    o Methods and Approaches of teaching English; direct method, translation – cum – grammar method induction- deduction method, Dr Michael west's new method, structural – situational approach communicative approach and eclectic approach.

    o Lesson Planning; role of planning – yearly, unit wise, daily lessons, lesson planning for teaching of prose, poetry, grammar, composition.

    o Importance, preparation and use of different audio – visual teaching aids. Use of mass- media, dictionaries, language games and activities, language laboratory.

    o Action research in English: Meaning, definition, significance and advantages, various steps. Aims in the execution of an action – research.

Paper – 6 / 3

Teaching of Sanskrit (B.Ed.)

Max. Marks: 50   Duration: 1.30 Hrs.

Unit I

o   Importance of Sanskrit in India.

o   Place of Sanskrit in the curriculum – three-language formula and Sanskrit. Critical appraisal of current Position, suggestions of national policy of Education in this regard.

o   Aims of teaching Sanskrit at various levels, writing objectives in behavioral terms.

o   Teaching of Prose, Poetry, grammar, translation, pronunciation and composition (oral and written) difference between prose and poetry teaching.

o   Oral work in Sanskrit.

o   Criteria of a good textbook.

o   Organization of Language laboratory.

o   Evaluation – purpose, types of tests – essay type and objective, suggestions for improvement.

Unit II

o   Methods of teaching Sanskrit (with special reference to direct method, its utility and limitations).

o   Lesson Planning – need and importance, various forms of lesson plans (Herbart and Bloom).

o   Teaching aids and media in Sanskrit teaching.

o   Diagnostic and remedial teaching.

Paper – 6 / 4

Teaching of Mathematics

[B.Ed.]

Max. Marks: 50   Duration: 1.30 Hrs.

Unit I

o Place of Mathematics in school curriculum.
o Aims and objectives of teaching mathematics, writing objectives in behavioral terms.

o Concept of modern mathematics.

o Approaches in mathematics teaching.

- Deductive and inductive.

- Analysis and synthesis.

o Text Books of Mathematics.

o Evaluation in Mathematics

- Achievement Test

- Diagnostic test

o Qualities of a good mathematics teacher.

Unit II

o Methods of teaching mathematics.

o Use of teaching aids and media in teaching of mathematics.

o Lesson Planning – need and importance, various forms of Lesson plans (Herbart and Bloom).

o Remedial and Diagnostic teaching.

Paper – 6 / 5

Teaching of Science
[B.Ed.]

Max. Marks: 50   Duration: 1.30 Hrs.

Unit I

o   Concept of science teaching, justification for including science as a subject of study   in school curriculum.

o   Aims of science teaching, writing objectives in behavioral terms.

o   Different approaches in science teaching – Integrated Inductive, Deductive, System approach

o   Text Books of Science.

o   Qualities of a Science Teacher.

o   Evaluation -   Purpose and types of tests.

Unit II

o   Methods of Teaching Sciences

o   Planning of Unit and lesson plans, various types of lesson.

o   Resources for teaching science

Laboratory

        Media

        Teaching Aids

o   Importance of science activities.

        Planning of field work

        Project work

        Quiz

        Science Exhibition

o   Remedial and diagnostic teaching.

Paper – 6 / 7

Teaching of Biology
[B.Ed.]

Max. Marks: 50   Duration: 1.30 Hrs.

Unit I

o   Meaning and scope of Biological sciences.

o   Importance of Biology in school curriculum.

o   Aims and objectives of teaching Biology, writing objectives in behavioral terms.

o   Laboratory – Features of a good Biology Laboratory, planning, organizations and maintenance of Biology Laboratory.

o   Textbooks of Biology.

o   Qualities of Biology Teacher.

o   Evaluation techniques.

Unit II

o   Methods of teaching Biology.

o   Planning of Biology teaching -   content organization, planning unit plan and lesson plans.

o   Organization of work – indoor and outdoor, Zoological and Botanical excursions.

o   Audio- visual aids in Biology Teaching.

o   Curriculum -   Modern trends in Biology curriculum.

Paper – 6 / 8

Teaching of History

[B.Ed.]

Max. Marks: 50   Duration: 1.30 Hrs.

Unit I

o   Aims and objectives of History teaching, writing objectives in behavioural terms.

o   Place of history in curriculum and its correlation with other subjects.

o   Text Book of History – Criteria of a good textbook.

o   History Teacher – qualities, role of the teacher in the society.

o   History Room – Organizational and maintenance of History room.

o   Evaluation in History – different techniques paper pencil test, quiz, debate, discussion etc.

Unit II

o   Methods and approaches of teaching History.

o   Devices and techniques of teaching History.

o   Teaching aids and media in teaching of History.

o   Lesson Planning – importance and various types of lesson plans (Herbart and Bloom).

o   Remedial and Diagnostic teaching.

Paper – 6 / 9

Teaching of Geography
[B.Ed.]

Max. Marks: 50   Duration: 1.30 Hrs.

Unit I

o   Nature and concept of teaching geography.

o   Place of Geography in curriculum, learning outcomes.

o   Approaches to organizing Geography curriculum and role of teacher.

o   Aims and objectives of Geography teaching, changing objectives, writing objectives in behavioral terms.

o   Qualities of a Geography teacher – Why Geography needs a different dynamic teacher? Changing role of Geography teacher.

o   Evaluation in Geography teaching.

-   Aspects of evaluation – continuous vs. comprehensive, process, formative vs. summative, cognitive vs.non-cognitive, tools of evaluation.

ƒ   Preparation of question papers – content analysis, writing objectives in behavioral terms, preparing a blue print, developing a list of items for cognitive vs. non-cognitive outcomes, setting a good question paper.

o   Textbook of Geography.

Unit II

o   Instructional inputs in Geography teaching:

-       Teacher directed, learner directed and group directed instructional input.

-       Tools of teaching geography – map, scale, model, symbols, globe, excursion, local resources.

o   Use of media in Geography teaching.

-       Television, interactive television, computer Internet, multimedia etc.

-       Script writing: audio and video and preparation of software.

o   Instructional process of teaching geography:

-       Lesson planning based on different methods (Project, problem solving, brain storming etc.).

o   Remedial and diagnostic teaching.--------------------------------

Paper – 6 / 10

Teaching of Civics
[B.Ed.]

Max. Marks: 50   Duration: 1.30 Hrs.

Unit I

o   Importance of teaching Civics – propagation of social ideals.

o   Formulation of aims and objectives of teaching civics at junior & high school level, writing objectives in Behavioral terms.

o   Principles involved in the construction of syllabus for civics.

o   Civics and its correlation with other subjects.

o   Qualities of Civics teacher.

o   Text Book of Civics: Criteria of good textbooks and critical evaluation.

o   Evaluation techniques.

Unit II

o   Methods and techniques of teaching civics at junior and high school level.

o   Teaching aids and media in civics teaching.

o   Lesson Planning – Importance and various forms of Lesson plans (Herbart and Bloom).

o   Teaching of civics by self-experiences in school situation, pupils self-Government.

o   Remedial and Diagnostic teaching.

Paper – 6 / 11

Teaching of Economics
[B.Ed.]

Max. Marks: 50   Duration: 1.30 Hrs.

Unit I

o   Importance of Economics as a discipline at secondary level and its correlation with other subjects.

o   Aims and objectives of teaching Economics, Writing objectives in behavioral terms.

o   Qualities of Economics teacher, role of the teacher in the content society.

o   Textbook of Economics – Criteria of a good textbook.

o   Evaluation techniques and construction of model question paper.

o   Organization of Economics room.

Unit II

o   Methods and approaches of teaching economics: Team teaching, Discussion, Problem solving, Inductive –

Deductive approach etc.

o   Devices/techniques of teaching economics.

o   Teaching aids and media in teaching of economics: charts, diagrams, models, T.V., radio, excursion, newspaper and magazine etc.

o   Lesson Planning: need, importance and various forms of lesson plans (Herbart and Bloom).

o   Diagnostic and remedial teaching.

Paper – 6 / 12

Teaching of Commerce
[B.Ed.]

Max. Marks: 50   Duration: 1.30 Hrs.

Unit I

o   Importance of Commerce as a discipline and its relation with other disciplines.

o   Aims and objectives of teaching commerce at higher secondary stage writing objectives in behavioral

terms.

o   Content of the course, its division and coordination between divisions.

o   A critical review of syllabus and textbooks of commerce for higher secondary class.

o   Professional traits of a commerce teacher.

o   Evaluation in commerce teaching, Preparation of a model question paper along with its blue print from

Text book of commerce.

Unit II

o   Teaching methods and approaches of commerce teaching; team teaching, project method, seminar,

discussion, visits etc.

o   Equipment's for effective instruction and classroom arrangements.

-    Audio-visual aids. Media.

o   Practical work in connection with the course.Use of community resources (Visits to factories &

Offices).Conducting commercial activities in schools.

o   Lesson Planning – need and importance, various forms of lesson planning (Herbart and Bloom).

o   Diagnostic and remedial teaching.

Paper – 6 / 13

Teaching of Home Science
[B.Ed.]

Max. Marks: 50   Duration: 1.30 Hrs.

Unit I

o   Concept, meaning and components of Home Science.

o   Scope and place of Home Science in school curriculum, its utility for girls and its correlation with other school subjects.

o   Aims and objectives of Home Science teaching, writing objectives in behavioral terms.

o   Development of syllabus and evaluation devices for Home Science.

o   Organization of a Home Science Department, use of space and equipment's.

o   Qualities of a successful teacher of Home Science.

Unit II

o   Methods and approaches of teaching Home Science, Discussion, Demonstration, Laboratory, Project, Field trip etc.

o   Various techniques and devices in Home Science teaching.

o   Teaching aids and media in Home Science teaching: Audio- visual aids, media.

o   Lesson Planning: need, importance and various forms of lesson planning (Herbart and Bloom).

o   Diagnostic and remedial teaching.

Practical Work

Practice work in each of the two teaching subjects selected by students will comprise of the following.

o Developing lesson plans.

o Developing different types of teaching aids.

o Developing different types of evaluation tests.

o Visits or field trips or survey or case study or any other activity and report writing.

B.   *One Elective Paper out of the following papers*

1.   Guidance and Counseling

2.   Measurement and Evaluation

3.   Special Education

4.   Pre-Primary Education

4   Environmental Education

5   Computer Aided Instruction

6   Value education

7   Human Rights and World Peace

Elective Papers

Paper – 7.
Guidance and Counseling

[B.Ed.]

Max. Marks: 100   Duration: 3 Hrs.

Objectives:

The student teacher will able to:

1. Understand the need of guidance and counseling and its relation to education.
2. Get an idea of psychological measurement in guidance and counseling and its utility.

Unit – I

○ Guidance Nature, meaning, scope, need and organization of guidance service in schools.

○ Major Areas of guidance:

Educational: Purpose, functions and programmes.

Vocational: Purpose, vocational, guidance in   different stages. Personal: Need and importance.

Unit II

○ Essential Guidance services: orientation service, information service, counseling service, placement

service, remedial service, follow up service.

○ Need of guidance in the school Programme in Modern India, Essential Programme.

Unit III

○ Counseling: Concept, meaning, purpose and scope of counseling. Principles of counseling, classification of counseling.
○ Techniques of counseling.
○ Interview: Nature and types preparation for interview: Tests - use of different type tests and Interpretation of test data by the counselor.

Unit IV

○ Counselor: Role, responsibilities and qualities of a good counselor.
○ Relationship between counselor and counselee.

Elective Papers

Paper – 7 / 2.
Measurement and Evaluation
[B.Ed.]

Max. Marks: 100   Duration: 3 Hrs.

Objectives:

1. To get basic knowledge of purpose and need for measurement and evaluation.

2. To know different techniques and tools of evaluation and their uses.

3. To calculate and use statistical measures in measurement and evaluation.

Unit I

O Principles of Measurement and Evaluation.

O Concept and need for measurement and evaluation.

O Purpose of evaluation – diagnosis, prognosis, survey, guidance, testing etc.

Unit II

O Evaluation techniques – Techniques of testing – Written, oral, practical, observation, socichiometric and projective.

O Tools of testing – Test, inventories, checklist, rating scales.

Unit III

o   Characteristics of good test – objectivity, practicability, reliability, validity, standardization of tests, item analysis.

o   Examination systems in India at elementary, secondary and university levels.

Unit IV

o   Statistics: Statistical treatment of data.

o   Normal Probability Curve & its applications.

o   Correlation: Concept & types – simple & multiple, methods – product moment & rank difference.

o   Formative & Summative Evaluation, Criterion Referenced test, Norm Reference Test,

o   Grading & Scaling, Measurement Scales, Test for measuring Intelligence, Creativity &

Personality, Attitude,Aptitude, Values, Interest (Study of at least one tool each).   ----------------------------------

Paper – 7 / 4
Special Education

Elective Paper

[B.Ed.]

Max. Marks: 100   Duration: 3 Hrs.

Objectives:

1. Student will be familiar with the concept of special education with specific reference to Indian

Context.

2. Students will understand the nature and needs of different categories of special children.

3. Students will be able to comprehend and apply the special techniques of teaching and evaluating.

Unit I

o Special Education – Concept, scope, objectives and basic principles of special education in emerging Indian society.
o National Policy with reference to disabled.

Unit II

o Classification of special children
   - Physically handicapped and impaired
   - Emotionally exceptional – drug addicts, truants and delinquents.
   - Mentally exceptional – Gifted, Creative, mentally retarded.
   - Educationally Exceptional – Educationally Backward, slow learner, under achiever
   - Socially Exceptional – socially deprived.
o Meaning, identification, needs and problems of these exception children.

Unit III

o Different techniques of teaching and evaluating children with special needs.

o Use of community resources for Education of special children.

Unit IV

o Agencies of special education – central and state government, voluntary agencies.

o some issue in special education.

   - Parental attitude.
   - Community awareness
   - Special schools vs. integrated school

Paper – 7 / 4
Pre-Primary Educations

Elective Paper

[B.Ed.]

Max. Marks: 100   Duration: 3 Hrs.

Objectives:

Students will be able to

- o Understand the need and importance of pre- primary education.
- o Get knowledge about curriculum, activities and methods of teaching at pre- primary level.

Unit I

- o Aims and importance of pre- primary education.
- o Characteristics of pre- primary child, sensory, motor, emotional, social, mental and language development of infants, measuring children's abilities.

Unit II

- o Special problems of the pre- primary age and their remedies.
- o Nursery School programme, characteristics of Nursery schools – Daily programmes, environment and Equipment.

Unit III

- o Curriculum, Activities, Plays.
- o Methods of teaching – Play way method, Montessori Method, Kindergarten method.

Unit IV

- o Development of Pre- primary education with special reference to India, problems of pre- primary education, Recommendations of different committee and commissions. Parent education.

Paper – 7 / 5

Environmental Educations

Elective Paper

[B.Ed.]

Max. Marks: 100   Duration: 3 Hrs.

Objectives

 The pupil teacher will be able to:

1.   Acquire basic knowledge about various aspects of environment and environmental education.

2.   Become aware and sensitive towards environment and its allied problems.

3.   Become concerned about urgent action for environmental protection and conservation.

4. Get oriented with the concept, methods and activities regarding environmental education.

Unit I

o   Environment: meaning, definition, different aspects of environment, concept of eco- systems with special reference to the relationship of the organisms with their environment.

o   Man made changes to the environment and resulting problems at local, national and international levels:Pollution, deforestation, natural calamities, biodiversity extinction, global warming and energy crisis.

Unit II

o   Environmental Education: concept, objectives and need.

o   Methods of teaching in environmental education.

Unit III

o   Use of Media and Technology in environmental education.

o   Integration of environmental component in various school subjects at secondary

Unit IV

o   Conservation of Environment: meaning, need, appropriate methods, role of the teachers and the students.

o   Action Research Project: planning, process and evaluation.

Paper – 7 / 6
Computer Aided Instruction
Elective Paper
[B.Ed.]

Max. Marks: 100   Duration: 3 Hrs.

Objectives:

1. To acquaint students with basic elements of computers and its use in education.

2. To acquaint them with various types of educational software packages.

3. To prepare students for using the computers for educational purposes.

4. To acquaint them with information technology and Internet.

Unit I

o Computer: Meaning, Characteristics and Application.

O Development of Computers: Generations.

o Types of Computers

o Hard ware and Software, CPU, ALU, CONTROL UNIT, MEMORY.

   Types of Memory
o Peripherals of computer (Input devices/Output device

o Types of computer operating System

o Concept of disk Operating System
o Concept of Window Based Operating System

Unit II

o Application Software (e.g. Word Processor, Spread Sheet, Presentation   Application, Electronic Mail, Internet browsers, search engines, e- services)
o Electronic Networking (Computer network, Local area network, wide area network, world wide web)

Unit III

 o Meaning of computer assisted Education
 o Application of Computer in Teaching (Preparation of lesson plans, notes, Managing subject related content, Question papers, Preparation of Results and report etc.)
o Application of Computers in Learning (Searching Directory and search engine, Using encyclopedia, Use of e- books, Use of computers in doing home assignment and project work, writing of notes, presenting reports, writing applications and letters, making/greeting cards and invitations etc.)
 o Uses of Computer in Educational Administrative.

Unit IV

o Concept of Information Technology,
o Modern information technology system in Education.
o Use of Computers in Education
o Advantages and Disadvantages of Computers in Education.

PRACTICAL

- Creating Folders & Shortcuts

- Customizing Desktop Environments

- Working with windows Explorer

- Working with Control Panel

- Writing notes and letters with the help of a word processor.

- Making spread sheet

- Preparing a lesson plan by using the following:

  Text, images, sound, video, graphs, drawing, tables, clip art and effects.

- Opening internet account.

- Accessing desired web sites.

- Downloading from net.

- Sending and receiving electronic messages.

- Collection of required information from net.

SESSIONAL WORK

1. Writing essay /notes in comp/students profile

2. Preparing report card in comp.

3. Preparing a lesson plan in comp.

4. Collecting and presenting specific information from internet.

5. Sending and receiving assignment through his/her e- mail account.

Note : 40 – Theory, 60 – Practicals + Sessional Work

Paper7 /7 Value Education

Elective Paper

[B.Ed.]

Max. Marks: 100   Duration: 3 Hrs.

Objectives:

1.   To understand the nature and sources of values.

2.   To understand the classification of values.

3.   To understand the importance of values in human life.

4.   To examine the role of values in education.

Unit I

o   Need and importance of value education.

o   Concept of values in behavioral sciences, nature and sources of values, Determinants of values (Biological, Social, Psychological, Ecological) = their bearing on education in varying degrees, Indian culture and values.

Unit II

o   Classification of values, Material, Social, Moral and Spiritual values inculcation of values through education.

   Theories of value positive and negative values. Role of education to overcome negative values.

Unit III

o   Levels of values realization value conflicts, and their resolution development of values as a personal and life long process. Teaching of values as an integral part of education.

Unit IV

o   Evaluating that teacher and other school personnel are value laden, students and parents are value laden, and curriculum is value laden.

o   Values of self-sacrifice vs. value of self-centeredness

o   Values of excellence vs. value of ego centralism

o   Values of work vs. values of selfishness

Paper – 7 / 8
Educations for Human Rights and World Peace
Elective Paper
[B.Ed.]

Max. Marks: 100   Duration: 3 Hrs.

Objectives:

Student Teacher will be able to:
1. Understand human rights and its importance.
2. Understand the areas of denial of human rights to weaker sections of the society.
3. Spread the awareness of human rights.
4. become more sensitive towards social issues related to human rights.

Unit 1
o Human Right Education: Concept, definition, need & some vital issues.
o Historical Background: International: UN Declaration 1948.
o National: Development of human Right Education in India with Special Reference to Poverty and illiteracy, caste and gender discrimination.
o Human right as incorporated in Indian constitution, fundamental Rights with special reference to socially disadvantaged groups viz minorities backwards and physically and mentally challenged.

Unit II

o UNESCO Recommendation (1974) related to education for international understanding and World peace. Education for Human Rights and Fundamental freedom. Theosophical Movement and communal harmony.
o Human Rights Education for citizenship. Rights and responsibility of a citizen, right to education, right to vote (need to educate the voter) right to information, consumer's right (need for consumer education). Role of the consumer courts.
o The Vienna Declaration and programme of action.

Unit III
o Women's and Children's rights, promises and Performances.

Vision or Illusion, women education against gender discrimination & sexual exploitation, education for Women Empowerment, Abuse of child's rights sexual exploitation and child labor.

o Characteristics of Democracy Human Rights Education: the legal perspectives. Some prominent Judgments.
o Agencies for Human Rights Education, School, state and NGOs.

Unit IV

Family development of sensitivity towards socially disadvantaged through seminars,

conference. Sensitization workshops, group discussion debate, dramatization, role- playing.

o Field Surveys by visiting the slumps, villages, hospitals, orphanage, protective homes for children and protective houses for women, children in hazardous occupation through NSS programmes. Meeting with the out of school children to education them through non- formal educational system. Visits to riot hit area.

B.Ed. Psychology
Practical

A. Course of study:

1. B. Ed. Psychology Practical shall consist of three parts.

2. **Part I:** The course of study for B.Ed. Psychology Practical: The list of Psychology experiments and tests shall remain same as in syllabus existing upto 2007-08.

3. **Part II: Statistical Applications in Education**:

    Frequency Distribution & Graphical representation

    of data, Measures of Central tendency (mean,

    median, mode),

    Measures of Variability (range, quartile, standard deviation, Measures of Relative positions
    (Percentile & Percentile ranks)

    Measures of Association: Correlation (by rank difference

    method) Normal distribution and characteristics of Normal

    Probability curve.

4. **Part III: Action research** on allotted topic and report writing

B. Scheme of Examination

1. Marking scheme of the B.Ed. Psychology Practical shall be as follows:

    d. Performance of Psychology Practical and viva voce   : 20 marks
    e. Statistical Applications in Education (Written test)   : 15 marks
    f. Viva Voce based on 'Action Research Report'   : 15 marks

2. Every effort shall be made that a person appointed as Psychology Practical Examiner

    possess a background of Educational Psychology and/or Educational Psychology Practical.

Part III

Practice- in- Teaching

For Practice in Teaching, every student must take 40 supervised lessons; at least 20 lessons in each of the two subjects as prescribed in High school syllabus and opted by the student, with their assigned groups.

Observation: Students will be required to observe at least 15 lessons as arranged by the supervisor.

Criticism Lessons: Students will be required to take at least one criticism lesson in each subject.

Preparation of Teaching Aid: Students will be required to submit 5 Teaching aids.

The evaluation of Practice in teaching will carry 200 marks (150 External and 50 Internal).

The breakup of the marks is as follows:

External Assessment 150

Internal Assessment

Preparation of teaching aids	10
Two Criticism Lessons	5 + 5
Lesson Planning in each subject	10 + 10
Supervised Lessons	10

Total = **200**

PART IV

Activities /Work Experiences

Objectives:

The student teacher will be able to

1. Organize the curricular activities.

2. Understand the significance of organizing co- curricular activities for the teachers as well as the students.

3. Find a base for innovative practices/approaches regarding the organization of co- curricular activities. I.

Co-curricular activities

A. Cultural activity, Quiz, Debate, Sports, Creative writing, Cartooning, Painting, Educational games. Exhibition etc.

Socially Useful and Productive work (SUPW)

Art and Craft   Preparation of eco-friendly items (using artistic and / or already used material) like greeting cards, paper bags, decorative candles, Soft toys, puppets, slip pads, notebooks, materials useful for community service, items made from jute etc. and / or Crafts – Tie and Dye, Batik, Block Printing, Fabric Painting, Sculpture, Photography, any other. (Depending upon availability of the experts).Any other activity according to local needs.

C. Community Service

Participation   in   Literacy   Programmes,   awareness   programme Environmental, Health and Hygiene, Population and Family welfare etc., gardening based on horticultural expertise, Organization of the exhibition of the materials prepared by the students, preparation of courts for sports.

D.Academic work experience Report writing about different events, , planning and preparation of work plan books scrap books, newspaper clippings, herbariums, teachers' diary (may be prepared in innovative way), maintenance of attendance register, Preparations for the magazine

Note:

Students are required to organize and   participate in at least one activity of   each category. (A, B, C, D). Some of them may give Demonstration(s) then others may create thing(s) individually. Variety of the activities in each category may be introduced gradually through successive sessions.

II. Presentation of Assignment from theory papers.

Note:

(a) Comprehensive report of students will be maintained by teacher in charge.

 (b) These activities will be evaluated through grade system.

Classification of Grades:

E-Excellent
A-Very Good
B- Good
C- Satisfactory
D- Unsatisfactory

Time Table

Rameshwaram Institute of Education & Training, Lucknow					
Time Table (2014-2015)					**Section A**
Days	**1**	**2**	**3**	**4**	**5**	**6**
Monday	Paper II SNT	Paper I PKT	Paper V Dr. RKS	Paper IV RP	Paper III RKP	Special Education. -RKP Guidance & Counselling -PS Environmental Education -PKT Computer Aided Instruction -MKD,AKP
Tuesday	Paper II SNT	Paper I PKT	Paper V Dr. RKS	Paper IV RP	Paper III RKP	Special Education. -RKP Guidance & Counselling -PS Environmental Education - PKT Computer Aided Instruction -MKD,AKP
Wednesday	Paper II SNT	Paper I PKT	Paper IV PS	Paper III RKP/AKP	Paper V Dr. RKS	Paper IV RP
Thursday	Paper II MKD	Paper I PS	Paper V Dr. RKS	Paper I PKT	Psychology Practical & Statistics	
Friday	Paper II MKD	Paper III AKP	SC -MKD HIS -RKP H.SC -PS CIV -PKT ECO -RP	MATH - MKD COM -RP HINDI - AKP ENG -SNT BIO -PS	Psychology Practical & Statistics	
Saturday	Paper V PKT	Paper III AKP	SC -MKD HIS -RKP H.SC -PS CIV -PKT ECO -RP	MATH - MKD COM -RP HINDI - AKP ENG -SNT BIO -PS	ANANDAM	

Rameshwaram Institute oF Education & Training					
Time Table (2012-2013)					Section B
Days	1	2	3	4	5	6
Monday	Paper I PKT	Paper II SNT	Paper III RKP	Paper V Dr. RKS	Paper IV RP	Special Education. -RKP Guidance & Counselling -PS Environmental Education - PKT Computer Aided Instruction -MKD,AKP
Tuesday	Paper I PKT	Paper II SNT	Paper III RKP	Paper V Dr. RKS	Paper IV RP	Special Education. -RKP Guidance & Counselling - PS Environmental Education - PKT Computer Aided Instruction -MKD,AKP
Wednesday	Paper I PKT	Paper II SNT	Paper III RKP/AKP	Paper V Dr. RKS	Paper IV PS	Paper IV RP
Thursday	Paper I PS	Paper II MKD	Paper I PKT	Paper V Dr. RKS	Psychology Practical & Statistics	
Friday	Paper III AKP	Paper II MKD	SC -MKD HIS -RKP H.SC -PS CIV -PKT ECO -RP	MATH - MKD COM -RP HINDI -AKP ENG -SNT BIO -PS	Psychology Practical & Statistics	
Saturday	Paper III AKP	Paper V PKT	SC -MKD HIS -RKP H.SC -PS CIV -PKT ECO -RP	MATH - MKD COM -RP HINDI -AKP ENG -SNT BIO -PS	ANANDAM	

RAMESHWARAM INSTITUTE OF EDUCATION & TRAINING
GOVIND PURAM, SITAPUR ROAD, LUCKNOW

BALANCE SHEET AS ON 31.03.2014

LIABILITIES	AMOUNT		ASSETS	AMOUNT	
CAPITAL FUND -			FIXED ASSETS -		
Balance as on 01.04.2013	4,581,551.00		(At Cost Less Depreciation)		4,483,767.00
Less : Excess of Expenditure over Income	(1,085,219.00)	3,496,332.00	(As per Schedule)		
LOAN FOR BUS			INVESTMENTS -		
Addition during the Year	1,091,832.00		FDR for Lucknow University	250,000.00	
Add : Interest & Charges during the year	116,020.00		FDR for N.C.T.E., Jaipur	800,000.00	1,050,000.00
	1,207,852.00				
Less : Paid during the year	320,481.00	887,371.00	T.D.S. Refundable -		
LOAN FOR CAR					
Addittion during the Year	747,994.00		A.Y. 2013-14		13,386.00
Add : Interest & Charges during the year	74,169.00				
	822,163.00		CURRENT ASSETS -		
Less : Paid during the year	210,008.00	612,155.00			
LOAN Against FDR			Accrued Interest	16,809.00	
Addittion during the Year	739,257.00		Rameshwaram Foundation	80,849.00	
Add : Interest during the year	79,662.00		Rameshwaram Institute of Tech. & Mgt.	1,840,043.00	
	818,919.00		Imprest to Staff	10,500.00	1,948,201.00
Less : Paid during the year	818,919.00	-			

LIABILITIES	AMOUNT		ASSETS	AMOUNT	
CURRENT LIABILITIES -			CLOSING BALANCES : (As on 31.03.2014)		
Rameshwaram Educational Society	350,000.00		(As per books of accounts)		
Rameshwaram Int. Academy	1,547,966.00		Cash in Hand	31,991.00	
Salary Payable	649,322.00		With Alb Bank C/A 50039184300	14,073.00	
TDS Payable	2,678.00	2,549,966.00	With Corp Bank C/A 152001601001001	3,760.00	
			With Corp Bank SB 152000301120015	646.00	50,470.00
Total	7,545,824.00		Total		7,545,824.00

Place : Lucknow
Date : 27.09.2014

"As per our report of even date"
For G.S.W. & CO.
Chartered Accountants

Partner

For Rameshwaram Educational Society

Secretary
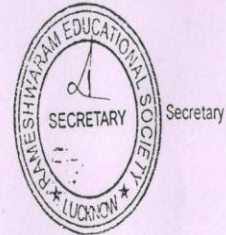
RAMESHWARAM INSTITUTE OF EDUCATION & TRAINING
GOVIND PURAM, SITAPUR ROAD, LUCKNOW
STATEMENT OF INCOME & EXPENDITURE FOR THE YEAR ENDING 31.03.2014

EXPENDITURE	AMOUNT	INCOME	AMOUNT
To Salary	4,447,966.00	By Fees Recd.	4,053,514.00
To Affiliation Fee	30,000.00	By Hostel Fees	210,000.00
To Advertisement Expenses	5,000.00	By Misc Receipts	403,150.00
To Bank Charges	742.00	By Bank Interest	72,734.00
To College Function Expenses	14,732.00	By Excess of Expenditure over Income	
To Computer Repairs & Maintenance	6,500.00	Transferred to Capital Fund	1,085,219.00
To Examination Expenses	21,440.00		
To Examination Fees	1,100.00		
To Honorarium	2,200.00		
To Insurance Expenses	70,830.00		
To Internet Expenses	25,650.00		
To Interest Paid on Bank Loan	269,851.00		
To Legal Expenses	600.00		
To Magzine & News paper	16,700.00		
To Medicine & Medical Expenses	2,160.00		
To Misc. Expenses	15,844.00		
To Office Maintenance Expenses	12,467.00		
To Postage & Courier Expenses	368.00		
To Printing & Stationery	102,255.00		
To Refreshment Expenses	63,243.00		
To Repair & Maintenance	4,855.00		
To Scout Guide Training Expenses	17,408.00		
To Sports Expenses	8,650.00		
To Teaching Kit Expenses	57,210.00		
To Telephone Expenses	10,200.00		

SECRETARY

RAMESHWARAM INSTITUTE OF EDUCATION & TRAINING
GOVIND PURAM, SITAPUR ROAD, LUCKNOW

SCHEDULE OF FIXED ASSETS AS ON 31.03.2014

Sl. No.	PARTICULARS	RATE OF DEPRECIATION	W.D.V. as on 01.04.2013	ADDITIONS UPTO 30.09.2013	ADDITIONS AFTER 30.09.2013	TOTAL	DEPRECIATION	W.D.V. as on 31.03.2014
1	Building	5%	1,946,105.00	-	-	1,946,105.00	97,305.00	1,848,800.00
2	Furniture & Fixiture	10%	89,084.00	-	-	89,084.00	8,908.00	80,176.00
3	Electrical Equipments	15%	42,214.00	-	-	42,214.00	6,332.00	35,882.00
4	Water Cooler & Purifire	15%	16,274.00	-	-	16,274.00	2,441.00	13,833.00
5	Aircondition	15%	21,372.00	-	-	21,372.00	3,206.00	18,166.00
6	Lab Equipment	15%	81,285.00	-	-	81,285.00	12,193.00	69,092.00
7	Mike Set	15%	12,750.00	-	-	12,750.00	1,913.00	10,837.00
8	Bus	15%	1,380,186.00	-	-	1,380,186.00	207,028.00	1,173,158.00
9	Vehicle	15%	1,412,105.00	-	-	1,412,105.00	211,816.00	1,200,289.00
10	Liabrary Books	60%	24,691.00	3,280.00	27,011.00	54,982.00	24,886.00	30,096.00
11	Computer	60%	8,596.00	-	-	8,596.00	5,158.00	3,438.00
	TOTAL Rs.		5,034,662.00	3,280.00	27,011.00	5,064,953.00	581,186.00	4,483,767.00

EXPENDITURE	AMOUNT	INCOME	AMOUNT
To Travelling & Conveyance Expenses	35,460.00		
To Depreciation	581,186.00		
Total	5,824,617.00	Total	5,824,617.00

Place : Lucknow
Date : 27.09.2014

"As per our report of even date"
For G.S.W. & CO.
Chartered Accountants

Partner

For Rameshwaram Educational Society

Secretary

NATIONAL COUNCIL FOR TEACHER EDUCATION
(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)
Northern Regional Committee
राष्ट्रीय अध्यापक शिक्षा परिषद
(भारत सरकार का एक विधिक संस्थान)
उत्तर क्षेत्रीय समिति

गुरूर्गुरुतमो धाम
NCTE

TO BE PUBLISHED IN GAZETTE OF INDIA PART – III, SECTION 4

F. NRC/NCTE/F-7/UP-3107/148 MEETING/2009/ 9396 **Dated:** 3 1 AUG 2009

ORDER

WHEREAS in terms of Section **14(1)** of the NCTE Act, 1993 **RAMESHWARAM INSTITUTE OF EDUCATION AND TRAINING, KAMLABAD BADHOLI, POST OFFICE- BAKSHI KA TALAB, DISTT. – LUCKNOW, U.P.** has submitted an application (code No. APN07370) to the Northern Regional Committee of NCTE for grant of recognition/permission for starting **B.Ed. course** of **One year** duration with an annual intake of **100 (one Hundred)** students on 19.9.2008.

2.   AND WHEREAS on scrutiny/perusal of the application submitted by the institution, the documents attached therewith, the affidavit and the input received from the visiting team in the form of report and Videography, recommendation of the State Government, the Committee is satisfied that the institution/society fulfills the requirements under the provisions of NCTE Act, Rules and relevant Regulations including the Norms and Standards for the **Secondary teacher education Programme** such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratory etc. for running the Programme and has selected/appointed duly qualified teaching staff as per NCTE norms.

3.   NOW, THEREFORE, in exercise of the powers vested under Section **14(3) (a)** of the NCTE Act, 1993, the Northern Regional Committee hereby grants recognition/permission to **RAMESHWARAM INSTITUTE OF EDUCATION AND TRAINING, KAMLABAD BADHOLI, POST OFFICE- BAKSHI KA TALAB, DISTT. – LUCKNOW, U.P.** for conducting **B.Ed. Course** of Secondary **(level)** of one **year** duration with an annual intake of **100 (One Hundred)** students from the academic session **2009-2010** under clause 7(11) of NCTE Regulation, 2007 notified on 10-12-2007.

4.   The institution shall, within one month of the receipt of recognition order, convert the endowment fund and reserve fund accounts into joint accounts to be operated along with an officer of the Northern Regional Committee.

5.   The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.

6.   The institution shall make admission only after it obtains affiliation from the examining body in terms of clause 8(12) of the NCTE Regulations, 2007 notified on 10-12-2007.

7.   Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed under relevant norms and standards of NCTE for other regulatory bodies like UGC, the State Government etc, wherever applicable.

8.   The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant together with statement of T.D.S. in respect of the salary paid to the staff. A copy of the format is enclosed with the order.

कार्यालय : ए-46, शान्ति पथ, तिलक नगर, जयपुर-302004 (राजस्थान)
कार्यक्षेत्र : उत्तर प्रदेश, उत्तराखंड, दिल्ली, हरियाणा, पंजाब, चण्डीगढ़, हिमाचल प्रदेश, राजस्थान
Phone No. : 0141-2623501 (O), Telefax No. : 0141-2620116 (RD)

Office : A-46, Shanti Path, Tilak Nagar, Jaipur-302004 (Rajasthan)
Jurisdiction : U.P., Uttrakhand, Delhi, Haryana, Punjab, Chandigarh, H.P., Rajasthan
E-mail : nrc@ncte-in.org • Website : http://www.nrcncte.org, www.ncte-in.org

समस्त पत्र–व्यवहार रजिस्ट्रार, लखनऊ विश्वविद्यालय को सम्बोधित करें अन्य किसी अधिकारी के नाम से नहीं।

पत्र संख्या .....१९३१६..... / सम्बद्धता / 2014

दिनांक .....29.5.14.....

स्पीडपोस्ट / रजिस्टर्ड / व्यक्तिगत

प्रेषक,

कुलसचिव,
लखनऊ विश्वविद्यालय,
लखनऊ।

सेवा में,

प्रबन्धक,
रामेश्वरम इंस्टीट्यूट ऑफ एजूकेशन एण्ड ट्रेनिंग,
सीतापुर रोड, लखनऊ।

महोदय,

महाविद्यालय में स्ववित्तपोषित योजनान्तर्गत बी०एड० पाठ्यक्रम की स्थायी सहयुक्तता प्रदान करने विषयक किये गये महाविद्यालय के स्थलीय निरीक्षण का कृपया संदर्भ ग्रहण करने का कष्ट करें।

इस सम्बन्ध में मुझे यह कहने का निदेश हुआ है कि उक्त पाठ्यक्रम में सहयुक्तता प्रदान किये जाने के प्रयोजनार्थ कराये गये निरीक्षण में निरीक्षक मण्डल की आख्या की संस्तुति के परिप्रेक्ष्य में कार्यपरिषद की बैठक दिनांक 08.05.2014 के मद संख्या–09(घ) द्वारा आपके महाविद्यालय को स्ववित्तपोषित योजनान्तर्गत बी०एड० पाठ्यक्रम में सत्र 2014–15 से 100 सीटों सहित स्थायी सहयुक्तता प्रदान कर दी गयी है।

कृपया तद्नुसार कार्यवाही करने का कष्ट करें।

भवदीय·
(भावना मिश्रा)
सहा. कुलसचिव (सम्बद्धता)

संख्या :   / सम्बद्धता / 2014,   दिनांक :
प्रतिलिपि निम्नलिखित को सूचनार्थ एवं आवश्यक कार्यवाही हेतु प्रेषित :–

1. सचिव कुलपति को मा० कुलपति जी के अवलोकनार्थ।
2. प्रति कुलपति जी के अवलोकनार्थ।
3. कुलसचिव जी के अवलोकनार्थ।
4. गार्ड फाईल।

(भावना मिश्रा)
सहा. कुलसचिव (सम्बद्धता)

Aff. Aff.-14-15-R

7

RAMESHWARAM INSTITUTE OF EDUCATION & TRAINING

RESULT ANALYSIS (Session-2013-14)

S.No.	Name	Total Theory Marks (Out of 650)	Percentage of Theory Paper (Out of 650)	Practice Teaching Marks (Out of 200)	Total Theory & Practical	Percentage of Theory & Practical Paper (Out of 850)	Optional Paper
1	ADITI MISHRA	476	73.23	162	638	75	86
2	AMAR DEEP SINGH	388	59.69	152	540	63.53	42
3	AMITA GAUTAM	449	69.08	140	589	69.29	51
4	ANANYA BHATI	483	74.31	158	641	75.41	61
5	ANKITA SINGH	431	66.31	148	579	68.12	48
6	ANSHU VISHWAKARMA	473	72.77	160	633	74.47	64
7	ANSHUL SINGH	445	68.46	162	607	71.41	61
8	ANURADHA SINGH	427	65.69	158	585	68.82	83
9	APARNA SHUKLA	454	69.85	158	612	72.00	67
10	ARCHANA GUPTA	454	69.85	160	614	72.24	63
11	ARTI DEVI	456	70.15	144	600	70.59	52
12	ASHA KUMARI PATEL	492	75.69	166	658	77.41	72
13	AVNISH KUMAR	375	57.69	120	495	58.24	48
14	BABITA SINGH	493	75.85	168	661	77.76	87
15	BAIJANTI VERMA	Rw	Rw	Rw	RW	RW	Rw

16	BEAUTY DAS	476	73.23	165	641	75.41	68
17	BHAGYSHREE JAIN	471	72.46	160	631	74.24	57
18	CHANDRAKALA	421	64.77	154	575	67.65	56
19	DARAKHSAN	428	65.85	158	586	68.94	59
20	DEEKSHA SRIVASTAVA	440	67.69	156	596	70.12	84
21	DEEP SHIKHA	394	60.62	145	539	63.41	42
22	DEEPIKA MISRA	454	69.85	165	619	72.82	57
23	DEEPTI SHUKLA	438	67.38	160	598	70.35	50
24	DIVYA AWASTHI	427	65.69	163	590	69.41	65
25	GARIMA SRIVASTAVA	414	63.69	156	570	67.06	80
26	HARI MOHAN	352	54.15	120	472	55.53	30
27	JYOTI	462	71.08	169	631	74.24	49
28	JYOTI YADAV	462	71.08	169	631	74.24	59
29	KHUSHUBU KUMARI	387	59.54	154	541	63.65	45
30	KM ANJISHA MAURYA	467	71.85	162	629	74.00	61
31	KM ANUPA DIXIT	416	64.00	158	574	67.53	60
32	KM MAHIMA DEVI	444	68.31	162	606	71.29	49
33	KM NEELAM GAUTAM	476	73.23	160	636	74.82	62
34	KM ROSHANI SHUKLA	442	68.00	162	604	71.06	46
35	KM SHILPA	415	63.85	130	545	64.12	47
36	KUSUM DEVI	400	61.54	150	550	64.71	40
37	LAVLESH KUMAR PANDEY	429	66.00	115	544	64.00	40

38	LAXMI RAWAT	325	50.00	145	470	55.29	34
39	LOVELY TALREJA	417	64.15	165	582	68.47	60
40	MAMTA MISRA	408	62.77	160	568	66.82	49
41	MAMTA PANDIT	377	58.00	158	535	62.94	50
42	MAMTEE DEVI	458	70.46	165	623	73.29	55
43	MAN SINGH	409	62.92	115	524	61.65	74
44	MARIYAM RAZA KHAN	398	61.23	158	556	65.41	54
45	MITHLESH KUMAR	378	58.15	152	530	62.35	53
46	MOHIT KUMAR	417	64.15	145	562	66.12	75
47	MONIKA JAISWAL	387	59.54	158	545	64.12	80
48	MONIKA YADAV	490	75.38	165	655	77.06	67
49	NAND KISHOR	432	66.46	152	584	68.71	78
50	NARENDAR KUMAR	363	71.23	116	479	56.35	48
51	NEHA YADAV	468	72.00	158	626	73.65	60
52	NIDHI GAUR	449	69.08	157	606	71.29	59
53	NIRAJ KUMAR RAWAT	423	65.08	116	539	63.41	53
54	NIRMAL KUMAR	424	65.23	138	562	66.12	52
55	NIRMAL MAURYA	402	61.85	142	544	64.00	48
56	NISHA SINGH	451	69.38	158	609	71.65	74
57	NISHAT ANJUM	480	73.85	167	647	76.12	60
58	NITYA TRIPATHI	458	70.46	167	625	73.53	87
59	PAWAN SINGH	465	71.54	162	627	73.76	84

60	POOJA DIXIT	354	54.46	154	508	59.76	53
61	PRADEEP KUMAR	421	64.77	150	571	67.18	81
62	PRAGYA AWASTHI	407	62.62	120	527	62.00	52
63	PRAMITA VIKRAM	395	60.77	120	515	60.59	52
64	PRASHANT SRIVASTAVA	460	70.77	158	618	72.71	86
65	PRATIMA PATHAK	467	71.85	162	629	74.00	59
66	PRATIMA SHUKLA	487	74.92	163	650	76.47	79
67	PREETI VERMA	419	64.46	160	579	68.12	74
68	PREETI YADAV	439	67.54	160	599	70.47	58
69	PRIYA	468	72.00	158	626	73.65	52
70	PRIYANKA SINGH GAUR	454	69.85	167	621	73.06	50
71	PURNIMA GUPTA	431	66.31	156	587	69.06	57
72	PUSHPA KUMARI	450	74.00	168	618	72.71	84
73	RADHA GUPTA	481	64.77	169	650	76.47	82
74	RAGHVENDRA CHOUDHARY	432	66.46	150	582	68.47	51
75	RAHUL KUMAR	407	62.62	158	565	66.47	43
76	RAHUL KUMAR SRIVASTAVA	376	57.85	158	534	62.82	83
77	RAJIV KRISHNA RAI	486	74.77	164	650	76.47	61
78	RAKESH KUMAR	458	70.46	152	610	71.76	41
79	REENA RAWAT	Rw	Rw	Rw	RW	RW	Rw
80	REKHA	395	60.77	144	539	63.41	52

81	ROLI VERMA	444	68.31	160	604	71.06	48
82	ROSHNI TRIPATHI	479	73.69	163	642	75.53	57
83	SAFIYA KHATOON	RW	Rw	Rw	RW	RW	Rw
84	SAMVIT MADHAV	506	77.85	148	654	76.94	47
85	SAURABH KUMAR MISHRA	425	65.38	150	575	67.65	45
86	SAVITA RAWAT	427	65.69	150	577	67.88	50
87	SEEMA	501	77.08	165	666	78.35	49
88	SEEMA AWASTHI	372	57.23	162	534	62.82	79
89	SEEMA PANDIT	486	74.77	160	646	76.00	59
90	SEEMA RAWAT	436	67.08	160	596	70.12	49
91	SHWETA	451	69.38	164	615	72.35	58
92	SHWETA ANEJA	516	79.38	167	683	80.35	83
93	SMRITI	456	70.15	150	606	71.29	50
94	SUBHRA MISHRA	413	63.54	150	563	66.24	40
95	SUMAN NAYAK	504	77.54	163	667	78.47	63
96	SWATI CHAUDHARY	379	58.31	160	539	63.41	52
97	SWETA TIWARI	535	82.31	168	703	82.71	74
98	UTKARSHA GUPTA	496	76.31	165	661	77.76	61
99	VISHAKHA	513	78.92	168	681	80.12	62
100	ZEENAT	493	75.85	166	659	77.53	60

Rameshwaram Institute of Education & Training					
Time Table of Micro Teaching (2014-15) Section A					
Period/Days	I 10:50 AM to 12:30PM	II 12:30PM to 2:00 PM	2:00 PM to 2:30 PM	III 2:30 PM to 3:15 PM	IV 3:15 PM to 4:00 PM
Monday					
Tuesday			R		
			E		
Wednesday	SC -MKD HIS -RKP H.SC -PS CIV -PKT ECO -RP	MATH - MKD COM -RP HINDI - AKP ENG -SNT BIO -PS	C E S S	SC - MKD HIS - RKP H.SC - PS CIV - PKT ECO - RP	MATH - MKD COM -RP HINDI - AKP ENG - SNT BIO -PS
Thursday					
Friday					
Saturday					

Rameshwaram Institute of Education & Training					
Time Table of Micro Teaching (2014-15) Section B					
Period/Days	I 10:50 AM to 12:30PM	II 12:30PM to 2:00 PM	2:00 PM to 2:30 PM	III 2:30 PM to 3:15 PM	IV 3:15 PM to 4:00 PM
Monday			R E C E S S		
Tuesday	MATH -MKD COM -RP HINDI -AKP ENG -SNT BIO -PS	SC -MKD HIS -RKP H.SC -PS CIV -PKT ECO -RP		MATH - MKD COM -RP HINDI - AKP ENG -SNT BIO -PS	SC -MKD HIS -RKP H.SC -PS CIV -PKT ECO -RP
Wednesday					
Thursday					
Friday					
Saturday					

Track ID-UPCOTE22269   College Name-
**RAMESHWARAM INSTITUTE
OF EDUCATION &
TRAINING, LUCKNOW.U.P.**
IEQA SUBMISSION DATE-11/02/2015

Page 1 of 4

INSTITUTIONAL ELIGIBILITY FOR QUALITY ASSESSMENT(IEQA) QUESTIONNAIRE

1 COLLEGE DETAILS			
Name of the college	RAMESHWARAM INSTITUTE OF EDUCATION & TRAINING, LUCKNOW.U.P.	Year of establishment	2009
Location of the college	URBAN		

2 ADDRESS			
Address	govindpuram, sitapur road, lucknow pin 227202	City	Lucknow
State	Uttar Pradesh	Pin Code	227202
Website	www.rietlko.in	E-Mail	2riet009@gmail.com
Phone STD Code	0522	Phone No	2734839
Fax STD Code	0	Fax	0

3 HEAD OF THE INSTITUTION			
Name	Dr. R.K. SINGH	Designation	principal
Status of appointment	PERMANENT		

4 CONTACT DETAILS OF HEAD OF THE INSTITUTION			
Phone std code	0522	Phone number	2734839
Fax std code		Fax	
Mobile	+919415544683	E-Mail	

5 DOES THE COLLEGE HAS ITS OWN SEPARATE AND INDEPENDENT BUILDING FOR RUNNING TEACHER EDUCATION COURSES	Yes

6 NAME OF THE UNIVERSITIES TO WHICH THE COLLEGE IS AFFILIATED OR CONSTITUENT			
University	Lucknow University, Lucknow	Other	
Nature of relationship with the university	AFFILIATED	If affiliated, status of affiliation	PERMANENT

7 COLLEGE FUNCTIONING			
Type of college	CO-EDUCATION	Time of functioning	DAY COLLEGE
status of ncte recognition	yes	Management	UNAIDED

8 MANAGEMENT/TRUST DETAILS			
Name of the Management	RAMESHWARAM EDUCATIONAL SOCIETY	Recognition under Ugc Act.1956	2f

9 MANAGEMENT/TRUST OF THE COLLEGE IS REGISTERED UNDER			
Trust	no	Society's registration Act of 1960	yes
Relevant Act of the respective state Govt.	no	Any other(please specify)	

10 CAMPUS INFORMATION	
(a)No of classrooms with floor area of more than 500 sq. ft. each	04
(b)No of classrooms with floor area less than 500 sq. ft. each	00
(c)Whether the institution has multipurpose hall of an area more than 2000 Sqft.	yes
(d) Library cum reading room	yes
(e)Principal's Office	yes
(f)Administrative office	yes
(g)Store room	yes
(h)Open space for lawn, gardening	yes
(i)Staff room	yes
(j) Parking	yes
(k)Visiting room	yes

Track ID-UPCOTE22269   College Name-
RAMESHWARAM INSTITUTE OF EDUCATION & TRAINING, LUCKNOW.U.P.   Page 2 of 4

(l)Girls' common room	yes
(m)Canteen	yes
(n)Separate toilet facility for boys & girls	yes
(o)ET/ICT Resource Centre	yes
(p) Psychology Resource Centre	yes
(q)Art and work experience Resource Centre	yes
(r)Health and Physical rooms	yes
(s)Library Resources (for Different level of Courses)	yes
(t)Safety measures (Fire Extinguishers, etc)	yes
(u)Hostel for Boys	yes
(v) Hostel for Girls	yes
(w)Mess facility	yes
(x)Soft drinking water facilities	yes

11 NUMBER OF PROGRAMS OFFERED BY THE COLLEGE

	Teacher Education	Physical Education	NCTE Recognized	Others
UG	1	0	1	0
PG	0	0	0	0
UG & PG (Integrated Programme)	0	0	0	0
M. Phil. / Ph.D.	0	0	0	0
Certificate, UG-Diploma PG-Diploma	0	0	0	0
GRAND TOTAL	1	0	1	0

12 PROGRAMMES OFFERED BY THE COLLEGE

B. Ed.	yes	M. Ed.	no
B. P.Ed.	no	M. P.Ed.	no
OTHERS			

13 TOTAL NUMBER OF STUDENTS

	UG		PG		M.Phil/Ph.D		Value Added Courses(Certificate/Diploma)	
	Male	Female	Male	Female	Male	Female	Male	Female
General	6	43	0	0	0	0	0	0
SC/ST	5	11	0	0	0	0	0	0
OBC	4	14	0	0	0	0	0	0
Total	15	68	0	0	0	0	0	0
Grand Total	83							

14 PASS PERCENTAGE IN UNIVERSITY EXAMINATION (LAST TWO BATCHES)

	Year of entry: (Batch- I)		0	Year of entry: (Batch- II)		0
	UG	PG	TOTAL	UG	PG	TOTAL
Admitted to the programme	100	0	100	100	0	100
Appeared for the final year examination	100	0	100	100	0	100
Passed in the final exam	98	0	98	98	0	98
Passed in first class	81	0	81	81	0	81
Ranks (among University Top 10), if any	5	0	5	4	0	4

15 NUMBER OF TEACHING,TECHNICAL AND ADMINISTRATIVE STAFF

	Permanent		Temporary		Total	
	Male	Female	Male	Female	Male	Female
Teachers with PG	2	2	0	0	2	2
Teachers with M.Phil.	0	0	0	0	0	0
Teachers with Ph.D	1	0	0	0	1	0
Teachers with NET/SLET	3	0	0	0	3	0
Technical staff	2	0	0	0	2	0
Administrative staff	2	2	0	0	2	2
Support staff	4	2	0	0	4	2

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Total no. of teachers	6	2	0	0	6	2

16 SUPPORT SERVICES	
Number of books	3762
Number of titles	1017
Number of journals	14
Number of reference books	44
Number of e-resources	1

17 UNIT COST OF EDUCATION	
Unit Cost=Total annual expenditure divided by no. of students enrolled	47393.98
Unit cost calculated excluding salary component	2445.0

18 MENTION FIVE ACADEMIC MILESTONES OF THE COLLEGE	
First	1.RIET IS GOING TO COMPLETE FIVE ACADEMIC SESSIONS THIS YEAR.
Second	2.STUDENTS ACHIEVEMENT IS VERY HIGH WITH ALMOST HUNDRED PERCENT RESULTS. EVERY YEAR TWO THREE STUDENTS ARE GETTING POSITION AMONG FIRST FIVE STUDENTS OF THE UNIVERSITY. THIS YEAR (2013-14) A STUDENT OF THIS INSTITUTION HAS TOPPED THE UNIVERSITY. EVERY YEAR SOME OF THE STUDENTS GET ADMISSION IN M.ED. CLASS IN LUCKNOW UNIVERSITY AND OTHER UNIVERSITIES.
Third	3.FROM THE VERY START OF THE INSTITUTION STAFF RETAINING MUST IS 100%. ALL ARE SATISFIED AND DEVOTED.
Fourth	4.FROM THE VERY BEGINNING WE HAVE ONE ADDITIONAL POST OF DIRECTOR WHO HAS VAST EXPERIENCE OF THE FIELD AND DYNAMIC PERSONALITY.
Fifth	5.CONDUCTING WORKSHOP AND GUEST LECTURES ON DIFFERENT TOPICS OF TEACHER EDUCATION.

Section 2: Institutional Data Questionnaire	
1. The Institution has in place a functional Internal Quality Assurance Cell (IQAC) for ensuring continuous quality improvement and monitoring the quality of the academic and administrative activities	YES
2. Library with reading room facilities for students and faculty with seating capacity of 25% of the students on rolls	YES
3. Library has at least 1000 titles & 3000 Books	YES
4. Institution provides financial concessions/assistance to at least 5% of the students excluding the government scholarship being received by SC/ ST students	YES
5. The Institution has a mechanism for counseling and guidance	YES
6. The institution has a mechanism for addressing grievances of the students and staff	YES
7. An annual academic calendar is prepared and implemented by the institution	YES
8. ICT skills component is a compulsory constituent/Programme for all students	YES
9. Access to internet facility is available to staff and students in the Institution	YES
10. A minimum of three hours per week computer access is provided to Individual student in the institution	YES
11. The institution has provision for promoting research	YES
12. Institution has a mechanism for seeking regular feedback from students regarding teaching- learning process	YES
13. Students are placed for practice teaching in more than one type of school i.e. Govt./ Private/ Public/ Special/ Boys/ Girls/ Co- education schools	YES
14. There is a special provision for developing communication Skills among students	YES
15. Number of Extension and outreach activities are organized by the institution every year	>4
16. Percentage of teachers using audio-visual aids (ICT) including computer aided teaching	>20%
17. Number of Journals in Education subscribed (Only those related to Education)	>10
18. Faculty benefited from professional development programmes organized by UGC, NCERT/RIE, SCERT, NCTE and others	<50 %
19. Number of teachers including Principal with Doctoral or equivalent qualification	<50 %
20. Percentage of practice teaching schools with which the college has an enduring (continued) arrangement for more than three years	>80%
21. Number of practice teaching schools associated with the institution for practice teaching	5-10
22. Percentage of maintenance expenditure to the total annual budget for infrastructure (Average of the last two years)	3-4 %
23. Percentage utilization of projected budget(Average of last two years)	>75 %
24. Number of lessons given by a student- teacher under practice teaching in two school subjects	40 lessons
25. Percentage of student teachers assigned to a practicing school (recognized) for ensuring optimum availability of school time	between 12 - 20%
26. Number of workshops organized on teaching aid preparation ICTs (audio, video, CDs VCDs etc) per school subject	> 2
27. Number of teaching skills practiced	> 8

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Certificate
This is to certify that the information given in the IEQA application is true to the best of my knowledge and ability and if the same is found to be false or misleading, I authorize NAAC to initiate any action which it deems fit including withholding the outcome of the Peer Team Visit.

Part IV
Photo Gallery

Self-Appraisal of the Rameshwaram Institute of Educatuion & Training, Lucknow

Self-Appraisal of the Rameshwaram Institute of Educatuion & Training, Lucknow

B.Ed Students with Tea
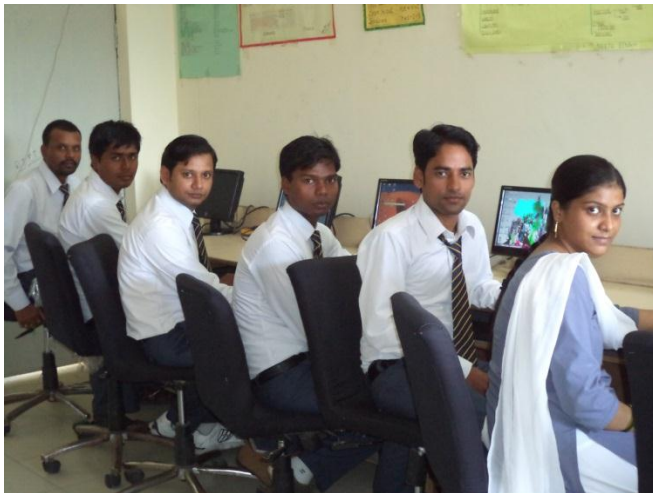
TEACHERS OF R.I.E.T.   **LIBRARY**

COMPUTER ACTIVITY   **STUDENTS OF R.I.E.T.**

UNIVERSITY GOLD MEDALIST   **GOLD MEDALIST WITH TEACHERS**

PLANTATION   **RANGOLI COMPETITION**

GROUP OF TEACHING STUDENTS   **PRIZE WINNERSAT L.U.**

POSTER PRIZE WINNER   **FIRST RUNNER UP**

SCOUT-GUIDE CAMP

SCOUT- GUIDE CAMP

LUNCH IN SCOUT-GUIDE

TEHRI – BHOJ

AT NAIMISHARANYA

AT NAIMISHARANYA

LIGHTNING OF LAMP

TEACHER'S DAY CELEBRATION

TEACHER'S DAY

GAME ON CHILDREN'S DAY

GOMTI SAFAI RALLY

RAJNATH SINGH AT RALLY

SPEECH AT GOMTI SAFAI RALLY

GROUP ACTIVITY

WORKSHOP

PARTICIPANTS AT WORKSHOP

GROUP PHOTO OF PARTICIPANTS

PARTICIPANTS OF DEBATE

PLANTATION