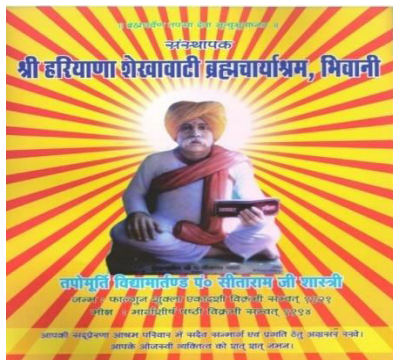


PT. SITA RAM SHASTRI B.ED TRAINING COLLEGE



Meham Gate, Bhiwani

**Self Suggestive Report Submitted to NAAC
for Assessment & Accreditation**



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box. No.1075, Nagarbhavi, Bangalore - 56072, India

Self Suggestive Report

CONTENTS

INSTITUTIONAL DATA

S.N.	Particular	Page No.
1.	Profile of the Institution (Section-A)	4– 6
2.	Criterion I : Curricular Aspects	7 – 09
3.	Criterion II : Teaching, Learning & Evaluation	09– 13
4.	Criterion III : Research, Consultancy and Extension	13– 16
5.	Criterion IV : Infrastructure and Learning Resources	16– 21
6.	Criterion V : Student Support and Progression	21– 25
7.	Criterion VI : Governance and Leadership	26– 30
8.	Criterion VII : Innovative Practices	31– 32

THE EVALUATIVE REPORT (Section-B)

9.	Declaration By the head of the institution (SSR) & Manual for self appraisal Description of SAR Report	33- 36
10.	Declaration by the Head of the Institution Executive Summary	37-43
11.	Criterion I : Curricular Aspects	44-62
12.	Criterion II : Teaching, Learning & Evaluation	63-97
13.	Criterion III : Research, Consultancy and Extension	98-112
14.	Criterion IV : Infrastructure & Learning Resources	113- 131
15.	Criterion V : Student Support and Progression	132- 153
16.	Criterion VI : Governance and Leadership	154- 173
17.	Criterion VII : Innovative Practices	174- 185

ENCLOSURES

Sr.	Particular	Page No.
1.	Syllabus Copy	186-279
2	Feed Back Forms	280-284
3	Alumni Registration Form	285-286
4	Academic Calendar	287-290
5	Recognition order of NCTE/Revised2015	291-295
6	University Noc for NAAC & Affiliation Letter	296
7	Blue- Print of college building	297-298
9	Mapping of Academic Activities	299-300
10	School Principal Teaching Feedback Performa	301
11	Self Appraisal Performa of Teachers	302-304
12	Certificate of Uploaded Data by AISHE (Last Three Years)	305-307
13	Certificate of Compliance	308
14	Activities of College Under Different Cell with Photos	309-362

Section-A

A. Profile of the Institution

1. Name and address of the institution: **Pt. Sita Ram Shastri B.Ed. Training College, Meham Gate, Bhiwani**

2. Website URL: www.psrscofeducation.com

e-mail : vsharma3103@gmail.com

e-mail: ptsrsb.edcollege@ymail.com

3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
President: Sh. Shiv Prakash Sharma	9728869907		ptsrsb.edcollege@ymail.com
Head/Principal: VIKAS SHARMA	7404201579	01664- 645041	vsharma3103@gmail.com
Self - appraisal Co-ordinator: Mrs. Karishma	9728500601		ks3205636@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
President: Gaushala Market, Bhiwani	9728869907	9728869907
Head/Principal , 142, Vijay Nagar, Bhiwani	8950855725	7404201579
Self - appraisal Co-ordinator : Hanuman Dhani Bhiwani	9255997175	9728500601

4. Location of the Institution:

Urban Semi-urban Rural Tribal

Any other (specify and indicate)

5. Campus area in acres:

1.5 Acre

6. Is it a recognized minority institution?

Yes

No

7. Date of establishment of the institution:

Month & Year

MM	YYYY
06	2008

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

CRSU Jind

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

Month & Year

2f

MM	YYYY

Month & Year

12B

MM	YYYY

10. Type of Institution

a. By funding

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

b. By Gender

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

c. By Nature

- i. University Dept.
- ii. IASE
- iii. Autonomous College
- iv. Affiliated College
- v. Constituent College
- vi. Dept. of Education of Composite

- College
- vii. CTE
- Viii. Any other (specify and indicate)

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

Yes No

If yes, has the institution applied for autonomy?

Yes No

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

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed.	U.G.	Degree	2 Years	Hindi/Eng
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	B.Ed.	FNRC/NCTE /F-3/HR-474/2007 dt. 11.10.2007		100
	B.Ed.	FNOINRC/NCTE /HR-COMMM order/2015 dt. 05.06.2015		100

Post Graduate				
Other (specify)				

(Additional rows may be inserted as per requirement)

(B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated Vision

Yes	√	No	
-----	---	----	--

Mission

Yes	√	No	
-----	---	----	--

Values

Yes	√	No	
-----	---	----	--

Objectives

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

If yes,

a) How many programmes?

One (B.Ed.)

b) Fee charged per programme

44090.00

3. Are there programmes with semester system

NA

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

Yes	√	No	
-----	---	----	--

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

6

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

D.Ed.

--

B.Ed.

11

M.Ed. (Full Time)

--

M.Ed. (Part Time)

--

Any other (specify and indicate)

--

6. Are there Programmes offered in modular form

Yes		No	√
-----	--	----	---

Number	NIL
--------	-----

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

Yes	√	No	
-----	---	----	--

Number	2
--------	---

8. Are there Programmes with faculty exchange/visiting faculty

Yes	√	No	
-----	---	----	--

Number	2
--------	---

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

- Heads of practice teaching schools
- Academic peers
- Alumni
- Students
- Employers

Yes	√	No	
-----	---	----	--

Yes	√	No	
-----	---	----	--

Yes	√	No	
-----	---	----	--

Yes	√	No	
-----	---	----	--

Yes	√	No	
-----	---	----	--

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

NA

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

Yes		No	√
-----	--	----	---

Number	NIL
--------	-----

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

Yes	√	No	
Number	2		

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

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

a) Date of start of the academic year	20-08-2015
b) Date of last admission	01-10-2015
c) Date of closing of the academic year	30-07-2016
d) Total teaching days	208
e) Total working days	268

3. Total number of students admitted (2015-16)

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total

B.Ed.	18	82	100	5	26	31	13	56	69

(2016-17)

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	10	80	90	12	18	30	5	55	60

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

22244

b) Unit cost including salary component

44090

(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 2015-16

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	80.59%	50.66%	83.28%	45.12%

2016-17

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	72.8%	50.20%	67.138%	53.58%

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?

PT. Si Yes Sh. B.Ed. No g College, Bl Haryana

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	60	20	20
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution (Session: 2016-17)

a) Number of pre-practice teaching days	0	6
b) Minimum number of pre-practice teaching lessons given by each student	0	2
c) No. of School identified for practice teaching	0	6
b) Total No. of Practice teaching day (in weeks)	1	8

11. Practice Teaching at School (2015-16)

a) Number of schools identified for Pedagogy & Learning	0	3
b) Total number of Observation day	1	4
c) Minimum number of practice teaching lessons given by each student	0	0

Practice Teaching at School (2014-15)

a) Number of schools identified for Pedagogy & Learning	0	3
b) Total number of Teaching day	2	0
c) Minimum number of practice teaching lessons given by each student	0	2

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.	20	80
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper

0	4
---	---

b) Number of assignments for each paper

0	2
---	---

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

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

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

Yes	√	No	
-----	---	----	--

Number	1
--------	---

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

Name of Program	Number	%
Ph.D.	04	25%
Ph.D. Pursuing	01	06.25
M.Phil	03	20.00
NET/SET	02	56.25

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

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

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

	Yes	No	Number
International journals			
National journals - referred papers	√		17
Non referred papers			
Academic articles in reputed magazines/news papers	√		0
Books	√		01
Any other (specify and indicate)	√		1

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

Yes No

Number

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

Faculty Students

National seminars	<input type="text" value="150"/>	<input type="text"/>
International seminars	<input type="text" value="04"/>	<input type="text"/>
Any other academic forum	<input type="text"/>	<input type="text"/>

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

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

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

16. Does the institution provide consultancy services?

Yes No

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

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

Local level	√
State level	√
National level	√
International level	x

Criterion IV: Infrastructure and Learning Resources

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

2970 sq. mts.

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

- | | | | | |
|---|-----|-------------------------------------|----|--------------------------|
| a) Methods lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| b) Psychology lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| c) Science Lab(s) | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| d) Education Technology lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| e) Computer lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| f) Workshop for preparing teaching aids | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

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

32

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

NO SPECIFIC PROVISIONS, AS PER REQUIREMENTS

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

21960/-

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

105700/-

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

As per Requirement

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

Yes

No

9. Total number of posts sanctioned

Open Reserved

Teaching

Non-teaching

	M	F	M	F
Teaching	-	-	-	-
Non-teaching	-	-	-	-

10. Total number of posts vacant

Open Reserved

Teaching

Non-teaching

	M	F	M	F
Teaching	Nil	Nil	Nil	Nil
Non-teaching	Nil	Nil	Nil	Nil

11. a. Number of regular and permanent teachers

Open Reserved (Gender-wise)

Lecturers

Readers

Professors

	M	F	M	F
Lecturers	2	8	2	3
Readers				
Professors				

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

Open Reserved

Lecturers

Readers

Professors

	M	F	M	F
Lecturers				
Readers				
Professors				

c. Number of teachers from

Same state

Other states

15

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	14 : 1
M.Ed. (Full Time)	
M.Ed. (Part Time)	

13. a. Non-teaching staff

		Open		Reserved	
Permanent	M	F	M	F	
	1	3			
Temporary	M	F	M	F	
b. Technical Assistants	Permanent	M	F	M	F
			1		
Temporary	M	F	M	F	

14. Ratio of Teaching – non-teaching staff

3 : 1

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

46.08%

16. Is there an advisory committee for the library?

Yes

√

No

--

17. Working hours of the Library

On working days

7 Hours

On holidays

4 Hours

During examinations

7 Hours

18. Does the library have an Open access facility

Yes	√	No	
-----	---	----	--

19. Total collection of the following in the library

a. Books	6334
- Textbooks	5810
- Reference books	1524
b. Magazines	9
e. Journals subscribed	6
- Indian journals	2
- Foreign journals	0
f. Peer reviewed journals	Above 50
g. Back volumes of journals	
h. E-information resources	205
- Online journals/e-journals	5 Set
- CDs/ DVDs	0
- Databases	20
- Video Cassettes	20
- Audio Cassettes	

20. Mention the

Total carpet area of the Library (in sq. mts.)	186.75
Seating capacity of the Reading room	50

21. Status of automation of Library

Yet to intimate	<input type="checkbox"/>
Partially automated	<input checked="" type="checkbox"/>
Fully automated	<input type="checkbox"/>

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

Circulation	<input checked="" type="checkbox"/>
Clipping	<input checked="" type="checkbox"/>
Bibliographic compilation	<input checked="" type="checkbox"/>
Reference	<input checked="" type="checkbox"/>
Information display and notification	<input checked="" type="checkbox"/>
Book Bank	<input checked="" type="checkbox"/>
Photocopying	<input checked="" type="checkbox"/>

Computer and Printer	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>
Online access facility	<input checked="" type="checkbox"/>
Inter-library borrowing	<input checked="" type="checkbox"/>
Power back up	<input checked="" type="checkbox"/>
User orientation / information literacy	<input checked="" type="checkbox"/>
Any other (please specify and indicate)	<input checked="" type="checkbox"/>

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

Maximum number of days books are permitted to be retained

by students

by faculty

Maximum number of books permitted for issue

for students

for faculty

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

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

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

	I (2014-15)		II (2015-16)		III (2016-17)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	256	38568	455	62500	1136	168000
Other books	303					
Journals/ Periodicals	08	18250	08	18250	08	18250
Any others specify and indicate						
<i>(Additional rows/columns may be inserted as per requirement)</i>						

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	01	7
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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

Yes	√	No	
-----	---	----	--

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

50 to 60

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)

Class	B.Ed.		
Result	2012-13	2013-14	2014-15
Pass percentage	100%	94%	96%
Number of first classes	98	84	79
Number of distinctions	03	03	0
Exemplary performances (Gold Medal and university ranks)			

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

	2013-14	2014-15	2015-16
NET	0	1	0
SLET/SET	0	9	5
Any Other (Specify and indicate)			

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

Financial Aid	I	II	III
Session	2013-14	2014-15	2015-16
Merit Scholarship	8	12	17
Merit-cum-means scholarship	4	6	10
Fee concession	5	18	3
Loan facilities	0	0	0
Any other specify and indicate			

(Additional rows may be inserted as per requirement)

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

Yes	√	No	
-----	---	----	--

9. Does the institution provide Residential accommodation for:

Faculty	Yes		No	√
Non-teaching staff	Yes		No	01

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

Yes	√	No	
-----	---	----	--

If yes, number of students residing in hostels

Men

0

Women

2

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

Sports fields	Yes	√	No	
Indoor sports facilities	Yes	√	No	
Gymnasium	Yes		No	√

12. Availability of rest rooms for Women

Yes	√	No	
-----	---	----	--

13. Availability of rest rooms for men

Yes	√	No	
-----	---	----	--

14. Is there transport facility available?

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	√	--	2	√	--	5
Inter-university	--	--	--	--	--	1
National	--	--	--	--	--	--
Inter Institutions Cultural Programme	√	--	01	--	--	--

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

If yes, give the year of establishment

2014-15

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

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

20. Does the institution regularly publish a college magazine?

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

21. Does the institution publish its updated prospectus annually?

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

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

	Year 1 (%) 2013-14	Year 2 (%) 2014-15	Year 3 (%) 2015-16
Higher studies	25%	22.5%	--
Employment (Total)	42%	49.1%	--
Teaching	31%	26.4%	22%
Non teaching	2%	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.

	2013-14	2014-15	2015-16
No. of Employed Students	3	10	22

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

	Yes	No
• Academic guidance and Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Personal Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Career Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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	Twice in a year
Staff council	3 in a year
IQAC/or any other similar body/committee	Two in a year
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	As and when required

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

Loan facility

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

Medical assistance

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

Insurance

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

Other (specify and indicate)

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

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

Nil	Nil	Nil
-----	-----	-----

5. Furnish the following details for the past three years

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

02

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

National

Nil		
-----	--	--

International

Nil		
-----	--	--

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

		01
--	--	----

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

		03
--	--	----

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

		02
--	--	----

- f. Research development programmes attended by the faculty

		04
--	--	----

- g. Invited/endowment lectures at the institution

		20
--	--	----

- h. Any other area (specify the programme and indicate)

		Nil
--	--	-----

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

- a. Self-appraisal

Yes	√	No	
-----	---	----	--

- b. Student assessment of faculty performance

Yes	√	No	
-----	---	----	--

- c. Expert assessment of faculty performance

Yes		No	√
-----	--	----	---

- d. Combination of one or more of the above

Yes		No	√
-----	--	----	---

- e. Any other (specify and indicate)

Yes		No	√
-----	--	----	---

a. Are the faculty assigned additional administrative work?

Yes	√	No	
-----	---	----	--

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

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

Grant-in-aid	Nil
Fees	4409000.00
Donation	Nil
Self-funded courses	Nil
Any other (specify and indicate)	00

b. Expenditure statement (for last two years)

	Year 1	Year2
Session	2014-15	2015-16
Total sanctioned Budget	5191831	4740489
% spent on the salary of faculty	30.68%	39%
% spent on the salary of non-teaching employees	5.771%	7%
% spent on books and journals	1.3%	7.8%
% spent on developmental activities (expansion of building)	14.99%	15.58%
% spent on telephone, electricity and water	1.12%	2.45%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	2.31%	0.21%
% spent on maintenance of equipment, teaching aids, contingency etc.	--	--
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.68%	--
% spent on travel	0.15%	0.67%
Any other (specify and indicate)	42.999	27.29
Total expenditure incurred	5191831	4740469

i. 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.
126392/-	--
1299220/-	--
239393/-	--

i. 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	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counselling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Aptitude Testing	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Examinations/Evaluation/ Assessment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Any other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

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

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

Yes No

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

Yes No

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

Yes No

Criterion VII: Innovative Practices

1. Does the institution has 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?

Sr. No.	Category	2015-16	2016-17
1	SC	13	12
2	ST	00	00
3	OBC	18	18
4	Physically challenged	00	00
5	General Category	69	60
6	Rural	53	47
7	Urban	47	43
8	Any other (specify)	00	00

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

	Category	Teaching staff	%	Non-teaching staff	%
a	General Category	10	66.66%	5	100%
b	SC	1	6.66%	--	--
c	ST	--	--	--	--
d	OBC	4	26.64	--	--
e	Women	11	73.26	04	80%
f	Physically challenged	--	--	--	--
g	Any other (specify)	--	--	--	--

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

Category	At Admission			On completion of the course	
	Batch I 2013-14	Batch II 2014-15	Batch III 2015-16	Batch I 2013-14	Batch II 2014-15
SC	T-7, 1 st Div-3, 2 nd Div-4	T-9 1 st Div-8, 2 nd Div-1	T-13 1 st Div-7, 2 nd Div-6	5 1 st Div-7, 2 nd -0	9 1 st Div-5, 2 nd - 2
ST	0	0	0	0	0
OBC	T-20 1 st Div-14, 2 nd Div-6,	T-15 1 st Div-15, 2 nd Div-0	T-18 1 st Div-7, Sec Div-11	17 1 st , 3 2 nd Div	15 1 st -13, 2 nd - 2
Physically challenged	0	0	0	0	0
General Category	T-73 1 st Div-60, 2 nd -13	T-78, 1 st Div- 40, 2 nd Div-38	T-69 1 st Div- 56, 2 nd Div- 13	64 1 st Div, 2 nd - 9	78 1 st Div- 67, 2 nd Div - 8
Rural	00	53	00	00	00
Urban	60	68	55	48	67
Any other (specify)	00	00	00	00	25

PT. Sita Ram Shastri B.ED Training College

Meham Gate

Distt.- Bhiwani (Haryana)

DECLARATION

BY THE HEAD OF THE INSTITUTION

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

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

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

Mr. Vikas Sharma

Place: Bhiwani (HR)

Signature

Head of the Institution

Date: 31/03/2017

Seal

Manual for Self – appraisal of Teacher Education Institutions



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P. O. Box. No. 1075, Nagarbhavi, Bangalore - 560 072, India

This document on institutional accreditation/Re-accreditation/re-assessment is presented in two sections. Section A is a general introduction to the process of assessment and accreditation. Section B gives guidelines on organizing the Self-appraisal Report to be written in two parts. Part – I is the format for providing quantifiable data/information of the institution for Self-appraisal and Part – II has the provision for giving descriptive/qualitative information of the institution.

Section B

Description of SAR

This section is presented in two parts. Part – I of the self-appraisal report seeks quantifiable institutional data organised in two parts viz., Part - A and Part - B. Section - A consists of the Profile of the institution and Section - B requisites Criterion-wise inputs. The self- appraisal report comprises of two parts. Part 1 is an Executive summary giving the brief note on the SWOT analysis of the institution, Part 2 is a Criterion-wise analysis which comprises of a questionnaire which when put together gives the evaluative report and the Mapping of the Academic Activities of the institution. To facilitate institutional preparations, guiding questions have been developed and they are given in this section. The questions given are not exhaustive but only indicative of the type of information that may be useful to systematically organize the SAR. Since the questions are generic in nature, the institutions may adapt them suitably and incorporate aspects reflecting their strengths, significant developments, future plans and distinct characteristics in a meaningful way. If the institution wishes to provide any information in addition to the questions under each Key Aspect, they are free to include it as *“any other information”* under each Key Aspect.

Format for Self-appraisal Report

Part I: Institutional Data (Preferably to be uploaded on the institutional website and submitted in a softcopy and hardcopy)

When the institution has a website it should display the following and other relevant details of information, as in a typical brochure or student handbook: its mission/vision statement, and the goals and objectives of the institution programme offered; eligibility criteria for admission; admission policy and process; academic calendar; examination and other assessment schedules and procedures; infrastructural facilities available for teaching/learning, sports, residence, research and recreation; scholarships given by the state and the institution; and the fee structure.

In addition to the information displayed in the institutional website, institutional data that highlights the facts and features which contributed to quality maintenance and enhancement during the last three years has to be submitted to the NAAC in Part I: A and B of the SAR.

DECLARATION BY THE HEAD OF THE INSTITUTION

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

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

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

Place : Bhiwani

Signature of the Head of the Institution

With seal

Date:

PT. Sita Ram Shastri B.Ed Training College

Meham Gate, DIST. BHIWANI (HARYANA)-127021

SELF APPRAISAL REPORT

THE EXECUTIVE SUMMARY

Our Society

Getting an education is important, as most career paths require at least some education and training. Though the decision to continue our education is a personal choice, it's worth considering if knowledge and experience are important to us. If we have any career goals, we will most likely need an education to achieve those goals. Learning the importance of an education can help motivate to learn more and achieve great things.

Men and Women are two wheels of the society. If one of two falls defective, society cannot progress. Hence, we need education for the female as we need for the males. The female & male education is highly necessary in the society, because they are the first teachers of the children. They are the teacher of the future citizen of the country. Nation building is an essential pre-requisite for every individual exposed to higher learning or advanced orientation. Especially in matter of skilled execution and strategic development, the diversity in character and the wide reach of their services, whether professional, technical, games or administration, their abilities can be harnessed for successful business, planning and modeling with the vision. Education is a potent weapon in the qualitative and retrogressive development of life.

Shri haryana Shekhawati Brahmacharya Ashram, in the direction of globalization and women empowerment has been established continuously working hard to provide education to both the girls and boys hailing from Bhiwani and other adjoining villages. The Pt. Sita Ram Shastri believes in the concept of equality in education, to educate every person, to provide various opportunities. Through Education, we can provide every person confidence, self-esteem, employment opportunities, a board perspective, decision-making power and economic as well as social independence. The blessings of God, good wishes of the elders and persistent efforts of the society have

resulted in the blooming of four Institutions working under the able guidance of Shri Haryana Shekhawati Brahmacharya Ashram:

- 1. Shri Haryana Shekhawati Sanskrit Mahavidyalya.**
- 2. Shri Haryana Shekhawati Brahmcharya Ashram Training D.Ed College.**
- 3. Pt. Sita Ram Shastri Girls Sr. Sec. School.**
- 4. Pt. Sita Ram Shastri B.Ed Training College.**

The society has been imparting quality education at various levels in different fields through its Institutions since 1916. The society presently caters to the needs of around 1500 students. There are about 110 employees in the Shri Haryana Shekhawati Brahmacharya Ashram.

Pt. Sita Ram Shastri B.Ed Training College was established with an objective to provide ideal, able and enthusiastic teachers to the nation, who can serve the nation to their best ability. Value based education dispels the darkness of literacy and plays an important role in developing overall human personality. And this college has a glorious tradition of being committed to the cultivation of mind, body and spirit that helps the students and teachers to become balanced, competent and curious.

Our Institution



Pt. Sitaram Shastri B.ed Training college holds a pivotal position in Sh. Haryana Shekhawati Bhramcharya Ashram. This college has a glorious past and marvelous future. “The PTSRS College seems to have good potential for the future as it has sufficient infrastructure and financial basis. Not only its annual budget and unit cost are fairly high, it also practices annual teaching examination with good supportive services of library, computers and sports etc.”

The great visionary, educationist & a renowned scholar Pt. Sitaram Shastri’s inspiration and active support became fruitful to take the shape of Pt. Sitaram Shastri B.Ed Training college, Bhiwani in the year 2008. It was his vision and mission to provide quality higher education to the young boys and girls of this highly backward and rural region to meet the demands of Schools, Colleges in Art, Sanskrit, Science, Commerce, Computers. The foundation of the college building was laid on September 1, 2007 and the first session of the College commenced on October 1, 2008. The college is being run by Shri Haryana Shekawati Bhramcharya Ashram Educational Trust, Bhiwani which has been acclaimed for its selfless service for the development of society, especially in this rural backward area of Bhiwani.

With all modern facilities the college campus is housed in 1829.54 sq. meter on ground level and 906.95 feet on first story. In this two story total 2736.49 sq. meter building, 16 Rooms of different sizes have been constructed. Another story is being planned, keeping in view the growing requirements of the institution. In this fast changing scenario the college library is well stocked with latest books, journals, periodicals and newspapers. Apart from this, the college has 4 laboratories, music and arts room, modern computer labs with 24 hour internet facility, girls common room, individual rooms for teachers, T.T. room, Canteen, YRC room, Women cell and an administrative block. For cultural programmes there is open air theatre stages. For sports activities various playgrounds operate on a 2 acre tract of land. There are power generators in the college for ensuring 24 hour power supply. In order to provide fresh and cool water to the students big water coolers with water purifiers have been provided.

The college is imparting B.Ed Degree courses. At present it has intake capacity of 2 Units (100+100) seats in this Course. It has strength of around 200 students in different Teaching Streams. A highly qualified and competent team of teachers is working in the college. All the teaching staff members are either Ph.D. or NET in their respective subjects or pursuing their doctoral degree. Keeping in view the strength of the students Guest faculty is also arranged by the college administration to ensure the regular classes of the students. All these faculty members are appointed as per UGC/University norms. All the teaching staff is involved in teaching and other co-curricular activities with full zeal and dedication. The College Governing Body encourages the Faculty to improve themselves academically by motivating them to take part in orientation programmes, refresher courses, conferences, seminars, workshops etc. for their career advancements. The faculty members regularly published their research papers in journals of national and international repute.

Our examination results have been very encouraging and our students have got their place in University merit in every stream for the last 06 years. Our Institution is a temple of learning where it is striving to generate teachers who would light the lamps of knowledge to dispel the darkness of ignorance and guide the future to a higher plane of awareness by making them ready to face the challenges of the new millennium which is manifested in our vision and mission.

Vision

To provide intellectual and moral leadership by igniting the mind of student teacher to realize their potential and make positive contribution leading to prosperity of education, society and nation at large

Mission

To provide educational opportunities to release the inherent capabilities of all students teachers to make them professionally competent, morally mature, socially sensitive, cooperative, ICT Enabled, research oriented and globally awakened in a dynamic environment.

OUR OBJECTIVES

- To prepare prospective teachers sensitized towards existing scenario.
- To prepare trained skilled and dedicated teachers.
- To prepare qualified, trained teachers with missionary spirit.
- To train pupil teachers as responsible citizens who have the capacity of clear thinking and expression and would be aware of their social obligations.
- To prepare teachers capable of facing challenges of society.
- To acquaint the teacher trainees with the various psychological facts required for day to day handling of the students in schools.
- To inculcate ethics, values and modernity in teacher trainees.
- To equip the teacher trainees with a sense of responsibility.
- To develop leadership qualities among the teachers.
- To help the society in its progress and contribute for the nation development.

Milestones of the College

Pt. Sita Ram Shastri B.Ed Training College, Bhiwani is affiliated to Maharishi Dayanand University, Rohtak & C.R.S.U., Jind and recognized by National Council for Teacher Education (NCTE).

- Mr. Vikas Sharma is the Principal of the college.
- The Institution is running since 2008.
- The college has well planned building and other infrastructural facilities with 24 hours power back-up and purified water supply.
- Our Institution is situated in lush green educational campus having a two story building.
- For performing various co-curricular activities, workshops, extension lectures, seminars etc. we have Multi-purpose hall and a Seminar hall.
- College organizes, Athlete meet, seminars, workshops and extension lecture for the professional growth and benefits of teachers as well as for the students.
- The college has well equipped Preparing Teaching Aids Resource Centre.
- Well qualified and experienced teaching staffs.

- Well planned and organized a Psychology Lab.
- Well planned and having three dimensional teaching Aids, Mathematics Lab.
- Well planned Language Lab to developed listing speaking skills among students.
- Well equipped, furnished & online Library facility.
- Wi-Fi campus.
- Yearly organizes SRS FEST state level competition.
- Situated in the middle of Bhiwani city.
- A high Level of interaction between faculty and students.
- The college won average six to seven prizes in Youth Festival & Edu-Fest.
- Having best result more than 95% and got first division more than 85% every year.
- The college organizes state level workshop.
- “Sh. Vidyamarthand Bhusan” Magazine published every year.
- The college has well ventilated, comfortable seating tutorial room.
- The college has well resourced Sports Centre with facilities of both indoor as well outdoor games.
- College is under 24 hours CCTV surveillance.
- All the staff members – teaching and non-teaching are fully qualified and experienced. They are hard working and dedicated towards their work.
- Action research by the teacher and students.
- Placement by campus find good result.

Our academic result has been outstanding. The secret behind our success is our ability to identify parameters that influence the self esteem of the students, their ability to communicate, solve problems and derive strength from interpersonal interaction. Our whole year is fully packed with transaction of theory lectures, practice teaching, research work, extension activities, community work and co-curricular activities. Stress is laid on all round development of personality. Our pupil teachers are fully versed to plan and organize curricular as well as co-curricular activities. Last but not the least, the very autonomy of the Institution ensured its longevity and perpetuity. All its profits are ploughed back into fulfilling its educational aspirations which would not have been possible without the cooperation and continued support of the Management, Principal, Faculty members and students.

CRITERION I: CURRICULAR ASPECT

1.1 CURRICULAR DESIGN AND DEVELOPMENT

1.1.1.1 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 PT.Sita Ram Shastri B.Ed. Training College has its clear, distinct and community oriented Objectives.

Objectives of the Institution

- To recognize, promote and develop the capabilities and universal values in the student teachers needed for cohesion and welfare of society and nation
- To make aware, inspire and enable the student teachers to integrate the ICT with ancient Indian educational philosophy for a quality academic environment.
- To stimulate, educate and enable the student teachers for excellence in teaching, learning, research and innovation.
- To develop attitude, competence and core skills, essential to teaching learning process among the student teachers.
- To encourage the student teachers to derive an everlasting capacity of realizing and executing their roles and responsibilities in learner's holistic development.
- To provide an enthusiastic, motivating, inspiring and equally accessible teaching - learning environment, conducive to the professional growth of teacher educators and student teachers.
- To invent, adopt and practice the knowledge of ICT for teaching, learning and training of student teachers to meet the emerging issues, needs and problems of the school education system in global context.

The objectives of the institution address following major considerations:

INTELLECTUAL, ACADEMIC AND TRAINING

The institution has vital action plans for this purpose. Enlightened and qualified faculty members consider the individual differences of the student teachers and educate them accordingly. Individualized care, effective methodology, experience enriched co-curricular practices, using ICT equipment and professionally sound faculty ensure the development of intellect and best academic and training practices.

EQUITY AND ACCESS TO THE DISADVANTAGED

The opportunities to participate in various academic and curricular activities are equally accessible to the student teachers. The house and tutorial provision for personal attention of the student teachers is observed. So it is assured that all the student teachers are equal by denying the differences of religion, language, region, gender and caste.

SELF DEVELOPMENT

The objectives of the institution is to provide intellectual and moral leadership by igniting the mind of student teacher to realize their potential and make positive contribution leading to prosperity of education, society and national at large.

COMMUNITY AND NATIONAL DEVELOPMENT

The professionally competent and value oriented teachers are instrumental to the community and national development. Institution's concern about the welfare of the community and nation is exhibited in its extension services, teaching practice and teacher-training techniques.

ISSUE OF ECOLOGY AND ENVIRONMENT

The institution adopts the sustainable development approach for the issues of ecology and environment. The institution has optional paper on 'Environmental Education' in theory and world environment day celebration, save water and make clean tidy environment campaigns, sewage treatment plant are in practice for the purpose. The institution sensitizes the masses through teaching, seminars, conferences, different competitions and campaigns about conservation of environment.

VALUE ORIENTATION

Values are both taught and caught in this institution. Institution performs Hawan in the beginning of each session. Each academic activity and daily sessions begin with Prayer. The theoretical papers along with work education & work experience envisage the knowledge and practice of values. Values like truth, beauty, goodness, co-operation, honesty, dignity for manual labour, team work, social service, conservation of ecology and environment, respect for all religions, languages etc. are practiced by all the faculty members and students.

EMPLOYMENT

The institution provides training in all communication skills teaching skills, handling of ICT equipments in an efficient manner which ensures the employability of the student-teachers.

GLOBAL TRENDS AND DEMANDS

The explosion of knowledge, use of ICT in curriculum transaction and crisis of values are the global issues in education. By considering the updates in education and maintaining discipline, institution works for the global trends and demands.

1.1.1.2 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 institution is abided by the regulatory statutory bodies i.e. C.R.S.U., Jind & NCTE to execute their prescribed curriculum. The modifications made by these competent authorities are brought to the action.

Institution has eminent educationist Mr. Vikas Sharma as a source person to monitor, review and suggest the modifications in the existing curriculum of B.Ed. course. In her dynamic guidance “Curriculum Review & Reform Committee” was established at the college level in November 2012. The committee comprises of subject expert teachers in each subject i.e. Hindi, English, Sanskrit, Physical Sciences, Social Science, Computer Science, Mathematics and foundation courses. The committee consists following members:

Sr. No.	Name	Designation
1.	Mr.Vikas Sharma	Chairman
2.	Mrs. Karishma	Secretary
3.	Mr. Sandeep	Expert Member
4.	Mrs. Rekha	Expert Member
5.	Mrs. Ranjana	Expert Member
6.	Mrs. Monika Rani	Expert Member
7.	Mrs. Santosh Yadav	Expert Member

The committee invites the feedback and suggestions about the existing curriculum of the Courses from all the faculty members, members of Alumni Association, student-teachers of current session, teachers & heads of practice teaching schools and academic experts, on a prescribed format / questionnaire.

After compiling, analyzing and evaluating the feedback, the suggestions are recommended to C.R.S.U, Jind, statutory academic body, for amendments/modifications in the curriculum.

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

The role of teacher educator and student-teachers has been redefined due to the global trends & emerging needs of the school children. Through a balanced blending of traditional methodology with ICT & new technology, we prepare the student-teachers to become independent, creative and confident enough to face the world. (The institution and the faculty members are prompt & guide the student-teachers to integrate the technology like LCD Projector, OHP, Multimedia projector, Slide Projector, Computers, Radio, T.V. & other audio-visual aids with face to face sessions to present the content effectively.)

Teacher-educators demonstrate and justify the judicious use of appropriate methodology in handling and mastery learning in ICT use. The faculty members are the “Model user of ICT”. They make good use of power-point presentations and project based instructional resources for instructions, orientations & for conducting different curricular and co- curricular activities. The student-teachers imitate and learn different skills during their work education classes specially during Chalk Board Writing, Handling of equipments & Preparing teaching aids.

In the era of 'Smart Class concept', institution has introduced the ICT in education theory and practice as well. Teaching practice sessions has been enriched with EDUSAT experiences and exercises for B. Ed. student teachers in the Govt. Sr. Sec and Private Sr. Sec. School, Bhiwani.

Besides ICT, the emerging need is value enriched teachers. The institution has a value oriented system of working. We initiate the session with Hawan. Morning assembly is organized by student - teachers of respective "Houses" on all working days.

The captions, thought of the day, prayer and role models, code of conduct of teachers are exemplary for student-teachers. They discuss and share their views on various religious, spiritual & moral ideals. The Principal and faculty members are leading examples, they review the code of ethics regularly to maintain values in the behavior of the student-teachers.

Various co-curricular activities spontaneously encourage the student-teachers to learn in team work and integration.

The personality development and communication skills are also in demand globally. So, the institution provides the exposure to the student-teachers through its cultural, sports and literary activities to acquire these skills and groom their personality. Besides this the college specially runs value added courses like English Spoken through Language Lab Classes, Personality Development Classes etc.

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

The curriculum of the B. Ed. course bears thrust on national issues like Value education, gender equality, Human Rights, Democracy and Education, National Policy of Education, Culture and Education, Modernization, Sankhya, Vedanta, Models of Inclusion, Rehabilitation Council of India, Equality, Social Cohesion, Secularism, Environmental degradation, National integration, Population explosion, Women education, Education of disabled children and ICT.

The teaching methodology & classroom interaction along with the practical's and various activities like celebration of various events, festivals, extension activities & competitions etc. ensure the results in thrust areas.

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

Yes, the institution makes adequate use of **ICT** for curricular planning since its establishment. Dynamic Principal Mr. Vikas Sharma arranges and ensures that curricular events must be recorded since its planning stage.

Mainly academic calendar, year planner, time table, committee structure and their functions, important rules, norms, circulars, notices, different groups like tutorials, houses, work education & work experience, proceedings, agendas and findings of staff meetings, various clubs and activities, sports and cultural events are to be organized, the rewards & recognitions criteria/schemes/strategies, library & labs material, requirements & their stock check etc., house examinations & annual examinations, seating plan, staff duties are planned with the help of ICT.

Demonstration lessons and Power Point Presentation by teacher-educators and Micro-teaching and Practice teaching lessons by student-teachers are planned and presented with the use of Multimedia Projector & OHP. Staff members prepare and present the orientation programmed & instructional materials for their classroom teaching by using ICT.

1.2 ACADEMIC FLEXIBILITY

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

The institution provides a wide variety of learning situations to the student-teachers according to the need & requirements of the curriculum, society, profession and nation. All the necessary steps have been taken by the institution for the better implementation of the curricular activities.

Teachers are being motivated to use Critical Understanding of ICT with traditional methods of teaching. All the facilities like Computers, multimedia projector, OHP, Slide projectors etc. are provided with uninterrupted power backup to the teachers for making their lesson a success one. All the faculty members have good hand in the use of ICT and modern technologies. All the teachers are efficient in making teaching - learning material with good care and concerns. They are capable in making Charts, Pictures, Models, Transparencies, Slides, Flash Cards & Power Point Presentations.

Proper care & concern have been taken into consideration while developing the curriculum. Both the theory and the practical aspects of the curriculum have been given ample importance. There is a provision of theory and practical work in all papers of B.Ed. Course. The Internal evaluation of the students is done on the practical cum theoretical basis. The student-teachers are motivated to use Computer & community services and ICT in their notes preparation, Lesson planning for teaching practice, Power Point presentation for class seminar. The institution provides a platform for student-teachers to participate in various literary, cultural and community service practices. During teaching practice also student-teachers organizes morning assembly, bal sabha, maintain record and attendance of the students.

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

The Institution provides a wide variety of learning experiences to the students for effective implementation of the curriculum. While implementing the curriculum the faculty members encourage the student teacher to participate in various Curricular, Co-Curricular and Extra Curricular activities.

For the effective implementation of curricular aspect of the course all the faculty members use various Innovative and Technological approaches of teaching and learning. Various methods like demonstration, lecture and Problem Solving are used with wide variety of teaching aids such as LCD Project OHP, Computer, Slide Projector, charts, Models etc. While providing effective Teaching Learning environment to the student-teachers in the campus and in the classroom they are being motivated to do work with community and in the community. There is provision of field work in the curriculum of B.Ed.

Thus, with the effective implementation of all the subjects the institution provides wide varieties of learning experiences to the students for the effective implementation of the curriculum aspects in the campus as well as in the field.

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

In the institution there is proper provision to develop communication & ICT skills, community orientation and social responsibility skills among the students.

Communication and ICT skills are developed through the effective implementation of curriculum of Paper III Teaching and Learning in B.Ed. 1st Year and Assessment for Learning in B.Ed. 2nd year Information, Communication and Educational Technology. Where basic knowledge about communication skills, its principles, effective communication, basics of ICT, uses of computers and networking are discussed in detail and thus theory and practical aspects are implemented well.

Student-teachers professional skills are developed through the effective implementation of Paper-VI, VII & VIII of B.Ed. 2nd year, which include the skill of chalk board writing, preparing of teaching aids, handling of available equipments, Development of CCE, Development of Learning Material.

There are many papers in which there is ample scope for providing life skills, value education, community, professional and social skills in Paper V- (B) of B.Ed. 2nd Year etc.

Along with these specified in the curriculum specified by University, the institution runs mainly Three foundation courses to Develop communication skills (verbal & written), ICT skills, Community orientation, Social responsibility etc. These are English Spoken Course, Personality development Programme and Basic course on Computers.

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

➤ Interdisciplinary/Multidisciplinary

The curriculum of B.Ed. Course has interdisciplinary / multidisciplinary approach. There are various fields of specialization in the B. Ed. course such as Educational Childhood and Growing up, Contemporary India and Education of B.Ed. 1st year. Knowledge and Curriculum, Assessment for Learning, Creating an Inclusive School, Language Across the Curriculum, Understanding Disciplines and Subjects, Gender School & Society of B.Ed. 2nd year and Science, S.St., Math, Computer Science, Commerce, Economics and Language (Hindi, English, Skt.), Development of certain skills like chalk board writing, preparing & handling teaching aids using computers & other ICT equipments and work experience.

➤ **Multi Skill Development**

The curriculum of B. Ed. course provides an opportunity to the student teachers for developing various skills. It helps in developing communication skills, teaching skills, social skills, writing skills, work experience and technical skill with the help of various subjects including theory and practical.

➤ **Creating an Inclusive School**

This is compulsory paper in B.Ed. In this paper following topic are taught:

1) Understanding diversities/differences-concept, characteristics and types of various disabilities (Visual, Hearing, Mental Retardation, locomotors and neurological disorders, learning disability and multiple disability).

2) Role of Organizations for Education of Children with Disabilities:

Rehabilitation Council of India, National Institute of Different Disabilities, Composite Regional Centers, Non Voluntary Govt. Organizations.

3) Special Needs & Inclusion: Special needs in terms of learning experiences in the context of disabilities and their learning styles, Schools awareness and readiness for addressing learning difficulties, Concept of an Positive attitude towards disability, human resources, whole school approach.

4) Practices and Support System for Inclusive Set up: Pedagogical Strategies to respond to individual needs of learners in classroom. Peer tutoring, cooperative learning strategy, social learning, Buddy system, Reflective teaching, Multisensory teaching.

Support Services and Partnership in Teaching: Developing positive relationship between school and home. Teaching and Co-teaching personnel: parents and teachers, teacher and special teacher, Team of teacher, Parents, Special Educator, Speech therapist, Physiotherapist, occupational therapist and counselor, Professional training of teachers in inclusive schools.

Assistive and Adaptive Technologies in Inclusive Set up, use of ICT, Equipments and others technologies for different disabilities.

➤ Practice Teaching

As B. Ed. course is a teacher training course, in it there is proper provision of practice teaching in simulation as well as in actual classroom situation. Every student-teacher completes **16 days** of pre-practice days and **20 weeks** of practice teaching. During this Two weeks for first year, to support better understanding of schools and in preparation of internship, teacher education institutes shall make provisions for visits to innovative centers of pedagogy and learning- innovative schools, educational resource centers, etc.

(I) Two weeks of First Year will be devoted to field engagement through different tasks and projects with the community, the school, and the child in school and out-of –school.

(II) Two weeks of second Year will be devoted to field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school along with the teaching practice for Pedagogy of School Subject I & II.

(III) 16 weeks internship should be conducted for BE.d Second Year.

Before the teaching Practice student-teachers are properly oriented about teaching skills, lesson planning & effective teaching. Student-teachers prepare and present various lessons according to skill assigned.

During practice teaching at school level, every student-teacher delivers 12 practice lessons and 2 discussion lessons in each teaching subject & one final discussion lesson in any one of the teaching subject. During this period all the student-teachers are monitored and supervised by their concerned supervising teacher educator, who provides feedback to the student-teachers for their effective work.

➤ **School Experience:**

There is a provision of both theoretical and practical aspects of school experience or school management. In theory paper student-teachers are given conceptual knowledge about the management of school facilities and problems, library, infrastructure, time table, human resources etc. At the time of practice teaching at school student-teachers apply all this knowledge in the actual situations. There they organizes morning assembly, make arrangements for teaching learning situations, manage man & material resources, manage funds at school level and scholarships. At the end of the practice teaching at school every student-teacher writes a detail school plan report, prepares time table and Development of CCE and Learning Material.

Student-teachers also conduct an action research project during practice teaching and provide solution/remedies to a particular problem.

➤ **Work Experience/ Optional Course (Yoga & Health and Physical Education)**

The aim of B. Ed. course is to develop competent and skilled teacher. A teacher can become capable by contributing to the society. B.Ed. Course /curriculum have the provision to develop certain skill through various work experience subjects. In the syllabi of B. Ed. course, P-VIII are of this nature, where various options are provided to the students for developing certain skills through work experience. These subjects/options includes candle making, chalk making, interior decoration, paper cutting and card board molding, computer applications and clay modeling etc. Student-teachers are encouraged to participate in various community services, extension activities. In these papers, Student - teachers are encouraged to participate in Sports Activities, International & National Day Celebrations, Literary Activities, Cultural Activities etc.

1.3 FEEDBACK ON CURRICULUM

1.3.1 *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?*

The institution has adopted well oriented mechanism of getting feedback and exchange of information with regard to the curricular and co-curricular aspects of the programme being run in the institution. For getting feedback on curriculum following practices are in vogue:

a. Feedback on curriculum by the student-teachers:

The institution has tried its best to cater the needs of the students, society and nation through best practices in curriculum. Student- teachers' views & suggestions are invited on the curriculum for necessary modifications & improvement in the current curriculum. For this purpose the institution is working with two tools: first one is inviting student-teachers' feedback on pro forma, given by NAAC, through which student-teachers rate the complete course and the curriculum of the various subjects. The second tool is the suggestion box available in the college campus, where student- teachers can put their suggestions regarding the improvement in the curriculum.

b. Feedback on curriculum by the- Alumni:

The views and suggestions of old students of the institution are also invited with reference to the curriculum. These students are encouraged and motivated to provide feedback on the curriculum of the B.Ed. course. They are asked to post/disclose their views in following manner:

- Oral expression of their views about the curriculum to the Principal or the subject teacher.
- Writing their suggestions/ideas directly to the Principal or subject teacher.
- Provide their suggestions through suggestion box.
- Posting their views/comments on college community on Facebook.
- Giving their suggestions through E-mail.
- Provide feedback through online registration available on website.

c. Feedback on curriculum by Employers:

Employers of the institution indirectly participate in the curriculum development by providing man & material resources, moral and financial support to organize extension lectures and to attend workshop and seminars regarding curriculum development.

d. Feedback on curriculum by Teaching Staff:

- The institution has its Internal Curriculum Review & Reform Committee consisting staff members as subject experts. This committee analyses the existing curriculum of the B. Ed. course, finds out the needs & difficulties of the student - teachers and provide suggestive measures for the modification in the curriculum.
- The faculty members meet after every academic activity to review and discuss the strengths and weaknesses of the activities. They also provide suggestive measures for improvement in these academic activities.
- The existing working related to curricular aspects of the college is discussed in the staff council meeting,
- Teachers play an active role in the tutorials to solve problems of student-teachers regarding the curriculum.

a. Feedback on curriculum by the Community:

The institution has established a cordial linkage with the community. There are various occasions where the Institution and the community come together. At the time of every meeting formal & informal feedback is received from the community regarding the curriculum. Some of the activities are:

- The institution has established extension linkages with Community and local educational institutions i.e. practice teaching schools & colleges. We also organize various services/ activities in the community such as awareness programme Beti Bachao Beti Padao, Prevention of Dangeu, Open Defication etc. and also receive feedback and suggestions from the community members at that time.
- The institution always invites Heads & staff of the practice teaching schools, parents of the student- teachers & community members in

various activities, functions, exhibitions and competitions of the college on Teaching aids, skill in teaching, cultural activities, talent search, sports meet etc., where they provide their valuable feedback & suggestions to the course.

- The feedback from the school teachers, during practice teaching about the B. Ed. Course and their experience at practice teaching on prescribed Performa (developed by the institution) is collected and reviewed.
- The institution is planning to organize a meeting and workshop with school Principals and teachers of the neighboring schools to share their views on the methodology and curriculum of the B. Ed. course.

Thus institution is trying its best, to communicate & receive feedback from all its stake holders, with regard to curriculum.

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

The institution has a distinct mechanism on analysis of feedback from the students & Alumni on the curriculum. Every year the feedbacks from the student-teachers provided through the Suggestion Box are collected and then their views are discussed in the staff council and curriculum review committee. If there is any remarkable suggestion then those are reviewed in staff council meeting and then sent to the curriculum review committee of the institution for further discussion and analysis which sends its recommendations to the University and higher education department.

The second tool i.e. students views on curriculum through Performa introduced from the Previous session (2015-16) and feedback from student-teachers are being collected about the existing curriculum.

Various areas are identified by the curriculum review committee of the college where certain changes and improvement are required. The major area are:-

- ICT should be included as compulsory subject in the curriculum.
- There should be adequate provision of Inclusive Education in the curriculum to make the student-teachers aware about the issues of inclusive practices.
- There should be more emphasis on developing more skills among the student-teachers.
- The B. Ed. course duration should be of one rather than two years.

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

Since the curriculum regulatory body of the B. Ed. course is M.D. University, Rohtak, & C.R.S.U., Jind so there is not any scope for any self financing institute in the development of the curriculum. But the institution, at its part, is trying well to communicate the urgent need & requirements for the modification in the curriculum. The institution is in the process to send some of its recommendations of (2015-16) of B.Ed. 2nd year to the M.D. University, Rohtak & (2016-17) for B.Ed. 1st Year C.R.S.U, Jind for curriculum up gradation.

1.4 CURRICULUM UPDATE:

1.4.1 *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).*

There is one major curriculum revision has taken place during the last five years. Last year M.D. University Rohtak has initiated some revision to meet the changing needs of teacher training programme it has been proposed by the institution to add new subjects like Childhood and Growing up, Contemporary India and Education, Learning for B.Ed. 1st Year. Knowledge and Curriculum, Assessment for Learning, Creating an Inclusive School, Language Across the Curriculum, Understanding Disciplines and Subjects, Gender, School & Society for B.Ed. 2nd Year. inclusive education, ICT in education, value education so as to sensitize the student-teachers about these issues. The revised syllabus implemented from 2015-2016.

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

Following strategies are followed by the institution for curriculum revision and update:

- Getting regular feedback from the student-teachers.
- Feedback from the practice teaching schools.
- By formal & informal means of feedback from community members
- Getting feedback from college Alumni through verbal expressions, written form & E-mail.
- Meeting of the schools principals & teachers for modification in the curriculum.

1.5 BEST PRACTICES IN CURRICULAR ASPECT

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

As mentioned earlier the institution has its Internal Curriculum Review and Reform Committee for curriculum evaluation. Student- teachers suggestions are invited on the prescribed Performa and through suggestion box. All these measures are adopted to check the quality sustenance in the curriculum aspect.

The institution has undertaken the following quality sustenance and quality enhancement measures during the last three years:

- Computer Education
- Need Based Education
- Socially Relevant programmes
- Use of ICT
- Academic Skills
- Value Education
- Personality Development
- Choice Based curriculum or flexibility
- Student Advisors
- Women Cell

- Learning by Doing
 - Co-operative Learning
 - Inter - disciplinary Courses
 - Community Participation
 - Comprehensive & Continuous Evaluation
-
- Guidance & Counseling Services to student-teachers
 - Publication of College Brochure & Magazine
 - Career Opportunities
 - Remedial Teaching
 - Environmental Education
 - Inculcating Various Social, Cultural, and Academic & Professional Skills among student-teachers.
 - Providing training of various teaching skills to the student- teachers.

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

The institution tries its best for the effective implementation of all the curricular and co-curricular aspects of the course. All the theoretical and practical aspects of the curriculum are taken into consideration while implementing the curriculum. Firstly institution plans in advance for the activities to be organized. The various activities dealing with the curricular and co-curricular aspects are planned very well by the institution in the annual year plan. Proper care has been taken while planning the year plan. For effective implementation of the curricular and co-curricular part of the course and the year planning committee analyses the every aspect of the year including holidays, weather conditions, school availability for practice teaching, Important National & International days and needs & requirements of the curriculum.

For implementation of the curricular aspect of the course the institution tries hard to implement all the planned activities. The various committees are constituted for the better implementation of the academic plan to act as a team to accomplish the task. The various committees like cultural, academic, time table, literary & workshop, library, tour committee etc. work independently as well as in collaboration with each other for the better implementation of the curriculum.

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 ADMISSION PROCESS AND STUDENT PROFILE

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

Admission Process for B.Ed. Course

Criteria for admission –

The students who have 50% marks (General) in graduation or post graduation are eligible to apply for admission in B. Ed. course. In the case of SC students, the eligibility condition is 45% marks in graduation or post graduation.

Admissions in B.Ed. course are conducted and regulated by the state universities – C.R.S.U, Jind (2016-17)

The students are admitted in B.Ed. course on the merit basis, taking consideration of reservation policy and other rules of State Govt. of Haryana through following practices:

1. Marks of graduation or post graduation:

Since the session 2016-17 admission in B.Ed. course were made on the merit basis of marks obtained in graduation or post graduation by C.R.S.U Jind along with the affiliated colleges under the supervision of university appointed observer. In session 2016-17, C.R.S.U introduced on-line counseling with manual counseling and college level counseling in the supervision of university appointed observer.

The Institution strictly implements the admission procedure and fee structure notified by the admission regulatory bodies i.e. C.R.S.U . The fee is being deposited through bank in college account in prescribed installments during given time periods and receipts are issued to the students.

The admissions were made through online counseling by C.R.S.U, Jind. The vacant and left out seats were re-advertised to ensure the equal and easy access for all the eligible candidates aspiring for admission.

2. Role of college admission committees:

The Institution has the separate and specific admission committee for B. Ed. The Committee has one convener three teacher members. The committees go through all the relevant updates of instructions, norms and rules published, issued and circulated by the NCTE, C.R.S.U, M.D.U., state govt. of Haryana. The Handbook of information for admission in B.Ed. is considered as reference and reliable source along with the above circulars.

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

The program for B.Ed. offered by the institution are advertised through the newspapers (English & Hindi both), hoardings, handbills, prospectus and advertisements on local cable network in adjoining areas.

All advertisements in media make clear the location of the college, transport facility / connectivity, seats available, salient features of the institute, facility available in the campus and faculty status & results of the previous years.

The prospective students have all essential information in the advertisement material. In information brochure, institution has made a clear message about its vision, ambition of the management and administration towards selfless service to the society through teacher education. The course structure, faculty with their great academic record, methodology adopted, cultural and social perspectives of activities undertaken, hallmark achievers of the institution in academic and co- curricular activities, remarkable winner student teachers of the institution in inter college competitions, all important festivals i.e. diwali, holi, lohari and events like talent search competition, international women's day, world

environment day are celebrated in the campus, Training in skills, schedule of all academic and curricular parts of the institution are shared with prospective students in the prospectus. It helps them to comprehend the vision, methodology, all teaching learning activities and academic environment of the institution and facilitate them to make their decision.

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

The Institution has specific admission committees to monitor admission decisions for B.Ed. course. The admission committee members and convener remain vigilant on handbook of information, circulars of the NCTE, state Govt. of Haryana & state universities C.R.S.U & M.D.U.in print media as well as on their website.

This committee maintains the record of relevant information and decisions and orders of competent authorities i.e. NCTE, C.R.S.U, M.D.U., State govt. and honorable high court, Chandigarh.

It has been the prime concern and focus of the admission committees that the determined admission policies and procedures must be equitably applied to all the applicants. In this direction, all the information and decisions regarding admission procedure and fees are displayed on the college notice board and an information centre, counseling hall for admission in B.Ed. has been in practice since its first session to facilitate the students. Information centre remains active from 9:00 am to 5:00 pm. during the admission process.

So in this way the institution effectively and whole heartedly monitors admission decisions to ensure that the determined admission criteria are equitably applied to all the applicants.

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

The institution has a privilege of its location, that's why its student fauna has diverse backgrounds. The student-teachers from different economic, cultural, religious, linguistic backgrounds and physical challenges enjoy their individuality in harmony of great diversity in institution's academic environment. The following strategies are in vogue for the great cause:

1. The institute assists the economically weak student-teachers by facilitating them to avail state scholarships. The additional numbers of library books are issued especially to them. The bus pass facility is also provided.
2. Physically challenged students are also helped by the institution. They get a supportive environment in every curricular and co-curricular activity. They are engaged in cultural events to boost their morale. Institute bears medical expenses and provides fee concessions to the physically challenged students.
3. Religious festivals and events are celebrated by student teachers for integration of their faith and beliefs. Every student is encouraged to share and represent his/her culture and sect in various cultural activities and morning assemblies. Lohri, Diwali, Holi and Christmas are celebrated in the institution. The educational tour to New Delhi, Pratapgarh were successful ventures in this direction.
4. The college has a women education encouraging and endorsing environment. The female student teachers are being ensured that they have their voice to share and raise the issues regarding any campus experience with girl student advisor, women cell incharge and their concerned tutors.
5. Institute has a conducive academic environment for the expression, joyful study and celebration of life for the female student-teachers through various cultural and co-curricular activities. Every year on 8th March the institution celebrates the International Women's Day.
6. The female student-teachers are encouraged to participate in the inter-college competitions organized by different colleges of education in Haryana. The team of girl students is always accompanied by a female teacher incharge and their T.A. & D.A. and registration fee is paid by the institution.

7. The girl students of this college has won many prizes in inter college competitions in CBW, pot decoration, shloka recitation, skill in teaching, Haryanvi dance, best out of waste, poster making, quiz contest and chart making organized by different reputed colleges in Haryana in last three years.
8. The linguistic diversity has been facilitated in teaching learning process by educating through both medium - Hindi and English. There is an equal respect and attitude towards various languages and dialects of the students. The teacher-educators take care of their emotional attachment to the languages and dialects so that students feel comfortable in a learning friendly environment.

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

Yes, the institution has following provisions for assessing student's knowledge/needs and skills before the commencement of teaching programmes:

I. Orientation Programme:

Every academic session begins with the orientation programme. The teacher educators introduce the nature and structure of teaching subject options to the students. The student-teachers have an opportunity in the programme to share their views, to make queries and discuss their point of view regarding the course structure and schedule.

In this programme, an intimate and cordial relationship develops between student teachers and teacher educators. It facilitates the institution to judge the knowledge, needs and skills of student-teachers.

II. Talent search Programme:

Every year institution organizes the talent search competition just after the admission process completion. It has various segments like - dance, poetry, speech, singing, painting, rangoli, best out of waste, mono acting and mimicry. The performance of the student teachers provides a realistic picture of their persona, knowledge, specific skills and needs.

2.2 CATERING TO DIVERSE NEED

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

The institution provide an effective and conducive learning environment to the student teachers for their better learning and overall development including social, moral, cultural and academic aspects of personality . Student teachers are trained enough to compete with all the challenges in the modern era.

Through the effective implementation of the curriculum, the PT. SITA RAM SHASTRI B.Ed Training college. provides best services to the student-teachers for better learning environment. The faculty members use various teaching methods according to the needs of the students. If student-teachers find any difficulty in the way of learning, the hurdles are removed by the concerned teacher educator by adopting suitable method.

The institution has the facility of well equipped **Psychology Lab., Language Learning Lab., Educational Technology Lab, Computer Lab** and **updated library** where student teachers are given instruction & knowledge as per their requirements. Faculty is self motivated to use various kinds of teaching aids such as chalk board, chart, model, pictures, internet, power Point Presentation, transparencies, OHP, and computers in the classroom for the effective presentation of the content matter

Student teachers are also given firsthand experience in preparation and handling of various kinds of audio visual aids. Each student-teacher prepares teaching aids including charts, models, slides, transparencies, chalk, duster, pointer, flash board and power point presentation in each teaching subject. Student teacher is also encouraged to use more & more teaching aids in their actual classroom teaching or at practice teaching.

All the student teachers are trained well enough to handle the modern technological aids in their class room teaching. They are trained about handling computers, OHP, Slide Projector, LCD Projectors etc.

The institution also provides environment to the student teachers where not only the academic growth of the student teachers become possible but also their cultural, social, intellectual, moral, mental & professional growth are also taken in to consideration. The institution organizes various cultural programmes from time to time for developing all the aspects of personality of the student teacher. In these programmes student teacher are encouraged to participate and organize the whole activities. The faculty serves as guidance force to them. All the activities of the programme are managed by the student teachers. Various inter house competitions are also organized at the college level for the student teachers to foster sense of competition among them. The important programmes / days celebrated at college level are:-

- Independence Day Celebration
- Republic Day Celebration
- Diwali
- Lohri
- Women`s Day Celebration
- Science Quiz Competition
- Inter Section Competition
- AIDS Day
- Environment Day
- Science Day
- Poster Making, Rangoli, Preparing Teaching aids, Transparencies Competition
- Chalk Board Writing Competition
- Pot Decoration
- Drawing & Painting
- Mantrocharan & Shalok Pratiyogita

Along with all the competitions regular, morning assembly is also organized. Through morning assembly the institution tries its best to inculcate the moral & spiritual values among the student teachers. It is compulsory for every student teacher to participate in the morning assembly and to perform any activity according to their interest. The morning assembly activities include Gayatri Mantra, Saraswati Vandana and Prayer, Patriotic / religious songs and national anthem. All these activities are included to foster some moral, social, spiritual & national values among the student teachers.

Besides all this student-teachers are encouraged to participate in the various competitions & workshops etc. held at other colleges, where our student teachers got remarkable achievements.

Some other activities organized for their personality development are community participation, games & sports, work experiences, classroom seminar, extension lectures etc.

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

There are various learning needs of the student-teachers which are based on subject matter, individual differences & need of the curriculum. All the learning needs of the student teachers are taken into consideration. The following activities are organized to meet the diverse learning needs of the students.

- Extra classes for weak and needy student-teachers.
- Issuing books to student-teachers during annual examinations.
- Arrangement of seminars at class level as well as college level.
- Organizing the Extension Lectures by prominent educationist.
- Student-teachers are provided academic support to attend workshops/Seminars/Competitions etc.
- Assignment and projects are assigned to the student-teachers.
- Student-teacher's need for academic areas are discussed through the tutorial and are also provided with remedies.
- Special Attention is given to slow as well as advanced learner.
- Remedial teaching is given after every class /unit test and house examination.
- Proper orientation about examination and evaluation system.
- Proper & appropriate demonstration is given to the student teachers for model lessons in different skills & teaching practices etc.

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

There is a wide scope of diversity in the teaching learning process along with its equity in the B.Ed. curriculum. There is a lot of diversity of the subjects in the curriculum of BE.d 1st year such as childhood and Growing up, Contemporary india and education and learning and teaching, pedagogy of (Hindi, English, Physical Science, Life Science, Mathematics, Social Studies, Sanskrit, Computer Science, Economics, Commerce, Home Science etc.) & and of BE.d 2nd year Subjects such as knowledge and curriculum, assessment for learning language and curriculum inclusive education etc. and all these subjects equally work for effective teacher training. The curriculum has various activities through which diversity and equality in teaching learning process is reflected. Student-teachers are also provided a training how to understand the equity and diversity of student teachers in their Micro Teaching group in which they have to play the role of student , teacher and observer . Other curriculum oriented activities are:-

- Preparation for practice teaching
- Lesson Planning
- Developing core teaching skill through simulation
- Observation & discussion of demonstration lesson
- Practice Teaching
- Pedagogical content analysis
- Observation & supervision at practice teaching
- Interaction & Participation within community
- Educational Tours
- Extension lectures
- Provision for work experience
- Creating learning situation through tutorials
- Sections are formulated to cater every need of the student-teacher
- Organizing various class tests, class seminars & demonstrations etc

2.2.4. How does the institution ensure that the teacher educator is knowledgeable and sensitive to cater to the diverse students needs?

The institution ensures that the teacher-educators are knowledgeable and sensitive to cater the diverse needs of the students with the help of the following best practices:

1. PT. SITA RAM SHASTRI B.Ed Training college, Bhiwani has well qualified and experienced faculty. Four of our staff members has Doctoral Degree (Ph.D.) in education, Three members have qualified UGC-NET in education or in relevant teaching subjects and Four members have M.Phil. Degree in Education or in relevant teaching subjects and three staff members are doing their Ph.D.
2. The institution has the mechanism to observe the model lessons of the teacher-educator in the classroom. After observing the behavior of the Teacher-educator while teaching in the classroom, the observation are made known to all the staff members and a peer feedback is collected. All the positive and negative aspects of the teaching are discussed and feedback is provided to the concerned teacher-educator for improvement, if needed. With the help of this mechanism a teacher can also evaluate his/her classroom behavior and bring necessary modifications in it.
3. Students' feedback is also taken on prescribed proforma regarding the teaching of all the faculty members.
4. Every member of the staff is selected by the properly constituted selection committee from M.D. University, Rohtak and C.R.S.U Jind which includes Professor & Associate Professor, one of them is subject expert to ensure the efficiency of teacher-educators in their subject concern.
5. Teacher-educators are allowed to attend & participate in various seminars, conferences & workshops etc. organized by different universities/institutions. Appropriate T.A. / D.A. is also paid to them for attending the same.

6. The Institution sends teachers to participate in the Refresher course/orientation courses to provide them an opportunity to exchange experiences with their peers and eminent educationists.
7. Teacher educators emphasize on making good and healthy student-teacher relationship to cater the diverse needs of student teachers. Teacher educators adopt the appropriate strategies to assess the slow and advanced learners. The teacher educators are encouraged to obtain feedback and communication from the students, alumni, employers, community, academic peers with regular meetings and discussions.
8. The facility of suggestion cum complaint box has also been provided by the institution.

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

PT. SITA RAM SHASTRI B.Ed Training college OF EDUCATION provides a wide variety of such practices which enables student-teachers to be innovative & skillful and adopt human values. Some activities are:

1. Organizing daily morning assembly (House wise) where all the faculty members and student teachers assemble for prayer and other assembly activities. The morning assembly includes following activities:
 - Gayatri Mantra
 - Saraswati Vandna
 - Prayer
 - Thought of the day
 - Views of prominent/eminent personality on values, education or any national concerns
 - Preparation of self composed or inspired poetry
 - Daily news
 - Bhajan/Devotional Song/Patriotic Song
 - National Anthem

2. Every session and important functions are started with the 'Hawan' and prayer.
3. Organizing various social and cultural programmes.
4. Celebrating days of National, International and social importance, such as Republic Day, Independence Day, Women's Day, Lohri, Diwali, AIDS Day, Science Day etc.
5. Organizing Extension Lectures.
6. Daily display of thoughts of eminent thinkers & educationists on display board.
7. While organizing any activity/function at college level student-teachers are assigned duties/responsibilities to provide them opportunity to organize various activities, under the supervision of the concern tutor/house incharge.
8. While organizing various competitions at college level, student-teachers are assigned different responsibilities.
9. In maintaining the greenery at the campus student-teachers are motivated to plant trees and flowering plants and also they are assigned duties to protect them.
10. Student-teachers are also motivated by organizing Extension lectures for them.
11. Student-teachers are provided guidance & counseling services by the Guidance-Counseling cell of the college to provide right direction to their future & career.
12. The student-teachers are given orientation in different types of disabilities, identification, causes and prevention. The student-teachers are also given lessons on how to help disabled children in the classroom and at home.

Thus all the above mentioned practices help the student- teacher to develop knowledge & skills related to diversity and inclusion & apply them effectively in the classroom situation.

2.3 TEACHING LEARNING PROCESS

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

The institution has engaged student teachers in active learning with the help of available resources i.e. Library, Various Labs., Educational Tech. Lab., Computer Lab., Psychology Lab., Work Shop for Preparing Teaching Aids, college website, internet facility in computer lab. etc. All the student teachers of the institution are divided into various groups while organizing micro-teaching, real teaching, morning assembly, work experience & work education. It is the priority of the institution that all the student-teachers will interact with each other and with each teacher-educator in one or another group. Some individual and group projects are assigned to develop the sense of tolerance, co-operation, brotherhood and socialization of the student- teachers. In every theory paper one project is assigned to the student- teachers by the teacher-educator for more interaction with the peer group and the society. Various co-curricular activities are organized by the institution to draw out the best from the individuals.

Various computer aided instructions are also developed to cater the individual need of the student-teachers. P.P. Slides on the topic of Intelligence, Global Warming, Learning, Fundamental Rights etc. are developed by the faculty members to guide the student-teachers.

For the active participation of the student teachers, different assignments/projects/seminars are also assigned to them in which they have to make optimum use of library resources, website, Internet & other resource material.

Student-teachers are encouraged in various curricular and Co- curricular activities & work experience activities such as gardening, teaching practice, micro teaching, inter house competitions, morning assembly, simulation teaching etc. where they interact with each other and share different ideas and views on various topics.

For active and participatory Learning of the student-teachers '**Learning by Doing**' approach is applied by PT. SITA RAM SHASTRI B.Ed Training college. Theory and practical work also executed simultaneously.

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

Keeping in view the student centered learning, the PT. SITA RAM SHASTRI B.Ed Training college always aims at the overall development of personality of the student-teachers which includes social, cultural, intellectual, mental, academic & physical development, so as to make them effective & competent teacher as well as vigilant and valuable citizen. A variety of programme has been organized and planned by the institution to follow the student centered approach, which are mentioned as under:

1. Almost every student-teacher is variably involved in various activities/programmes of the college for developing their talent in the field of their interest. Student-teachers' participation in various activities is ensured through the organization of morning assembly.
2. Tutorial groups and guidance & counseling cell are established to solve the student-teachers' academic, personal, career & social problems.
3. Every faculty member caters the needs of the student-teachers while developing the content matter in the classroom. As per the needs of the student-teachers, the teacher-educator changes his/her methodology and uses various teaching aids to make concept easy & understandable to the student-teachers.
4. Teacher Educators precisely diagnose the problems of the student- teachers by oral testing, written test, class test and house examination and then provide them necessary remedies accordingly.
5. Seminars, projects and case studies are conducted by the student-teachers themselves under the guidance of the respective teacher- educators.
6. Student-teachers are motivated to visit library regularly to keep them updated by reading newspapers, magazine, journals, reference book & periodicals etc.

7. Regularity, punctuality and discipline in the college are maintained by a body of student-teachers and discipline committee as well.
8. In the paper of work experience & practical learning by doing or learning by experience approach is being followed by the institution. Every necessary guidance & instructions are provided to the student-teachers by teacher educators in these papers.
9. Extension lectures & Competitions are organized to cater the student teachers need.
10. Training in handling hardware & software is also provided to the student-teachers, in order to meet the requirements of the modern classrooms. During this training, student-teachers are taught about how to use OHP, slide projector & LCD projector, using CD- ROM or DVD and T.V. in the classrooms.
11. Students are offered a variety of options in all the optional papers, where student teachers are free to choose any option as per his/her requirement or interest.

Thus all the above mentioned activities and many others are successfully organized to cater the student teachers need and to make earning more easy and reliable to them. Every effort has been made to make learning student centered and community oriented.

2.3.3. 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.

At PT. SITA RAM SHASTRI B.Ed Training college integration of traditional as well as modernise methodology of instructions are used to impart the instructions & providing various learning experiences to the student teachers. The traditional methodology include lecture method, discussion, Heuristic method where as modern methodology includes use of modern technologies, interaction models, source method, project method, problem solving method, demonstration and experimentations etc.

As in the B.Ed. curriculum 55% weightage is given to theory and rest 45% weightage is given to pedagogical skill development, practical work, field work, teaching practice etc. All the necessary step has been taken for the effective implementation of the curricular aspect, theory as well as practicals.

Various strategies have been adopted by the institution to ensure effective learning of the students which include simulation, audio-visual aids, learning by doing, seminars, assignments etc.

With the use of various instructional strategies we are providing variety of experiences to the learners. As mentioned earlier B.Ed. curriculum has the weightage of 52% to the practical work. This practical work is carried out with the active participation of the student-teachers, student-teachers are engaged in work experiences, preparing charts, Models, making useful products from waste material and community services, actual school setting, various cultural & social programme for providing various learning experiences to ensure better and effective learning.

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

There is no such programme provided in the B.Ed. curriculum to provide training in models of teaching. But PT. SITA RAM SHASTRI B.Ed Training college uses various kinds of methodologies and approach to provide effective learning experiences to the student teachers.

1. Pedagogical analyses of the content

In every teaching subject of B.Ed. there is provision to do pedagogical analysis of the given topics in terms of content/ subject matter, behavioral outcomes, methods and activities and evaluation devices. Firstly teacher educator demonstrates a topic from the given list before the student teachers and then student- teachers does pedagogical analysis of the topics.

2. Lesson Plan

Special sessions are being devoted for the preparation of lesson plans and related requirements. Various aspects of lesson planning such as stating objectives in behavioral terms, division of content matter, using appropriate methodology, use of various A.V. aids, how to present the content matter,

dealing with the students, controlling classroom activities, using chalkboard etc. are discussed in detail.

3. Student-teachers are provided with adequate training in delivery of model lesson presentation before starting their micro- teaching and teaching practice in the schools. Before the commencement of micro teaching lessons student-teachers are well oriented about the micro teaching, its concept, requirement & various teaching skills. Demonstration lesson in each skill and in each teaching subject is presented before the student-teachers by the teacher educators. During this micro teaching session, every student- teacher prepares and delivers six micro lessons in each teaching subject and then four mega lessons and two discussion lessons in simulation.
4. Beside all this student-teachers have been well oriented about various kinds of methods and strategies in the theory of their relevant teaching subjects.

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

For making effective and competent teacher we must have to foster various teaching skills among the prospective teachers. To inculcate various teaching skills among the student-teachers PT. SITA RAM SHASTRI B.Ed Training college use micro-teaching technique. Through the effective use of micro-teaching techniques, all the student-teachers are well trained in the various teaching skills and then with the appropriate integration of these skills, they become good and effective teachers.

While using micro-teaching as training technique first of all the student teachers are well oriented about the concept, phases and cycle of micro- teaching. Then detailed information including meaning, component, criteria & observation etc, is provided to them about each skill. After that every teacher-educator presents a demonstration lesson on each skill in various teaching subjects. Student-teachers observe this demonstration lesson and then discussion follows where doubts and queries of the student-teachers are removed.

After observing the demonstration lesson it is the turn of the student-teachers to present their Micro lesson according to the skill assigned. Every student-teacher delivers six micro lessons in each teaching subject for practicing the following teaching skills.

- Skill of Introducing a lesson
- Skill of Questioning
- Skill of Illustrating with examples
- Skill of Stimulus Variation
- Skill of using Reinforcement
- Skill of Chalk Board writing

Student-teacher practices a particular skill till he/she achieves mastery over the skill. Regular feedback is given to him/her by his/her peers and teacher incharge for the improvement. They are trained so well that they gain mastery over the skill.

After getting mastery over various skills student-teachers integrate various skills and deliver two mega lessons in each teaching subject in simulation conditions. These mega lessons have the time duration of 20- 25 minutes. Every time, when a student-teacher delivers his/her mega lesson he/she gets feedback from his/her peers & supervisor or teacher incharge and necessary suggestions are provided to him/her for the improvement.

Then every student-teacher delivers one discussion lesson in each teaching subject in simulation. The duration for discussion lesson is 35- 40 minutes. At the end of the discussion lesson, all the strength & weaknesses of the lesson are discussed by the peer and a group of teacher educators. Every effort has been made to make this lesson a model lesson.

When the micro & mega lessons are completed then student- teachers are sent to the schools for practice teaching, where they present 20 lessons in each teaching subject and two discussion lessons in each teaching subject that means total 28 lessons are presented by each student- teacher during teaching practice.

Above all each student-teacher observes 10 micro lessons and 24 teaching practice lessons delivered by their peers.

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

While selecting the schools for practice teaching the following process is adopted:

1. Identification of schools for practice teaching: -

First of all schools are identified for the practice teaching of the student-teachers. Following criteria are kept in mind while identifying the schools:-

- School should be near to the college.
- It should be in easy access of the student-teachers.
- Number of students' strength in the schools.
- Basic amenities at the school.
- Attitude of the head of the school & staff.
- Availability of the school.
- Recognition / affiliation of school with the government.
- Medium of instructions at the school.

On the basis of above mentioned criteria the detailed survey is conducted by the teaching practice committee of the college and then this committee selects the schools for practice teaching.

➤ **Getting consent from authorities: -**

After selecting the school for teaching practice the consent of the concerned authorities is taken for availability of schools for teaching practice. For taking consent to conduct practice teaching in government school proper channel is followed and consent from higher authorities' such as District Education Officers & Block Education Officer of the concerned district is taken. Then with the permission letter of D.E.O. or B.E.O., teaching practice committee meets the head of the concerned school and gets permission to conduct practice teaching.

➤ **Division of group & mentor teacher:-**

After selecting the school for teaching practice and getting their consent, the various student-teachers are assigned to different groups and schools. While assigning the schools to student- teachers, various needs & requirements of the student-teachers are kept in mind. Every care has been taken to provide nearby school to the student-teachers. A group comprises of almost 20 student- teachers and one teacher educator as supervisor.

➤ **Completion of teaching practice:-**

Teaching practice session at the schools lasts for 20 weeks (2 weeks for 1st year i.e 1 week for observation in school and 1 week for college in society, and 18(2+16) weeks for 2nd year i.e 2 weeks for observation during teaching practice by mentor and 16 weeks for real teaching practice in which student-teachers deliver 108 lessons(2 lessons per day) in all and observe 12 lessons of their peers. Before the commencement of practice teaching, they are also well oriented about the school environment.

➤ **Monitoring & Supervision by Teaching Practice committee & Director Principal:**

The smooth and effective functioning of the teaching practice is ensured by the regular visits of the teaching practice committee and the Principal Mr. Vikas Sharma himself. He regularly visits various schools randomly and observes the conditions at the school. During his visit, he meets the head of the school, staff members and student-teachers and also observes some practice teaching lessons and provides feedback accordingly. He also observe the difficulties faced by the student-teachers at the school and make necessary arrangements to remove/reduce them. Necessary guidance is also provided to the student-teachers and teacher incharge as per need.

Process of Practice Teaching

1.Orientation

Before the commencement of the actual practice teaching at the schools all the student-teachers are well oriented about the rules & regulations of the school, school infrastructure, teaching faculty, school time table, school curriculum & environment etc. so that, they feel themselves as a part as a part of that particular school in the teaching practice days.

2. Number of Lessons Delivered by each Student-Teacher:

At practice teaching in schools every student-teacher delivers (presents) 12 lessons in each methodology course. It means total 24 lessons and two (2) discussion lessons are delivered by each student-teacher at practice teaching. The teaching practice session goes for at least 12 days. Therefore, one lesson per day is delivered by each student-teacher.

3. Number of Lessons Observed by Mentor teacher:

For every practice teaching school one teacher educator is assigned the work as supervisor. A supervisor/mentor teacher is assigned a group of almost 12 student-teachers. At practice teaching, a supervisor or mentor teacher observes almost 12 lessons per day.

4. Observation of lessons by peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans

- Each student-teacher observes 12 lessons in the both methodology courses delivered by their peer and also provide feedback to them.
- At the time of the observation of discussion lesson, all the student-teachers, mentor teacher and school teachers observe the lesson. The discussion lesson is followed by a detailed discussion on the strengths and weaknesses of the lesson delivered by the student- teacher. Appropriate suggestions are provided to him/her by peers, mentor teacher & school teachers accordingly.
- Mentor teacher regularly check the lesson plan & observe the practice teaching. He/She writes his/her comments & suggestions about the lesson in the lesson plan note-book of the student- teachers.
- School teachers are encouraged to observe the lessons delivered by each student-teacher and provide necessary feedback.

Thus, the process of practice teaching runs smoothly with the active participation of every student-teacher, teacher-educator, schools staff and higher authorities including Principal and Head of the schools.

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

In the beginning of the practice teaching at the school, a discussion session is arranged in which all the student-teachers, staff members of the schools and head of the school share their views. School teachers are consulted regarding distribution of the sections & classes, syllabus to be covered, maintaining discipline during practice teaching etc. Student- teachers are also asked to plan their lessons as per the requirement & syllabi given by the concerned school teacher. Mentor teacher plays the role of epicenter. If any problem arises during practice teaching mentor

teacher provide help to school staff and student-teachers as well. If the need arises meeting with the Head and other teaching staff of the schools is also arranged in between the practice teaching period. On behalf of student-teachers it is the responsibility of the mentor teacher to maintain the discipline at the practice teaching. Student-teachers are motivated to work within conducive, co-operative & self disciplined environment. The student-teachers also write a report of the school plan in which they discuss almost all the aspects of the school.

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

The institution prepares the student-teachers for managing diverse learning needs of the students in the school by executing following activities:

- Training in Micro-teaching skills.
- Training in lesson planning and formulating objectives in behavioral terms.
- Enabling them to apply different methods of teaching.
- Provide training in the use of chalk board, use of teaching aids and modern technologies to make lessons more effective.
- Provide knowledge about Child Psychology and individual differences.
- Enabling them to be familiar and well oriented with the process of conducting action research, case study, psychological testing etc. By conducting these activities the student-teachers become able to know the diverse needs of the students in the schools.
- Student-teachers are also trained in organizing morning assembly and other various cultural & academic activities at the college. During practice teaching student-teachers apply this training in actual situations.
- Student-teachers are also well oriented about the time-table construction, managing human & material resources at the school and writing report on school plan. All this knowledge is applied during the practice teaching.
- Various social & life skills are developed through community participation and games & sports activities, among the student- teachers which help them throughout the practice teaching period.

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

Student-teachers are well trained to use modern technological equipments such as computers, OHP, slide projector, T.V., LCD projector etc. for making teaching-learning process more effective. This training has been provided to them in the paper III (learning and teaching), Critical understanding of ICT, assessment for learning Of B.ed course. In these paper, they are taught about how to prepare, handle and use various kinds of teaching aids & modern technological equipments.

Student-teachers are encouraged to use various ICT devices in their practice teaching lesson and in annual skill in teaching examinations.

Before asking student-teachers to use various technological devices in their teaching, teacher-educator demonstrates and use of these devices in his/her lesson and in classroom teaching also. Student-teachers are provided help in selecting topic, content matter and relevant teaching aids where they use technological equipments and make their lesson an effective one.

2.4 TEACHER QUALITY

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

Yes, the practice teaching plans are developed in partnership, cooperatively involving the school staff and observer teaching staff.

In the beginning of the practice teaching at the school, a discussion session is arranged in which all the student-teachers, staff members of the schools and head of the school share their views. School teachers are consulted regarding distribution of the sections & classes, syllabus to be covered, maintaining discipline during practice teaching etc. Student- teachers are also asked to plan their lessons as per the requirement & syllabi given by the concerned school teacher. Mentor teacher plays the role of epicenter. If any problem arises during practice teaching mentor teacher provide help to school staff and student-teachers as well. If the need arises meetings with the Head and other teaching staff of the schools is also arranged in

between the practice teaching period. On behalf of student-teachers it is the responsibility of the mentor teacher to maintain the discipline at the practice teaching. Student-teachers are motivated to work within conducive, co-operative & self disciplined environment. The student teachers also write a report of the school plan in which they discuss almost all the aspects of the school

The student-teachers acquire all the essential teaching skills in classes before they go for practice teaching. Model lessons are demonstrated by the concerned teaching subject incharges, who have an exclusive comprehension and experience in the subject. Mentor teachers integrate the ICT by using OHP, LCD Projector, power point presentations in orientation classes and demo lessons.

Orientation classes for microteaching and practice teaching are an integral part of our institution's training process. The student teachers observe, learn and practice through various practice sessions in the institution. They are trained in various skills including preparing lesson plans, formulating behavioral objectives, selection, preparation and handling of appropriate instructional aids and evaluation techniques, reinforcement skills, chalkboard writing, set-induction, questioning, explaining, illustration with examples and stimulus variation. The mentor teachers also impart the knowledge and skill of observation and feedback mechanism.

The mentor teacher involves all the student teachers in preparation of lesson plans in a positive and constructive environment. After successful completion of their orientation, micro teaching and simulated teaching (With discussion lessons), student teachers are sent to the teaching practice schools. Every group is accompanied by a mentor teacher, who has thorough knowledge about the functioning of practice teaching school. The mentor teacher and student teachers visit the practice teaching school before their practice. During this visit, mentor teacher facilitates the school teachers and student-teachers both, to get acquainted with what to do, from where to begin, and the nature, need and the problems of concerned classes. On the basis of interaction, between school teacher and student teachers, the course of action means practice teaching plans are developed. The head of the school, staff & mentor teacher discuss, direct and guide the student-teachers. Considering the needs, problems and nature of school classes, the student-teachers prepare their lesson plan and decide behavioral objectives, do pedagogical analysis, prepare teaching aids, decide teaching - learning activities and evaluation techniques in partnership with school staff and mentor teacher. At the

end of real teaching practice, feedback of our pupil teachers are also given by the principal of various school.

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

The ratio of student teacher to the identified practice teaching school is 20:1 in general.

First of all schools are identified for the practice teaching of the student-teachers. Following criteria are kept in mind while identifying the schools:-

- School should be near to the college.
- It should be in easy access of the student-teachers.
- Number of students' strength in the schools.
- Basic amenities at the school.
- Attitude of the head of the school & staff.
- Availability of the school.
- Recognition / affiliation of school with the government.
- Medium of instruction at the school.
- Availability of all streams (Art, Commerce, Science)

On the basis of above mentioned criteria the detailed survey is conducted by the teaching practice committee of the college and then this committee selects the schools for practice teaching.

The decision of allotment of practice teaching schools to the student-teachers and ratio of student-teachers to the identified practice teaching school is based upon the following facts:-

- a. The total number of students or strength of the practice teaching school available for teaching practice.
- b. The infrastructure - classrooms, chalkboards & other facilities available for student-teachers.
- c. The attitude of head & school staff towards practice teaching.
- d. The distance of practice teaching school from college and student teacher's locality or residence.
- e. Whether the school is primary or middle or secondary?
- f. Whether the school is girls school or co-educational?
- g. The transport facility available to the practice teaching school.
- h. Groups of Senior Secondary classes.

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

The mechanism of giving feedback to the students is manual. During micro teaching sessions conducted in simulation, the teacher-educator and the peers provide feedback about the lesson presented by the student-teacher. And also during the practice teaching session, mentor teacher involves head and teachers of practice teaching schools, peer group of student teachers with him for manual observation and to give feedback. From session 2017-2018 the institution is also planning for adopting mechanical mechanism for providing feed back to student teacher. In this mechanism audio and video recording of the practice teaching lessons will be done.

The mechanism adopted by the mentor teacher depends on the subject and nature of the practice lesson. All practice lessons are supplemented with immediate feedback to make the student-teachers aware of the mistakes. The mentor teacher himself observes each lesson and arranges a "discussion session" after practice teaching every day. The student-teachers also make observations of their peer group members. In discussion session, mentor teacher encourages the student teachers to discuss their observations of practice lessons one by one. He creates a positive and motivating environment for feedback and all strength, drawbacks, limitations are discussed and remedial measures are suggested for improvement.

Principal of the institution and head of the school also provide their dynamic feedback during practice teaching to student teachers. The mentor teacher educates and guides the student teachers about what to observe, why we observe, how to observe and how to give feedback to their peers. The desired classroom interaction and teacher behavior and teaching-learning activities to be organized are enlisted and distributed to all the student teachers to help them in observation and giving feedback.

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

The institution's Principal involves mentor teachers, school heads and teachers of practice teaching schools, school students and student teachers to ensure that the student teachers are updated on the policy directions and Educational needs of the schools. The Principal facilitates the mentor teachers by arranging a prior meeting of heads and staff of the practice teaching school with student teachers. She also seeks for the permission of D.E.O. and B.E.O. for the practice teaching.

In the meeting, mentor teacher establishes the interaction between both sides. He ensures that all practice school teachers and staff gets introduced with student teachers and all the student teachers develop a perspective about the vision, methodology, schedules and functioning of the practice school. Mentor teacher come across all the important policies of practice teaching school through discussion with head and staff of the school and makes clear to all the student teachers.

The institution arranges meetings with heads of all practice teaching schools time to time. Heads of these schools are invited in different institutional cultural events as guest of honour and judges. They are given a prime place for making aware the student teachers about different issues, problems and policies in school education.

The policy updates and educational needs of the schools are the main focus of wall magazine, morning assemblies, debate and discussion in our institution. The institution ensures that all its mentor teachers are updated themselves regarding educational policies like Admission process in schools Evaluation process in

schools, EDUSAT, Mid-day meal, recording of funds and documents on school education. The Mentor teachers provide the updates to all student teachers. A school plan report also provides reflection of the policies and need of that practice teaching school.

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

The faculty members study the educational journals and reference books in school subjects for the knowledge of updates in content and methodologies. The recent development in school education like grading system, concept of smart class and common entrance test for engineering, medical etc. have been discussed with student through wall magazine, morning assembly and discussion.

As the annual examination system has been converted to semester system in the schools, the student teachers are guided to change their lesson plans and methodology. The books in different school subjects were made available to the student teachers and faculty. The members of the faculty are in direct contact with the teachers of different practice teaching schools to get acquainted with the change in school education system through meetings and personal interaction.

The faculty members are given opportunities to attend and participate in seminar, conferences, workshops and extension lectures in colleges and Department of Education, C.R.S.U, Jind to keep pace with the recent developments in the school subjects and teaching methodology. They develop their own teaching methods module for teaching, teaching aids and make use of relevant tools and techniques.

The student teachers and faculty members use ICT tools like OHP, LCD Projector, Computer, slide projector, tape-recorder, television, models, charts, flashcards and other audio visual aids for their teaching learning process to keep pace with the recent developments in school subjects.

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

The institution believes in quality teacher education, for which quality teachers are fundamental requirement and the following major initiatives have been taken by the institution to ensure the personal and professional development of the teaching staff:

- Institution encourages and facilitates the teachers to undertake and successfully complete their research programs like M.Phil. & Ph.D. in Education and other school subjects.
- Teachers are provided with personal computer, internet access facility, library facility and guidance from dynamic educationist, Principal Mr. Vikas Sharma. The faculty can avail optimum academic leaves for their research work.
- Teachers are sponsored to attend the various seminars, workshops, conferences and also provided academic support by the institution. The institution has a firm faith, that a quality faculty with job satisfaction only can accelerate & enrich the institutional academic excellence.

The details about seminar, conference, workshops etc. attended/ organized by the faculty members / institutions are given in criterion III.

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

The Institution thrives for excellence in teacher education. It has a strong and spontaneous conviction that we are a family with a single vision - to get acknowledged as a premier institution for teacher education with a difference. This difference can be created by motivating and rewarding the staff members for their endless efforts and appreciable performances in this direction. The Principal and managing committee recognize and reward the staff members by following mechanisms:

- Increments are given to the staff members.
- Institution provides recognition by conferring upon the certificates of merit to the teachers for their academic and co-curricular excellence.
- The faculty members are involved in decision making and they have liberty to share, suggest and introduce novel innovative, constructive, creative ideas in teaching learning process and other co-curricular activities.
- The institution has a provision for its good performing teachers that they can obtain academic leave for research and studies.
- The institution recognizes the catalytic role of active and dedicated teachers and motivates them by conferring upon them the special roles as staff secretary, student advisor, controller of examinations and convener of different college committees.
- The institution provides desirable facilities to complete their research and academic work.
- The institution has a brand new transport facility for convenient and comfort travel of its staff members. Almost all staff members used to commute for their duties.
- The Principal and managing committee have personal equations with its faculty members. This cordial bond ensures the intrinsic motivation among staff members for better results.
- Incentives, facilities, recognition and personal care and concern of faculty members restore their faith and devotion to the institution.

2.5 EVALUATION PROCESS AND REFORMS

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

The institution has a strong commitment for quality teacher education and every challenging situation encountered on this path is properly defined and all necessary measures are taken. The barriers to student learning are checked immediately. The environment of the institution is conducive to the student teachers' potential actualization. The Glorious students and tutors are motivated and devoted for the welfare of student teachers. The Student advisor incharges have a keen watch to make them feel comfortable and contended in terms of learning outcomes. Their class room problems and campus experiences are invited to share by the tutors and all student-teacher incharges. Their requirements, suggestions, needs and problems related to the sitting arrangement, books, transport, canteen facilities, medical facilities, learning barriers, peer group disturbances or any other personal problems are properly identified and addressed. These problems are solved with the help of teachers, Principal, managing committee. The faculty members walk an extra mile for solving the learning problems of student teachers. Teachers' personal attention and care facilitates the student teachers to share his/her learning problems. Teachers provide remedial teaching, repeat or modify the instructions delivered already and make changes in their lesson plans and teaching aids and teaching methodology. The provision of 'Think tank' and 'suggestion box' also provide an extra space to student-teachers to share their views on different learning barriers in the campus.

2.5.2. Provide details of different assessment/evaluation processes (internal assessment, mid- term assessment, term end evaluation and external evaluation?)

The institution practice following assessment/evaluation mechanisms:

- Class tests, assignment and report writing are general classroom tools for the assessment in routine teaching sessions.
- Project work, class tests and practical are designed and executed for the mid term evaluation.
- Internal assessment is conducted and finalised on the basis of student-teachers' performance in two house examinations, quality of their project reports, viva-voce and their participation in different curricular and co-curricular activities.
- The work education, work experience, community participation are supervised and recorded by the respective teacher incharges in terms of skills and attitude of the student teachers in these areas for internal assessment.
- Skill in teaching are observed & evaluated in a conducive environment in micro teaching session groups & real practice teaching group by the teacher in charge.
- External and term end evaluation is done by the university annual exams in theory and practical.

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

The assessment and evaluation outcomes in house examinations, unit tests and internal assessment are communicated in personal and then remedial sessions are organized to remove the weaknesses and failures in concerned subjects. The teaching methodology and other class room activities are modified accordingly to meet the problems and needs of student teachers identified.

Every year college announces the merit in each subject and the students are awarded certificate of merit and prize in annual get together.

The results of house examinations and annual examinations are displayed on college notice board also to acknowledge the achievements of students. Prospectus and advertising media also exhibit the results in brief and top meritorious students in general. This recognition stimulates the learners to perform their best. Specific needs of low performing, average and excellent performing learner

are identified through above mentioned assessment tools and then teaching faculty arrange extra classes for low performing student teachers and special tasks for extra ordinary students for curriculum transaction.

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

Computers are used for the question paper setting, result recording and analysis. LCD projector, O.H.P., audio-visual recorder with T.V. and Tape-Recorder are used for seminar presentation and skill in teaching lesson plans. Tape recorder is used for analyzing and making corrections in linguistic skills.

2.6 BEST PRACTICES IN TEACHING-LEARNING AND EVALUATION PROCESS

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

At the beginning of the academic year Principal's address is arranged to give general instructions and academic plan of the college to the students. Methods of evaluation, code of conduct are communicated to the students. The printed prospectus gives all the necessary information.

Periodic tests, pre-annual examination are conducted for traditional courses. Students also prepare project wherever it is necessary. Final examination is conducted by the University. Performance of students in co-curricular and extra-curricular activities is also assessed.

Before the commencement of academic year, a diary is given to all the teachers, it is mandatory for all the teachers to prepare an annual teaching plan. It is communicated to the students. Annual teaching plan is implemented by all the teachers. The progress is checked by Principal on the last day of every month. Shortcomings / suggestions, if any, are discussed in Faculty-wise co-ordination committee meetings. A copy of individual time-table is also submitted to the office. The syllabus is unitized according to the teaching schedule.

Lecture method of teaching is supplemented with other methods. In these methods there is greater involvement of teachers and students in the teaching learning process. This is done through drilling method, demonstration method and use of maps, charts and models. On line teaching method is also used with the help

of LCD projector in audio-visual unit. The college is well equipped with media facility. Teachers are taking benefit of these to make their lecture more meaningful and interesting.

The students after admission are assessed through periodic test, quiz programme, seminar, workshops, terminal examination, viva-voce examination, project work evaluation and University's Theory / Practical examination(s). Examination system is annual.

Extra periods are conducted by teachers for educationally disadvantaged students. Personal attention is also given to slow learners.

Advanced learners are challenged to work ahead of the rest by different means such as

- Cash prizes are given to them.
- Financial help is given to them.
- Students are also encouraged to take part in different activities organized by their association and to appear for various competitive / entrance examinations.
- Personal guidance is given to the students.
- Progress of the students is communicated to the parents from time to time.

The college has introduced evaluation of teacher by students. College also has a method of evaluation of teacher on the basis of teacher's self appraisal report, which is submitted at the end of every academic year. Principal goes through this appraisal report and suggestions, if any, are communicated to the concerned teacher. Every month Principal visits every class in order to obtain feedback from the students.

Innovative programmes are discussed in the coordination committee meetings. In the college good relations are maintained amongst teachers, administrative staff, technical staff and students. The college authority sees to it that harmony is maintained among all the units (teaching and non-teaching). All post of teaching staff is filled.

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

The institution reflects on the best practices in the delivery of instruction by using the technology in their classes. The faculty members are skilled in delivering their instructions, orientation and demonstration in micro teaching and real teaching lesson with the help of power point and LCD Projector and O.H.P. They have a depth knowledge and vast experience of developing and using different teaching aids and instructional techniques. Every teacher has his/her unique classroom interaction and teaching methodology. They use activity centered, project based and student's participation ensuring strategies in their classrooms i.e. demonstration, discussion, seminar, story telling, problem solving, project method, role playing, report writing, quiz, puzzles, brain storming, inductive-deductive reasoning. The Faculty members have developed various teaching aids, models, slides, transparencies, modules, charts, flash cards to teach the student teachers more effectively. The effective use of chalk board, communication and different audio visual aids give an extra edge for best practices in instructional field.

CRITERION –III RESEARCH, CONSULTANCY AND EXTENSION SERVICES

3.1 PROMOTION OF RESEARCH:

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

The institution endeavors to promote research among its faculty members and students. The institution is headed by Mr. Vikas Sharma. So it's a privilege for its faculty members who get academic support to pursue research projects under her able guidance.

The research facilities are strengthened by the Academic and Administrative Bodies. The faculty members are encouraged to participate in seminars, conferences and to present papers on different issues in teacher education. The faculty members have attended a numbers of national & international level seminars, conferences and workshops and many papers have been presented so far by the faculty. Four of the faculty members are Doctorate in education, three members have M.Phil. Degree in education or in relevant teaching subjects and three staff members are NET qualified. Two members are pursuing Ph.D.

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

The main area of research prioritized by the institution is:-

- Cruelty against Child
- School Drop outs
- Dowry System
- Juvenile Relinquish
- Child Psychology, Depression and Tension
- Case Study on Various School Problems.
- Exam Fever and its Impacts.

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

The institution in general and the faculty in particular encourages action research projects among student-teachers. Action research was compulsory provision in the syllabi of the B.Ed course in session 2013-14. During the previous years all the

student-teachers have taken up a good number of action researches successfully. Action research is mainly focused on immediate classroom problems, needs and its solutions. The student-teachers with the help of teacher-educators have conducted research on a wide range of problems and their solutions. Some of the problems of the action research projects are given below:

- Lack of Interest
- Poor hand writing
- Incomplete Homework
- Cheating/unfair means
- Indiscipline
- Low attendance during morning assembly
- Inefficiency in performing science experiments
- Problem in Mathematics
- Cleanliness of school campus/own locality
- Incorrect pronunciation
- Change in behavior of pupil teacher
- Spelling error

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

The following seminar was organized by institution in this year

- Teacher Training: Present & Future

Following are details of the Seminars Attended by the faculty members in last five years:

- Globalization & national perspective
- Philosophy & ideology of Swami Vivekanand
- Inclusive education: Issues & Challenges
- Status of women in ancient India
- Emerging Terms in management
- Impact of currency demonetization in various field
- Dimensions of gender equality & women empowerment
- Teacher Education- Issues & Challenges
- Application of ICT for rural development
- Challenges of Teacher Education
- Teacher's Education: Quality, Issues & Problems

3.2 RESEARCH AND PUBLICATION OUTPUT:

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

Over the years the faculty and student-teachers collaborated in developing instructional and other materials suited to local needs of the students.

Details of instructional materials:

- One of the faculty members developed a power point presentation titled as “Development of reading skills”. This presentation speaks about the technique & mechanism of reading skill.
- One of the faculty members has developed a power point Presentation titled as “ National policy of education: Kothari commission”. It is a part of B.Ed. 1st year paper II “Contemporary india & education”.
- One of the faculty members has developed instructional material on "Book keeping" & “Educational broadcasting & telecasting” to make students aware about different aspects of commerce.
- One of the faculty members has developed PPT as “Insight theory of learning given by Kohlar”, “Demonstration method” & “Concept of mapping”.
- One of the faculty members has developed power point presentation on “What is art & it’s importance to make students aware about art”.
- One of the faculty members has developed a power point presentation on “ Models & it’s components” it is a part of paper III (Learning & teaching).
- Instructional materials are developed by the teacher-educators for classroom teaching, work education and work experience.
- OHP transparencies for orientation on micro teaching.

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

The institution has a rich library on its campus. In its library there are a numbers of text books, reference books for helping students to learn the art of preparing teaching aids, instructional material. Besides this there is internet facility, CD-books, computer Lab, LCD projector, Slide projector for preparing instructional materials both for the teachers and student teachers. There is a separate workshop for preparing teaching aids.

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

The faculty members have developed certain instructional materials. Which are given below:

- Three members of the faculty developed a power point presentation titled as "Future in Danger- Global Warming". This presentation speaks about the future challenges posed by the global warming.
- One of the faculty members has developed Computer Assisted Instruction presentation on intelligence. Intelligence is a part of the syllabi in the Paper II- Learner, Learning and Cognition.
- One of the faculty members has developed instructional material on "Fundamental Rights" to make students aware about different aspects of fundamental rights enlisted in Indian Constitution.
- Instructional materials like transparencies and slides are developed by the teacher-educators for classroom teaching, work education and work experience.
- OHP transparencies for orientation on micro teaching.

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

A Organized by the institution

“Preparation of Teaching Aids”

B Attended by the staff

- “Universalisation of elementary education”
- “Socially useful productive work”
- “Role of Schools in conservation of natural and cultural - heritage”

c. Training provided to the staff

Institute provides special training to the staff members about the use of new apparatus introduced in ICT Lab and Psychology Lab.

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

Heralal international journals & Bhaskar

3.2.6 Give details of the awards, honors and patents received by the faculty members in the last five year?

20

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

All staff member have completed their minor research project during his/her M.Ed./ M. Phil. / Ph.D.

3.3 CONSULTANCY

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

The head of the institution particularly in his capacity as an eminent scholar in the field of research provides free consultancy to the faculty members, student-teachers. Students in their research work. Four of its faculty members has been awarded Ph.D. degree in education and three faculty members have been awarded M.Phil. and three members in NET.

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

Yes, the faculty/staff members of the institute are competent to undertake consultancy. As said earlier the head of the institution, Mr. Vikas Sharma, He has vast experience and professional acumen in research field to give valuable advice to upcoming research scholars in the field of education. The institution has the pleasure of having four Ph.D. degree holders, two pursuing Ph.D and three M.Phil. Degree holders and three staff members are NET qualified. Some of the faculty members are also supervising dissertation work of M.A students. The institution publish information brochure annually to publicize the available expertise in the institution.

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

The consultancy service provided to the stakeholders is free of cost as the principal and the faculty members do not charge any fee from the students.

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

As there is no fee levied for consultancy, the revenue generation is zero from consultancy services.

3.4 EXTENSION ACTIVITIES:

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

Extension activities are an integral part of teaching programme of the college. Extension service is provided to neighboring areas mainly in the field of Science Education, Computers and Information Technology, Mathematics Education, Nutrition and Home Science.

Extension programmes undertaken by the institution cover a wide range of activities. The institution has adopted the village **Paluwas** for upliftment of education, women empowerment, health, hygiene and environment awareness. The institution is working on areas like health and hygiene, spread of literacy and environmental issues in association with Gram Panchayat and village education committees.

The college runs awareness programmes on AIDS, First AID Training Camp, Voter Day, Hindi Diwas, Right of equality, Beti Bachao Beti Padhao, Save electricity, Solar Energy, Water Conservation, Plantation, How to save LPG Gas, Cashless Transaction, Environment Education, Health & Hygiene Awareness, Girl Child Education Awareness, Water conservation Awareness, campus beautification awareness etc. This is a laudable initiative on the part of this college.

The college runs out-reach programmes like holding exhibitions of Teachings Aids prepared by the students and distributing the same to different schools, cleanliness drive, anti-tobacco campaign, observing human rights days, Disaster management and organizing awareness programmes for awareness about fire fighting

techniques etc. Extending help to the teachers of adopted school with regard to capacity building is an innovation being successfully tried by this college for the last three years. Social surveys on income, education and profession have been done. The institution is concerned with Red Cross Society. The institution also visits social organizations and institutions like Rehabilitation Center (Special School) and Old Age homes for social surveys and also its their services to these institutions. Students and teachers are encouraged to participate in various extension activities. Their achievements are appreciated in weekly assemblies. They are given responsible work in the important functions of the college. In addition to these the college has a designated person for extension activities who runs various extension activities in collaboration with Govt. and Non Govt. organizations.

Extension programmes as a whole come to the service of the entire community apart from formal learning experience to the students and building up confidence among them about their potential and ability. Extension programmes have certainly contributed positively to the citizens and environment as well as enriching the learning experience of the students.

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

As the institution is a rural based institution, the community is participative in most of activities of the institution. Community participation is seen in Talent search competitions, festivals' celebrations, Annual Get Together Function etc. During such occasions, interaction with community members yields valuable suggestive measures to make the institution more progressive in terms of efficiency and quality.

As the institution is a teacher education institution, it needs secondary and Sen.-secondary schools for practice teaching activities. The schools mostly situated nearby the college offers helping hand to accommodate practice teaching activities in their schools. The school staff takes active interest in making the learning experience of the student teachers a successful and enriching one.

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

The institution encourages its students to help the weaker sections of the society to learn. The institution is tie up with Red Cross Society. It has devised a plan to encourage every student to make an illiterate person to literate during their course duration. This provision is not a compulsory one, but rather it will be added to the co-curricular repertoire. The institution also devises certain plans to involve students in awareness programme in contemporary issues like Human Rights, Women Empowerment, Child Rights, Pulse Polio etc. Further brochures will be prepared and distributed in regional language on contemporary socially relevant issues like Female Foeticide, Global Warming, Wild life Preservation so that the community will be aware about these issues.

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

Yes, there are so many project initiated or completed by the institution relating to community orientation to students like prevention of Dengue, Open Defecation & Beti Bachao Beti Padhao.

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

1. The faculty members and students periodically visit village and participate in clean and tidy environment programme.
2. The institution celebrates festivals like Lohri, Holi and Diwali other such socially relevant festivals to make the students aware about cultural ethos and social values of the society.
3. The institution also celebrate Republic Day, Independence Day, Birthday and Martyrdom Day of National Heroes to inculcate national and citizenship values among students.

4. The faculty members and students are involved in legal awareness programmes especially in Human Rights, Woman Rights, Women empowerment, Save Girls Child, Beti Bachao Beti Padhao, Child Rights, etc.
5. The faculty members delivered the lectures to the student-teachers on socially relevant issues like Female Foeticide, Save energy, Save electricity, Save water, Global Warming, etc.
6. The institution encourages its students to actively participate in tree plantation programme and tree conservation initiatives.
7. In the beginning of the session the librarian provides orientation to newcomers about how to use library and give presentation on how to develop on reading and study habits to student-teachers.
8. The faculty members and student-teachers participated in development programmes of the village Paluwas.
9. The institution is also providing facilities to local students to utilize the college ground for morning walk and practice of games and sports events.
10. The institution also encourages the students to participate in "Clean and Green Programme" to keep the college campus clean once in every month. It arranges vaccination camps and other such health related programmes to make the students more participative in community life.

3.5 COLLABORATIONS

3.5.1. 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 linkage with NCTE, NCERT, ALSHO, M.D. University, Rohtak, C.R.S.U., Jind, Govt. & Non Govt. Schools. This linkage helps institution in enhancing the quality of teaching.

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

Not Yet

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

1 Curriculum Development

2 Teaching

3 Training

4 Practice Teaching

5 Research

6 Consultancy

7 Extension

8 Publication

9 Students Placement

Curriculum Development:-The Curriculum is designed by the M.D. University, Rohtak. College has to strictly follow the curriculum designed by the M.D. University, Rohtak & C.R.S.U., Jind. The staff of these University are very helpful to the college.

Teaching:-Various journals & study material of NCERT and NCTE is helpful in enhancing the teaching quality. HOD and Dean of the University give support to the college by taking lectures.

Training:-The guidelines of M.D. University, Rohtak & C.R.S.U., Jind, NCERT and NCTE play major role in providing training to students as well as teacher educator.

Practice Teaching:- Staff of the attached school is very kind & cooperative in nature therefore practice teaching session runs smoothly.

Research: - The faculty members of M.D. University, Rohtak & C.R.S.U., Jind are very help full in research activities done by staff members & students – teachers.

Consultancy:-The University staff members provide consultancy to our staff on various topics.

Extension:-The staff members of Practice Teaching schools guide our student as well as teacher educator in various extension activities.

Publication:-Various publications of NCTE, NCERT, M D University, Rohtak & C.R.S.U., Jind fully help to our student teachers as well as teacher educators in their teaching learning process.

Students' placement: - Staff of practice teaching school, are very help full in providing placement to our student teachers.

In future, as said earlier, these linkages will provide major outcomes related to curriculum development, teaching, training, research consultancy and other such areas.

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

At present the institution has linkages with 06 schools for Practice Teaching. The institution has good and healthy linkages with school and community members. The schools and community works hand in hand with this institution for the progress of the student-teachers. For the practice teaching, schools are made available to the student-teachers by the school authorities easily. This not only needs co-operation from school teacher, but also it demands more appreciative look to these upcoming teachers. Community members also gives their best to make the programme more successful. The institution develops proper linkage with school sector by arranging activities such as celebration of important days, Tree plantation drive and various cultural, sports, literary and art competitions during teaching practice programme conducted in the schools.

The institution also invites school teachers to college for judging various competitions like drawing competition, cultural programmes etc. We also invite school teachers as judges in various Skill-in-Teaching & On the Spot Teaching Aid Preparation Competitions of the College level or Inter College level. Our faculty also visits various schools for judgment in various Interschool competitions such as debates & declamations.

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

Yes, faculties are actively engaged with school staff during practice teaching. In the beginning of the practice teaching at the school, a discussion session is arranged in which all the student-teachers, staff members of the schools and head of the School share their views. School teachers are consulted regarding distribution of the sections & classes, syllabus to be covered, maintaining discipline during practice teaching etc. Student- teachers are also asked to plan their lessons as per the requirement & syllabi given by the concerned school teacher. Mentor teacher plays the role of epicenter. If any problem arises during practice teaching mentor teacher provide help to school staff and student-teachers as well. If the need arises meeting

with the Head and other teaching staff of the schools is also arranged in between the practice teaching period. On behalf of student-teachers it is the responsibility of the mentor teacher to maintain the discipline at the practice teaching school. Student-teachers are motivated to work within conducive, co-operative & self disciplined environment. The student teachers also write a report of the school plant in which they discuss almost all the aspects of the school. Our faculty members visit to the practice teaching schools before the starting of the Practice session to observe the students in various classes. Principals and faculty members from the Practice teaching schools are invited for the suggestions to introduce the new teaching aids. The school teacher and faculty member of college both supervise the lesson of the student teachers and give oral as well as written feedback to the student teacher to enhance performance of the student teacher. The school teacher and faculty member of college both evaluate the lesson of student teacher. At the end of the teaching practice of eighteen weeks, feedback is also given by the various school principals and teaching staff to motivate our student teacher.

To best of the practice a programme's success lies in the team culture. During practice teaching the faculty members partners with school and its personnel to design, evaluate and deliver practice teaching by student teachers. Some of the activities during practice teaching are:

- 1 Organizing morning assembly
- 2 Co-curricular activities
- 3 PT
- 4 Bal Sabha
- 5 Mid-day meal Programme
- 6 Unit tests
- 7 Action Research
- 8 Case Study
- 9 Celebration of important days

3.6 BEST PRACTICES IN RESEARCH, CONSULTANCY AND EXTENSION

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

It is a well established fact that we are going downhill in research despite of relative huge increase in funding and being global research community. About this institution it encourages its faculty members to pursue research endeavors in the field of education. Institution provides increased opportunity to faculty for attending seminars, workshops, training programmes on research methodology and development of teaching and instructional material.

Measures were taken for improving consultancy and extension activities are:

- 1 Participation of different stakeholders in the decision-making process related to teaching methodology and functioning of the institution.
- 2 Collection of feedback from the stakeholders about the efficiency and transparency in the administration of the institution.
- 3 The institution supports and promotes extension activities partnering with village panchayats and other stakeholders.
- 4 Academic achievement and other such feats of faculty and students are encouraged by providing publicity and recognition.
- 5 Students are given training through entrepreneurship development programme so as to facilitate work culture among them.
- 6 The institution regularly organizing trips to rural areas and trying to create awareness among the students about the importance of ancient monuments pertaining to Indian culture and heritage. These educational trips and tour are helping the student teachers to aware about conservation of antiquities pertaining to Indian culture and heritage.

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

Some of the good and best practices that are being followed in research, consultancy and extension activities are:

- 1 Extensive use of ICT and co-operative learning for pursuit of research.
- 2 Action researches were conducted for improving the quality of education and self-esteem of student teachers.
- 3 The institution also has the mechanism to initiate self-managed action research projects.
- 4 Student teachers are provided with free consultancy regarding research activities.
- 5 The institution is periodically organizing vaccination camp, clean and tidy programme to keep the college campus clean, environmental awareness programme to rural public, tree plantation, AIDS Awareness programme, etc.
- 6 During Annual Day Function, Women's Day Function, Republic Day, Independence Day, Lohri Festival the college invites village elders, parents of student teachers, and women to make them participate in the process.

Lastly, we have an obligation to give something back to our country which will have a long term impact on the whole country.

CRIETERION: IV INFRASTRUCTURE AND LEARNING RESOURCES

4.1 PHYSICAL FACILITIES

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

The institution has physical infrastructure as per NCTE norms. The best facilities for teacher education are provided in this institution. A necessary and sufficient amount is allocated in the budget for development of the infrastructure in every aspect. Various infrastructure facilities are provided by the institution like:

Sl. No.	Infrastructure	Facilities available at the institution
1.	Building of the Institution	The institution building is earth quake resistant. The total covered area of the building is 2960Sq. Mts.
2.	Office for the principal	Principal Office is situated in the institution building at the ground floor.
3.	Classrooms	Institution has Four spacious and fully furnished classrooms.
4.	Multi-purpose Hall	It is situated on the ground floor of the institutional building and has seating capacity of 200 persons.
5.	Resource room for disabled	For disabled students institution has a spacious resource room at the ground floor.
6.	Seminar Room	A well equipped and furnished seminar room of seating capacity of 50 persons is available at the 1 st floor of the building.
7.	Staff Room	Well furnished staff room is situated at the ground floor with attached washroom.

8.	Administrative Office	Office for the administrative work is situated at the ground floor.
9.	Administrator Office	Office of the Administrator of the institution is situated in the college building.
10.	Counseling Room	For assisting and guiding the applicant for the courses offered by the institution, it is available in the college campus.
11.	Management Room	A separate room for the managing committee of the institution is available in the college premises.
12.	Store Room facility	Institution has two store rooms to keep the routine required material, damaged and obsolete articles.
13.	Work Experience Room / Craft Room	In the institution work experience / craft Rooms are situated where students work on the principle of learning by doing, situated at the 1 st floor of institutional building.
14.	ICT Lab cum – computer lab.	At the floor of the building a well equipped ICT Lab – cum – computer lab is situated.
15.	Science and Mathematics laboratory	Fully equipped science and mathematics labs are present on the first floor of the building.
16.	Psychology laboratory	Psychology lab is situated at the 1st floor of the institutional building.
17.	Girls common room	Spacious girl's common room is situated on the 1 st floor of the building.
18.	Reasonable outdoor space and sports and games facility	Institution has facility of playground and indoor and outdoor sports/games equipments.
19.	Sports Room	Sports Room with necessary & required sports equipments is situated in the college building.
20.	Library	Library and reading room having area of 605 sq.mtr. is available But separated from the college building.
21.	Safeguard	Institution has 5 fire extinguishers of five kg

	against fire	capacity each, placed at different parts of the institutional building.
22.	Parking facility	Institution has a provision of space for parking the vehicles.
23.	Transportation facility	Institution provides bus facility for both students and staff members.
24.	Provision of clean drinking water and generator facility	Institution has provision of water coolers fitted with water filter for providing clean drinking water. For uninterrupted power supply Generator facility is provided by the institution.
25.	Canteen	Canteen facility to cater need of the staff and the students is available in the institution premises.
26.	First Aid Room	For providing preliminary medical help, first aid room is available in the college premises.
27.	Youth Red Cross cell	For the awareness regarding physical mental and intellectual development and YRC Room is situated at the ground floor in the college premises.
28.	Guard Room	For the security of the campus, guard room is situated at the entrance of the college premises.
29	Music Room	In this institution there is provision for a separate room for music.
30	Boys Common Room	Boys' common room with attached washrooms is situated at the ground floor of the building.
31	Visitors' Room	A separate room for the Visitors is available in the college premises.
32	Language Learning Lab.	A fully equipped language learning lab. Is also available in college on the 1 st floor of the building.

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

The institution regularly plans to meet the needs of augmenting the infrastructure to keep pace with the academic growth. Additional Infrastructure and resources are added every year according to the need of the hour. The classrooms, laboratories, library, multipurpose hall, seminar room, ICT Lab, Psychology Lab, canteen etc., are furnished with adequate furniture and equipments to facilitate better teaching learning process. The institutional management is well aware about the new developments in education and academics. It tries its best to make available the infrastructure needed for pursuit of high academic growth. The institution ensures utilization of its infrastructural facilities to its maximum. The institution invariably encourages the use of its academic and physical facilities by organizing different educational activities.

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

The infrastructure facilities for co-curricular activities and extra-curricular activities including games and sports are provided by the institution.

Craft Room and Work experience laboratory/workshop has been established on the lines of 'learning by doing' philosophy in teacher education. The lab is equipped with moulds of chalk making, Poster making and essential material of interior decoration, paper cutting, card board modeling, pot decoration, preparing best out of waste and material for chart and model preparation.

Multipurpose Hall - provision of the multipurpose hall with a seating capacity of 200 persons is there in the institution for providing a common platform to students, faculty and renowned educationists for regular interfaces, conferences, seminars and daily morning assembly. Many cultural events and seminars are organized in the multipurpose hall. The hall has been equipped with appropriate lightening system and communication tools like public addressing system.

Playground- Provision of playground for organizing games like badminton, volleyball, handball, Basket Ball, Table Tennis cricket and football is available. A running track for organizing athletics is provided. Sports kit and material facilities are provided to the student teachers.

Other Facilities – CD player and CD's of educational films are available in the educational technology lab. LCD is used for showing educational films.

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

Laboratories, multipurpose hall, canteen, transport facility, playground and library are used only in B.Ed. course run by the institution.

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

Various facilities are available with the institution to ensure the health and hygiene of the staff and students.

Medical Facilities – To ensure the well being of the staff members and student teachers, college campus has provisions of first aid room which has all the basic facilities for first aid. The services of consultant doctors are always available in the hours of need. The institution organized many camps where regular checkup of the student -teachers is done.

Provision of wheel chair for handicap students is also made available by the institution. A ramp is also provided at entrance of the building for easy locomotion of handicap students.

Provisions of dustbins at various locations throughout the institution are made to maintain the cleanliness of the institution

For providing clean drinking water, water coolers are fitted with good quality of water filter. Separate wash room facilities for girls are provided by the institution. Proper drainage system is there in the building.

Common room (Rest Room) facility - Separate common room facility is provided for girls where they can relax during their academics if time permits. Common rooms are furnished with comfortable chairs, dining tables and amusement facilities,

Canteen - At college campus there is provision of hygienic place for canteen which caters hot and cold drinks, snacks, nutritious breakfast. The canteen is equipped with refrigerator and microwave oven. An advisory committee was constituted to ensure the quality and to take care of proper functioning of the canteen.

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

Yes, Hostel facility is available for Girls only. Normally there is about 20 to 30 student occupy the hostel.

4.2 MAINTENANCE OF INFRASTRUCTURE

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

- Building
- Laboratories
- Furniture
- Equipments
- Computers
- Transport / Vehicle
- Library
- Work shop
- Cultural activity like educational tours, SRS FEST
- Athlete Meet

The management has plans and facilities for need-based development and expansion of infrastructure. Maintenance of existing infrastructure resources is looked after by the central construction division and a standing committee with faculty and student representatives.

Budget provisions are optimally made for maintenance of various services in the college like-

- Servicing and repairing of computers, printer, Photostat machine and fax machine.
- Running and maintenance.
- Generator service
- Replacement of old furniture
- Regular repair of fans and all electric points
- Regular white wash/Paint of the institutional building
- Refilling of fire extinguishers
- Maintenance of material of all laboratories
- Regular pruning of plants
- Service of bus
- Purchasing of books, News papers, journals and Magazines,
- Cultural sports Activity

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

Institution regularly plans and ensures that the available infrastructure is optimally utilized. Infrastructure facilities established in the college, library and sports facilities are kept open for the students and faculty during working hours and extended hours whenever required. The physical infrastructure is judiciously and optimally put to use.

This is reviewed by the concerned constituted committees. The institution generates and expands the infrastructure continuously. The advisory committees focus on upkeep and maintenance of the infrastructure. A part of the budget is spent on the upkeep and maintenance of the infrastructure.

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

The institution considers the environmental issues associated with the infrastructure. The institution is situated at the main road in a calm and beautiful natural surrounding with a complete pollution free campus. The college campus is ornamented with lush green lawns, flower beds. Provision of dustbin is there for maintaining cleanliness in the campus. Proper drainage system is provided in the institution. The classrooms are spacious with large windows for proper ventilation and adequate natural light. Water coolers are fitted with water filters for providing clean drinking water. Mostly CFL tube lights are used and no traditional bulb is used to save electricity. Silent generator is used to control noise pollution. A sapling is planted by every student and organic manure is used to raise the plant. Provision of garbage pit is there where all the daily waste is thrown in it. Provision of making best out of waste is done in the institution, where waste material is used to make useful things, which can be used in daily life. Students do improvisation of apparatus in which waste material is used to make various science lab equipments. Use of plastic carry bag, glasses, cups are prohibited in the campus. So, by this practice wastage is reduced. Cracker free and eco- friendly Diwali is celebrated every year in the institution.

4.3 LIBRARY AS A LEARNING RESOURCE

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

Institution has a qualified librarian and an attendant to support the library work.

4.3.2. What are the library resources available to the staff and students? (Number of books-volumes and titles, journals - national and international, magazines, audio visual teaching - learning resources, software, internet access, etc.)

The college has a library. It has about 6334 books. 6 Indian Educational Journals & 2 International Journals are subscribed in the library. There is 63 encyclopedias in the Library. There is an adequate space for self - reading. 8 books are issued to each B.Ed. student for 14 days. Each staff member can get 8 books on demand for whole session. The library has a four- member advisory committee which meets four times during every session. The library stock and services are

now being computerized on Total Library Software System. The library has a photocopier, a functional internet terminal and 20 off-line learning CDs and 20 DVDs wherein 2030 topics are covered under digital resources. The library functions from 0900 hours to 1600 hours on all working days including examination days. The reading room can accommodate 100 students at a time. Teacher's entry register, student's entry register and visitors' entry register are also available. Various types of magazine and news papers are also available.

Reference services and circulations are provided in the reading room where the students enhance their knowledge by reading books. Conducive environment for studies is created in the reading room.

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

Institution has a Library Advisory Committee which considers the development proposals of the library and looks after the functioning of library. The committee is co-ordinated by a convener with librarian. Student- teachers and teacher educators use library resources daily during working hours. Teachers also donate books to the library.

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

Yes, the library stock and services are now being computerized.

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

Yes, the institution library has computer, internet facilities. There is a Computer with printer, Zerox machine, machine and Fax Machine. An active internet connection is also available in college library. All these facilities are used by faculty as well as student teachers. The library functions from 0900 hours to 1600 hours on all working days including examination days.

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

The institution does not have the facility of Inflibnet/Delnet/IUC as it has not signed any agreement and not joined any consortium. But in future it has decided to join the UGC consortium i.e. Inflibnet / ernet.

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

The library is kept open throughout the year except National Holidays. Daily working hours of the library including examination days are 7 hours i.e. 9:00 am to 4:00 pm.

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

Staff members and students come to know about new arrivals in the library through regular notice, display on the notice board placed outside the library.

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

Yes, the institution's library have book bank facility. In this book bank facility books for all papers are issued to the economically weaker student teachers. These books are retained by these student teachers up to the end of final examinations. Eligible student teachers apply for this facility to the principal. The principal after consulting with the other staff members give permission to the student teacher.

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

For easy accessibility to the library, it is situated at the ground floor of the building. Librarian personally attends the physically challenged student-teachers. The library is disabled friendly as the reading desks are made available to suit the needs of physically challenged.

4.4 ICT AS LEARNING RESOURCE

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

The institution has an advanced ICT Lab which provides computing facilities. The lab comprises of computers linked with wide range of software like MS office, Page maker, Photoshop etc. including dictionary. Communication and print services are also available. The software setup has latest version of Windows. Broadband connection for Internet is there in the lab. Software in the form of CD's based upon various subjects like linguistic skills, children with special needs, information and communication technology, health and fitness, value education, environmental education, teaching and teacher behavior are available. Institution also has facility of video recording of micro teaching and real teaching practice lessons presented by the student teachers. This lab comprises of advanced educational technology equipments which contribute a lot in modern teaching - learning practices. The lab comprises of various equipments like LCD projectors, over-head projector, slide projector, television, tape recorder, radio and audio-video aids like charts, models, maps, globes, pictures, slides, Power Point Presentation and transparencies meant for effective teacher training. Public address system is available. Student teachers are given training in handling these equipments and using them in making teaching effective.

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

Proper consideration is given for the use of ICT while implementing the curriculum. Provisions of a period in the time table there in which student teachers learn working and the use of all the technological aids available in the college. They also learn the skill of handling these equipments and their effective use in teaching learning process. Teacher provides necessary instructions to the students regarding the course content and skills regarding the use of these equipments.

There is provision in the curriculum for imparting computer skills to all the students. There are two paper in the course of B.Ed. from session 2015-2016 namely, Project I – Critical understanding of ICT for 1st year and paper II Assessment For learning for 2nd year, Paper III and learning and teaching for 1st year. related to

computers skills. By implementing these subjects basic computer skills are imparted to the students. They are taught about information technology, internet, e-mail and basics of computers. Provision of discipline of computer education and computer application is there in the curriculum and this made the process easier for the institution for making student-teachers aware of the role of ICT in education. In this the students are taught about MS WINDOWS, MS Word,(To make resume) MS Excel, multimedia, internet power point and DOS commands. In these paper student teachers are trained to make small presentation. Various books on computer education are also available in the library. In these papers each & every student teachers are trained in Handling of followings Equipment

- Over-head Projector
- Slide-Projector
- LCD Projectors
- Computers
- Tape-Recorder
- Epidiascope
- T.V. and Video-Cassette-Recorder
- Camera

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

Staff members of the college are proficient in the use of ICT. They teach the students the various content in their respective teaching subjects like teaching of Social studies, Science, English, Hindi and Economics education by using CD's, transparencies, power point presentation through LCD projector, Computers and over head projector.

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

Student-teachers take keen interest and take the help of ICT in preparing lesson plans, teaching aids and delivery of lesson. Student teachers make their resumes and bio data, lesson plans on word processor and also prepare power point slides to deliver their lessons during micro teaching. Every student teacher's

would prepare two OHP transparencies on their method subject. The student-teachers present their seminar through slides by LCD projector and OHP.

4.5 OTHER FACILITIES

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

Instructional infrastructure is optimally used by the institution. The institution shares its facilities with the community. The services of teachers of this college are furthered in giving extension lectures. The teachers of this institution visit other institutions and act as judges in other institutions functions. Faculty members of this college are invited many times by the other institutions for guest lectures and as a resource person.

The audio- visual aids like charts, PPT and models prepared by the student teachers are donated to the practice teaching schools and schools situated nearby the college.

Improvised apparatus prepared by the college for the purpose of assessment and practice teaching school provided to the students are also set up in concerned department.

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

Various audio- visual aids facility and material like CD, audio cassettes, video cassettes, transparencies and slides based on content of various school teaching subjects are available. PPT on content cum pedagogical analysis are also available with the institution. Charts, models and improvised apparatus in science and maths Lab are available and the student teachers use these materials in preparing their lesson plans and in their practice teaching sessions. CD's and audio cassettes for language development are also available. Slides and

transparencies made by the student-teachers themselves are also available. Well equipped laboratories are available with the institution where demonstration and experiments are conducted. Teachers themselves use the audio visual aids while presenting the content before the student- teachers in the classroom. Student-teachers are motivated by the teachers to use the audio- visual aids while presenting their seminar and preparation of their lesson plans and teaching aids.

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

The following laboratories are available with the institution:

1. Psychology lab - the psychological tests suggested by the affiliating university like intelligence tests, creativity tests, sentence completion test, picture completion test, personality development test, concept achievement test, general classroom achievement test, mirror drawing apparatus, memory drum and card scoring tray, personality test, self efficiency, school environment case study are available in the lab.

2. Science and Mathematics lab – The lab comprises of various charts, models, specimens, apparatus, equipments, chemicals and reagents related to Physical and Life Sciences, Maths Lab, microscope, specimen of human skeleton etc., are also available.

The lab also comprises of different types of charts, pictures related to mathematics, static and dynamic models, weighing and measuring instruments, geometry kit, collage, thermometer, bar magnet, pulleys, beads, balls, sticks, pebbles, match bones and stencils for geometrical figures.

3. ICT Lab – Computers, Internet, printer, overhead projector, slide projector, LCD, television, radio, tape recorder, CD Player, audio and video cassettes related to curriculum are available in this lab.

4. Workshop for Art and Craft / Work experience lab – Moulds of chalk and tables, drawing material, charts, scale, brushes, colours and other stationary material are present in the lab. The provision for making best out of waste, rangoli and flower arrangement is also made available.

5. Languages Lab – The institution has provided language lab, equipped with necessary materials and instruments to make able and train our pupil teacher for learning English language efficiently and system matically. This language lab has also the facility of “SANAKO” Pronunciation software and intranet connection with all required PC. The purpose of establishment of this lab is to develop listening, speaking, writing and reading ability in students.

A teacher in charge of each laboratory keeps a check from time to time and look after the facilities, lab maintenance, upkeep and upgrading the equipments, materials and services available in the laboratory. Teacher incharge of respective lab ensures the careful and proper use of equipments of the lab. The damaged material is replaced and the areas which need some modifications are located by teacher incharge and feedback from student teacher is taken and then necessary modifications are done from time to time. Proper funds are allocated and provided by the institution for enhancing the facilities and to ensure the maintenance of the equipments of the lab. The lab incharge takes care of the requirements of the lab and purchases equipments and other lab material according to the need and after discussing with the director principal. The student teachers are encouraged to optimally use the various material and equipments for learning including practice teaching. They are encouraged to make lesson plans, power point slides, charts, models, transparencies related to their chosen teaching subject. Student teachers are shown model lesson plans. They are provided with reference material, teachers themselves demonstrate the use of equipments and material before the students and the students are motivated to use optimally these learning material.

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

- **Multipurpose hall** - The institution is having facility of multipurpose hall. Multipurpose hall has seating capacity of 150 persons. It acts as a common ground for students, faculty and renowned educationists for the regular interfaces, conferences, seminars and other events. For organizing cultural events and seminars this hall is equipped with communication tool like public address system.
- **Workshop** - The workshop has been established on the lines of 'learning by doing' philosophy in teacher education. The workshop is equipped with essential material of interior decoration, paper cutting and cardboard modeling, pot decoration, preparing teaching Aids, best out of waste and material for chart and model preparation. Workshops on paper cutting and card board modeling are organized for the students from time to time during each session. A state level workshops are also organized to aware and inform important message to our students for this, special resource persons from different institution are also invited.
- **Sports** - Provision of playground in the college premises is there. Running track for athletics, field for organizing games like football, badminton, table tennis, basket ball, short put, jewellin volleyball, handball and cricket is there and material for games like chess, skipping, carom board is available.
- **Transport** - The College provides bus facility from adjoining areas of the college campus both for teachers and students.

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

Yes, the classrooms are well equipped for the use of latest technologies for teaching. We provide the facilities to our students like OHP, LCD Projector to present their lesson All Classrooms are fully furnished.

4.6 BEST PRACTICES IN INFRASTRUCTURE RESOURCES

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

Faculty seeks to model and reflects on the best practice in the diversity of instruction, includes the use of technology. Well qualified faculty is there and they use ICT like LCD projector, overhead projectors and power point slides for teaching. Most of the teachers participated in Intel workshop and have got training by an expert about the use of computer in teaching. Teachers lay emphasis on the overall development of the students. Teaching methodology is diverse. Use of ICT, inductive thinking strategies and problem solving methods are used for teaching. Main emphasis is on transfer of learning from theoretical to practical aspects, for this stress of every teacher is on learning by doing practices. The work supposed to be done by the learners is first demonstrated by the teacher. The approach adopted by the teacher is flexible not rigid. From time to time teachers attend and participate in different seminars, conferences and workshops. All the teachers are proficient in using computers for teaching. In teaching of science respective teacher lays emphasis on improvisation of apparatus. Here the emphasis is on learning through experiences and learning by doing. Teachers create such situations for providing conducive environment to the students for appropriate learning.

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

- During teaching practice, student teachers are given training about the use of EDUSAT for teaching.
- Every student-teacher is taught about the basics of computer like Ms word, excel, power point.
- Student- teachers use ICT for preparing their lesson plans and seminars.
- Every student teacher's prepare & present their lesson through OHP and Lcd projector.
- Student teachers give power point presentation in their class room seminars, Debates etc.

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

- The institution is situated in lush green environment and free from all types of pollution.
- The building of the institution is earth quake resistant.
- The institution provides furnished classrooms and well equipped laboratories for smooth functioning of teaching-learning process.
- Student-teachers are divided in class section A & B, C & D into various groups. The institution organize morning assemblies and student teachers participate in different activities like prayer, poem recitation, mantracharan, news reading, thought reading etc. during morning assembly. Inter section and course competitions are organized on curricular and co-curricular activities to develop competition spirit and self confidence among student teachers. Student teachers of respective section maintain bulletin board daily. All the sections jointly participate in various activities organized by the college.

- Tutorial groups are constituted with a teacher educator as a tutor. Student teachers interact with the tutor and concept of individualized learning is followed.
- Student's problems are diagnosed and remedial teaching is provided to the concerned students.
- Each teacher works independently as well as in a team also. Each teacher is a member of a committee headed by a convener for doing routine work of the college and for smooth working of teaching learning process.
- To trigger thinking among the student teachers, the college has provision of 'Think tank'. The student teachers write their ideas and feelings and put it in box.
- 'Suggestion box' is also available in the college premises. The needs of students and suggestions in the suggestion box are attended on priority.
- Faculty members made a committee where they discuss with each other about curriculum, research and other innovative practices in teaching and learning.
- Specific teaching strategies are adopted to cater the needs of advanced learners and slow learners respectively.
- The performance of the teacher educators is assessed with the feedback mechanism.
- Feed back on campus experience are collected from Student Teacher
- The college organizes cultural programmes and publishes a magazine which gives the students opportunity to exhibit and express their talent.
- Teacher's evaluation is made through self appraisal.

Criterion V: Student Support and Progression

5.1 Student Progression

5.1.1. How does the institution assess the students' preparedness for the programme and ensure that they receive appropriated academic and professional advice through commencement of their educational programme to completion?

The institution organizes many competitions time to time, in order to access and enhance the professional competency of the student – teachers. These competitions include flower arrangement, preparation of teaching aids, chart making, chalk making, chalk board writing, preparing best out of waste, pot decoration ,Rangoli , Essay Writing , Hand writing Speech etc. Student – teachers are encouraged and sponsored to participate in the inter college competitions, organized by different colleges of Haryana, like skill in teaching, poetry recitation, singing, dancing, quiz, shlokuchcharan, poster making, model making etc., For developing teaching skills the college organizes various training programme of “Micro Teaching”. In this training session, micro lessons and mega lessons in simulation and observation lessons are practiced.

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

In order to prepare them for the development of various aspects of their personality, inherent potential and interest, a Talent Hunt programme is organized in the beginning of the session. They are encouraged to participate in various activities of the programme. The programme includes cultural activities like Solo Dance, Group Dance, Drama, Mimicry, Speech, Poetry Recitation (Hindi and

English), Solo Song, Group Song, Skit, Debate, Best out of waste, Poster making, Mono acting etc. College magazine, Mathematical Club, Science Club, Eco Club, Literary Club etc. are other sources of learning and progression.

In order to develop the quality of leadership and sense of responsibility student teachers have "Educational Society" in which two members of each section are nominated.

Teacher-educators observe the micro teaching sessions, Lesson plan, Simulation, sessional work and academic achievement through class tests and house examinations to ensure that they are receiving appropriate academic and professional advice.

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

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

FOR MOTIVATION:

The college motivates the students by giving Certificate (for participation in any activity), Prizes (for holding prominent positions First, Second, Third and Consolation) like athlete meet, Different computation, SRS fest, Talent search Programme Trophies (For Group Activities) and Medals (Sport Meet etc.). Further some financial help in the form of cash prizes is also provided by the management. The names of the students achieving positions in various competitions i.e. college level, inter-college or university level name of the competitor have been displayed on notice board and are also announced in the morning assembly so that other students may also get motivation. The media persons from different newspapers are also invited to the college for the media coverage of all the programmes organized at college level. The students get motivation by reading their names in the next day newspapers. Faculty members also motivate the students for their performance in the classrooms.

SATISFACTION:

For the satisfaction of their efforts the student-teachers are encouraged by awarding grades, numbers, praise of their work etc. when their work is highlighted or nominated or praised in front of all the students they get mental satisfaction .

The student-teachers participate in morning assembly, cultural and academic functions where their instincts got satisfied. With the help of the mechanism of section system, tutorial groups and suggestion box student-teachers' problems are identified and every effort is made to provide satisfaction to the students whether it is academic, personal or infrastructural.

DEVELOPMENT:-

For the development of the various aspects of their personality many programmes are organized. For example:

- Physical Development : Sports Meet and Games Cricket, Bad
- Moral Development : Morning Assembly, cultural Activities and Guest lectures on Values
- Social Development : Celebration of various functions like Lohri, Diwali, Makar Sakranti etc. and active participation in the community services. Organization of educational tour.
- Intellectual Development : Quiz, Debate, symposium etc.
- Cultural Development : Organization of various cultural programmes (Talent Hunt, Annual Get together, Women's Day, Science day etc.), Plays and Dramas, workshop, SRS fest.
- Vocational Development : Providing guidance to choose right vocation through Guidance & Counseling Cell like Mock Interview Starting of the session with Hawan, Morning Assembly, Saraswati Vandana

- & Gayatri Mantra before starting any activity.
- Development of Nationalism : Celebration of important national days like Republic day, Hindi day, Gandhi day, Voters day, Independence day, Martyrdom Day, Teacher's Day, World Peace Day etc.,

PERFORMANCE IMPROVEMENT:-

There are lots of activities involved in the teaching learning process where performance of the student-teachers is improved. The main activities are

For Teaching : Micro, Mega and Real teaching, school practice and school observation is for 18 weeks.

For Academics : Monthly test, Seminars, Assignment, Projects, House Exam, Workshop etc.

For Practical Work : Work Experience and Work Education are Held. Art and drama, Yoga, Health and Physical envn. Music, Critical understanding of ICT.

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

There are no major dropout cases identified during the last three years of the institution.

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

After completing the B.Ed. course from CAMBRIDGE COLLEGE OF EDUCATION, a large number of our students got jobs in various private and government schools. As per our information, almost 30 % of our students from previous batches working as teachers in various govt. & private schools and colleges on regular / contractual/ temporary basis. About 25% of our students go for higher studies through regular and distance education courses. Mostly students go for Post Graduation in English, Hindi, Education, History, M.sc Math, M.sc Physics and other related courses.

The institution provides a wide variety of learning experiences to the students to enable them to compete for the jobs and get progress in higher education. Guidance and counseling cell properly guides student teachers to choose right and appropriate course and profession after B.Ed.. The institution arrange campus interview through its placement cell. Many students get benefited from this placement cell. One student pass in NET and 14 students passed CTET/HTET.

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

Every year an average of almost 25% of our students goes for further studies in various courses such as Post Graduation, M.Ed., D.Ed., M.Phil. etc. through regular and correspondence courses. Almost 30% students of our college choose teaching as their career and working in various government/ private and public schools on regular / temporary / guest/ contractual basis.

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

At the beginning each session the students are well oriented about the functioning, rules, facilities and resources available in the college library and in the campus. The students can easily access the library facilities during the working hours. They can easily get the library resources like books, encyclopedias, journals, survey reports, language learning resources (CDs, Books and Manuals etc.) OHP LCD Projector, magazines, etc. Student teachers are allowed to use Internet facility & computer available. These facilities are also easily accessible to the old students by the permission of the Director / Principal. Student-teachers are provided the facility to keep the books for annual examinations. Student-teachers are also allowed to use various software & hardware resources available at E.T. & Computer Lab. They are also trained in handling the equipments and to use them in their teaching learning. They can use these resources for unit plan, Lesson Planning and developing instructional aids.

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

The institution has a placement cell. The institution arrange campus interview through this placement cell. In Last two years 35 students get benefited through this cell.

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

No

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

Yes, the requirement of the faculty in the practice teaching schools are collected at the time of teaching practice session and at the end of each session student-teachers are informed and facilitated to get jobs in the schools of their choice. During the practice teaching at the schools the heads of the concerned schools are allowed to observe the lessons delivered by each student teacher so as to select one of them for their school.

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

Mr. Vikas Sharma & Mr. Sandeep Kaushik are incharge of this placement cell. A computer system with printer and college land line telephone is provided to them.

5.2 STUDENT SUPPORT

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

For the effective implementation of the curricular, co-curricular and other activities, the institution systematically plans and evaluates all the activities in its academic calendar of the year. If need arises, necessary modifications are made in the academic calendar to achieve the objectives of the curriculum and effective implementation of all the activities. The academic calendar is planned by the Year Planning committee of the college which consists of following members:

Sr. No.	Name of the Member	Designation in the committee
1.	Mr. Vikas Sharma	Convener
2.	Ms. Monika	Member
3.	Ms. Kalpana	Member
4.	Ms. Karishma	Member
5.	Ms. Rakha	Member
6.	Ms. Ranjna	Member

The committee analyses the different conditions and academic calendar of the university and prepares an initial draft for various curricular, co-curricular activities of the year. Then this draft is discussed in the staff council meeting and necessary modifications are done according to the suggestions of the staff council. After the approval of the staff council and administrative authorities of the college, the final draft of the academic calendar is prepared, implemented and circulated to all the staff members and also notified to the students.

Various curricular, co-curricular & extra-curricular activities are planned for their effective implementation. These activities are planned and evaluated as under:

➤ **PLANNING AND EVALUATION OF CURRICULAR ACTIVITIES (TEACHING - LEARNING PROCESS) INCLUDING TEACHING & TRAINING**

For the effective planning & implementation of the curricular activities of the college academic activities planning committee ensures the inclusion of every aspect of the curriculum in the academic calendar. University academic calendar provides guidelines and path for the planning of various activities. The academic calendar of the institution includes various aspects from admission process to the annual examinations of all the courses. Periodically the academic calendar is discussed in the staff council and if need arises necessary modifications are done. Both teaching & training activities are planned simultaneously which includes:

1. Planning and implementation of Micro Teaching Session for 15 days.
2. Mega teaching session for 10 days.
3. Practice teaching for practicing the teaching in real situation, 18 weeks both 1st & 2nd Year are planned and student's teachers are sent to various schools (both Govt. & private).
4. Completions of various units of the syllabus through lectures, seminars, practical work, project work, LCD Projector, OHP etc. are planned and evaluated regularly.
5. House Examinations, Viva-voce for internal evaluation, class tests etc, are well planned and reviewed regularly.

➤ **Co- CURRICULAR AND EXTRA CURRICULAR ACTIVITIES:**

Various co-curricular & extra – curricular activities including extension lectures, community participation, organization of morning assembly, time table, examination schedule, sports meet, celebration of important days such as Diwali, Holi, Lohri, International Women's Day, International AIDS Day, Science Day, Voters Day, Hindi Day, Republic Day, Environment Day, Earth Week etc., are well planned in advance by the committee in the beginning of the session. In spite of all the various competitions like Talent Hunt, Inter Class Quiz competition, Speech, Poetry Recitation, Drama / Skit, drawing & painting etc., are also planned in advance and all this planning is communicated well in time to the students, teachers and administration for their reference. Feedback on the academic calendar is invited from the teachers in staff council meeting and from students is through tutorial meetings & suggestion box.

➤ **IMPLEMENTATION OF THE ACADEMIC CALENDAR:**

For effective implementation of the curricular, co-curricular and extra-curricular activities mentioned in the academic calendar various committees are constituted by the institution. Each committee is headed by a convener and to assist him/her there are teacher-educators as members. Various committees constituted for the purpose are:

Sr. No.	Committee
1.	Admission Committee
2.	Discipline Committee
3.	Teaching Practice
4.	Library Advisory Committee
5.	Seminar Committee
6.	Cultural Activities
7.	Time Table
8.	Examinations Committee
9.	Sports Committee
10.	Exhibition
11.	Tour Committee
12.	College Magazine
13.	Scholarship Committee
14.	Security committee
	Purchasing Committee
16.	Scholarship Committee
17.	Advisory Committee

The institution get feedback on the followings topics from student teachers

- Curriculum
- Staff
- Campus experience

Besides feedback from student teacher institution get feed back from staff, head & staff of practice teaching school, community members & other stakeholders on various topics to evaluate the performance of the institution.

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

All the labs are provisioned on the ground floor to cater the needs of the physical challenged students.

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

Yes, the institution has mentoring arrangement. For this purpose the college has following arrangement:-

1. Tutorial Groups:

All the students of the college are divided into various Tutorial Groups. Each tutorial group has a mentor (teacher incharge) to solve the educational, social and personal problems of the students and provide help and support to them. In addition teacher educator encourages the students for the participation in various activities of the college.

2. Legal Literacy Cell:

In the institution legal literacy cell is playing a big role to enhance the knowledge of the students. This cell give the chance to the students to aware about the education of the society domestic and internationally: Hindi Diwas, Voters Day, Writing competition organized by cell on time. Various activities and competition organized by legal literacy cell.

3. Guidance & Counselling Cell:

The college has Guidance & Counseling Cell for providing appropriate academic guidance, career guidance and professional guidance to the students. They are also provided counseling services if they face any problem in their social, cultural or family environment. This cell has also mentor (teachers) to provide these services.

4. Women Cell:

The institution has a Women Cell to sensitize the teacher educator and student teachers about gender issues. This cell organizes different activities regarding gender sensitization and role of women in the society. This cell is headed by a female teacher and to assist her there are some other teachers.

5. YRC:

In the institution youth Red Cross Cell play a very important role in the health of the students as well as society. First Aid Camp, world AIDS Day, Plantation etc. organized by the youth Red Cross Cell.

6. Extension Activities:

In the institution Placement Cell & EVG. Cell organized many extension lectures by the Assistant Professor & Senior Bank Manager of the govt. college and banking profession.

7. Placement Cell:

Institution has own placement cell, this cell works and playing a very big roll to make the fruitful and bright future of the students of the college. In institution, we organized a programme and invites 10-15 schools every year for the placement of the students. 20 students found placement per year. This cell play very important role in employment to the students

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

The college organizes various workshops, extension lectures and seminars at college level for enhancing the effectiveness of faculty in teaching. Workshop on Micro teaching is organized every year before the orientation programme of the Micro teaching. The faculty members are encouraged to attend and participate in various National, International Seminars and workshops for enhancing their effectiveness in teaching and other skills. The workshops, seminars and other programmes attended and participated by faculty members are already has been discussed in the criterion-III of this report.

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

Yes, the college have its updated website i.e. www.psrscofeducation.com
The following information has been posted on the college website:

- Mission/vision statement, the goals and objectives of the institution.
- Programmes offered.
- Eligibility criteria for admission.
- Academic calendar.
- Examination and other assessment schedules and procedures.
- Infrastructural facilities available for teaching/learning.
- Sports, Residence, Research and Recreation.
- Fee structure.
- Details of Faculty (Teaching & Non- Teaching).

- Details of Laboratories and Library facilities.
- Image gallery of various functions.
- Latest news and upcoming college activities.
- Contact details & Guide Map of the college.
- Exam Results.
- The college website is updated regularly time to time.
- NCTE report link
- IQAC cell
- Online alumni request form is available

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

Students weaknesses are diagnosed through the class tests, house examinations, class seminars, oral testing and through assignments. After diagnosing the weaknesses, appropriate remedial teaching is provided to the low achievers. After identifying low achiever in their classes, every teacher provides remedial teaching to them. For remedial teaching following strategies are adopted by the mentor teacher:

1. Providing extra time to such students.
2. Using more sophisticated teaching aids.
3. Encouraging student teachers to visit Library frequently.
4. Assigning them more practical and field work.
5. Organizing special class seminars for these students.
6. Providing necessary guidance for examinations & other works.
7. Providing such cordial environment in which they feel free to consult their concerned teacher.
8. Extensions lecture by out sourcing

5.2.7. What specific teaching strategies are adopted for teaching?

ADVANCED LEARNER:

For advanced learners, the institution has encouraged the students to use internet for the studies of different topics. Advanced learners are also motivated to help the slow learners. Seminars, assignments, delivery of model lessons, brain storming sessions, assigning extra work are provisioned. The knowledge and energy of advanced learners have been utilized by encouraging them to participate in extracurricular and co-curricular activities.

SLOW LEARNER:

Teaching strategies are developed according to the needs and pace of the learners. Extra time is provided to these learners to finish off their class work. The institution has made the facility of tutorial classes in the time-table. All the members of teaching staff have contributed to provide extra-attention to the slow learners. Special notes and extra classes facility has also provided to the slow learners. Time to time feedback has been taken by the concerned subject teachers. After understanding the learning needs of slow-learners, teachers provide all those learning facilities which they need.

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

Admission is done through state counseling at the university level but an internal admission committee of the institution including faculty members provides guidance & counseling to guide the student-teachers about making right choice of subject combination, choose right option, mock interview etc. and also elucidate any query of the students.

AT THE INAUGURATION OF SESSION:

Every year in the beginning of the session academic counseling and orientation to the newly admitted student-teachers is provided in orientation programme and have to acquaint them with the various subjects and options in the course. The need and importance of these options are explained in detail by the concerned teacher educator.

DURING THE SESSION:

Tutorial groups and house meetings are organized to solve the individual problems of the students.

GUIDANCE & COUNSELLING CELL:

There is Guidance & Counseling Cell to provide guidance and support to the student-teachers in their personal, academic & social matters. Under this cell we organize the extension lecture on the topic like “How to prepare HTET, CTET preparation for interview, exam fever, also provide the magazine to the students for their competitive exam also conduct the mock interview for the preparation of the job.

WOMEN CELL:

Women Cell helps female student-teachers to solve their problems and provide guidance in different areas. Under this cell we organize extension lecture on the right of women and organized the workshop on the occasion of international women day.

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

Tutorial Groups, Houses, Women Cell, Guidance & Counseling Cell are established for grievance redressal of the students. All the problems of the students are reported and entertained through these cells. Suggestion box is there in the mechanism to record the grievance if any of the students. The grievances are being dressed with proper care and redressed to the satisfaction of the student-teachers.

There are various grievances redressed during last two years. Some of them are:

- One of our B.Ed. students provided with financial help for her treatment of stone in the stomach. She has also been given half fee concession as she is physically challenged.
- In the institution there is also a wheel chair to support physically challenged students.
- Beside this there were some simple grievances like water facility with RO, Wi-fi facility, canteen facility, teacher's methodology etc. which were redressed easily.

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

ACADEMIC PROGRESS:

The academic progress of the students is monitored through Daily classroom observations by the mentor teachers, monthly class tests, seminars, assignments, projects, House examinations and internal viva-voce.

CULTURAL & SOCIAL PROGRAMME :

The cultural and social progress of the students is monitored through their participation in Morning Assembly, college functions, guest lectures on various aspects, competitions at college level and competitions at other colleges etc., community participation services and in Eco club for the awareness about Environment, Physical and sports classes, routine medical checkup of the students etc.

After monitoring the progress of the students in different areas, necessary feedback, advice and guidance is provided to them for improvement. Feedback is provided by the mentor teacher in the tutorial groups and in house meetings.

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

The institution ensures the development of students' competencies in pre-practice preparation and in practice teaching in various ways:

PRE-PRACTICE:

For ensuring the students' competencies to begin practice teaching various activities are organized which includes orientation about micro-teaching skills, demonstration lesson of each skill by mentor teacher, micro teaching session by student-teachers, delivery of mega & discussion lessons in simulation under the supervision of the teacher incharge etc. all this process goes for at least 25 days.

FOR PRACTICE TEACHING:

A teacher-educator as supervisor is sent with the student-teacher to the schools to provide support in the field. The mentor teacher monitors all the daily activities and lessons of the student teachers and provides feedback to them accordingly. He/she also identifies the problems faced by student-teachers and makes necessary arrangements to solve them well in time. The student teachers are encouraged to participate in schools' various activities like morning assembly,

mid-day meal, school functions, sports meets etc. Support from school staff is ensured by the arrangements of school staff meeting on first day of teaching practice with student-teachers where they are introduced with each others.

5.3 STUDENT ACTIVITIES

5.3.1. *Does the institution have alumni association? If yes.*

- a. List the current office bearers.*
- b. Give the year of last election.*
- c. List activities of last two years.*
- d. Give details of top ten alumni occupying prominent possible.*
- e. Give details on the contribution.*

Yes, the college has its alumni association.

CURRENT OFFICE BEARERS:

President	: Mr. Rajnish
Vice President	: Mr. Mohit
Secretary	: Mr. Manish
Joint Secretary	: Mr. Lalit
Treasurer	: Mr. Suryakant

Ans. B: 04-04-2015(year of last election)

Ans. C: Three meeting were held in last Two years and they give their feedback.

Ans. D: (1) Monika Rani

(2) Poonam Rani

(3) Kuldeep

(4) Chanchal

(5) Pinki Rani

(6) Deep Gagan

(7) Shakshi

(8) Bharti

(9) Dakshi

(10) Priyanka

Ans. E: We have online registration for alumni which are available on our website. Our institution involve them in many events like Cultural, Academic, SRS Fest & Sports activities.

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

The institution encourages the student-teachers to participate in the college competitions and functions through Morning assembly, Tutorial Groups and in Sports & Cultural Activities period. After their participation they are encouraged by providing.

Certificate	:	For participation
Prizes	:	I, II, III and consolation
Gift	:	for Group event
Trophy	:	for sports activities

Students are also encouraged to participate in intra-college functions and competitions and their names are displayed on display boards and announced in the morning assembly with their achievements which provide motivation to other student-teachers.

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

The college provides various opportunities to involve the students in various activities for presentation & publication of their material:

1. Students' articles, thoughts, poems, jokes, stories etc. are invited for different sections of the college magazine. They submit all the material to respective subject editors (Teacher Incharge).
2. Students are also free to expose their views and thoughts through wall magazine, Display Board and Bulletin Board on Science Lab. & Maths Lab. Cultural activities are also displayed on display board.
3. Further students get chance to present their view in the activities organized by various clubs such as Science Club, Mathematical Club, etc. and different cultural activities under SRS Fest.

4. Beside all these various exhibitions like chart & model exhibition, Teaching aids exhibition, Best out of waste material exhibition, Paper cutting & Card Board Molding Exhibition, Rangoli competitions, Drawing & Painting competitions etc. are also organized to provide an opportunity to the students to exhibit their talent.

5.3.4. Does the institution have a student council or any similar body?

The institution has made students council for every academic session to give the representation to the student teachers. The students' council shall be constituted as per following procedure:

For selection of students' representative, a committee consisting of Principal and three other teacher educators of the faculty. The committee shall notify to invite nominations from the top five student teachers of each section. The criteria for nomination shall be on the merit of qualifying exams. Out of these twenty student teachers, five student teachers shall be selected as student's representatives on the basis of their capabilities exhibited in various spheres of academic, sports and cultural activities. From these representatives, one is nominated as president unanimously for the student's council. In case of divided opinion, the principal reserves the power to nominate one student from the students' council. The constitution of the association comprised five members, President, Vice President, Secretary, Joint Secretary, and Treasurer Five representative members.

The council shall be responsible for planning, organizing and executing the overall activities of the institution. The council will suggest from time to time ideas to improve the academic atmosphere of the institution. In this regard, it will organize debates, quiz, essay competitions, and other extracurricular activities at the institutional level. Any grievance from students regarding academic matters may also be considered by the council for its amicable solution. With a view to provide family atmosphere, the council shall prepare proposals for improvement in the basic facilities by the institution. The council shall take steps to maintain discipline among the students. The council may suggest ways and means to promote various social activities by the students in and around the campus such as literacy, cleanliness, health and hygiene. The council may suggest the facilities to be provided to the students to improve games and sports activities. It will also motivate the students to participate in different activities.

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

The institution provides an opportunity to all the students for being part of almost every activity. For this purpose institution has class system in which there are four sections. All the student teachers are consulted every time when any decision has to be taken for the students when they have any problem like selection of uniform or organizing educational tour or organizing any function of the institution etc. The various committees, which have student's representative on it, are:

1. Alumni Association
2. Science Club
3. Mathematics Club
4. Discipline Committee

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

Yes, the institution has mechanism in the previous years; the feedback has been taken on a simple paper and online registration for alumni which are available on our website generally by the principal & teachers time to time. But from last session "Suggestion Box" is provided where students can put their suggestions & feedback with or without their names. From the current session 2014-2015 institution has devised to collect feedback from student-teachers and alumni & other stake holders. They are:

- 1. Student Feedback on Teachers**
- 2. Students' overall Evaluation of the programme and Teaching**
- 3. Feed back on curriculum**

With the help of these three proformas, the institution collect the feedback from the students and then use the data for the improvement of the programme.

5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

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

The best practices of the institution in Student Support and Progression are:

- Guidance and Counseling Cell
- Women Cell
- Youth Red Cross Cell
- Legal Literacy cell
- SC/ST cell
- College Magazine
- Alumni Association
- College Website
- Student-teachers representatives
- Placement Cell
- SRS Fest

For student support and progression, the institution has qualified and experienced staff members, organization of various competitions and extension programmes with the active participation of student teachers, students' council, scholarships for needy and capable students, orientation programmes and seminars, tutorials, educational tours and trips, regular meetings of faculty and student teachers.

The institution strives to provide quality education to the student teachers with the facilities of internet, language lab, maths Lab, books and new strategies of teaching and use of ICT. Students are provided with the opportunities to acquire learning through various modes like group discussions, cultural activities, sports and games thereby leading to an all round development of the personalities of the students.

CRITERION VI: GOVERNANCE AND LEADERSHIP

6.1. INSTITUTIONAL VISION AND LEADERSHIP

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

The PT. SITA RAM SHASTRI B.Ed Training college has its clear humane purpose, definite distinct Vision, and a pious mission, values and Objects.

Vision of the Institution

To provide intellectual and moral leadership by igniting the mind of student teacher to realize their potential and make positive contribution leading to prosperity of education society and nation at large.

To become the center of academic excellence in the area of teacher education by providing quality teacher education programmes at par with the national and international standards to the rural youth inculcating in them our culture, heritage and values along with complete education.

Mission of the Institution

- To provide educational opportunities to release the inherent capabilities of all students teachers to make them professionally competent, morally mature, socially sensitive, cooperative, ICT enabled, research oriented and globally awakened and dynamic environment.
- Serving the humanity.
- To prepare the teachers capable of responding to the global social demands and meeting the challenges in Education.

- To rejuvenate the teaching – learning process with ICT and value imbedded education in the context of modernization and social change.
- To address to the ever emerging issues and problems of school and teacher education and discover the remedial measures.
- To ensure the contribution of all stakeholders in the all pervasive sustainable development of the society.

Values of the Institution

The institution promotes the following core values:

- Developing a sense of universal brotherhood by inculcating the eternal values.
- Building an academic environment where excellence in knowledge, skills and competence contribute to national development.
- Integration of information and communication technology with ancient wisdom of Indian education system.

Objectives of the Institution

- To recognize, promote and develop the capabilities and universal values in the student teachers needed for cohesion and welfare of society and nation.
- To make aware, inspire and enable the student teachers to integrate the ICT with contemporary india and Education for a quality academic environment.
- To stimulate, educate and enable the student-teachers for excellence in teaching, learning, research and innovation.
- To develop attitude, competence and core skills, essential to teaching learning process among the student-teachers.
- To encourage the student teachers to derive an everlasting capacity of realizing and executing their roles and responsibilities in learner's holistic development.
- To provide an enthusiastic, motivating, inspiring and equally accessible teaching - learning environment, conducive to the professional growth of teacher educators and student-teachers.
- To invent, adopt and practice the knowledge of ICT for teaching, learning and training of student-teachers to meet the emerging issues, needs and problems of the school education system in global context.

The institution's stated purpose, vision, mission and values are made known to various stakeholders and to the prospective student-teachers through college publication in newsletters, information brochure, website and teacher-parents meeting during admission and functions organized in the institution. Vision and mission statements are prominently displayed at the entrance of the institution.

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

Yes, the vision and mission statements are in terms of addressing to the needs and demands of the society, students, schools, educational institution's traditions and value orientations. Institution is catering to their needs. Mission includes quality issues, specifically participation of all the stakeholders in improving quality.

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

The top commitments of the management are:

- To create and provide the environment conducive to the attainment of institutional goals focusing on a clear vision and mission.
- To impart quality teacher education,
- To develop intelligent, well informed, disciplined and socially responsible teachers,
- reincarnation of values into the student-teachers and teacher educators,
- To inculcate the spirit of service to the society among student teachers and teacher educators,

- To instill a humane attitude and scientific thinking among student teachers and teacher educators.
- To elicit the co-operation of all stake holders.
- Ensure and develop mechanism for monitoring and sustaining a work culture, commitment and passion for attaining the institutional goals.
- To develop this college as a centre of excellence in the field of teacher education.

The institution always tries to a large extent in translating its vision and goals into academic practices.

The management's contribution towards its mission is exemplary. It recruits the well qualified faculty. It provides encouragement and recognition to the student-teachers and teacher-educators during functions and teaching learning process. Physical infrastructure and the latest ICT tools and apparatus are made available to carry out teaching learning process effectively. Management organizes various meetings with the faculty and also rewards the faculty. The faculty and students are given individualized care and concern. Every cultural, academic and sports event organized in the institution is encouraged by the presence of management members.

1. Composition & Functioning of Board of Management.

➤ Composition

Sl. No	Office Bearer	Designation
1	Pt. Shiv Prakash Sharma	President
2	Sh. Sanjay Bhardwaj	Vice President
3	DR. Ravi Bhisim	Gen. secretary
4	Sh. Sat Narayan	Treasurer
5	Sh. Pitram Sharma	Executive Member
6	Pt. Suraj Bhan	Executive Member

➤ **Functioning**

Management provides infrastructure and financial aids to the institution for carrying out teaching - learning process smoothly.

3. Composition of BOG :

➤ **Chairman of Governing Body :**

Sl. No	Name	Designation in the BOG
1.	Pt. Shiv Prakash Sharma	Chairman

From the Members of the Trust

2	Dr. Shiv Shankar Bhardwaj	Member
3.	Dr. Ravi Kant	Member
4.	Pt. Suraj Bhan	Member
5.	Pt Pyare Lal	Member
6.	Sh. Patram Sharma	Member

➤ **Institutional Member**

7.	Mr. Vikas Sharma	Member
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6.1.4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

The management and the head of the institution discuss, decide, assigned and allocate the roles and enumerates the responsibilities of the staff members on the basis of their academic record, potential, aptitude and interest and as well as the institutional regime experience in teaching and other academic and curricular events, creative and constructive aspects of the personality, specialization, value system, communication style and motivation level. The allocated responsibilities are communicated to the staff through staff meetings and circulars.

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

The meetings of the staff council are the common platform to the management and the faculty members. The valuable suggestions furthered by the management, are taken into consideration during the planning of agenda of the meetings and then the decisions are taken and review of various activities is made. The proceedings of the staff council meetings and meetings of various committees are forwarded to the management. By this the valid information is available for the management to review the activities of the institution. The management also gets the valid information through personal contacts with the faculty member, student-teachers and their parents and community members during institutional functions and various extension activities.

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

The institution identifies and addresses the barriers in achieving the vision/ mission and goals in the following manners:

- Thinking on the Issues.
- Developing and implementing mechanism in the informal/ direct/ indirect way.
- Various committees have been constituted for smooth functioning of the institution. The barriers in achieving the vision, mission and goals are identified by the concerned committees. The reasons for the barriers are mutually discussed by the various committees, head of the institution and the management in the staff, academic meetings and remedial measures are identified by taking into consideration the suggestions provided by the faculty members. The concerned committees deliberately works for various quality related issues pertaining to teacher education being imparted by the institution.

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

During the meeting between management and staff members the management considers the suggestions of the staff members, encourages, appreciates and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes. Management actively involves in professional growth of the faculty members by organizing extension lectures, seminars, and workshops in the institution and also encourages them to participate in various seminars, conferences, workshops organized by other educational institutions. T.A. /D.A. is also provided by the management to faculty members for attending/ participating in various activities organized by other institutions.

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

The Principal of the institution provides requisite leadership to the system. He continuously supervises the working of teaching and non-teaching staff and gives suggestions for their improvement. The head of the institution constituted various committees after discussing in the Staff Council and has allocated and assigned the institutional work to these committees. The work of each committee is coordinated by a convener. The recommendations of these committees are considered and approved in the staff council meeting. The Principal provides administrative and academic leadership in association with the various faculty members. Strategies are evolved for academic growth. The head of the institution takes care of fulfilling the requirements of the faculty. Individual appreciation, personal care & concern for the staff members, student teachers and institution are observed by the head of the institution and the management. The Principal of the institution is always available to the student teachers and staff members for redressal of their grievances and also works as a liaison between the student-teachers, faculty and the management. The employees and student-teachers, however, also have a direct access to the management as and when required.

6.2 ORGANIZATIONAL ARRANGEMENTS

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

The college encourages participatory management practices and team work between the different components of the college. To assist the principal in academic work various committees are constituted. These committees plan, execute and co-ordinate the activities in their respective areas, of the college.

The constituted main committees and their meetings details held during the session 2015-2016 are as under:

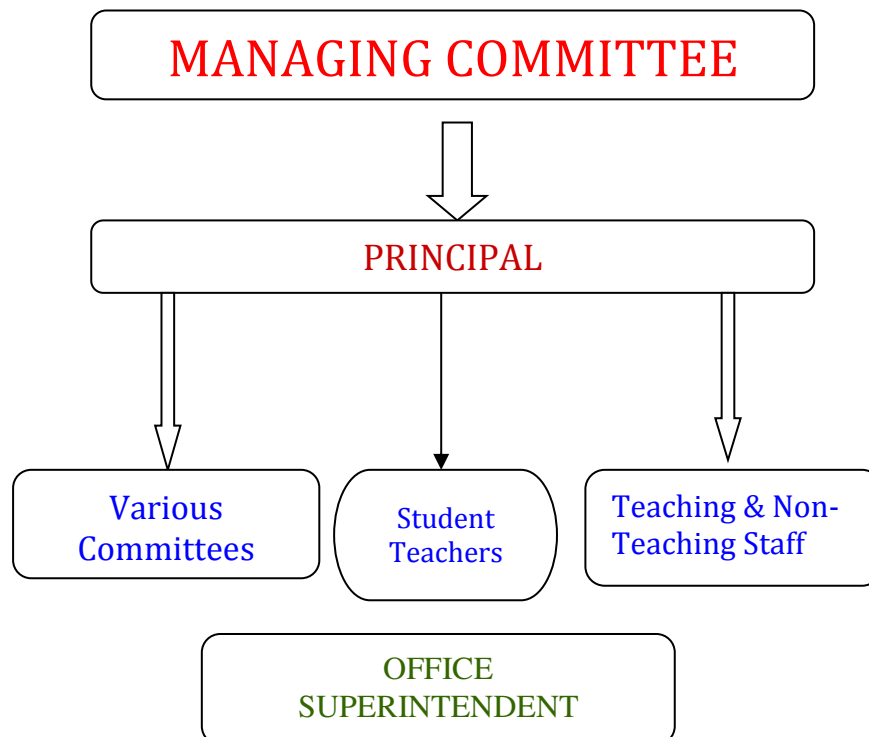
Sl. No	Committee	No. of Meetings Held	Meeting Held on
1	Admission Committee	02	16-08-16, 08-09-16
2	Discipline Committee	03	08-12-15, 09-04-16, 15-02-16
3	Adotorial Board	02	07-09-15, 20-04-16
4	Library Committee	03	16-08-16, 15-10-16, 15-12-16
5	Advisory committee	02	05-11-15, 05-05-16
5	Cultural Activities	02	04-03-15, 01-04-16
6	Time Table	02	03-08-16, 01-09-16
7	Alumni committee	03	12-08-15, 16-02-16, 22-04-16
8	Placement cell	02	23-09-15, 10-02-16
9	Purchasing committee	02	15-10-15, 04-03-16
10	Staff meeting	02	04-08-15, 04-09-15
11	Scholarship Committee	03	18-01-16, 05-05-16, 02-06-16

Major outcomes of the meetings:

- The strategies were finalized for implementing the orders of the Honorable High Court of Haryana regarding the admission in B.Ed. course.
- Rules and regulations were framed by the discipline committee.
- Schedule regarding orientation about skills, micro-teaching and practice teaching was finalized.
- Library committee reviewed the library resources and decisions were taken regarding upgradation of the library facilities. New editions and volumes of books and journals were recommended by the committee.
- Schedule of various literary and extension activities to be organized by the institution were finalized by the literary committee.
- The board of residence and health took decisions for improvement in the facilities of canteen services. Rate list of various items available at the canteen were also finalized.
- Schedule for Organizing Talent search Competition, Hindi Diwas, Teacher's Day, Independence day, voters day, Aids day, plantation day, celebrating eco friendly Diwali, Lohri function, women's day celebration and others cultural activities for the session 2016-2017 were finalized by the cultural committee.
- Academic plan of the year was finalized by the academic planning and management committee.
- Duties of the faculty members were reallocated for conducting house examinations. Layout was prepared for conducting the annual B.Ed. examinations by examination committee.
- Guidance and Counseling Cell was established in staff council meeting.

The Principal convenes the meetings with the staff members to discuss about the academic calendar, syllabus, examination and implementation of various decisions regarding student-teachers related issues, administration and finance issues.

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



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

Administration of the institution is totally decentralized. This college has maintained an administrative set up in which the Principal is given full freedom with the management committee mainly taking care of the financial responsibilities for the development of the institution. The institution has constituted 26 committees to execute different functions like admissions, academic activities, examination, management of library etc. There is constant interaction among the functional units of all the committees. The meetings of the committees are chaired by the Principal and the decisions of these committees are finalized by the Principal after discussing with the management committee. The functions of each committee are well defined to ensure the administrative decentralization. The proposals are generated at grass root level and after careful considerations and deliberations the recommendations of the various committees are forwarded to the Principal which arrives at final decision. The decisions of the Principal are implemented by various committees in a decentralized way by conveners and members of the respective committees. Ultimately all the academic and administrative activities are reviewed by the concerned committees to ensure the academic and administrative accountability of the system.

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

Meeting of school personnel with college authorities are held regularly for doing necessary improvements in the field of teacher education. Feedback about teaching practice is taken from school personnel and . School teachers are also consulted while developing the academic plan and their suggestions are considered during decision making. The audio visual aids like charts and models are distributed to the schools. During teaching practice the student-teachers of the institution are provided a platform to participate in different activities of the school. They organize morning assemblies and Bal sabha in the school. They maintain the different records of days of holiday. They maintain discipline and also help in serving mid- day meal during teaching practice and also learned how to develop CCE and learning material. Cleanliness of school campus and plantation in school premises is done by the student teachers. All these activities are planned, guided, monitored and reinforced by the mentor teacher and school teachers in collaboration to improve the quality of educational provisions. The student-teachers participate in the camps organized by the school to strengthen the collaboration of institution with school and community. Student-teachers also participated in Blood donation camp, medical camp and Literacy Mission.

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

The institution welcomes all the meaningful and relevant information for decision making and performance improvement. The concerned data as feedback is obtained from the faculty members, student-teachers, heads and staff of the practice teaching schools, visiting eminent educationists and social workers. The decisions regarding innovative teaching learning practices, teaching aids, academic environment, institution-society relationship are taken for performance improvement.

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

For promoting cooperation among the faculty members various committees are constituted for executing the institutional work and teaching learning activities. The committees consist of various faculty members and one of them acts as convener. Respective committee members cooperatively work as a team for the work they have been assigned. Principal monitor the functioning of all the committees. Suggestions regarding various activities of the institution are placed before the Principal and decisions are taken after discussing the matter in staff meeting. Institution also works for the empowerment of the faculty. It provide conducive environment for working. Extension lectures, seminars and workshops are organized in the college premises. The faculty teachers are also motivated and sponsored to participate in the seminars and workshops organized in other institutions. The faculty members are provided with the platform to upgrade their skills for using ICT in teaching.

6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT

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

The institution selects, collects and analyses the data and information on academic and administrative aspects of decentralization of the power and work.

The institution monitors the performance of the teaching and non-teaching staff by self appraisal, Alumni feedback on the faculty performance and assessment of the faculty members by the Principal.

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

The changes resulting from the action plans are accomplished and sustained by proper allocation of the Human and financial resources.

Various committees of the institution are entitled to assess and recommend the resources needed for carrying out the academic and co-curricular activities. The concerned committees forward the recommendations to the Principal and then the Principal and the management members consider the recommendations for allocation of the human and financial resources.

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

To support the implementation of mission and goals an institutional academic plan for the whole session is prepared by the academic body of the institution, in which the activities related to teaching- learning, curricular and co-curricular activities are planned. To carry out these activities smoothly the human and financial resources are planned and obtained according to the norms. According to need and urgency of the work the financial resources are provided by the management.

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

Academic planning and management committee prepare academic calendar at college level. The recommended academic plan is discussed during staff meeting among staff members and Principal of the college, management members, school personnel and then it is finalized. Before finalizing the academic plan the practice teaching school teachers are also consulted regarding tentative schedule for the availability of schools for practice teaching and organizing extension activities.

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

Major decisions are taken during staff council meeting. The information is passed to the staff members through circular and it is displayed on notice board for students.

The communication and deployment approach of the institutional objectives is individualized. It adopts a hierarchy from students to teachers. Teachers in specific and through committees are accountable to the Principal. The Principal and the management Committee mutually get in touch with the parents of the student teachers, practice teaching schools and personnel of education department of district, state and university. The objectives of the institution are communicated to the student teachers through prospectus, orientation classes, events organized, meeting's of committee and tutorials, college magazine, wall magazine and specifically through the display of the vision, mission and objectives in the institution. The management and the Principal deploy the faculty and student teachers to achieve the objectives by organizing meaningful events, along with its academic activities and co-curricular venture. The feedback and participation of schools and community are deployed in action by sharing the objectives with them.

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

Since its establishment the institution is adding an extra milestone to its achievements towards the cited vision and mission. The frequency of monitoring, evaluating and revising the implementation plans of vision and mission depends on the emergent needs and it is not limited or confined to a specific number. The institution used to meet for these objectives in the beginning of the session with a determination to reach the paramount of quality in teacher education. Every academic year begins with a review of what has been attained and what is to achieve. Every aspect of the institutional work is evaluated. A comprehensive and continuous monitoring of all the scheduled academic, cultural, co-curricular and social activities is executed by quarterly staff council feedback from the students and stakeholders, alumni meetings, academic and administrative committee meetings with the management.

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

The institutional plan includes every latest instructional aid to upgrade the level and effectiveness of classroom interaction and instructions in terms of learning outcomes. So the Principal considers the suggestions and references proposed by the faculty members regarding the use of new technology in teaching-learning process and deploy the physical resources management committee of the institution. The committee makes a survey of the adjoining markets and then reports to the Principal for further actions.

6.4 HUMAN RESOURCE MANAGEMENT

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

The faculty development needs are identified by the Principal of the institution by evaluating self appraisal reports of the faculty members. By taking into consideration the needs of the changing scenario, the Principal guides the faculty for career progression. From time to time he motivates the staff members to proceed further and appreciates their contribution.

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

Teachers' evaluation is made by self appraisal report. The efficiency of the non-teaching staff is monitored by the Principal. A comprehensive evaluation by the student- teachers is also done. The institution uses this evaluation to improve teaching and service of the faculty and other staff.

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

The institution encourages the teachers to undertake and successfully complete the research programmes like M.Phil and Ph.D. along with their teaching.

Teachers are provided with internet access facility and consultancy from the principal. They are motivated and sponsored to attend the seminars, workshops and various conferences organized by other institutions. In previous session, teachers of this college attended workshop 'Intel teach to the future' and training was given to them in necessary computer skills used for teaching. Various curricular and co-curricular events are organized in the institution, where faculty members learn the organizing and managerial skills also.

Transport facility and attractive salary is also provided to the staff. Medical facility, ESI facility etc. is also provided to the staff. TA/DA is given for attending workshops, seminars and conferences. Various workshop are organized by the institution for improving teaching learning process.

6.4.4. 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.

Yes, Institution organized a workshop on 'preparation of teaching aids' and workshop on ICT base to prepare teaching Aids for skill upgradation and providing training of the teaching to the teaching staff.

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

Rules and regulations established by NCTE, UGC, and University for recruitment policy, service conditions are followed by the institution. The vacant posts are advertised in two leading newspapers of national repute, one is of English and other of Hindi. Applications are invited and then interview is conducted by the duly constituted selection committee of the university. All the norms and guidelines prescribed by the affiliating university are followed. Keeping in view the long term development of the institution the increments are provided by the management to retain the qualified young faculty.

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

No, part time / Adhoc faculty is appointed.

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

The institution supports and ensures the professional development of the faculty. Faculty members are continuously motivated and encouraged for their professional development. The institution encourages the teachers to undertake and successfully complete the research programmes like M.Phil and Ph.D. along with their teaching. Teachers are provided with internet access facility and consultancy from the principal. The faculty members are sponsored to participate in seminars and workshops organized by the various other institutions. For this purpose, TA/DA is provided by the institution to the faculty members. Institution also organizes extension lectures, seminars and workshops for the professional development of the faculty.

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

The physical facilities are provided to the faculty members. Institution has well furnished staff room with proper seating arrangement, well furnished principal office, college office with all necessary amenities, completely equipped laboratories, classrooms and well stocked library has been provided to facilitate the faculty members for imparting their duties. Seminar room with all the facilities for organizing seminars has been provided.

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

Faculty members get information from the principal through circulars. College has provision of SMS group and suggestion box where stakeholders from time to time can give their suggestions and get information regarding institution. Stakeholders get information through newsletters published by the institution, notice board, through website and brochure.

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

Every staff member is involved in various activities of the college. Each staff member is a member of constituted committee to look after routine functioning of the college. Plenty time is given to every faculty member to carry out all activities efficiently.

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

Provision of increments is there to motivate the staff members. Staff members are encouraged to pursue the higher studies and attend advanced programmes. This helps in the up-gradation of their skills, teaching methodology involving ICT enabled methods.

6.5 FINANCIAL MANAGEMENT AND RESEARCH MOBILIZATION

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

No, the institution does not get financial support from the government. As the college is self financing institution so, its revenue is course fees.

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

Nil, Nil resource is mobilized through donations.

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

Yes, the operational budget of the institution is adequate to cover the day-to-day expenses.

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

The main budgetary resource is course fee to fulfill the missions and to offer quality programs.

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

Yes, the accounts of the college are maintained and audited regularly by the Accountant and also audited half yearly by internal auditor of the society.

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

Yes, the institution computerized its finance management system and all the accounts are managed by Accountant of the college.

6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

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

- Well defined duties and responsibilities to develop organizational and managerial skills in the staff members for smooth functioning.
- Transparency in administration.
- Decentralization of the leadership through committee system.
- Democratic decision making system.
- Value audit system.
- Cordial interaction among stakeholders and administrative members.
- Leadership qualities in the student-teachers are inculcated by providing them a platform to participate in various sports and cultural activities organized by the institution.
- Organizational and managerial skills are imparted to the student - teachers by providing them opportunities to organize and manage various activities like morning assembly, college functions etc.
- Leadership qualities are developed among student-teachers by electing student representatives from each House.
- Communication Skills are developed through Seminars, Declamation and debate contests.
- For providing first hand experiences about functioning and management of institutional work student-teachers are associated with the different institutional committees.

CRITERION - VII INNOVATIVE PRACTICES

7.1. INTERNAL QUALITY ASSURANCE SYSTEM

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

The Internal Quality Assurance Cell (IQAC) has been established in the College in February 2012 with a view to ascertain and sustain quality of Teacher Education through cooperative efforts of the participative organs/constituents of the institution.

Year of Establishment - 2012

Composition:

Chairman:

Mr. Vikas Sharma

Members:

Representatives of Parents/Guardian of the students.

Sh. Shiv Prakash Sharma

Sh. Patram Sharma

Sh. S.C Sharma

Sh. M.L Aggarwal

Mrs. Roxana Marks

Dr. Deepa Sharma

Mrs. Karshima

Mrs. Rekha

Mrs. Kalpana Sharma

The objectives of the IQAC are:

- a) To ensure quality improvement in the entire activities and programmes of the institution.
- b) To ensure stakeholders participation in planning, management and development of different programmes.

Major activities of the IQAC are:

- a) To design and implement the annual plan of the institution for quality enhancement.
- b) To develop the mechanism of feedback from all stakeholders.
- c) Development and application of quality parameters for various academic and administrative activities of the institution.
- d) Collection of information on various quality parameters of education and best practices followed by other institutions.
- e) Organizing seminars, workshops and training programmes on quality related subjects and promotion and dissemination of such activities of information.
- f) Development and application of innovative practices in various activities leading to quality enhancement with a futuristic perspective.
- g) Creation of student-centric classroom learning environment, conducive to quality education.
- h) Preparation of internal Quality Assurance Report (IQAR) for review and reflections.

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

The Board of Governors, Academic Body and the Administrative body critically analyze the efforts and results made by the institution to evaluate the achievement of goal and objectives. It involves the evaluation of feedback and suggestions provided by the student-teachers, practice teaching schools, alumni members, parents of the student-teachers, well informed community members and faculty members.

All the suggestions, feedback, self appraisal of the teacher educators and over all achievements of the institution per year provides a complete picture of accomplishment status of goals and objectives.

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

The institution ensures the quality of its academic programmes through developments and application of quality benchmarks for the various academic and administrative activities of the institution. In order to ensure the quality of its academic programmes, the institution makes following arrangements:

- Highly qualified and experienced staff is appointed by the institution according to the norms of C.R.S.U., Jind / NCTE.
- Up-to-date infrastructure is made available by the institution.
- Academic calendar is made before the commencement of the session and action plan is also drafted and followed.
- Curriculum of B. Ed. Programme as prescribed by the M.D. University, Rohtak & C.R.S.U., Jind are divided into the units (monthly) by the curriculum committee.
- Extra classes and notes facility is given to the slow learners.

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

The institution ensures the quality of its administration and financial management by making the process more transparent and accountable to the stakeholders. The institution has well-qualified and experienced administrative staff. The quality initiatives on financial management are like,

- Preparation of annual statement of accounts by the management.
- Auditing by a registered chartered accountant.
- By constituting the Finance Committee.

- The institution has categorized human resources into two categories teaching and non-teaching (administrative staff members, account section and fourth-grade employees).

The administration is a totally decentralized one, where teaching, non-teaching, student-teachers, the management of the institution as well as members of the community participate.

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

The institution is running one course i.e. B.Ed. Programme. In order to identify and share good practices with all constituents, the institution has made proper co-ordination by organizing periodical joint meetings of administrative and academic constituents. The institution has constituted some committees consisting of teacher educator, management members and student representatives to critically evaluate the growth and efficiency of the institution and its stakeholders. Student-teachers participation is also encouraged especially in academic and administrative matters.

7.2 INCLUSIVE PRACTICES

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

This institution encourages to focus on design and development of pedagogical activities which will promote inclusion in the institution. The teachers are being exposed in syllabus of B.Ed. 2nd year Paper III (Creating and Inclusive School) teach the concept of inclusive education, need based pedagogy on principles of effective teaching such as - classroom organization, seating arrangement, evaluation process, etc. The teachers are being given orientation on different disabilities. Discussion sessions are organized for the teachers and students on –

- a. The different types of disabilities, identification, causes and prevention.
- b. How to help the children with disabilities in classroom and at home.
- c. Various government facilities available to the students with disabilities etc.

As and when possible teachers are allowed to attend seminars, workshops and training programmes and undergo training to appraise themselves with the direct application of their knowledge and skill to teach students in inclusive setting. In this regard, the institution provides an integrated institutional setting by providing equal opportunities to students with special abilities, varied social backgrounds and diverse learning needs. The emphasis is on providing equal opportunities to all students. The teachers who teach and manage the classroom in the institution are sensitized and made aware of the philosophy of inclusive education and oriented to the different kinds of adjustments that institution has to make in terms of infrastructure, curriculum, teaching methods and other school practices to relate teaching to the special needs of all learners as they are already professionally competent and studied this concept while completing B. Ed. courses.

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

The institution follows Haryana State Government's Merit cum Reservation Policy in matters of admissions. In the syllabi the B.Ed. courses there are some subjects specially devoted to education of exceptional children, women education, and education of socially disadvantaged. This provision in the curriculum makes teachers' work easier to teach students about inclusion and exceptionalities as well as dealing with the problems arising out of gender differences and inequalities and their impact on learning.

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

In the curriculum of B.Ed. course the activities that are being organized to foster social interaction, active engagement in learning and self - motivation are:

- a. Projects are designed and surveys conducted related to the interaction with the community are provisioned. Role of education in Women Empowerment, Education and Socio-economic status, Education and Income pattern of the society etc.
- b. Building strong link between the school and community.
- c. To identify and mobilize community resources for overall improvement of school and vice-versa.
- d. Joining the community in planning the various school programmes and planning steps for preventing environmental degradation through Village Education Committee.
- e. To understand each child individually to provide personal attention in the learning process, especially to the children with special needs through case studies.
- f. To manage and organize 'other than classroom' school activities to understand and manage different factors which contribute to building congenial atmosphere for learning.
- g. Prepare feedback report for oneself with implications for further planning; remedial teaching and preparing further learning activities and necessary materials.
- h. Making proper arrangement for the use of library, teaching aids, field visits, play ground etc.
- i. To identify and focus special attention on the content enrichment needs of the pupil.
- j. Action researches are conducted by every student-teacher and they get self motivated to solve their day to day classroom problems.
- k. In B.Ed. courses various activities are provisioned in the curriculum such as community services, maintaining records of the schools, preparing TLM, organizing various extension activities etc.

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

The institution provides orientation to the student-teachers to understand each child individually to give them personal attention in the teaching learning process, especially the children with special needs. Some of the suggestive activities that are being organized in the institution are:-

- Making the student-teachers aware of the characteristics of children with diverse background.
- Student-teachers are made proficient in handling and counseling of the children with diverse background through guidance and counseling.
- Student-teachers are trained to understand and deal with the needs and problems of children with diverse background during teaching practice.
- Conducting case studies of children with special needs belonging to diverse backgrounds.
- Conducting action research by the student-teachers.
- Observing and reporting about some behavioral aspects of an exceptional child.

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

Teaching faculty is acquainted to address the individual needs of physically challenged and differently disabled students enrolled in the institution. They provide special attention to students with partial sightedness and low hearing. All the laboratories, resources room, classrooms and library are provisioned on ground floor of the building.

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

The institution is well prepared to handle and respond to gender sensitive issues. The principle of equality is followed by the teachers and the management alike. Special care is taken to avoid any discrimination in allocation of duties to women students and usually mixed groups are constituted for different purposes and particularly leadership training is given to girls also. Sufficient number of women teachers are employed.

Some of the activities of the Women Cell are -

- (a) Orient teachers to become aware of gender issues.
- (b) Making teaching - learning process gender responsive.
- (c) Providing insights into the social construction of gender roles for assigning different responsibilities to men and women.
- (d) Women empowerment & rights of equality.

Organized workshop on International Women's Day on 8th March. The active and inspiring women from the community are invited on this occasion. competitions of poster making, slogan writing, poem recitation, speech and drama are held on the theme of women empowerment. Each house is accompanied by a female teacher and a female student-teacher representative.

All the student-teachers of the institution participate in awareness and extension services concerned with gender sensitive issues.

The female teacher and student-teachers of the institution attends and participate in the workshop and competition organized by C.R.S.U., Jind on issues related to gender sensitization.

This institution gives priority to promote social responsibilities and citizenship roles among the students.

7.3 STAKEHOLDERS RELATIONSHIP

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

The institution ensures the access to the information on organizational academic performance during meetings of the academic council. Maintaining confidence of the stakeholders in the institution is a top priority of the institution. The institution displays its achievement pursuits and excellence of its students in information brochure, college magazine, during teaching practice, meetings of community members, national and local newspapers, through SMS group and on its website also. The URL is updated from time to time about the new developments in the institution.

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

The institution involves stakeholders through institution community-parents' participation and Alumni Association. In different meetings organized by the institution, various issues are being discussed about the academic and administration aspects with stakeholders periodically. The stakeholders are welcomed with good suggestions and these suggestions are being reviewed from time to time. Students are involved directly in the academic activities as far as content analysis, evaluation methods, and extension activities are concerned. Tutorial groups and Cell incharge ensures the participation of students in cultural and social activities and competitions. Student-teachers' suggestions are also invited through suggestion box. Student representative of each cell communicate the information, problems and suggestions of the student-teachers to the respective teacher incharge.

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

The institution has devised certain performs to collect data from students and their parents about the administration, teaching and their own campus experiences. It also provides the facility to the parents to be able to monitor their children's progress, interact with teachers, provides suggestions and to give feedback on overall institutional operation. Further student feedback on course, subject, syllabus, grievance redressal and infrastructure are considered in right earnestness for quality sustenance. The student-teachers also provide feedback through suggestion box and student corner portal on college website. Online registration is also available on website.

The institution undertakes regular assessment of the ICT tools, computer labs, science labs, etc so as to make the course, content, delivery and evaluation more attractive, productive and relevant. Further interactive learning through discussion, demonstration and practical experience is being followed to create an environment conducive to learning.

The institution also allow the students to collaborate with peer groups, review their marks, and overall performance, register and participate in various events. The institution makes this vital information like transcripts, attendance, event calendar, college announcement etc available in one central location. Thus the institution acts as a means for consolidation of variety of information and effective utilization of the same. In this way the institution manages to maintain the quality in its administration and academic activities.

A BRIEF NOTE ON TEACHER EDUCATION SCENARIO IN THE STATE

Teacher education is an important aspect of the entire education system. It has to meet the aspirations of the Nation in global dimensions. In Haryana, teacher education is flowering day by day. It is a well recognized and well established discipline and has its own identity in the state of Haryana in comparison to any other state of the country.

The state Universities Maharshi Dayanand University (Rohtak), C.R.S.U. (Jind) Indra Gandhi University Meerpur, (Rewari) Bhagat Phool Singh Mahila Vishwavidyalaya (Sonipat) Choudhary Devi Lal University (Sirsa), Kurukshetra University (Kurukshetra) offers the teacher education programme through Departments, affiliated Colleges and Department of Distance Education. Different teacher education courses i.e. M. Ed., B. Ed. and D. Ed. are popular and in great demand in Haryana.

The B.Ed. is secondary teacher education programme and it's regulated by the state universities- Maharshi Dayanand University (Rohtak), Choudhary Devi Lal University (Sirsa), Kurukshetra University (Kurukshetra) for all affiliated colleges of education in Haryana. These regulatory and affiliating universities ensure that the norms, rules and guidelines provided by NCTE, State Government and Department of Higher Education, Haryana are implemented by all the colleges of Education. The admission criteria, procedure, fees, reservation policy, curriculum, recruitment of the faculty and all the essential amenities are followed by all the Secondary teacher education institutions. It is monitored and regulated by the affiliating universities for most of the academic and administrative activities in 17 Government and Aided and more than 550 Self Financing Institutions for secondary teacher education in Haryana.

The teacher educators for B.Ed. course are prepared by offering M.Ed. / M.A. Education courses through the state universities in department of education, government and aided Colleges and self-financing post graduate colleges of education. The admission to the B.Ed. course is given on the basis of marks obtained in graduation. The reservation policy and fee structure prescribed by the state government are exercised by the concerned University.

In brief, it can be said that there is a systematic, well regulated and properly monitored teacher education programme in the state of Haryana. As a significant increase in the number of self financing secondary teacher education

institutions has come up in the state, there is great deficit of well qualified and trained teacher educators in Haryana. Even then the quality of teacher education programmes is enhanced and sustained by the honest efforts of state government, universities and particularly those Self Financing and other Government and Aided Institutions that are quality conscious. Needless to say that the proliferation in any field does lead to cropping up of some problems and issues that demand constant vigil and redressal.

SCHEME OF EXAMINATION FOR B. ED. TWO YEAR PROGRAMME (To be implemented from the Session 2015-17)

YEAR I

Course	Nomenclature	Max. Marks			No. of Credits	Teaching Hours per Week (Exam Hours: Marks)
		Total	Theory	Internal Assessment		
I	Childhood and Growing up	100	80	20	4 Credits	4 (3 HRS: 80)
II	Contemporary India and Education	100	80	20	4 Credits	4 (3 HRS: 80)
III	Learning and Teaching	100	80	20	4 Credits	4 (3 HRS: 80)
IV & V	Pedagogy of School Subject I*	100	80	20	4 Credits	4 (3 HRS: 80)
IV & V	Pedagogy of School Subject II*	100	80	20	4 Credits	4 (3 HRS: 80)
Enhancing Professional Capacities (EPC) Practicum						
VI (A)	Reading and Reflecting on Texts	50			2 Credits	
VI (B)	Drama and Art in Education	50			2 Credits	
VII (A)	Critical Understanding of ICT	50			2 Credits	
VII (B)	Understanding the Self	50			2 Credits	
	Total Marks	700		Total Credits	28 Credits	

NOTE: Engagement with the Field in the School for two weeks: Tasks and Assignments for all the theory papers**

YEAR II

Course	Nomenclature	Max. Marks			No. of Credits	Teaching Hours per Week (Exam Hours:
		Total	Theory	Internal		
I	Knowledge and Curriculum	100	80	20	4 Credits	4 (3.00 HRS: 80)
II	Assessment for Learning	100	80	20	4 Credits	4 (3.00 HRS: 80)
III	Creating an Inclusive School	100	80	20	4 Credits	4 (3.00 HRS: 80)
IV (A)	Language Across the Curriculum	50	40	10	2 Credits	2 (1.30HRS: 40)
IV (B)	Understanding Disciplines and Subjects	50	40	10	2 Credits	2 (1.30 HRS: 40)
V (A)	Gender, School & Society	50	40	10	2 Credits	2 (1.30 HRS: 40)
V (B)	Option Course Any one of the following: 1. Work Education 2. Health, Physical and Yoga Education 3. Peace Education 4. Guidance and Counselling	50	40	10	2 Credits	2 (1.30 HRS: 40)
VI	Skill in Teaching (Pedagogic Subject I)*	100			4 Credits	
VII	Skill in Teaching (Pedagogic Subject II)*	100			4 Credits	
VIII	School Based Activities **: 1. Development of CCE 2. Development of Learning Material 3. Reporting (Record) about School Internship	50			2 Credits	
	Total Marks	750		Total Credits	30 Credits	

NOTE: Engagement with the Field in Schools for two weeks: Tasks and Assignments for all the theory papers along with Teaching Practice for Pedagogy of School Subject I & II**

* Candidates are required to opt two 'Teaching Subjects' selecting one from any (A, B, C & D) groups out of which one teaching subject can be on the basis of graduation and the other one may be on the basis of Post graduation. However, the candidates who have passed Shastri Examination can opt for two subjects from Group-A.

Paper	NOMENCLATURE	Max. Marks		No. of Credits	Teaching Hours per Week (Exam Hours: Marks)
		Theory	Internal Assessment		
Group A					
Opt. i	Pedagogy of Hindi	80	20	4 Credits	4 (3 HRS: 80)
Opt. ii	Pedagogy of English	80	20	4 Credits	4 (3 HRS: 80)
Opt. iii	Pedagogy of Sanskrit	80	20	4 Credits	4 (3 HRS: 80)
Opt. iv	Pedagogy of Urdu	80	20	4 Credits	4 (3 HRS: 80)
Group B					
Opt. i	Pedagogy of Mathematics	80	20	4 Credits	4 (3 HRS: 80)
Opt. ii	Pedagogy of Home Science	80	20	4 Credits	4 (3 HRS: 80)
Group C					
Opt. i	Pedagogy of Biological Science	80	20	4 Credits	4 (3 HRS: 80)
Opt. ii	Pedagogy of Economics	80	20	4 Credits	4 (3 HRS: 80)
Opt. iii	Pedagogy of Computer Science	80	20	4 Credits	4 (3 HRS: 80)
Opt. iv	Pedagogy of Music	80	20	4 Credits	4 (3 HRS: 80)
Opt. v	Pedagogy of Fine Arts	80	20	4 Credits	4 (3 HRS: 80)
Group D					
Opt. i	Pedagogy of Physical Science	80	20	4 Credits	4 (3 HRS: 80)
Opt. ii	Pedagogy of Social Sciences	80	20	4 Credits	4 (3 HRS: 80)
Opt. iii	Pedagogy of Commerce	80	20	4 Credits	4 (3 HRS: 80)

****Under the broad curricular area, Engagement with the Field, 20 weeks (4+16) shall be allocated over the two years for Tasks, assignments, Teaching Practice and school internship.**

Distribution of Four Weeks

During the first year, to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative centres of pedagogy and learning - innovative schools, educational resource centres, etc.

Two weeks of First Year will be devoted to field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school.

Two weeks of Second Year will be devoted to field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school along with the teaching practice for Pedagogy of School Subject I & II.

Distribution of Sixteen Weeks (School Internship)

During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children.

Initially, the student-teachers will observe the school and its classrooms with regular teachers **for one week**.

For each student-teacher, internship should be conducted preferably in one school within the District of concerned College of Education for the entire another **15 weeks**. However, this period can be divided into two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period.

Student-teachers should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from Principal/faculty of the school and concerned College of Education giving preference to practice schools and limiting to concerned District only. After completing School Internship from the school, the Principal of the concerned College of Education will countersign the Certificate signed by Teacher Educator of concerned College and Principal of the School.

NOTE: Internship should not be reduced to the ‘delivery’ of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school. Moreover, teaching should not be practiced through the reductionist approach of ‘microteaching’ of isolated ‘skills’ and simulated lessons.

Note:

Each student will attend supervised teaching for two weeks in 2nd Year.

Practical Exam for Course VI (A), VI (B), VII (A) & VII (B) will be conducted by the external examiners at the end of 1st Year.

Examination of Skill in Teaching and School Based Activities will be conducted by an

External Team consisting of one Coordinator (Head Examiner should be of the parent University) and two Members (Sub-Examiners duly approved by the Board of Studies) at the end of 4th Semester. While constituting the team, teaching subject of the Coordinator will be taken into consideration and it will not overlap with the Teaching subjects of other two examiners. Thus, a team will cover all the three streams i.e. Teaching of Languages, Teaching of Sciences and Teaching of Social Sciences.

Criteria for the award of 20 % Internal Assessment in Theory Papers will be as per the distribution given below:-

i)	One Task & Assignment in every theory paper	10% marks
ii)	One test in every theory paper	5%marks
iii)	Attendance	5%marks
	Upto 75%	0 mark
	Upto 80%	2%marks
	Upto 85%	3%marks
	Upto 90%	4%marks
	Above 90%	5%marks

NOTE

If a candidate is awarded Internal Assessment of more than 75%, the concerned teacher will give specific justification for the same which shall be considered by a committee to be constituted by the concerned Principal of the College as the case may be.

Grand Total =1450 marks

Total Credits: 58

COURSE-I: CHILDHOOD AND GROWING UP**Time: 3 Hours****Max. Marks: 100**
(Theory: 80, Internal: 20)**NOTE FOR PAPER SETTER**

Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

Q.No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- explain the meaning, concept and characteristics of growth, maturation and development at various stages
- describe the problems of childhood and adolescent age especially with respect to the Indian context
- develop an understanding of different aspects of a child's physical, intellectual, social and moral development
- analyze the impact of urbanization, globalization and economic changes on construction and experience acquired by growing child
- develop an understanding of dimensions and stages of childhood development and developmental tasks; with a focus on cognitive views of learning as well as social– cultural and constructivism
- explain the concept of individual differences and its implications
- enlist the factors influencing individual difference
- differentiate between classical and operant conditioning theory of learning
- explain the Piaget's concept of cognitive development
- differentiate between Kohlberg's theory of moral development and Erikson theory of psycho-social development
- describe the role of teacher in teaching learning situations
- explain the concept and principles of different perspectives in learning
- describe childhood in the context of poverty and globalization

COURSE CONTENT

UNIT- 1

Development of Child at different Stages (Childhood and Adolescence)

Concept, Meaning and general principles of Growth and development. Stages of development— growth and development across various stages from infancy to adolescence. (Physical, intellectual, social and moral development.)

Piaget’s concept of cognitive development,

Kohlberg’s theory of moral development

Erikson’s psycho-social development theory

Factors affecting Growth and development

Relative role of heredity and environment in development.

Concept of growth and maturation

Parenting styles: influencing developmental aspects of childhood and adolescence.

Impact of Media on growing children and adolescents: deconstruction of significant events that media highlights and creates.

UNIT- 2

Understanding Individual Difference

Concept of individual difference, Factors influencing individual difference, Educational implications of individual differences for teachers in organizing educational activities.

Dimensions of differences in psychological attributes-cognitive, interest, aptitude, creativity, personality and values.

Understanding individual from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences. Implications for teaching-learning

Understanding differences based on a range of cognitive abilities—learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of ‘difference’ rather than ‘deficit’ perspective.

Methods and Ways to understand Children’s and Adolescents’ Behaviour: Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives

Meaning, characteristics and kinds of Play; Play and its functions: linkages with the physical, social, emotional, cognitive.

Games and group dynamics, rules of games and how children learn to negotiate differences and resolve conflict.

UNIT-3

Theoretical Perspectives to enhance Learning among Children and Adolescents

- Learning: Meaning, implicit knowledge and beliefs.

Perspective on Human Learning: connectionists or Behaviorist (Thorndike, Classical and Operant Conditioning)

Cognitivist (Insightful learning, Tolman's Sign learning theory)

Constructivism

Bruner's discovery learning:

Concepts and principles of each perspective and their applicability in different learning situations.

Relevance and applicability of various theories of learning for different kinds of learning situations.

Role of learner in various learning situations as seen in different theoretical perspectives.

Role of teacher in teaching learning situations.

UNIT-4

Deprivation and Deprived Children: Measures for their Adjustment and Education

Childhood in the context of poverty and globalization

Current issues related to adolescents stress and role of the teacher (Increasing loneliness, changing family structures and rising permissiveness)

Issues in marginalization of difference and diversity

Children living in urban slum, socially deprived girls: measures to bring improvement in their status

Child rearing practices of children separated from parents practices of children's separated children in crèches; children in orphanages

Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage learner

Understanding needs and behavioral problems of children and adolescents: Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence substance abuse, drug addiction,

Impact of globalization, urbanization and economic changes on construction and experience of children in childhood and adolescent age.

Tasks & Assignments: Any one of the following (10 marks)

Administer any two of the following Psychological Tests and prepare a report on it:

Intelligence Test

Personality Test

Self-Concept Questionnaire/ Inventory

Creativity

Learning Style Inventory

Parenting Style Inventory

Interest Test
Teaching Attitude

Conduct a case study on a problematic Child (M.R, L.D, V.I, H.I, disruptive behavior and delinquent child etc.) and prepare a report on it.

Prepare an observation schedule and observe the behavior of child in school setting.

Prepare a survey report on “How media is affecting the behavior of growing child” on a group of Ten Children of age 6-14 years in terms of enhancing violence and developmental aspects of childhood. (The survey should be based on the collection of the data using a questionnaire).

Any other task/assignment given by the institution.

SUGGESTED READINGS

- J □# Aries, P. (1965). Centuries of Childhood-A social history of the family life. Random House Inc. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood, and Conclusion - The two concepts of childhood.
- J □# Bhatia, H. R.(1990). Elements of Educational Psychology Bombay:Orient Langman Ltd.
- J □# Bodrova, E. and Leong, D. (1996). Tools of the Mind. New Jersey: Merrill. Chapter 1: Introduction to the Vygotskian Approach. Chapter 2: Acquiring Mental Tools and Higher Mental Functions, Chapter 3: The Vygotskian Framework and Other Theories of Development and Learning, Chapter 4: The Zone of Proximal Development.
- J □# Chauhan, S. S.(2000). Psychology of Adolescence. New Delhi: Vikas Publishers.
- J □# Cole, M., Cole, S. R. and Lightfoot, C. (2004). The Development of Children. New York: Worth Publishers. Chapter 1: The study of Human Development.
- J □# Crain, W. (1992). Theories of Development: Concepts and Applications. (3rd Edition). New Jersey: Prentice Hall. Chapter 7: Kohlberg's Stages of Moral and Development, Chapter 8: Learning Theory: Pavlov, Watson, and Skinner, Chapter 9: Bandura's Social Learning Theory, Chapter 11: Chapter 12: Erikson and the Eight Stages of Life.
- J □# Dandipani, S. (2000). A Textbook of Advanced Educational Psychology, New Delhi: Anmol Publications Pvt. Ltd.
- J □# Dash, M.(1991). Educational Psychology. New Delhi: Deep and Deep Publishers.
- J □# Gardner, H. (1985). Frames of Mind: The Theory of Multiple Intelligences, London: Paladin Books.
- J □# Gilligan, C. (1977). In a Different Voice: Women's Conception of Self and Morality. Harvard Educational Review, 47 (4), 481-517.

J □# Gulati, S. (1995). Education for Creativity, New Delhi: NCERT.

J □# Hurlock, E. B. (1990). Adolescent Development. New York. McGraw Hill.

- Kakkar S. (1991). *The Inner World: A Psycho-analytic study of childhood and society in India*, Delhi: Oxford University Press.
- Kakkar, S.B (1978). *Indian Childhood: Cultural Ideas, and Social Reality*, New Delhi: Oxford.
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- Kundu, C.L. and Tutoo, D.N. (2000). *Educational Psychology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Mangal S.K (2002). *Advanced Educational Psychology*, New Delhi: Prentice Hall of India Private Limited.
- Mathur, S. S. (2000). *Shiksha Manovigyan*. Agra: Vinod Pustak Bhandar.
- Mukunda, K. V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning*, Noida: Harper Collins. Chapter 2: Learning, 22-50; Chapter 6: Moral Development, 117-146.
- Nanda, S.K (1995). *Educational Psychology*, Jalandhar: New Academic Publishing Co.
- Newman, B. M. and Newman, P.H. (2007). *Theories of Human Development*. London: Lawrence Erlbaum Associates, publishers.
- Pal, H.R.(2006). *Advanced Educational Psychology (Hindi)* New Delhi. Delhi University.
- Pal, H.R. and Sharma, M. (2007). *Education of Gifted (Hindi)*, New Delhi: Kshipra.
- Piaget J. (1997). *Development and Learning*. In Gauvian, M. and M. Cole.(eds.) *Readings on the Development of Children*. New York: W. H. Freeman.
- Snowman, B. R. and Snowman, J.(1996). *Psychology Applied to Teaching*. 8th edition. Boston: USA: Houghton Mifflin. Chapter 2: Stage theories of Development, Chapter 7: Behavioural and Social learning theories, Chapter 8: Information Processing Theories, Chapter 9: Constructivist Learning Theory.
- Tripathi, S. N. (1983). *Pratiba Aur Srijnatmakt*, Bombay: Mcmillan Co.

COURSE-II: CONTEMPORARY INDIA AND EDUCATION**Time: 3 Hours****Max. Marks: 100 (Theory: 80,****NOTE FOR PAPER SETTER**

||Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- understand perspectives in education including social bases of education
- critically understand the constitutional values related to aims of education
- analyze varied aims of education and its process aspects
- develop their own view about education and its development in social and cultural context
- develop a personalized professional view of one's pedagogical role
- think critically about the prevailing conditions of the society and their remedies
- visualize meaningfully the contemporary India
- develop an understanding of trends, issues and challenges facing contemporary Indian Society

COURSE CONTENT**UNIT-1****Constitution of India and Education**

- Concurrent status of education
- Policies, Acts and Provisions related to education
- Education of marginalized and socially disadvantaged segments
- Education and Fundamental Rights and Duties: Articles 14, 15, 16, 30 and 51A
- Directive Principles of State Policies
- Right to Education (RTE) Act 2009

UNIT - 2**Review of Education Commissions and Policies in India:**

- Prominent characteristics of education in India during colonial rule

Critical appraisal of recommendations of following commissions

Secondary Education commission (1952-53)

Indian Education Commission (1964-66)

National Policy of Education (1986)

Ramamurthy Education Commission (1990)

Programme of Action (1992)

National Curriculum Framework 2005: Needs and Objectives

UNIT – 3

Contemporary Issues in Indian Education

Universalization of Elementary Education and related issues such as MDM, SSA and RMSA

Issues and Debates on Globalization, Liberalization and Privatization

Common School System

Vocationalisation of Education

Three Language Formulas

Open learning and distance education System

Modernization: Concept, Advantages & Disadvantages

UNIT – 4

Emerging Concerns of Indian Society and Education

Culture and Education

Democracy and Education

Inequalities in ancient, medieval and modern education

New Economic Reforms and their impact on Education

Education for Technological Empowerment

Role of teacher in the context of Universal Education

Reservation as an egalitarian Policy

Task & Assignments: Any one of the following (10 marks)

Project on conflicts and social movements in India.

Role of media in democracy.

Impact of electronic media on children.

Challenges of pluralistic education in the contexts of conflict.

Any other task/assignment given by the institution.

SUGGESTED READINGS

Challenges of Education- A policy perspective, (1985). Ministry of Education, Govt. of India, New Delhi.

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- Programme of Action (1992). Ministry of Education, Govt. of India, New Delhi.
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- Report of the Education Commission Education and National Development (1964-66) Ministry of Education, Govt. of India, New Delhi.
- Report of the Secondary Education Commission (1952-53) Ministry of Education, Govt. of India, New Delhi, 1949.
- Report of the University Education Commission (1948) Ministry of Education, Govt. of India, New Delhi 1949.
- Right to Free and Compulsory Education Act 2009.
- Sadgopal, A.(2000). Shiksha Main Badlav ka Sawal: Samajik Amubhavo se Niti Tak. Delhi: Granth Shilpi.
- Sadgopal, A. (2009). Muft aur Anivarya Shiksha Adhikaar Vidheyak 2009. Vimarsh Vol.1.

COURSE- III: LEARNING AND TEACHING**Time: 3 Hours****Max. Marks: 100****(Theory: 80 Internal: 20)****NOTE FOR PAPER SETTER**

|| Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- explain the concept and importance of teaching
- explain the concept of phases and levels of teaching
- describe different theories of teaching, models of teaching and strategies of teaching
- explain the concept, importance and types of learning
- describe Flander's Interaction Analysis along with concept and types of evaluation

COURSE CONTENT**UNIT-1**

Teaching: Concept, Nature, Importance of Teaching and Phases of Teaching: Pre-active, Inter-active and Post-active

Teaching : Different from Instruction, Training and Indoctrination

Levels of Teaching : Memory, Understanding and Reflective level

Theories of Teaching: Formal Theories, Descriptive Theories, Normative Theories

UNIT-2**Models of Teaching**

Bruner's Concept Attainment Model

Mastery Learning Model

Inquiry Training Model

Glaser's Basic Teaching Model

Strategies of Teaching

Simulation

Brain-storming

Lecture

OBJECTIVES

After completion of the course, student teachers will be able to:

- explain the concept and importance of teaching
- explain the concept of phases and levels of teaching
- describe different theories of teaching, models of teaching and strategies of teaching
- explain the concept, importance and types of learning
- describe Flander's Interaction Analysis along with concept and types of evaluation

COURSE CONTENT

UNIT-1

Teaching: Concept, Nature, Importance of Teaching and Phases of Teaching: Pre-active, Inter-active and Post-active

Teaching : Different from Instruction, Training and Indoctrination

Levels of Teaching : Memory, Understanding and Reflective level

Theories of Teaching: Formal Theories, Descriptive Theories, Normative Theories

UNIT-2

Models of Teaching

Bruner's Concept Attainment Model

Mastery Learning Model

Inquiry Training Model

Glaser's Basic Teaching Model

Strategies of Teaching

Simulation

Brain-storming

Lecture

COURSE-IV & V (GROUP A) Opt. (i): PEDAGOGY OF HINDI**Time: 3 Hours****Max. Marks: 100
(Theory: 80, Internal: 20)****NOTE FOR PAPER SETTER**

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- understand the importance and role of Hindi language in our mother tongue (in our Country) or role of mother tongue in the education of a child
- develop various skills e.g. Language skills, teaching skills (micro-teaching skills) etc.
- conduct pedagogical analysis
- demonstrate the use of various audio-visual aids
- explain the concept of evaluation and types of evaluating techniques
- concept of curriculum in teaching of Hindi
- knowledge of different co-curricular activities in teaching of Hindi

पाठ्यवस्तु

इकाई-1

हिन्दीशिक्षण

- मातृभाषा शिक्षण का अर्थ, स्वरूप, महत्त्व, उद्देश्य एवं सामान्य सिद्धान्त
- देवनागरी लिपि की विशेषताएँ एवं सीमाएँ
- हिन्दी भाषा का महत्त्व – मातृभाषा एवं राष्ट्रीय भाषा के रूप में
- ब्लूम द्वारा निर्धारित अनुदेशनात्मक उद्देश्य
- भाषाई कौशलों का विकास
 - (अ) श्रवण कौशल
 - (आ) भाषण कौशल
 - (इ) पठन कौशल
 - (ई) लेखन कौशल

- हिन्दी शब्दों का वर्गीकरण (अर्थ, उत्पत्ति, व्युत्पत्ति)
- हिन्दी ध्वनियों का वर्गीकरण, अक्षर विन्यास एवं विराम-चिन्ह
- उच्चारण शिक्षण का महत्त्व, उच्चारण दोष के कारण व उपाय

इकाई- 2

- हिन्दी पाठ योजना का अर्थ, महत्त्व एवं रूपरेखा
- दृश्य-श्रव्य सहायक साधनों का महत्त्व, चयन एवं प्रयोग
- इकाई योजना एवं दैनिक पाठ योजना का अर्थ, महत्त्व, अन्तर एवं निर्माण
- सूक्ष्म शिक्षण द्वारा शिक्षण कौशलों का विकास: प्रस्तावना कौशल, प्रश्न कौशल, उदाहरण कौशल, व्याख्या कौशल और उद्दीपन परिवर्तन कौशल
- हिन्दी शिक्षण में सूचना तकनीकी की उपयोगिता एवं प्रयोग

इकाई- 3

- पद्य शिक्षण का अर्थ, उद्देश्य, महत्त्व, विधियाँ, सोपान
- गद्य शिक्षण का अर्थ, उद्देश्य, महत्त्व, विधियाँ, सोपान
- व्याकरण शिक्षण का अर्थ, उद्देश्य, महत्त्व, विधियाँ, सोपान
- हिन्दी शिक्षण में अनुवाद का अर्थ, विशेषताएँ, रचना शिक्षण (कहानी, पत्र, नाटक एवं निबन्ध) उद्देश्य, महत्त्व, विधियाँ सोपान
- हिन्दी शिक्षण में गृहकार्य – स्वरूप एवं संशोधन
- हिन्दी सुलेख शिक्षण – गुण, उद्देश्य एवं विधियाँ

इकाई- 4

- वर्तमान शिक्षा प्रणाली में हिन्दी पाठ्यपुस्तक की विशेषताएं एवं समीक्षा
 - 21वीं शताब्दी में हिन्दी की वर्तमान स्थिति, हिन्दी अध्यापक के गुण एवं कर्तव्य
 - हिन्दी में मूल्यांकन – अर्थ, स्वरूप, विभिन्न विधाओं का मूल्यांकन एवं संशोधन
 - हिन्दी प्रश्न पत्र निर्माण – आदर्श प्रश्न पत्र के सिद्धान्त का मूल्यांकन एवं संशोधन
 - भाषा शिक्षण में हिन्दी पुस्तकालय की उपयोगिता एवं व्यवस्था
 - हिन्दी पाठ्य वस्तु का अर्थ एवं शिक्षा – शास्त्रीय विश्लेषण
- प्रयोगात्मक क्रियाएँ**
- सूक्ष्म कौशलों के सोपानों का विकास
 - पाठशालाओं में हिन्दी की पाठ्यक्रम सहगामी क्रियाओं की व्यवस्था करना

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COURSE-IV & V (GROUP A) Opt. (ii): PEDAGOGY OF ENGLISH**Time: 3 Hours****Max. Marks: 100**
(Theory: 80, Internal: 20)**NOTE FOR PAPER SETTER**

|| Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

understand the functions and importance of English language

understand the linguistic principles;

conduct pedagogical analysis and develop teaching skills

understand the different theories to language learning and teaching

critically explain various teaching methods

develop and use teaching aids in the classroom both print and audio-visual material, and ICT (internet and computer technology)

understand about the teaching of prose, poetry, composition and grammar

acquire language skills : listening speaking reading and writing

understand need and functions of language lab

understand the process of language assessment and

develop creativity among learners

COURSE CONTENT**UNIT-1****An Overview of Language Teaching**

Meaning, Importance and Functions of language.

Linguistic characteristics of English.

Linguistic Principles, and Aims and Objectives of Teaching English

Philosophical, Social and Psychological Bases of Approaches to Language Acquisition and Language Learning; Inductive and Deductive Approach; Whole Language Approach; Constructive Approach; Multilingual Approach to Language Teaching.

UNIT-2

Learner Centered Approaches and Methods of Teaching

- Difference between ‘Approach’ and ‘Method’
- Direct Method, Bi-lingual method, Audio-Lingual Method, Structural Approach, Communicative Approach, Constructive Approach and Co-operative Learning
- Teaching of Prose, Poetry, Composition and Grammar – Objectives and Methodology
- Micro and Mega Lessons

Teaching Learning Materials and Aids

- Print media; other reading materials such as learner chosen texts, magazines, newspapers, class libraries, etc., ICT – audio-visual aids including CALL programmes; Radio, T.V., Films, Planning co-curricular activities (discussion debates, workshops, seminar etc.); language labs, etc.

UNIT-3

Developing Listening and Speaking Skills

- Features of English Pronunciation, Elementary knowledge of English sounds.
- Stress, Rhythm, Intonation, Patterns and their Implications.
- Materials and resources for developing the Listening and Speaking Skills: Storytelling, dialogues, Situational Conversations, Role Playing, Simulations, Speech, Games and Contexts, Language Laboratories, Pictures, Authentic Materials and Multimedia Resources.

Developing Reading and Writing Skills

Developing Reading and Writing Skills

Teaching Mechanism of Reading

Reading aloud and Silent Reading; Extensive and Intensive Reading; Study Skills, Including using Thesauruses, Dictionary, Encyclopedia Etc.

Writing : Stages of Writing; Process of Writing; Formal And Informal Writing, such as Poetry, Short Story, Letter, Diary, Notices, Articles, Reports, Dialogue, Speech, Advertisement, etc., Reference Skills, Study Skills, Higher Order Skills.

UNIT-4

Remedial and Enrichment Content

Meaning and Significance of remedial teaching

Common errors in English and their removal through remedial teaching

Remedial Teaching Strategies

Individualized Educational Programme

Peer Support Programme

Reward Scheme

Handling Pupil’s language acquisition problems

Feedback to students, parents and teachers

Evaluation Procedure

Progress and Assessment of development of Language; Continuous and Comprehensive Evaluation; Techniques of Evaluation – oral, written, portfolio; cloze test, self-evaluation, peer evaluation, group evaluation.

Typology of Questions; activities and tasks (Open-ended questions, MCQ's, true and false etc.)
Reflecting – Problem Solving, Creative and Critical Thinking and Enhancing Imagination.

Tasks & Assignments: Any one of the following (10 marks)

Do a comparative study of positive features and weaknesses of different approaches to language learning.

Prepare an outline for a school magazine.

Develop the material for the school magazine based on your experiences during school experience practice (Hand written).

Prepare a book-review of any one English Text Book (from syllabus of 8th to 10th class).

Prepare activities for listening, speaking, reading and writing.

Any other task/assignment given by the institution.

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COURSE-IV & V (GROUP A) Opt. (iii): PEDAGOGY OF SANSKRIT**Time: 3 Hours****Max. Marks: 100
(Theory: 80, Internal: 20)****NOTE FOR PAPER SETTER**

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- explain the nature, need & principles of Sanskrit Language
- describe different methods of teaching of Sanskrit
- demonstrate the use of various audio visual aids
- explain the objectives and steps of teaching prose, poetry, composition & grammar of Sanskrit
- define the meaning of evaluation and types of evaluating techniques
- explain and organise different type of co-curricular activities related to Sanskrit (Shloka Recitation, Lecture, Dramatization and other creative competitions)

COURSE CONTENT**इकाई 1**

- संस्कृत भाषा शिक्षण – अर्थ, महत्त्व, उद्देश्य
- संस्कृत भाषा एवं साहित्य का ऐतिहासिक तथा वर्तमान अवलोकन
संस्कृत भाषा की पाठ्यक्रम में अनिवार्यता या स्थान
- संस्कृत भाषा शिक्षण में सामान्य सिद्धान्त तथा सूत्र
संस्कृत भाषा शिक्षण में श्रवण तथा पठन का अभ्यास

इकाई 2

- संस्कृत भाषा शिक्षण की विभिन्न पद्धतियाँ – उद्देश्य, विशेषताएँ, लाभ तथा सीमाएँ
- संस्कृत भाषा शिक्षण की विधियाँ
 - पाठशाला विधि
 - पाठ्यपुस्तक विधि
 - प्रत्यक्ष विधि

- व्याकरण अनुवाद विधि
- संस्कृत पाठ्य पुस्तक निर्माण
- संस्कृत अध्यापक तथा दृश्य श्रव्य साधन प्रयोग
- सूक्ष्म तथा विस्तृत पाठ योजना
- संस्कृत भाषा शिक्षण एवं पुस्तकालय

इकाई 3

संस्कृत में विधाओं का शिक्षण

- संस्कृत में गद्य-शिक्षण-प्रक्रिया. उद्देश्य तथा सोपान
- संस्कृत में पद्य-शिक्षण- प्रक्रिया. उद्देश्य तथा सोपान
- संस्कृत में व्याकरण शिक्षण –प्रक्रिया. उद्देश्य तथा सोपान
- संस्कृत में रचना शिक्षण – प्रक्रिया. उद्देश्य तथा सोपान
- संस्कृत में अनुवाद शिक्षण- प्रक्रिया. उद्देश्य तथा सोपान

संस्कृत विषय वस्तु

- धातु रूप-पठ्, लिख्, अस्, भू, कृ (लट् तथा लैँ लकार)
- शब्द रूप- राम, हरि, नदी, लता
- प्रत्यय – (अनीयर्, तव्यत्) समास (बहुब्रीहि द्वन्द्व)
- शब्दार्थ तथा अनुवाद (8वीं तथा 10वीं हरियाणा बोर्ड के पाठ्यक्रम से)

इकाई 4

संस्कृत भाषायी कौशल

- संस्कृतमे उच्चारण शिक्षण – अशुद्धि उच्चारण के प्रकार, व्याकरण तथासुधार के उपाय।
- संस्कृतमेंअक्षर-विन्यास, शिक्षण-सम्बन्धी अशुद्धियां,कारण तथा निवारण केउपाय।

संस्कृत भाषा ज्ञान का मूल्यांकन, अर्थ, परीक्षाओं के प्रकार (निबंधात्मक, वस्तुनिष्ठ, लघूत्तर)

- गृहकार्य नियोजन एवं संशोधन प्रक्रिया।
- संस्कृत भाषा की सहपाठ्य क्रियाएं (श्लोकोच्चारण, भाषण, अभिनयीकरण एवं रचनात्मकप्रतियोगिताएं)

संस्कृत शिक्षण हेतु अनुमोदित पुस्तकें

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COURSE-IV & V (GROUP A) Opt. (iv): PEDAGOGY OF URDU**Time: 3 Hours Max. Marks: 100 (Theory: 80, Internal: 20)****NOTE FOR PAPER SETTER**

Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- explain the concept of Urdu and its elements
- define linguistic skills and development of these skills among pupils
- conduct pedagogical analysis on any two lessons in Urdu and develop teaching
- explain the concept of evaluation and methods of evaluating the performance of students
- critically explain various methods for teaching Urdu
- demonstrate language competencies

COURSE CONTENT**UNIT I****Nature and Development of Language**

- Nature, development forms, functions and significant movements in modern Urdu Literature
 - Elements of Urdu Language –its phonetic structure, morphological structure and syntactic structure.
 - Spelling Errors, their causes and corrections.
 - Children Literature.
 - Objectives of Teaching Urdu at Secondary and Senior Secondary levels.
 - Statement of objectives in behavioral terms.

UNIT II**Pedagogical Analysis & Lesson Planning**

- Meaning, importance and Steps of Pedagogical Analysis
- Pedagogical Analysis on any two topics of Prose & Poetry each
- Lesson planning: Need & Importance, Basic Elements & its Preparation
- Unit Planning in Urdu: Need , importance and its preparation
- Identification of linguistic and Ideational content of the lessons.

UNIT-3

Micro Teaching Skills: Skill of Introducing the Lesson, Skill of Questioning, Skill of Illustration, Skill of Explaining, Skill of Stimulus Variation.

➤ **Approaches and Methods of Teaching Urdu**

Prose: Objectives and Methodology, lesson planning.

Poetry: Objectives and Methodology, lesson planning.

Grammar: Objectives and approaches, lesson planning.

Speech development, speech defects, causes and remedies.

Reading, loud reading and silent reading, intensive and extensive reading, self-reading and reading habits.

Writing composition, objectives and methodology and correction of composition.

Materials for Teaching Urdu

- Urdu Text book and its evaluation.
- Supplementary Readers.
- Use of audio visual aids in teaching of Urdu.

UNIT-4

Activities Related to Urdu

- Activities for developing listening and speaking competencies.
- Activities for developing reading competency.
- Activities for developing writing competency.

Evaluation

- Meaning, Importance and Types of Evaluation in Urdu
- Types of tests: Essay type, short answer type and objective type.
- Continuous and Comprehensive Evaluation: Meaning, importance & Process.
- New approaches to Assessment – Question bank, Open Book Examination & Grading
- Construction of Achievement Test – Concept and Steps
- Diagnostic testing and remedial measures

Action Research in Urdu

- Concept and Importance of Action Research
- Planning for Action Research

Tasks & Assignments: Any one of the following (10 marks)

- Pedagogical analysis of any one topic.
- Preparation of transparencies for two lessons.
- Development of test items –essay, short answer and objective type question in Urdu.
- Preparation of Diagnostic test and remedial Program in Urdu.
- Organizing a co-curricular activity related to Urdu in School/IASE.
- Planning an outline for action research in Urdu.
- Any other project/assignment given by the institution

SUGGESTED READINGS

- Ansari, A. (1970). Ghazal Aur Ghazal ki Taleem, New Delhi: Taraqqi-e-Urdu Board.
- Gray, C.W. (1965). Teaching of Reading & Writing, Paris, UNESCO Teaching the mother Tongue in Secondary School, London: Longmans.
- Husain, A. (1975). Mukhtasar Tareekh-e-Urdu, Urdu Kitab Ghar.
- Husain, S. (1993). Urdu Aur Uske Tadreesi Tariqe, Karachi: Rabbar Publishers.
- Khan, R.H. (1974). Urdu Imla, Delhi National Academy, Taraqqi-e-Urdu Board.
- Srivastava, R.P (1979). Teaching of Reading, Delhi: Bahari Publishers.
- Fatehpuri, F. (1985). Tadrees-e-Urdu, Karachi: Maktaba Jamia.

Moinuddin (1988). Urdu Zaban Ki Tadres, New Delhi:Taraqqi Urdu Bureau

COURSE- IV &V (GROUP B) Opt. (i): PEDAGOGY OF MATHEMATICS**Time: 3 Hours****Max. Marks: 100****(Theory: 80, Internal: 20)****NOTE FOR PAPER SETTER**

Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions

Q.NO. 1 will be compulsory and will carry 16 marks. It will be comprised of 4 short answer type questions of 4 marks each to be selected from the entire syllabus. (iii) Two long – answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

(iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- explain the meaning, nature, aims and objectives of mathematics
- perform pedagogical analysis of various concepts in mathematics
- describe instructional planning and development of relevant material for the teaching of mathematics
- use ICT in teaching of mathematics
- describe continuous and comprehensive evaluation, diagnostic testing and remedial teaching in mathematics
- explain importance and uses of learning resources in mathematics
- improve competences in secondary level mathematics

COURSE CONTENT**UNIT I****Concept and Aims of Teaching of Mathematics**

- Meaning, scope and nature of mathematics
- Aims and objectives of teaching mathematics at secondary stage
- Framing objectives according to Blooms taxonomy
- The nature of mathematical propositions, use of quantifiers and venn diagram
- A Mathematical theorem and its variants- converse, inverse and contra positive, proofs and types of proof.

Historical Perspective of Mathematics

- History of mathematics with special emphases on teaching of mathematics
- Coexistence of precision and beauty in mathematics

OBJECTIVES

After completion of the course, student teachers will be able to:

- explain the meaning, nature, aims and objectives of mathematics
- perform pedagogical analysis of various concepts in mathematics
- describe instructional planning and development of relevant material for the teaching of mathematics
- use ICT in teaching of mathematics
- describe continuous and comprehensive evaluation, diagnostic testing and remedial teaching in mathematics
- explain importance and uses of learning resources in mathematics
- improve competences in secondary level mathematics

COURSE CONTENT**UNIT I****Concept and Aims of Teaching of Mathematics**

- Meaning, scope and nature of mathematics
- Aims and objectives of teaching mathematics at secondary stage
- Framing objectives according to Blooms taxonomy
- The nature of mathematical propositions, use of quantifiers and venn diagram
- A Mathematical theorem and its variants- converse, inverse and contra positive, proofs and types of proof.

Historical Perspective of Mathematics

- History of mathematics with special emphases on teaching of mathematics
- Coexistence of precision and beauty in mathematics

Professional Development of Mathematics Teachers

- Types of In-service programme for mathematics teacher
- Role of mathematics teachers association , journals and other resource material in mathematics education
- Professional growth through participation in conference/ seminars/workshop

Tasks & Assignments: Any one of the following (10 marks)

- Preparation of an unit plan in Mathematics
- Preparation of lesson plans on two different approaches on a selected content matter
- Development of learning aids on any topic in Mathematics and procedure for using it.
- Book review of any two books in Mathematics.
- Any other task/assignment given by the institution.

SUGGESTED READINGS

- Alen, D.W and Ryan, K.A. (1969).Micro teaching, reading. Masschusetts, Falifornia: Addition Wesley.
- Bloom, B.Se. (1956). Taxonomy of Educational objectives. Handbook No. 1, New York: Longmans Green.
- Boyer, C. B. (1968). History of Mathematics. New York: John Wiley.
- Butler, C.H. and Wren, K.H. (1980). The teaching of secondary mathematics. New York: McGraw-Hill Book Company.
- Bush, R.N. (1968). Microteaching- Control practice in the training to teachers in communication, Opp. 201-207.
- Dave, R.H. and Saxena, R.C. (1970). Curriculum & Teaching of Maths in Secondary Schools. A Research Monograph, Delhi: NCERT
- Davis, D.R. (1951). The teaching of Mathematics. London: Addison Wesclyh Press.
- Kulshrestha, A.K. (2007). Teaching of Mathematics. Meerut: R.Lal Book Depot.
- Mangal, S.K. (2007). Teaching of Mathematics, New Delhi: Arya Book Depot.
- Shankaran and Gupta, H.N. (1984). Content- cum – Methodology of teaching Mathematics. New Delhi: NCERT.

COURSE-IV & V (GROUP B) Opt. (ii): PEDAGOGY OF HOME SCIENCE**Time: 3 Hours****Max. Marks: 100**
(Theory: 80, Internal: 20)**NOTE FOR PAPER SETTER**

Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- develop understanding of the meaning, scope, areas, aims and objectives of Teaching of Home Science
- acquaint students about misconceptions regarding Home Science
- acquaint students about importance and interdisciplinary approach of Home-science
- develop understanding of the various methods and procedures required for Teaching Home Science effectively
- develop instructional planning and development of relevant material for the Teaching of Home science
- develop practical skills to organize various learning experiences related to Teaching of Home Science
- acquaint students to use I.C.E.T. in Teaching of Home Science
- perform pedagogical analysis of various concepts in Home science
- develop competencies and skill for effective evaluation in Home Science

COURSE CONTENT**UNIT-1****Concept and Aims of Teaching of Home Science**

- Meaning, Nature and Scope of Home Science.
- Components of Home Science.
 - Food and Nutrition
 - Resource Management
 - Human Development

Textiles and clothing

Extantion Education

- Misconceptions regarding Home Science
- Importance of Teaching of Home Science in various stages of Secondary Education.
- General aims and objectives of Teaching Home Science at Secondary stage.
- Bloom's Taxonomy of Educational Objectives and writing objectives in terms of behavioural outcomes of students
- Study of National, Programmes run by Government relating to Health, Nutrition and Child Care

UNIT-2

Skills and Methods of Teaching Home Science

- Micro-teaching skills
 - Skill of Introducing the lesson
 - Skill of Questioning
 - Skill of Illustration
 - Skill of Explaining
 - Skill of Stimulus variation
- Preparation of Micro Lesson Plan
- Methods of Teaching
 - Lecture-cum-Demonstration
 - Laboratory
 - Project
 - Inductive-Deductive
 - Problem Solving

UNIT-3

Instructional Planning and Material Development

- Unit planning and lesson planning
- Meaning, Importance and preparation of Unit plan
- Meaning, Importance and Preparation of Lesson Plan

Meaning, Importance, Classification and Preparation of Audio-Visual Material used for Teaching of Home Science

- Application of I.C.T in Teaching of Home Science
- Learning Resources
- Importance and Organization of Home Science Club.
- Excursions and Home Science Exhibitions
- Home Science Laboratory: Planning, Organization and its importance.

UNIT-4

Pedagogical Analysis

- Meaning, importance and Steps of Pedagogical Analysis

➤ Pedagogical Analysis on the following topics:

- Balanced Diet
- Health and Hygiene
- Fiber
- Care and Maintenance of Fabrics
- Child Care
- Elements of Art
- Principles of Design
- Importance and Principles of Budget Making

Evaluation

- Evaluation in Home Science-Meaning and Importance of Evaluation
- Formative and Summative Evaluation.
- Diagnostic Testing and Remedial Teaching
- Development of Test Items
- Short-Answer Type
- Objective-Type

Tasks & Assignments: Any one of the following (10 marks)

- Market Survey and Report.
- Preparation of decorative items for the beautification of the school.
- Preparation of a Report on Quality Control Measures.
- Preparation of a Report on Mid-day Meal Programme in the school.
- Any other project/assignment given by the institution.

SUGGESTED READING

- Hindi Garanth Academy, Yadav, S. (2001). Teaching of Home Science. New Dehli: Anmol Publications.
- Sukhia, S. P. & Malhotra, P. V. (1976). Teaching of Home Science. Chandigarh: Haryana.
- Singh L.C. (1977). Micro-Teaching: An Innovation in Teacher Education. New Delhi: Department of Teacher Education, NCERT.
- Dass and Ray. (1983). Teaching of Home Science. New Delhi: Sterling Publishers Pvt. Ltd.
- Kapoor, R. (1994). Teaching of Home Science. Ludhiana: Prakash Book Depot.
- Chandra, A. (1995). Fundamentals of Teaching Home Science. New Delhi: Sterling publishers.
- Sheri, G. P. & Sherry, D. P. (2008). Teaching of Home Science. Agra: Vinod Pustak Mandir.

COURSE – IV & V (GROUP C) Opt. (i): PEDAGOGY OF BIOLOGICAL SCIENCE**Time: 3 Hours****Max. Marks: 100**
(Theory: 80 Internal: 20)**NOTE FOR PAPER SETTER**

Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- develop awareness about developments in the area of biological sciences
- orient prospective teachers in specific educational aspects of science e.g. aims and objective of biological science, pedagogical analysis of contents in biological sciences, methods of teaching, evaluation
- enable prospective teachers to be effective teachers in order to perform the required role as a biological teacher under Indian School conditions

COURSE CONTENT**UNIT-1**

- Nature, History, scope and Interdisciplinary linkage of Biological Sciences
- General Aims and Objectives of Biological Sciences
- Facts and principles of Biology & its applications consistent with the stages of cognitive development of learners, Origin of life and evolution, biodiversity, observation and experiments in Biological Science.
- Bloom's taxonomy of educational objectives
- Formulation of specific objective of Biological Science in behavioural terms

UNIT-2**Pedagogical Analysis**

- Meaning, importance and Steps of Pedagogical Analysis
- Pedagogical Analysis on the following topics:
 - Photosynthesis,
 - Human digestive system,
 - Food Chain,
 - Ecological Balance

- Respiratory System
- Excretory
- Circulatory
- Hereditary and Environment

UNIT-3

- Development of Instructional Material: Unit planning, Lesson planning, Preparation of Teaching aids, Development of Demonstration Experiments.
- Development of Self-Instruction materials, Linear Programme
- Teaching Strategies: Problem Solving, Investigatory approach, collaborative learning, experimental learning
- Micro Teaching Skills: Skill of Introducing the Lesson, Skill of Questioning, Skill of Illustration, Skill of Explaining, Skill of Stimulus Variation

UNIT-4

- Concept of measurement and evaluation
- Types of evaluation: Formative, Summative, Diagnostic
- Preparation of an objective type and achievement test, Attributes of a good Achievement Test
- Different types of Grading
- Continuous and Comprehensive Evaluation

Task & Assignments: Any one of the following (10 marks)

- Model of Food Chain
- Model of Respiratory System
- Model of Excretory System
- Any other project/assignment given by the institution

SUGGESTED READINGS

- Aggarwal, D. D. (2008). Modern Method of Teaching Biology, Karanpaper Books. New Delhi.
- Anderson, R.D. (1992). Issues of Curriculum Reform in Science, Mathematics and Higher Order Thinking Across the Disciplines: The Curriculum U.S.A: University of Colorado.
- Bremmer, J. (1967). Teaching Biology, Macmillan, London.
- Buffaloe, N. and Throneberry, J.B. (1972). Principles of Biology University Press, New Delhi: Prentice- Hall of India Ltd.
- Carin. &Robert, S. (1989).Teaching Modern Science (5th edition). U.S.A: Merill Publishing Co.

- Green, T.L. (1965). *The Teaching of Biology in Tropical Secondary Schools*, London: Oxford University Press.
- Gupta, S.K. (1985). *Teaching of Physical Science in Secondary Schools*. New Delhi, Sterling Publishing (Pvt. Ltd).
- Heiss. E.D., Obourn. S., & Hoffman. C.W. (1985) *Modern Science Teaching*. New Delhi: Sterling Publishing (Pvt) Ltd. Macmillian Company Press.
- Heiss, Obourn.,& Hoffman. (1985) *Modern Science in Secondary Schools*. New Delhi: Sterling Publishing Private Ltd.
- Nayak, (2003). *Teaching of Physics*. New Delhi: APH Publications.
- Pandey,(2003). *Major Issues in Science Teaching*. New Delhi: Sumit Publications.
- Passi, B.K. (1976). *Becoming a Better Teacher: Micro Teaching Approach*, Ahemedabad: Sahitya Mudranalaya.
- Patton, M.Q. (1980). *Qualitative Evaluation Methods*. New Delhi: Sage Publications.
- Sharma, R.C. (2006). *Modern Science Teaching* .New Delhi: Dhanpat Rai Publications.
- Siddifit, S. (1985). *Teaching of Science Today and Tomorrow*. New Delhi: Doba's House.
- Yadav, M.S. (2003) *Teaching of Science*. New Delhi: Anmol Publications.

COURSE-IV & V(GROUP C) Opt. (ii): PEDAGOGY OF ECONOMICS**Time: 3 Hours****Max. Marks: 100**
(Theory: 80, Internal: 20)**NOTE FOR PAPER SETTER**

Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- develop an understanding of meaning, scope, aims and objectives of teaching of Economics
- get knowledge of different methods of teaching
- get knowledge of different devices, techniques and tools of evaluation
- develop the skill of preparing lesson plan in subject
- develop an interest in teaching of Economics
- acquire knowledge of present economic conditions in india
- acquire desirable attitudes and to become effective instrument of economic change and economic development
- become an effective citizen and good consumer
- acquire appropriate professional behaviour and to develop commitment to leading profession
- train the students to use problem- solving approach in problems related to economy and economics
- demonstrate application of I.C.T. in Teaching of Economics

COURSE CONTENT**UNIT-1****Concept, Scope, Aims and Objectives of Teaching of Economics**

- Meaning, Nature and Scope of Economics as a school subject
- Aims, objectives and values of Teaching Economics
- Importance and role of Economics in Education
- Values of Teaching Economics: Practical. Social & Cultural

- Bloom's Taxonomy of objectives
- Statement of objectives in Behavioural Terms.

UNIT II

Pedagogical Analysis & Lesson Planning

- Meaning, importance and Steps of Pedagogical Analysis
- Pedagogical Analysis on the following topics:
 - Wants and their classification
 - Laws of return
 - Population- its Growth Pattern, Problems of over population, Density of population
 - National Income- Meaning, Methods of Measurement.
- Lesson planning: Need & Importance, Basic Elements & its Preparation

Learning Resources

- Importance and Organization of Economics Club
- Excursion and Economics Exhibitions
- Organization of seminars, symposiums and discussions

UNIT III

➤ **Development of Instructional Material**

Development and Designing of Curriculum of Economics

Economics Text-Book: Importance and criteria of selection

Economics Teacher: Professional Competencies and Responsibilities

Development/ Utilization of Instructional Aids- Charts, Maps Graphs Tables, Models Film Strips, T. V. Computer, Internet.

Application of I.C.T. in Teaching of Economics.

- **Methods of Teaching** : Lecture Method, Discussion Method, Survey Method, Project Method & Inductive-Deductive Method
- **Skills of Teaching** :Skill of Introducing the lesson, Skill of Explaining, Skill of Probing Questions, Skill of Illustration with Example & Skill of Stimulus Variation

UNIT IV

Evaluation

- Meaning, Importance and Types of Evaluation in Economics
- Types of tests: Essay type, short answer type and objective type.
- Continuous and Comprehensive Evaluation: Meaning, importance & Process.
- New approaches to Assessment – Question bank, Open Book Examination & Grading
- Construction of Achievement Test – Concept and Steps

Tasks & Assignments: Any one of the following (10 marks)

- Market Survey and Report about Consumer Behaviour

- Preparation of a Report on Programs run by Government relating to alleviation of poverty and/ or spread of education
- Preparation of test items of an achievement test of economics.
- Preparation of at least two teaching aids for teaching of Economics
- Any other project/assignment given by the institution

SUGGESTED READINGS

- Arora, P. N. (1985). Evaluation in Economics. New Delhi: NCERT.
- Kanwar, B. S. (1973). Teaching of Economics. Ludhiana: Prakash Brothers.
- Lee, N. (Ed.). (1975). Teaching of Economics. London: Heinemann Education Books.
- Sharma and Sexana (2002). Teaching of Economics. Surya Publication Meerut.
- Siddiqui, M.H. (1993). Teaching of Economics. New Delhi, Ashish Publishing House.
- Sidhu, H.S. (2000): Teaching of Economics. Ludhiana: Tondon Publications.
- Singh, Y. K. (2008). Teaching of Economics. New Delhi: APH Publishing Corporation.
- Tyagi, G. (2007). Teaching of Economics. Vinod Publishing House.
- Varshna, R. K. (1996). Teaching of Economics. Sahitya Publications.

PAPER-IV & V (GROUP C) Opt. (iii): PEDAGOGY OF COMPUTER SCIENCE**Time: 3 Hours****Max. Marks: 100**
(Theory: 80, Internal: 20)**NOTE FOR PAPER SETTER**

Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- develop understanding of the meaning, scope, aims and objectives of teaching of computer science
- acquaint students about importance of computer science
- develop understanding of the various skills, methods and procedures required for teaching computer science effectively
- describe instructional planning and development of relevant material for the teaching of computer science
- develop practical skills to organize various learning experiences related to teaching of computer science
- develop skills and competencies required for preparing teaching-aids in teaching of computer science
- attain proficiency in using smart class room equipment effectively
- perform pedagogical analysis of various concepts in computer science
- train the students to use problem-solving approach in problems related to daily life
- develop competencies and skill for effective evaluation in Computer Science

COURSE CONTENT**UNIT-1****Concept and Aims of Teaching of Computer Science**

- Concept, Need and Scope of Computer Science.
- Importance of Teaching of Computer at various stages in Indian Schools.
- Introduction to computers
- Input and Output and storage devices
MS Office-2007 onwards (Word, Excel, MS Access, PowerPoint, Paint)
Uses and Applications of computer

Computer care- Viruses, Security and maintenance

- General Aims and Objectives of Teaching Computer Science
- Bloom's Taxonomy of Educational Objectives
- Writing objectives in terms of behavioural outcomes of students

UNIT-2

Skills and Methods of Teaching Computer Science

- Micro-teaching skills
 - Skill of Introducing the lesson
 - Skill of Questioning
 - Skill of Illustration
 - Skill of Explaining
 - Skill of Stimulus variation
- Preparation of Micro Lesson Plan
- Methods of Teaching
 - Lecture-cum-Demonstration
 - Laboratory
 - Project
 - Inductive-Deductive
 - Problem Solving

Advanced Methods of Teaching: CML,CAI, Mobile Learning and Online Learning

UNIT-3

Instructional Planning and Material Development

- Unit planning and lesson planning, Preparation of Lesson Plan
- Meaning, Importance, classification and preparation of Instructional Material used for Teaching of Computer Science

Learning Resources

- Text Books: Characteristics and Criteria for Selection of Computer Books with special reference to Theory and Practical Books of Computer Subject
- Self-Instructional Material
- Computer Assisted Instructional Material
- Computer Science Laboratory: Planning, Organization and its importance

UNIT-4

Pedagogical Analysis

- Meaning, importance and Steps of Pedagogical Analysis
- Pedagogical Analysis on the following topics:
 - Computer System
 - Operating System

- Net-Working
- M.S. Windows
- MS Office
- Information Technology & Computers.

Evaluation

- Evaluation in Computer Science-Meaning and Importance of Evaluation
- Formative and Summative Evaluation.
- Diagnostic Testing and Remedial Teaching
- Types of Tests used in Computer Science

Tasks & Assignments: Any one of the following (10 marks)

- Preparation of Self Instruction Modules for the Secondary School Students
- Collection and Interpretation of data regarding computer attitude of Government School students.
- Use online Evaluation Tools for measuring Soft skills.
- Act as proctor for Computer literacy in peer teaching.
- Any other project/assignment provided by the college.

SUGGESTED READINGS

- Singh, L.C. (1977). Micro-Teaching: An Innovation in Teacher Education, Department of Teacher Education, New Delhi: NCERT.
- Gill, N.S. (2001). Essentials of Computer and Network Technology. Khanna Book Publishing Company.
- Leon, A. M. (2001). Computer for everyone. New Delhi: Vikas Publishing house.
- Intel. (2003). Intel Innovation in Education. New Delhi: Student Work Book.
- Tanenbaum, A. S. (2009). Computer Networks. New Delhi: Pearson Prentice Hall.
- Singh, Y.K. (2011). Teaching of Computer Science. New Delhi: APH publication.
- Khandai, H. (2013). Teaching of Computer Science. New Delhi: APH publication.

PAPER-IV & V (GROUP C) Opt. (iv): PEDAGOGY OF MUSIC**Time: 3 Hours****Max. Marks: 100****(Theory: 80, Practical: 20)****NOTE FOR PAPER SETTER**

Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- develop interest for music
- develop understanding of aims of teaching of music
- develop competencies and skills for teaching of music
- provide knowledge of different methods and techniques of teaching of music
- understand lesson planning and evaluation aspects in teaching music
- develop understanding & aesthetic sense through music
- enable pupil teachers to organize competitions and other practical activities

COURSE CONTENT**UNIT 1****Music: Concepts, Aims and Objectives**

- Concept of Music, types and importance of Music in present scenario
- History of Indian Music: Ancient, Medieval and Modern period.
- Aims and objectives of Music as a subject in the School curriculum.
- Bloom's Taxonomy and Instructional objectives in teaching of Music

UNIT 2**Teaching Skills, Lesson Planning, Notation and Voice Culture of Indian Music**

- Micro-teaching skills: Meaning, Process, Utility, Merits, Limitations
 - Introducing the Lesson
 - Questioning
 - Stimulus Variation
 - Illustration with Examples
 - Explaining

- Lesson Planing: Meaning, Importance & types.
- Possibilities of notation for Indian Music: Critical study of Bhatkande and Vishnu Digamber Pulskar
- Voice-culture-importance in Indian context

UNIT 3

Teaching Methods, Qualities of Music Teacher, Motion and Rhythm, Aesthetics in Indian Music

- Methods of teaching Music
 - Alankar - Geet Method
 - Demonstration – imitation Method
 - Project Method
 - Individual and Group Teaching Method
- Qualities of Music Teacher-Gayak, Vadak and Avadyakar/composer.
- Knowledge and Importance of Taal/Motion and Rhythm and its training
- Aesthetics in Indian Music

UNIT 4

Instructional Aids, Textbooks, Classical Music, Evaluations

- Meaning and Importance of Audio-visual Instructional Aids in Teaching of Music
- Textbooks: Meaning, Importance of textbooks in teaching of Music, Qualities of a good textbooks of Music
- Importance of Classical Music, Suggestions for the popularization of Classical Music.
- Evaluation in Music: Meaning, Purpose, Importance, Evaluation Devices-Oral, Written and Practical

Tasks & Assignments: Any one of the following (10 marks)

- Tuning of the instrument related to the subject of the students.
- Collection of Musical documents (Notes, Newspaper and Magazines Articles cutting).
- Preparation of Project Report on the legends of Music.
- Preparation of low cost teaching aids.
- Any other project/ assignment given by the institution.

SUGGESTED READINGS

- Elliott (2012). Fundamental of Music. New Delhi: Prentice Hall of India.
- Shah, S. (2006). Sangeet Shikshan. Agra: Vinod Pustak Mandir.
- Khanna, J. (2003). Teaching of Music. Ludhiana: Tondon Publications.
- Vasant (1998). Sangeet Vishaarad. Hathras: Sangeet Karyalaya.

COURSE-IV & V (GROUP C) Opt. (V): PEDAGOGY OF FINE ARTS**Time: 3 Hours****Max. Marks: 100**
(Theory: 80, Internal: 20)**NOTE FOR PAPER SETTER**

Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- understand the concept of arts
- understand the correlation of fine arts with other subjects
- develop awareness about educational aspects related to art education at the National and International level
- develop imagination and sense of appreciation of arts and interest in teaching of art
- develop the skill of using various teaching methods and techniques for teaching of fine arts
- prepare lesson plans for teaching of fine arts

COURSE CONTENT**UNIT-1**

- Art: Concept; Importance and scope of Art
- Aims and objectives of teaching Arts
- Role of Art in daily life and education; Social and Cultural importance of Arts; Art as an occupation
- Arts and its relation with other subjects
- Text books- Criteria of good text books in Arts, A critical appraisal of present text books in Arts, suggestions for improvement
- Principles of Art Balance; Rhythm Harmony, Dominance perspective
- Elements of Art; Six limbs of Indian Art (Shadanga); Fine Arts & society; Appreciation of art

UNIT -2

- Meaning, importance and steps of Pedagogical Analysis
- Pedagogical Analysis on the following topics:
 - Line
 - Colour
 - Design

Composition
Still life
Land scape
Poster

- Lesson planning in Fine Arts: Need & Importance, Basic Elements & its Preparation
- Audio- visual aids and their use in teaching of Arts
Importance of visits in Art Exhibitions & cultural Festivals

UNIT-3

- Methods of teaching creative arts:-
 - lecture cum demonstration method
 - Direct observation method
 - Method of imagination and free expression
 - Project Method
- Skill Development
 - Skill of Art appreciation
 - Skill of observation
 - Skill of Imagination
 - Skill of Visual communication
 - Skill of handling the colours, brushes etc.
 - Skill of Art development in child at different stages

UNIT-4

- Qualities and professional competencies of art teacher
- Art room and its needs, equipments and decoration
- Meaning, Importance and Types of Evaluation in Fine Arts
- Evaluation of still life design, nature study and composition etc.
- Continuous and Comprehensive Evaluation: Meaning, importance & Process

Task & Assignments: Any one of the following (10 marks)

- Composition: Human figures, Birds, Animals as per requirement of subject matter of the composition in any medium.
- Collage: Glazed paper/picture from magazine, other material suitable for collage .size of paper i.e. half sheet 15”x 22”.
- Still life: Drawing and Painting of group of three / four objects with drapery in any medium, size of paper is half sheet i.e. 15”x22”.
- Land scape (memory); Mountain trees; sky huts etc. Size of paper is half sheet in any medium.
- Any other project given by the institution.

SUGGESTED READINGS

- Chawla, S. S. (1986).Teaching of Art. Patiala: Publication Bureau, Punjabi University.

- Efland, A. D. (1990). A history of Art Education: Intellectual and social currents in teaching the visual Arts, New York: Teachers College Press.
- Goldstein, H. (1964). Art in everyday life, Calcutta: Oxford and IBH publishing Company.
- Khanna, S. (1992). Joy of Making Indian Toys, Popular science, New Delhi: National Book Trust.
- NCERT, (2006). Position Paper National Focus Group on Arts, Music, Dance and Theatre, New Delhi: NCERT.
- Vaze, P. (1999). How to draw and Paint Nature, Mumbai: Jyosna Prakashan.

COURSE-IV & V (GROUP D) Opt. (i): PEDAGOGY OF PHYSICAL SCIENCES**Time: 3 Hours****Max. Marks: 100**
(Theory: 80, Internal: 20)**NOTE FOR PAPER SETTER**

Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- acquaint them with the teachings of physical sciences
- develop awareness about developments in the area of teaching and learning of physical sciences
- understand the methods and skills of teaching physical sciences
- develop competencies to teach at various levels in the Indian school conditions
- prepare a lesson plan
- acquiring skills relating to planning the lessons and presenting them effectively
- develop scientific thinking in themselves, students and communities
- understand the importance of educational technology for teaching physical sciences
- understand the techniques of evaluating science teaching and to construct an achievement test to assess the learning outcomes of pupils
- estimate the facilities required for the organization and maintenance of science laboratory
- understand the special qualities of a science teacher and to acquire those qualities
- acquire a favourable scientific temper towards science teaching and values

COURSE CONTENT**UNIT-1****Importance of Teachings of Physical Sciences**

- Nature, Concept & Scope of Physical Sciences and its Place in the School Curriculum.
- History of Physical Sciences with special emphasis on Teaching of Physical Science.
- Aims and Objectives of Teaching Physical Sciences.
Differentiate between the terms 'Aims' and 'Objectives'.

Aims of teaching Physical Sciences at Middle, Secondary and Senior Secondary stages.

Bloom's Taxonomy of educational objectives.

Instructional Objectives of teaching Physical Sciences at the school stage and their formulation.

- Physical Science Teacher: Qualities & Responsibilities.
- Need for Professional Orientation.

UNIT -2

Approaches & Methods of Teaching Physical Sciences

- Development of Teaching Skills through Micro Teaching (Probing Questions, Introducing the Lesson, Explaining, Illustration with Examples, Using Chalkboard and Stimulus Variation).
- Methods of teaching Physical Sciences (Lecture cum Demonstration method, Project method and Problem Solving method).
- Aids, Equipments and Assistance in teaching Physical Sciences:
 - Need and utilities of Physic Sciences Laboratory.
 - Preparation and use of Teaching Aids.
 - Unit and Lesson Planning.
 - Popularization and Propagation of Physical Sciences through Science Exhibition, Science Magazine, Science Trip and Science Quiz.
- E-teaching of Physical Sciences using technology for self-learning and collaborative learning of science

UNIT-3

Pedagogical Analysis of contents in Physical Sciences

- Contents Analysis, Pedagogical Analysis and their comparison.
- Study of items: Division of units into sub-units, Teaching requirements, Instructional objectives, Teaching strategies, Previous knowledge testing, Topic announcement, Concepts of contents, Presentation, Teaching aids use, Demonstration experimental verification, Thought provoking questions and Criterion based tests.
- Pedagogical analysis of any one of the following topics:
 - Atomic Structure
 - Energy and its types
 - Environment and Pollution
 - Water as a Universal Solvent
 - Transmission of Heat
 - Magnetism
 - Friction

UNIT-4

Evaluating Outcomes of Physical Sciences Teaching

- Indicators of Quality Learning and Major Issues in Classroom Learning with special reference to Physical Sciences.
- Concept of Test, Measurement and Evaluation.
- Differentiate between the terms 'Examination' and 'Evaluation'.
- Qualities of a good test, Principles and steps in construction of an achievement test, Blue Print and Question Paper, Item analysis, Construction of multiple choice questions, Diagnostic test, Remedial teaching in physical sciences.
- Continuous and comprehensive evaluation, Formative and summative assessment, Grading pattern.
- Selection of appropriate evaluation technique.

Task & Assignments: Any one of the following (10 marks)

- Preparation of Unit Plan and two lesson plans on any topic of Physical Science included in the Science text book of secondary school.
- Write Book Review on any two books in Physical Sciences.
- Write Review on Science Exhibition, Science Trip, Science Fair, Science Fiction Movie and Scientific Environment of Class.
- Preparation of a unit/ achievement test on any topic by developing the Blue Print and the test items conforming to the blue print.
- Preparation of a model / tool / device based on any principle of Physical Sciences.
- Any other project/assignment given by the institution.

SUGGESTED READINGS

- Gupta, S.K. (1985). Teaching of Physical Science in Secondary Schools. New Delhi: Sterling Publications (Pvt.) Limited.
- Joshi, D. (2012). Methodology of Teaching Science. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Mangal, S.K. (2009). Teaching of Physical Sciences. New Delhi: Arya Book Depot.
- Pandey.(2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
- Radha, M.(2010). Teaching of Physical Science. New Delhi: Neelkamal Publishers.
- Rahi, A.S. (2012). Pedagogy in Physical Sciences and Teachers. U.S:Createspace Publications.
- Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publications.
- Sonika, R.(2012). Methodology of Teaching Science. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Sood, J.K. (1992). New directions in Science Teaching. Chandigarh: Kohli Publishers.
- Vanaja, M. (2010). Educational Technology. New Delhi: Neelkamal Publishers.

COURSE-IV & V (GROUP D) Opt. (ii): PEDAGOGY OF SOCIAL SCIENCE**Time: 3 Hours****Max. Marks: 100**
(Theory: 80, Internal: 20)**NOTE FOR PAPER SETTER**

Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to

- initiate pupil-teacher to various concepts and technology of teaching of Social Studies for promotion of National and International Peace and Understanding
- have an overview and integrate the knowledge drawn from various sources-History, Geography, Civics, Sociology and Economics
- acquire knowledge and develop understanding about the various pedagogical principles involved in teaching of Social Studies
- understand the principles of curriculum development, its transaction and evaluation
- explain use of teaching aids effectively in the class-room
- develop lesson plan with the help of advanced technology and explain challenging situations in the society

COURSE CONTENT**UNIT 1****Foundation and Context of Social Sciences**

- Meaning, Nature and Scope of Social Sciences as a school subject
- Aims and Objectives of teaching Social Sciences at School level
- Taxonomy and behavioural Objectives in Social Sciences
- Values of Teaching Social Sciences
- Correlation of Social Sciences with History, Economics, Civics, Geography, Sociology, Mathematics, Natural Science and Psychology

UNIT-2**Pedagogy & Lesson Planning**

- Meaning, importance and Steps of Pedagogical Analysis
- Pedagogical Analysis on the following topics:

Constitution of India
 Size, Location and Physical features of India
 French Revolution
 Population
 Democracy in the contemporary world
 Disaster Management

- Lesson planning in Social Sciences: Need & Importance, Basic Elements & its Preparation

UNIT-3

Curriculum, Teaching Learning Material and Skills of Teaching Social Sciences

- Meaning, Importance and Principles of designing a good Curriculum of Social Sciences; Critical Appraisal of the Existing Curriculum in Social Sciences, Suggestions for improvement; Approaches of organizing social sciences curriculum-logical,concentric,spiral,chronological.
- Teaching Learning Material: Textbook & Reference Books, Documentaries, News Papers, Maps, Community, Atlas, and E-resources (Blog, World Wide Web, and Social Networking)
- Skills of teaching Social Studies: Skill of Explaining. Skill of Illustration with Examples, Skill of Reinforcement, Skill of Questioning and Skill of Stimulus Variation

UNIT-4

Classroom Processes and Evaluation in Social Sciences

- Classroom Processes: Discovery method, Discussion method, Computer Assisted Instruction (CAI) Educational broadcasting and telecasting, e-tutoring, Survey Method, Field Visits, Concept Mapping and Story Telling.
- Meaning, Importance and Types of Evaluation in Social Sciences.
- Continuous and Comprehensive Evaluation: Meaning, importance & Process.
- New approaches to Assessment – Question bank, Open Book Examination, Grading & Credit System
- Construction of Achievement Test – Concept and Steps

Tasks & Assignments: Any one of the following (10 marks)

- Understanding a slum in terms of its economics, subsistence, politics and historic memories.
- Study the transport needs of a community by analyzing different kinds of vehicles people own in relation with gender and socio-economic standards.
- Explore how cartoons, stamps, currency, magazines, globes and so on be used in teaching of social science.
- Trace any consumer product from its raw form and how various factors of geography, economics, politics and history influenced it.
- Any other project/assignment given by the institution.

SUGGESTED READINGS

- Agarwal, J.C. (1993).Teaching of Social Studies-A Practical Approach. Second (Revised Edition):Viaks Publishing House.
- Batra, P. (ed) (2010). Social Science Learning in Schools: Perspective and Challenges. New Delhi, Sage.
- Dhamija, N. (1993). Multimedia Approaches in Teaching Social Studies, New Delhi: Harman Publishing House.
- Eklavya (1994). Samajik Adhyayan Shikshan: Ek Prayog, Hoshangabad, Eklavya.
- George, A. and Madan, A. (2009). Teaching Social Science in Schools, NCERT's New Textbook, New Delhi, Sage.
- Khan, S. U. (1998). History Teaching-Problems: Prospective and Prospect, New Delhi: Heera Publications.
- Kochhar, S.K. (1998).Teaching of Social Studies, New Delhi: Sterling Publishers Pvt. Ltd, NewDelhi.
- NCERT (2006). Position Paper National Focus Group on Teaching of Social Sciences, New Delhi, NCERT.
- NCERT Social Science Textbooks for classes VI-X, New Delhi, NCERT.

COURSE-IV & V (GROUP D) Opt. (iii): PEDAGOGY OF COMMERCE**Time: 3 Hours****Max. Marks: 100
(Theory: 80, Internal: 20)****NOTE FOR PAPER SETTER**

Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- gain insight on the meaning and nature of Commerce for determining aims, and strategies of teaching learning
- identify and relate everyday experiences with learning commerce
- understand lesson planning and evaluation aspects in teaching Commerce
- apply the knowledge in analyzing higher secondary Commerce contents in terms of the techniques and aids for the purpose of teaching Commerce
- understand the different types of curriculum, classroom management techniques and technology in and of education to teach Commerce
- develop interests in knowing the recent development in teaching methodology, and technological developments in Commerce
- be professionally competent to design pedagogical content knowledge to be imparted in actual teaching-learning systems
- develop critical attitude to different types of learning resources and to use them for becoming an informed and effective teacher
- understand various tools and techniques of assessment of pupil's scholastic and non-scholastic performance
- become a self-critical teacher of commerce in modern day

COURSE CONTENT**UNIT- 1****Foundation and Context of Commerce**

- Meaning, Nature and Scope of Commerce as a school subject.
- Aims and Objectives of teaching Commerce at School level
- Taxonomy and behavioural Objectives in Commerce.

- Values of Teaching Commerce: Practical. Social & Cultural
- Correlation of Commerce with Book-keeping, Organisation of Business and Secretarial Practice, Economics, Law, Sociology, Mathematics and Geography.

UNIT-2

Important Concepts, Pedagogy & Lesson Planning

- Understanding terminology of Commerce: Book Keeping, Accountancy, Business Management, E-commerce, M-commerce
- Meaning, importance and Steps of Pedagogical Analysis
- Pedagogical Analysis on the following topics:
 - Cash Book.
 - Trade
 - Advertisements
 - Balance Sheet.
 - GST/VAT Calculation
- Lesson planning in Commerce: Need & Importance, Basic Elements & its Preparation

UNIT-3

Curriculum, Teaching Learning Material and Skills of Teaching Commerce

- Meaning, Importance and Principles of designing a good Curriculum of Commerce, Critical Appraisal of the Existing Curriculum in Commerce, Suggestions for improvement
- Teaching Learning Material: Textbook & Reference Books, Business Documents, News Papers and E-resources (Blog, World Wide Web, and Social Networking)
- Skills of teaching Commerce: Skill of Explaining. Skill of Illustration with Examples, Skill of Reinforcement, Skill of Questioning and Skill of Stimulus Variation

UNIT-4

Classroom Processes and Evaluation in Commerce

- Classroom Processes: Personalized System of Instruction (PSI), Computer Assisted Instruction (CAI) Educational broadcasting and telecasting, e-tutoring, Problem Solving and Heuristic method.
- Meaning, Importance and Types of Evaluation in Commerce.
- Continuous and Comprehensive Evaluation: Meaning, importance & Process.
- New approaches to Assessment – Question bank, Open Book Examination & Grading
- Construction of Achievement Test – Concept and Steps

Tasks & Assignments: Any one of the following (10 marks)

- Visits to banks, insurance houses, warehouse, trade-centres, companies and other business houses

- Collection of business documents, newspaper and magazines articles (cuttings), business forms
- Collection of e-learning resources in Commerce.
- Explore how cartoons, currency, newspapers, magazines, documentaries etc. be used in teaching of commerce.
- Any other project/assignment given by the institution.

SUGGESTED READINGS

- Aggarwal, J.C. (1996) Teaching of Commerce: A Practical Approach. New Delhi:Vikas Publishing House Pvt. Ltd.
- Allen, O. C. and Francis, P.H. (1988). Curriculum: Foundations, Principles and Issues. New Jersey: Prentice Hall.
- Head, G. W. (1988). Commerce. London: Heinemann Professional Publishing.
- Joyce, & Well, (2004). Models of Teaching. U.K: Prentice Hall of India.
- Khan, M. S. (1982). Commerce Education. New Delhi: Sterling Publishers Private Ltd.
- Kochhar, S. K. (1992). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Private Ltd.
- Muthumanickam, R. (2004). Educational Objectives for Effective Planning and Teaching. Chidambaram: Cyber land Publisher.
- Rao, S. (2000). Teaching of Commerce. New Delhi: Anmol Publications Pvt. Ltd.
- Singh, Y. K. (2009). Teaching of Commerce. New Delhi: APH Publishing Corporation Ltd.

**COURSE- VI (A): READING AND REFLECTING ON TEXTS (To
be evaluated by the External Examiner)**

Max. Marks: 50

**Distribution of 50 Marks will be
Sessional Work = 20 Marks**

II. Practical Work at the time of exam= 20 Marks

III. Viva-voce = 10 Marks

OBJECTIVES

After completion of the course, student teachers will be able to:

- Read and respond to variety of texts in different ways, may be personal, creative or Critical.
- enhance their capabilities as readers and writers by becoming participants in the process of reading
- get involved in the reading interactively – individually and in groups
- become resources for one another
- comprehend and think reflectively on spoken or written texts
- read critically and analyze course readings, ideas presented in the class and experiences in schools
- write with a sense of purpose and for an audience
- learn to think together and develop meta-cognitive awareness to become conscious of their own thinking process

COURSE CONTENT

UNIT I

Reading as a Language Skill

- acquisition of reading skills
- reading for global and local comprehension
- reading a wide variety of texts such as descriptive, narratives, conversations, biographical sketches, plays, poems, letters, screenplays, reports, news reports

Attentive/Close Reading and Reflecting on Texts

- Identify and select the texts :course text and beyond
Understanding the process of critical reading
Ways of reading: pre-reading and post reading

UNIT 2

Developing Writing skills

- Writing for specific purpose and specific audience
- Experience the classroom process of Writing (including collaboration, editing)

- Recognizing errors as part of learning process
- Editing the written texts in terms of discoursed, syntax, morphology and writing conventions.

Writing and Reflecting on Text

- Understand the concept of reflective writing
- Distinguish Features of reflecting writing's
- Read, reflect, and think critically: recognize the benefits of reflecting on developing teaching philosophy
- Includes knowledge of types of texts: their structure, language features, word knowledge and content knowledge acquired through learning and personal experience

Sessional Work (Any two of the following):

- Read a book, a journal Article, or a chapter and write personal responses and summarize.
- Prepare presentations on literary TEXT – Autobiography / ethnographic text.
- Beyond the textbook: reading comprehension and question –answers.
- Preparing a Vocabulary Book (50 words), with Meanings and Usage.
- Writing a book review and critically analyze the Content and Language of the text.
- Any other project/assignment given by the institution.

SUGGESTED READINGS

- Agnihotri, R.K. and Vandhopadhyay, P.K. (ed.) (2000). Bhasha, bhubhashita or Hindi: Ekanthsamvaad, New Delhi: Shilalekh.
- Anderson R.C. (1984). Role of the Reader's Schema in comprehension, learning and memory. In R.C Anderson, J. Osborn, & R. J. Tierney (Eds.), Learning to read in American Schools: Basal readers and content texts. Psychology Press.
- Butler, A. and Turbill, J. (1984). Towards Reading-Writing Classroom. New York: Primary English Teaching Association Cornell University.
- Grellet, F. (1981). Developing Reading skills: A practical guide to reading comprehension exercise Cambridge University Press.
- Mason, J. M. and Sinha, S. (1992). Emerging Literacy in the Early Childhood Years. Applying a Vygotskian Model of Learning and Development in B. Spodek (Ed.) Handbook of Research on the Education of Young Children, New York: Macmillan.137-150.
- NCERT (2005). National Curriculum Framework (NCF). New Delhi: NCERT.
- Reading Development Cell, NCERT (2008).Reading for meaning. New Delhi: NCERT.
- Rosenblatt, Louise M. (1980). What Fact Does This Poem Teach? Language Arts.57(4).Tompkins, Gail E. (1994). Teaching Writing: Balancing Process and Product. Macmillan.
- California Yule, G. (2006).The study of language. Delhi: Cambridge University Press.

- Martin, Jr. B. (1987). The Making of a Reader: A Personal Narrative. In Bernice E. Cullinan, Children's Literature in the Reading Programme. Michigan: International Reading Association.
- Richards, J.C. and Theodore S. R. (1986). Approaches and Methods in Language Teaching: A description and Analysis. India: Cambridge University Press.

**COURSE- VI (B): DRAMA AND ART IN EDUCATION (To be
evaluated by the External Examiner)**

Max. Marks:50

Distribution of 50 Marks will be

- I. Sessional Work = 20 Marks**
- II. Practical Work at the time of exam= 20 Marks**
- III. Viva-voce = 10 Marks**

OBJECTIVES

After completion of the course, student teachers will be able to:

- develop and understanding of drama & art, the scope and purpose of art education and art as the basis of education
- exhibit basic understanding in art appreciation, art expression and art education
- bring the arts into the centre of exploration, e.g. in visual arts: semiotics of the image/film/play/music
- explore the adaptive strategies of artistic expression
- recognize the role of drama as education in the elementary school
- learn to identify areas that are best suited for drama exploration
- examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of elementary school students
- explore the role of the teacher as creative guide in learning that is drama driven
- explore how art can enhance learning

COURSE CONTENT

UNIT 1

Understanding Drama and Arts in Education

- Meaning and Concept of 'Art' and 'Arts in Education',
- Understanding aesthetics and its education relevance
- Drama and Arts as Pedagogy of learning and development- understanding drama, Arts (Visual & Performing Arts) and their importance in teaching- learning of different subjects at school level.
- Range of art activities in drama
- Experiencing, responding and appreciating drama
- Exposure to selective basic skills required for drama
- Drama: Facilitating interest among students: planning and implementing activities
- Enhancing learning through drama for children with and without special needs: strategies and adaptations

UNIT 2

Media and Electronic Arts

- Range of art activities in media and electronic art forms
- Experiencing, responding and appreciating media and electronic arts
- Exposure to selective basic skills in media and electronic arts
- Media and electronic arts: Facilitating interest among students: planning and implementing activities
- Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

Sessional work (Any two of the following):

- Role Playing' activity for historical / contemporary personalities wherein students play the role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc.)
- Write a self-reflective essay on how this course on art will make you a better teacher
- Learn and briefly explain how music notations are made. Submit a brief report OR learn and explain the concept of composition in visual art. Submit a brief report. OR make and submit a sample advertisement for a product OR Learn Mudras of a classical dance forms and hold a session for the students on that. Submit photo report of the same OR Carry out web search on Indian sculpture and submit a brief compilation
- Organizing art, craft and music exercises with small groups followed by discussions and presentation.
- Observe an art period in a school and briefly write your reflections on it.
- Any other project/ assignment given by the institution.

SUGGESTED READINGS

- Chawla, S.S. (1986). Teaching of Art. Patiala: Publication Bureau, Punjabi University.
- Dodd, N. and Winifred, H. (1971/1980). Drama and Theatre in Education, London: Heinmann.
- Efland, A. D. (1990). A history of Art Education: Intellectual and social currents in teaching the visual arts. New York, NY: Teachers College Press.
- Harriet, G. (1964). Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company.
- Khanna, S. and NBT (1992). Joy of Making Indian Toys, Popular Science. New Delhi: NBT.
- McCaslin, N. (1987). Creative Drama in the Primary Grades. Vol. I and In the Intermediate Grades, Vol. II, New York/London: Longman.
- Mishra, A. (2004). Aaj bhi Khareinhai Talaab, Gandhi Peace Foundation, 5th Edition.
- Narayan, S. (1997). Gandhi views on Education: Buniyadi Shiksha [Basic Education], The Selected Works of Gandhi; The Voice of Truth, Vol 6, Navajivan Publishing house.

- NCERT (2006). Position Paper National Focus Group on Arts, Music, Dance and Theatre, New Delhi: NCERT.
- Prasad, D. (1998). Art as the Basis of Education, NBT, New Delhi.
- Sahi, J. and Sahi, R.(2009). Learning Through Art, Eklavya.
- Shirley, G. (2000). Art, an A to Z guide. Franklin Watts: USA.
- Vaze, P. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai.
- Ward, A. (1993). Sound and Music. Franklin Watts: New York.

**COURSE- VII (A): CRITICAL UNDERSTANDING OF ICT (To be
evaluated by the External Examiner)**

Max. Marks: 50

Distribution of 50 Marks will be

- I. Sessional Work = 20 marks**
- II. Practical Work at the time of exam= 20 Marks**
- III. Viva-voce = 10 Marks**

OBJECTIVES

After completion of the course, student teachers will be able to:

- demonstrate the use of ICT in Education
- demonstrate the use of MS Windows and MS Office
- prepare presentations in word and power point slides
- demonstrate the use of ICT and its integration in education
- demonstrate the use of internet for teaching
- use ICTs to develop digital portfolios in their teaching subjects
- use effectively the ICTs and the pedagogies associated with them
- use of smart classroom
- use of electronic and projecting devices in teaching

COURSE CONTENT

UNIT -1

- MS WINDOWS: Basic concept of an Operating System and its functions; Introduction of Windows & Basic components of a Window
- MS Office: MS WORD, Introduction to a Word Processor, Basic components of MS WORD and its operation
- MS Power Point: Introduction to Presentation Graphics, Basic components of MS Power Point and its operations, Making Small Presentations
- Basics of a presentation
 - Creation of Power point Presentation
 - Providing Aesthetics
 - Slide Manipulation and Slide Show Presentation of the Slides
- MS Excel: Introduction to Spreadsheets, Concept of Worksheets and workbooks and their operations, Preparation of Worksheets and workbooks

UNIT-2

- Internet: Concept & Definition; Ways of using the Internet in instruction

- Basic modes of use of the internet, e-mail, file exchange, discussion groups, live-conferencing (chat) and knowledge navigation
- Classification of the modes: searching for information and exchanging information
- Smart Classroom: Concept, Equipment, Organization, Operation & its importance in teaching.

Sessional Work (Any two of the following):

- Making a resume in MS Word.
- Making of lesson plan in MS Word.
- Making small presentations in MS Power Point.
- Making of progress report-card and annual results in MS Excel.
- Making of salary statement in MS Excel.
- Making of projects using internet.
- Making of projects integrating internet and smart classroom.
- Any other project/assignment given by the institution.

SUGGESTED READINGS

- Cox, J. & Urban, P. (1999). Quick Courses in Microsoft Office, New Delhi: Galgotia Publications.
- Jain, Satish. (1990). Introduction to Computer Science and Basic Programming, New Delhi: Prentice Hall of India.
- Saxena, S. (1998). A first Course in Computer, New Delhi: Vikas Publications.
- Sinha, P.K. (1990). Computer Fundamentals, New Delhi: BPB Publications.
- Tanenbaum, A.S. (1998). Computer Networks, New Delhi: Prentice-Hall of India.
- Intel (2003). Intel Innovation in Education, New Delhi: Student Work Book.

**COURSE- VII (B) :UNDERSTANDING THE SELF (To be
evaluated by the External Examiner)**

Max. Marks: 50

Distribution of 50 Marks will be

- I. Sessional Work = 20 marks**
- II. Practical Work at the time of exam= 20 Marks**
- III. Viva-voce = 10 Marks**

OBJECTIVES

After completion of the course, student teachers will be able to:

- identify their own potential
- give conscious direction to their lives to take responsibility for their actions
- develop a holistic and integrated understanding of the human self and personality
- develop the capacity for self-reflection and personal integration
- develop the capacity for perspective taking and appreciating different points of view
- develop sensitivity towards needs of children by connecting with one's own childhood experiences
- develop the capacity to establish peace within oneself
- develop the capacity to establish harmony within a group and methods of conflict resolution

COURSE CONTENT

UNIT 1

Knowing one's True Potential

- Concept of Self and Self Identity, Self-Esteem, Aspects of Development of the Inner Self, Self-Development Strategies
- Personality: Determining a Distinctive Personality, Dynamic Approaches to Personality
- Forms of self-expression: Personal constructs, Social Constructs
- Communication Skills, Soft skills
- Self and Identity: Adult-Child gaps

UNIT 2

Peace, Progress and Harmony

- Locus of control
- Stress Management and Techniques of Relaxation
- Social Interaction and Group Influence (Social Bonds , Group Formation ,Cooperation & Competition)
- Methods of Conflict Resolutions and Group & Social Harmony
- Yoga for Peace and Harmony, Breathing exercises, Meditation.

Sessional Work (Any two of the following):

- Write a self-reflective journal (approx.600-800 words).
- Elaborate your own values towards self and society.
- Report on stress management techniques.
- Any other project/assignment given by the institution.

SUGGESTED READINGS

- Goel, B. S. (1988). Psycho-Analysis and Meditation, Third Eye Foundation of India, Sonapat, Haryana.
- Snyder, C.R. (2011). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. Sage Publishers.
- Topichik, G.S. (2008). Managing Workplace Negativity, PHI, Delhi.
- Kaul, H.K. (2013). Yoga Asana for Everyone. Surjeet Publishers.
- Hadfield, J. A. (1983). Psychology and Morals, Methuen & Co. London.
- Charles, K. and Arul, V. (2015). Peace and Value Education, Selvi Publishers.
- Feldonan, R.S. (2009). Essentials of Understanding Psychology Seventh Edition, Tata Mc Graw Hill, New Delhi.
- Kubalker, R. (2015). Know your Stress-Manage Your Stress, Neel Kamal Publishers.
- Sheorron, B. (2008). The Presentation Skills Workshop, Prentice Hall of India, New Delhi.
- Steve, D. (2012). The Basics of Communication: A relational Perspective Sage Publishers.

YEAR II

COURSE-I: KNOWLEDGE AND CURRICULUM

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- understand the concept of knowledge and knowing
- understand the different ways of knowing
- understand the facets of knowledge
- understand the epistemology of different philosophies
- understand the concept of curriculum
- understand the approaches of curriculum development
- know various designs of curriculum
- understand the importance of curriculum change

COURSE CONTENT

UNIT 1

Knowledge: Key Concepts

- Meaning of Knowledge and Knowing, Kinds of knowledge and Sources of knowledge
- Methods of acquiring Knowledge

Distinction Between

- Information and Knowledge, Belief and truth, Reasoning and Analysis

Different Ways of Knowing

- Relative roles of the knower and the known in knowledge transmission and construction
- Contribution of the teachers in assimilation and dissemination of information and knowledge

UNIT-2

Different facets of knowledge and relationship, such as:

- Local and University
- Concrete and Absolute
- Theoretical and Practical
- Contextual and Textual
- School and Out of School

Culture and Knowledge

- Role of culture in knowing
- Ways of knowledge rendered in to action
- Emerging problems relating to knowledge

Epistemology of Indian Philosophies

- Sankhya
- Vedanta

Epistemology of Western Philosophies

- Idealism, Naturalism, Pragmatism and Existentialism

UNIT-3

Conceptual Framework of Curriculum

- Curriculum – Meaning, nature and its organizing curriculum components
- Principles of curriculum construction
- Bases of curriculum

Different Approaches to Curriculum Theory

- Traditional approach
- Learner driven approach
- Critical approach

Curriculum Process and Different ways of Approaching Curriculum Theory

- Curriculum as product
- Curriculum as process
- Participatory approach

UNIT-4

Curriculum Design Models

- Discipline Centered Design, Learner Centered Design & Problem Centered Design
- Components required in Curriculum Development
- Curriculum Change: Meaning, Need and Factors affecting Curriculum Change

Tasks & Assignments: Any one of the following (10 marks)

- (Indian/ Western) Philosophy's branch of Epistemology

- Evaluation of curriculum of 9th or 10th standard and submission of report
- Any other project given by the institution.

SUGGESTED READINGS

- Agarwal, V. & Bhatnager, R. P. (1997). Educational Administration. Meerut: R. Lall Book Depot.
- Aggarwal, J. C. (1967). Education Administration, School Organisation and Supervision. Delhi: Arya Book Depot.
- Aggarwal, J. C. (2003). Handbook of Curriculum and Instruction. Delhi: Doaba Book House.
- Aggarwal J. C. Curriculum Development 2005: Towards Learning without Burden and Quality of Education - An Evaluation.
- Awad, E. M., Ghaziri, H. M. Knowledge Management. PHI Learning
- Bhatia, K. K. & Chadda D. P. C. (1980). Modern Indian Education and its problems. Ludhiana: Prakash Brothers
- Chopra, R. K. (1993). Status of Teacher in India, NCERT
- Gaiind, D.N. and Sharma, R. P. Education Theories and Modern trends.
- Goodland, J. (1979). Curriculum Enquiry the Study of Curriculum Practices. New York: McGraw Hill
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- Lawten, D. (1986). School Curriculum Planning, London: Holders and Stayhton.
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- NCERT(2005). National Curricular Framework for School Education. NCERT, New Delhi.
- Payne, D. A. (1973). Curriculum Coalition: Commentaries on Purpose, Process and Product. Boston: D.C. Heath.
- Reddy, R. B. (2007). Knowledge Management
- Srivastava S. H. Curriculum and Methods of Teaching
- Singh, R. P. (1990). Studies in Teacher Education. New Delhi: Bahri Publication.
- Singh, L. C. and Sharma, P. C. (1995). Teacher Education and the Teacher. New Delhi: Vikas Publishing House.
- Siddiqi, M. A. (1993). In Service Education of Teachers. New Delhi: NCERT.
- Yadav, K.,Khandaik. H. and Mathur, A. Innovation In Indian Education System.

COURSE-II: ASSESSMENT FOR LEARNING**Time: 3 Hours****Max. Marks: 100**
(Theory: 80, Internal: 20)**NOTE FOR PAPER SETTER**

Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the Course, the student teacher will be able to:

- understand the concept of assessment
- understand the use of quantitative & qualitative tools and techniques of evaluation
- develop the skill in preparing, administering and analysing diagnostic test
- familiarize with new trends in assessment
- develop the skill necessary to compute basic statistical estimates and interpret the test scores

COURSE CONTENT**UNIT 1****Assessment, Measurement, Evaluation and Revised taxonomy**

- Concept of Assessment, Measurement, Evaluation and Examination.
- Importance and Principles of Assessment.
- Difference among Assessment, Measurement and Evaluation.
- Examination as a tool for Assessment.
- NCF's 2005 vision of Assessment for Learning
- Revised Bloom's Taxonomy(2000) for Instructional Objectives
- Teacher as a facilitator in Assessment for Learning.

UNIT- 2**Tools and Techniques**

- Characteristics of a good Assessment tool.
- Assessment Approaches:
 - Formative (Assessment for Learning) and Summative (Assessment of Learning)
 - Quantitative and Qualitative

- Tools of Evaluation: Observation, Interview, Questionnaire, Rating scale, Checklist and Cumulative Record
- Self-assessment and Feedback
- Planning and Preparation of an Achievement test (Including blue print)
 - Objective Type Test
 - Subjective Type Test

UNIT-3

New Trends and Issues in Assessment:

- Semester System, Grading System, Credit system
- Online Examination System, Question Bank, Open Book System
- Flexibility in Examination, Exam on Demand
- Diagnostic and Remedial Teaching for Qualitative Assessment.
- Using ICT for Innovation in Examination: Administration and Execution.
- Issues in Assessment:
 - Assessment at Different Stages
 - Design and Conduct of Assessment
 - Curricular Areas that can't be Tested for Marks

UNIT-4

Statistical Methods and Interpretation of Scores

- Meaning, Need and Importance of Statistics in Educational Assessment.
- Organization and Graphical Presentation of Data
- Scales of Measurement.
- Measures of Central Tendency: Mean Median and Mode.
- Measures of Variability: Range, Quartile Deviation and Standard Deviation.
- Normal Probability Curve: Concept and Characteristics.
- Co-efficient of Correlation: Spearman's Rank Difference Method.
- Percentile and Percentile Rank.

Tasks & Assignments: Any one of the following (10 marks)

- Project on: Online Exam and On Demand Exam.
- Preparation of Diagnostic Test.
- Preparation of Achievement Test and Its Analysis.
- Preparation of Question Bank.
- Preparation of Cumulative Record of One Student during Teaching Practice.
- Any Assignment provided by the institution.

SUGGESTED READINGS

- Aggarwal, Y.P. (2002). *Statistical Methods: Concepts, Applications and Computation*. New Delhi: Sterling Publishers Pvt. Limited.
- Anastasi, A. (1976). *Psychological Testing*. New York: McMillan Publishing Co., Inc.
- Asthana, B. (2008). *Measurement and Evaluation in Psychology and Education*. Agra: Agrawal Publications.
- Bhargava, M. and Mathur, M. (2005). *Psychometrics and Statistical Applications in Educational and Behavioural Sciences*. Agra: H. P. Bhargava Book House.
- Choube. P. S (1998). *A Guide to Psychology Experiments and Statistical Formulas*. Agra: Vinod Pustak Mandir.
- Ferguson, G.A. (1976). *Statistical Analysis in Psychology and Education*. Tokyo: McGraw Hill Kogakusha Limited.
- Guilford, J.P. and Fruchter, B. (1970). *Fundamental Statistics in Psychology and Education*. New York: McMillan Publishing Co., Inc.
- Gupta, C.B. and Gupta, V. (1995). *An Introduction to Statistical Methods*. Kanpur: Vikas Publishing Pvt. House.
- Lewis, R.A. (1979). *Psychological Testing and Assessment*. London: Allyn and Bacon, Inc.
- Mangal, S.K. (2002). *Statistics in Psychology and Education*. New Delhi: Prentice Hall of India.

COURSE-III: CREATING AN INCLUSIVE SCHOOL**Time: 3 Hours****Max. Marks: 100**
(Theory: 80 Internal: 20)**NOTE FOR PAPER SETTER**

Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- understand the concept of exceptionality and inclusive education
- acquaint themselves with the legal and policy perspectives of inclusive education
- develop positive attitude towards children with special needs
- use teaching strategies in the education of children with special needs
- use support services and partnership in teaching
- incorporate innovative practices in the education of the children with diversities

COURSE CONTENT**UNIT-1****Concept of Exceptionality and Children with Special Needs**

- Understanding diversities / differences- concept , characteristics and types of various disabilities (Visual, Hearing , Mental Retardation, locomotors and neurological disorders, learning disability and multiple disability)
- Concept, meaning and need of inclusive education
- Transition from segregation to inclusion
- Principles of Inclusive Education
- Models of Inclusion

UNIT-2**Legal and Policy Perspectives**

- International Declarations and Conventions:
 - Salamanca statement and framework of action, 1994
 - Educational provisions in the UN convention on the rights of person with disabilities (UNCRPD), 2006

➤ **Constitutional Provisions**

Education of students with disabilities in NPE 1968, 1986, POA(1992)
(PWD Act 1995), (RCI Act , 1992), (RTE Act 2009)
Education in the national policy on disability, 2006

Role of Organizations for Education of Children with Disabilities

- Rehabilitation Council of India (RCI)
- National Institute of Different Disabilities
- Composite Regional Centres (CRCs)
- District Disability Rehabilitation Centres (DDRCs)
- Non Voluntary Govt. Organizations (NGOs)

UNIT-3

Special Needs & Inclusion

- Special needs in terms of learning experiences in the context of disabilities and their learning styles
- Schools awareness and readiness for addressing learning difficulties
- Concept of an inclusive school- infrastructure and accessibility, awareness and positive attitude towards disability, human resources, whole school approach

UNIT-4

Practices and Support System for Inclusive Set up

- Pedagogical Strategies to respond to individual needs of learners in classroom: Peer tutoring, cooperative learning strategy, social learning, Buddy system, Reflective teaching, Multisensory teaching
- Support Services and Partnership in Teaching: Developing positive relationship between school and home. Teaching and co-teaching personnel : Parents and teachers, teacher and special teacher, Team of teacher, Parents, Special Educator, Speech therapist, physiotherapist, occupational therapist and counselor, Professional training of teachers in inclusive schools
- Assistive and Adaptive Technologies in Inclusive Set up, use of ICT, Equipments and others technologies for different disabilities

Tasks & Assignments: Any one of the following (10 marks)

- Prepare a Report on school readiness for addressing Children with special needs.
- Record Keeping & Maintenance of Education of Children with Special Needs
- Any other project given by the institution

SUGGESTED READINGS

- Adrian, A. and John, E. (1998). Educating children with special needs. New Delhi: Prentice Hall.

- Alur, M. and Buch, M. (2010). *The Journey for inclusive Education in the Indian subcontinent*. New York: Routledge.
- Baquer, A. and Sharma, A. (1997). *Disability: Challenges Vs Responses*. Can Publishing.
- Bartlett, L. D., Weisentein, G.R. (2003). *Successful inclusion for educational leaders*. New Jersey: Prentice Hall.
- Chaote, J.S. (1991). *Successful mainstreaming*. New York: Allyn & Bacon.
- Daniels, H. (1999). *Inclusive Education*. London: Kagan.
- Deiner, P.L. (2000). *Resource for Teaching Children with Diverse Abilities*. Florida: Harcourt Brace & Company.
- Dessent, P. (1987). *Making Ordinary School Special*. Jessica Kingsley Publishing.
- Gargiulo, R.N. (1987). *Special Education in Contemporary Society: An Introduction to Exceptionalities*. Belmont: Wadsworth Publication.
- Gathoo, V. (2004). *Curriculum Strategies & Adaptations for Children with Hearing Impairment*. New Delhi: Kanishka Publishing.
- Giuliani, G.A. and A.M. (2002). *Education of Children with Special Needs: From Segregation to Inclusion*. New Delhi: Sage Publications.
- Mathew, S. (2004). *Education of Children with Hearing Impairment*. RCI, New Delhi: Kanishka Publications.
- Mangal, S.K. (2011). *Educating Exceptional Children*. New Delhi. PHI Learning Private Limited.

COURSE- IV A: LANGUAGE ACROSS THE CURRICULUM**Time: 30 Hours****Max. Marks: 50**
(Theory: 40, Internal: 10)**NOTE FOR PAPER SETTER**

Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.

Q. No. 1 will be compulsory and will carry 16 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- enhance knowledge acquisition through LAC Approach
- understand the different roles of language
- use language in all domains, in each learning activity in school
- create a link among different subjects through language learning
- use multilingualism as a strategy in the classroom situation
- study authentic literary and non-literary texts
- appreciate different dialects & registers of language
- develop an insight into the symbolic relationship between curriculum, syllabus and textbooks
- understand different language skills & ways to develop these
- develop creativity among learners

COURSE CONTENT**UNIT 1****Introduction to Language across the Curriculum Approach**

- Meaning, need and benefits of LAC Approach
- Respective roles of Content Subject Teachers and Language Teachers in LAC Approach
- Language learning & Learning through Language General Classroom Language
- Functions of Language in Classroom Learning

Language Acquisition and Language Learning

- Nature of Multilingualism : Differential Status of Indian Language Classroom
- Multi-Cultural Awareness & Language Diversity

- Relationship between Language and society: Identity, Power and Discrimination
- Multilingualism as a Resource & a Strategy

Language Discourse in the Classroom

- General Classroom Language
- Classroom Instructions and Language Learning
- Use of Literature across the curriculum
- Role of Questioning & Discussions in the classroom

UNIT-2

Listening and Speaking as Essential Communicative Skills

- Processing and Enquiring Information
- Listening and Speaking to Interact: dialogue, storytelling, poem,
- Recitation, Short play
- Respond to Style, Tone and Registers of language

Reading to Learn and Understand

- Scanning, Skimming and Extracting relevant information from the books
- Understand the meaning in reference to context
- Schema Theory; Text structures, & reading in content areas

Writing to Learn and Understand

- Linkages between reading & Writing
- Learn to write reports, reviews, essays, notices, letters and creative writings
- Presentations of selected papers, questions and answers

Tasks & Assignments: Any one of the following (5 marks)

- Prepare a report on any one of the following-
- Write a Book review considering the following points-
- Use of different registers of Language
- Technical aspects of Language
- Meaning conveyed in the Text
- Design a Newsletter on the Basis of Academic & Co-curricular Activities held in your College.
- Any other project given by the institution

SUGGESTED READINGS

- Agnihotri, R.K.(1995).Multilingualism as a classroom resource. In K.Heugh, A. Sieruhn and P. Pluddemonn (Eds.) Multilingual Education for South Africa. Johannesburg, South Africa: Heinemann.3-7.

- Editor T.E., Content and Language Integrated Learning, The British Council, 20 September 2006. Forum for Across the Curriculum Teaching, <http://www.factworld.info/>.
- Hayes, J. H. (2006). Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening, Eye on Education.
- Kelly, K. A. New Challenge for Chemistry Education, Volume 32 No.5, September - October 2010.
- Peachey N., (2003) Content-based Instruction, The British Council.

COURSE-IV(B): UNDERSTANDING DISCIPLINES AND SUBJECTS**Time: 1.30 Hours****Max. Marks: 50**
(Theory: 40, Internal: 10)**NOTE FOR PAPER SETTER**

Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.

Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to: •

- describe the characteristics and nature of disciplinarity
- discuss paradigm shift in the nature of disciplines
- explain the nature of education as a discipline
- examine issues related to education as interdisciplinary knowledge • discuss the emerging issue of school and Teacher education
- understand the multiple perspective of pedagogy

COURSE CONTENT**UNIT 1****The Doctrine of Disciplinarity**

- Meaning ,characteristics and nature of Academic disciplines
- Teacher's Subject matter knowledge and disciplinarity
- Alternatives to Disciplinarity

Paradigm shifts in the nature of Disciplines

- History and origin of Pedagogic Subjects; Philosophical, Sociological & Educational Perspective
- Understanding subject, interdisciplinary, multidisciplinary and trans-disciplinary approach within different subjects.

UNIT 2**Education as Interdisciplinary knowledge**

- Critical analysis of education as a discipline/area of study.
- Education as a socially contrived system influenced by different factors.

- Interdisciplinary nature of education; relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc. connecting knowledge across disciplinary boundaries to provide a broad framework for insightful construction of knowledge.

Theoretical Perspective of Education

- School education – contemporary challenges
- Linkage between education and other development sectors.
- Emerging dimensions of school and teacher education.
- Knowledge and pedagogy

Support system of Education

- Re-conceptualism of learning resources – textbooks, workbooks, multimedia, etc.
- Monitoring and evaluation of schools

Task and Assignments: Any one of the following (5 marks)

- Critical analysis of a curriculum/syllabus of particular school subject
- Evaluate a textbook of secondary class with reference to its adequacy and in achieving expected learning outcome

SUGGESTED READINGS

- Bonrs, J. A. (2001). Cultural diversity and Education. Foundations curriculum and teaching (4th Ed) Boston: Allyn and Bacon.
- Bruner, J.S. (2006). In search of pedagogy. Vol. I and Vol. II (The selected work) Routledge.
- Bruner, J.S. (1960). The process of education. Cambridge: Harvard University Press.
- Das, M. (1999). Sri Aurobindo one Education. NCTE, New Delhi.
- Deng, Z. (2013). School subjects and academic disciplines. In A. Luke, A. Woods, & K. Weir (Eds.), Curriculum, syllabus design and equity: A primer and model. Routledge.
- Dewey, J. (2004). Democracy and education. Courier Dover Publications.
- Goodson, I.F., and Marsh, C.J. (2005). Studying school subjects: A guide. Routledge
- Hall, C., and Hall, E. (2003). Human relations in education. Routledge.
- Krishnan, A. (2009). What are Academic Disciplines? University of Southampton , NCRM E Prints Repository eprints.ncrm.ac.uk/783/1/what_are_academic_disciplines.pdf
- NCERT (2005). National Curriculum Framework.
- NCERT (2006). Teacher education for curriculum renewal.
- NCERT Report (2010) National Curriculum Framework.
- NCTE (2009). National Curriculum Framework for teacher educators, New Delhi.
- Ram, S. (1999) Current issues in teacher education, Sarup and Sons Publications, New Delhi.

COURSE-V (A): GENDER, SCHOOL AND SOCIETY

Time: 1.30 Hours

Max. Marks: 50

(Theory: 40 Internal: 10)

NOTE FOR PAPER SETTER

Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.

Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, gender parity, equity and equality and patriarchy
- understand some important landmarks in connection with gender and education in historical and contemporary period
- learn about gender issues in school, and its intersection with class, caste, religion and region
- become aware of the processes of socialization at home and school that act as shaping factors in personality formation of the school-going child (in Indian contexts)
- reflect on one's aspirations and possibilities in order to develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'

COURSE CONTENT

UNIT 1

Gender Issues

- Gender and patriarchy, Gender bias, gender stereotyping, Equity and equality in relation with caste, class, religion ethnicity, disability and region.
- Historical backdrop: some landmarks from social reform movements
- Theories on gender and education: Application In Indian context
 - Socialization theory
 - Gender difference
 - Structural theory
 - Deconstructive theory
- Gender Identities and Socialization Practices infamily, schools and other formal and informal organization

- Teacher as an agent of change

UNIT 2

Understanding the nature and processes of socialization

- At home: family as a social institution, parenting styles and their impact, transmission of parental expectations and values
- Socialization and the community: neighborhood, extended family religious group and their socialization functions, mutual dependence of man and society
- At school: impact of entry to school, relation between school and society, value formation in the context of schooling {role of schooling in developing national, secular and humanistic values}
- Understanding interface between home, community and school.

Tasks & Assignments: Any one of the following (5 marks)

- Field visit to schools, to observe the schooling processes from gender perspective
- Collection of folk lore's reflecting socialization process.
- Any other project given by the institution

SUGGESTED READINGS

- Havinghurst, R. (1995). Society and education. Boston; Allyn and Bacon.
- Inkeles, A. (1987). What is sociology? New Delhi: Prentice Hall of India.
- M.H.R.D. (1990). Towards an enlightened and human society. New Delhi: Dept. of Education.
- Kamat, A.R.(1985). Education and social change in India. Mumbai: Samaiya Publishing House.
- Maunheim,K.(1962). An Introduction to Sociology of Education. London: Routledge and Kegan Paul.
- Pandey, K.P. (1983). Perspectives in Social Foundations of Education, Ghaziabad: AmitashPrakashan
- Bussolo (2009).Gender Aspects of the Trade and Poverty Nexus: A Macro-Micro Approach (English): Palgrans Mac Millan U.K.
- Geetha, V. and Revathi.A. (2011). The truth About Me: A Hijra Life story: Penguin Pubishing Group.
- Raimedhi, I. (2015). My Half of the sky. Sage Publications India Pvt. Ltd.
- Tendon, N. (2008).Feminism: A paradigm Shift. Atlantic Publisher.
- Mathu, A. (2007). Gender and development in India 01. Gyan Book Pvt. Ltd.

COURSE-V (B) Opt. (i): WORK EDUCATION

Time: 1.30 Hours Max. Marks: 50 (Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

Paper setter will set 5 questions in all, out of which students will be required to attempt 3 questions.

Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- define the concept of work education
- understand the historical perspectives of work education
- develop proper attitude towards work education
- apply the strategies for promoting work education programme
- assess and evaluate work education and its related activities

COURSE CONTENT

UNIT-1

- Work Education : Meaning, Scope & Objectives
- Recommendations of: Secondary Education Commission, Kothari Commission, National Policy on Education, Programme of Action with reference to work education
- Place of Work Education at School Level
- Criterion for the selection of work education in schools.
- Principles of management of work education in schools, Role of Principal & Teachers
- Concept of Multipurpose schools and its role in work education.

UNIT 2

- Strategies for promotion of Work Education: Field visits, Discussion, Lecture, Computer Aided Instructions, Surveys.
- Need & Importance of Instructional Material and its types required for Work Education
- Role of Centre and State Govt. regarding work education.
- Work Education and Economic development.
- Problems and suggestions for improvement of work education.

- Evaluation: Guiding principles of Evaluation, Evaluation Tools: Observation, Oral test, Work sheet, Check list.

Tasks & Assignments: Any one of the following (5 marks)

- Report of visit to a place of any small scale industry.
- Prepare a report on different work education programmes running in the school
- Any other task/assignment given by the institution.

SUGGESTED READINGS

- Aggarwal, J.C. and Aggarwal, S.P. (1987). Vocational Education New Delhi: Doaba House Publishers.
- Prakash, V and Biswal, K. (2008). Perspective on Education and Development, Revisiting Education Commission and after, Shipra Publications
- Rashtriya, T. (2005). Vocational Education. New Delhi: APH Publishing Corporation,
- Report of Secondary Education Commission (1952 – 53).
- Report of Kothari Commission Report (1964 – 66).
- Report of National Education Policy 1986.
- Sharma, A. P. (1984). Contemporary Problems of Education, New Delhi: Vikas Publishing House Pvt. Ltd.

COURSE V (B) Opt. (ii): HEALTH, PHYSICAL AND YOGA EDUCATION**Time: 1:30 Hours****Max. Marks: 50**
(Theory: 40, Internal: 10)**NOTE FOR PAPER SETTER**

Paper setter will set 5 questions in all, out of which students will be required to attempt 3 questions.

Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to

- explain the concept, aims and objectives of Health and Physical Education
- explain good posture
- describe various communicable diseases
- explain the aims, scope and functions of Yoga Education
- describe AshtangYoga of Patanjali
- explain the Yogic diet and its importance

COURSE CONTENT**UNIT- 1****Health Education**

- Concept
- Aims and objectives of Health Education
- Factors influencing health
- Role of the Teacher in School Health Programme

Physical Education

- Concept
- Misconception
- Aims and Objectives
- Relation with General Education

Posture

- Concept and Values of good posture
- Causes of poor posture
- Common postural deformities and their management

UNIT-2

Communicable Diseases

- Meaning and Characteristics
- Mode, control and prevention
- First Aid- Meaning and scope
- Qualities and duties of a First- Aider

Yoga Education

- Meaning and importance of yoga
- Aims, scope and functions of yoga education
- Components of Patanjali's Ashtang Yoga

Yogic Diet

- Concept and types of diet / food
- Its application in modern context

Tasks & Assignments: Any one of the following (5 marks)

- Any **two** postural deformities and their management
- Any **five** Asanas and their effects on Human Body.
- Any other project/assignment given by the institution

SUGGESTED READINGS

- Besant, A. (2005). An Introduction to Yoga, New Delhi: Cosmo.
- Bucher, C.A.(1964). Foundation of Physical Education, New York: Mosby & Company.
- Kilander, H.F. (1971). School Health Education, New York: Mac Millan Company.
- Mangal, S.K., Mangal,U.and Mana, S. K.(2009). Yoga Education, N. Delhi: Arya.
- Manjul, J. U.S.(1965). School Swasthya Shiksha, Agra University: University Publisher.
- Omand, S.(2006). Patanjali Yoga Pradeep. Gorakhpur: Gita Press.
- Yadav, Y.P. and Yadav, R. (2003). Art of Yoga, New Delhi: Friends.
- Yogacharya, O. S. (2007). Freedom of Body and Mind: Yogasanas, Pranayam and Meditation, New Delhi: Rawat.

COURSE- V (B) (Opt. iii) PEACE EDUCATION**Time 1:30 Hours****Max. Marks: 50
(Theory: 40 Internal: 10)****NOTE FOR PAPER SETTER**

Paper setter will set 5 questions in all, out of which students will be required to attempt 3 questions.

Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to

- understand the theory of peace education and its importance
- understand peace as a dynamic social reality
- understand the NCF 2009 recommendations on peace education
- familiarize with transactional modalities
- develop the skill in role playing & story telling
- develop the feelings of peace, love compassion, tolerance and harmony through meditation, yoga and exercise
- implement the philosophies of great thinkers in their day to day life

COURSE CONTENTS**UNIT -1****Peace: Concept and Scope**

- Peace – Meaning, nature and its relevance relating to the present global scenario
- Different sources of peace: Philosophical, Religious, Social and Psychological.
- Types/Classification of peace- Positive, Negative, Inner peace, Social Peace and Peace with Nature.

Peace Education: concept and scope

- Peace education – fundamental concept, scope, need and its importance
- Aims of Peace Education
- Types of peace education

Peace Education: Strategies and Agencies

- Different Peace Education Strategies.

- Role of different organizations like UNESCO in Peace Education (with special reference to Delor's Commission Report)
- NCF 2009 recommendations on Peace Education.
- Role of community, school and family in the development of values for Peaceful coexistence

UNIT-2

Understanding Peace as a Dynamic Social Reality

- Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life.
- Role of Peace education in development of Love, Compassion, Tolerance and Harmony at National and International levels.

Transactional modalities

- Cooperative Learning
- Group Discussion
- Project Work
- Conflict Resolution

Contribution of the following Great Educational Thinkers in Peace Education and their Educational Implications

- Rabindranath Tagore
- Mahatma Gandhi
- Aurbindo
- Swami Vivekananda

Tasks & Assignments: Any one of the following (5 marks)

- Role Playing & Story Telling
- Peace and Harmony Through Meditation, Yoga And Exercise
- Any other project/assignment given by the institution.

SUGGESTED READINGS

- Balvinder K. (2006).Peace Education. New Trends and Innovations, Deep & Deep Publications Pvt. Ltd., Rajouri Garden, New Delhi.
- Bernard, H.W. (1951). Towards Personality Adjustment, Mc Graw Hill Book Co., New York.
- Biggs, D.(1995). In Our Own Backyard: A teaching guide for the rights of the child, Toronto: UNICEF Canada.
- Blakeway, M., (1997). Compilation of Research Materials. Washington D.C., National Institute for Dispute Resolution.
- Blalock, H. M. (1967).Toward a Theory of Minority-Group Relations. New York: Wiley.

- Boulding, E. (1996). Peace behaviours in various societies. In *From a culture of violence to a culture of peace*, Peace and Conflict Issues Series, UNESCO Publishing, pp 31–54.
- Dewey (1969). *The school and Society*, Chicago, Univ. of Chicago Press (Reprint).
- Lederach, J. P.(1995). *Preparing for peace: conflict transformation across cultures*. Syracuse, New York: Syracuse University Press.
- Machel, G. (1996). *Promotion and protection of the rights of children: impact of armed conflict on children*. United Nations, New York.
- Reardon, B., ed. (1988). *Educating for global responsibility: Teacher-designed curricula for peace education, K-12*. New York: Teachers College Press, Columbia University.
- Reardon, B.(1993). *Pedagogy as purpose: peace education in the context of violence*. In Cremin, P., ed.(1993). *Education for Peace*. Educational Studies Association of Ireland and the Irish Peace Institute.
- Shah, I. (1971). *Thinkers of the East*. London: Penguin Books.
- UNICEF(1994). *I Dream of Peace*. New York: Harper-Collins.
- UNICEF (1996). *The State of the World’s Children Report 1996*. Oxford University Press.
- UNICEF Lebanon (1993). ‘*Learning for life programme*’.
- UNICEF Liberia (1993). *Kukatonton: Training manual of conflict resolution, reconciliation, and peace*.

COURSE V (B) Opt. (iv): GUIDANCE AND COUNSELING**Time 1:30 Hours Max. Marks:50 (Theory: 40, Internal:10)****NOTE FOR PAPER SETTER**

Paper setter will set 5 questions in all, out of which students will be required to attempt 3 questions.

Q. No. 1 will be compulsory and will carry 16 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- explain the concepts of guidance and counseling
- demonstrate an understanding of educational, vocational and personal guidance
- recognize the need of guidance and counseling in schools
- describe various testing and non- testing techniques
- explain various services in school guidance programme
- develop the skill of administration and interpretation of psychological tests
- understand the process of organization of guidance services in schools
- know the qualities required for good Counselor

COURSE CONTENT**UNIT 1****Introduction to Guidance**

- Meaning , Aims and Principles of guidance
- Need of guidance (Educational, Vocational and Psychological Needs)
- Types of guidance: Educational, Vocational and Personal

Studying and Appraising an Individual

- Meaning, Need and Importance of Studying and Appraising Individuals in Guidance
- Principles of Studying and Appraisal of students
- Testing and Non-testing Techniques for Studying and Appraisal of students
 - a) Testing Techniques: Intelligence tests, Aptitude Tests, and Personality Tests
 - Non-testing Techniques: Cumulative Record Cards, Case Study, Interview, Observation

Guidance Services

- Purposes and Principles of organization of guidance Services
- Organization of guidance services at Secondary Level
- Role of Guidance Personnel (Head of the Institution, Teacher and Counselor) in organization of guidance services in School

UNIT-2**Introduction to Counseling**

- Meaning, Aims and Principles of Counseling
- Need of Counseling
- Types/ Approaches of Counseling: Directive, Non-directive, and Eclectic.
- Counseling Interview
- Difference between guidance and counseling

The Counselor as a Person

- Characteristics/ Qualities of Counselor
- Counselor's Professional Ethics
- Functions of Counselor

Task & Assignment: Any one of the following (5 marks)

- To prepare a Case study and Analysis of Case study
- To prepare Cumulative Record Cards
- Any other project/assignment given by the institution.

SUGGESTED READINGS

- Aggarwal, J. C. (2004). Educational Vocational Guidance and Counseling, Delhi: Doaba House.
- Chauhan, S. S. (2008). Principles and Techniques of Guidance. UP: Vikas Publishing House Pvt. Ltd.
- Granz, R. M. (2005). Foundation and Principle of Guidance, Boston: Allyn & Bacon.
- Gupta, V. K. (2004). Educational Guidance and Counselling, Ludhiana: Ankur Publications.
- Jones, J. A. (1970). Principles of Guidance, Bombay: Tata, New York: McGraw Hill.
- Kocher, S. K. (2007). Educational Guidance and Counselling, New Delhi: Sterling.
- Myres, G. E. (2005). Principles and Techniques of Vocational Guidance, New York: McGraw Hill.
- Nanda, S. K. and Sagar, S. (1972). Fundamentals of Guidance. Chandigarh: N.B.S. Educational Publishers.
- NCERT (2008). Counseling Process and Strategies (Module 2). New Delhi: NCERT.
- NCERT (2008). Guidance for Human Development and Adjustment (Module 3) New Delhi: NCERT.
- NCERT (2008). Introduction to Guidance (Module 1). New Delhi: NCERT.

- Pandey, K. P. (2000). Educational and Vocational Guidance in India, Varanasi: Vishwa Vidyalaya Prakashan.
- Rathus, S. A. and Nevied, J. S. (1980). Adjustment and Growth: The challenges of life, New York: Rinehart and Winston.
- Robinson (2005). Principles and Procedures in Student Counseling, New York: Harper & Row.
- Sharma, R. N. (2008). Vocational Guidance & Counseling. Delhi: Surjeet Publications.
- Sharma, R.A. (2008). Fundamentals of Guidance & Counseling, Meerut: R Lall Book Depot.
- Strang, R. (2005). Counseling Techniques in Colleges and Secondary Schools, New York: Harper.

COURSE VI & VII: SKILL IN TEACHING [PEDAGOGIC SUBJECT I & II]

Max. Marks: 100 (Each Pedagogic Subject)

Detail of Lessons to be followed in Each Pedagogic Subject

- Micro Lessons-05 (for each Teaching Subject)
- Mega Lessons-05 (Under Simulated situations)
- Discussion Lessons-01
- Real Teaching 12 Lessons

COURSE VIII: SCHOOL BASED ACTIVITIES

Max. Marks: 50

The student teachers are required to perform the following activities during school internship:

- Development of CCE in any pedagogic subject
- Development of learning material on one topic of any pedagogic subject.

After the school internship, the student teachers are required to prepare a report in which all the activities performed by them in the school during their stay of sixteen weeks in the school.

Students Questionnaires

Format No. 1

Pt. Sita Ram Shastri B.Ed Training College

Student Feedback on Courses

Department :

Semester/Term/Year :

Please rate the courses on the following attributes using the 10 point scale shown:

10 9 8 7 6 5 4 3 2 1



Very Good



Very Poor

Courses	Course 01	Course 02	Course 03	Course 04
1. Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspective)				
2. Applicability/relevance to real life situations				
3. Depth of the course content				
4. Extent of coverage of course				
5. Clarity and relevance of reading material				
6. Extent of effort required by students				
7. Relevance/learning value of project/report				
8. Overall rating				

Course 01 - (Title of the Course)

Course 02 - (Title of the Course)

Course 03 - (Title of the Course)

Course 04 - (Title of the Course)

*Manual for Self-study for Affiliated/Constituent Colleges***Format No. 2****College XYZ****Student Feedback on Teachers**

Department :

Semester/Term/Year :

Please rate the courses on the following attributes using the 10 point scale shown:

10	9	8	7	6	5	4	3	2	1
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↓

 Very Good

Very Poor

Name of the Teacher:	
Attributes	
1. Communication Skills (in terms of articulation and comprehensibility)	
2. Interest generated by the teacher	
3. Ability to integrate course material with environment/other issues to provide a broader perspective	
4. Ability to integrate across the courses / draw upon other courses	
5. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate outside class discussion)	
6. Ability to design quizzes/examinations/assignments /projects to test understanding of the course	
7. Provision of sufficient timely feedback	
8. Knowledge base of the teacher (as perceived by you)	
9. Sincerity / Commitment of the teacher	

NAAC for Quality and Excellence in Higher Education

3

Format No. 3

Pt. Sita Ram Shastri B.Ed Training College

Students' Course and Teaching Evaluation

(To be filled only after Results are out)

Department :

Course :

Teacher :

Year :

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

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

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

You may tick off more than one answer to a question to the extent that it does not invalidate your response.

1. The syllabus was

a) challenging	b) adequate
c) inadequate	d) dull
2. Your background for benefiting from the course was

a) more than adequate	b) adequate
c) inadequate	
3. Was the course conceptually difficult to understand?

a) easy	b) manageable
c) difficult	d) very difficult
4. How much of the syllabus was taught in class?

a) 90 to 100%	b) 75 to 90%
c) 50 to 75%	d) less than 50%
5. What is your opinion about the library holdings for the course?

a) excellent	b) adequate
c) inadequate	d) very poor
6. Were you able to get the prescribed readings?

a) easily	b) with difficulty
c) not at all	

7. How well did the teacher prepare for class?
 - a) thoroughly
 - b) well
 - c) poorly
 - d) indifferently
 - e) not at all
8. How well was the teacher able to communicate?
 - a) effectively
 - b) invariably
 - c) passably
 - d) badly
9. Did the teacher encourage student participation in class?
 - a) yes
 - b) attempted
 - c) no
10. If yes, which of the following methods were used?
 - a) encouraged questions
 - b) discussion in class
 - c) discussion outside class
11. How helpful was the teacher in advising?
 - a) helpful
 - b) unhelpful
 - c) sometimes helpful
 - d) sometimes unhelpful
12. Was the teacher
 - a) courteous
 - b) rude
 - c) indifferent
13. Did the internal assessment work
 - a) fairly
 - b) regularly
 - c) helpfully
14. What effect do you think the internal assessment will have on your course grade?
 - a) improve it
 - b) lower it
 - c) no effect
15. How did the teacher provide feedback on your performance?
 - a) regularly/irregularly
 - b) in time/late
 - c) with helpful comments/without comments

16. Were your assignments discussed with you?

- a) yes, fully b) yes, partly
c) no

17. Were you provided with a course and lecture outline at the beginning?

- a) yes b) no

18. Was it helpful?

- a) yes b) no

19. Was it followed?

- a) yes b) no

20. If you have other comments to offer on the course and the instructor you may do so below or on a separate sheet.

Pt. Sita Ram Shstri B.Ed Training College, Bhiwani

Affiliated to M.D.University, Rohtak

NCTE Approved

Information about Alumni



1. Name

2. Father's Name

3. Date of Birth

4. Session of B.Ed.

5. Present Designation

6. Official Address

7. Permanent Address

3. Contact Nos. i).

ii).

9) Email Id -

Dated

(Signature)

Pt. Sita Ram Shastri B.Ed Training College, Bhiwani

1. Name of Alumni
2. Session of Passing B.Ed.
3. Present Status/Occupation
4. Past Experiences of this college :

5. Suggestions for Quality Improvement in the College :

6. Give your Suggestions about any improvement for the syllabus

Dated

(Signature)

Ph. No. 01664-645041

E-mail – ptsrsb.edcollege@ymail.com**PT. SITA RAM SHASTRI B.ED TRAINING COLLEGE**

(Recognized by N. C. T. E. & Affiliated to C.R.S.U. Jind)

MEHAM GATE, BHIWANI (HARYANA) – 127021

Annual Academic calendar (2016-17)**Tentative Dates/Months**

August 2016	Orientation, Introduction of Micro Teaching Skill, Implementation of Micro Teaching and preparation of 5 micro lessons for each pedagogical subjects, five simulation lessons for each pedagogical subjects, discussion lessons for each pedagogical subjects for 2 nd year students, celebration of Independence Day(15Aug.) Extension lecture under(women cell),quiz competition under (legal literacy cell). Staff meeting, meeting of IQAC cell, meeting of governing body.
September 2016	Orientation course for YRC Volunteers, Plantation Day (Youth Red Cross), Slogan writing competition (Women literacy cell), Staff meeting, and Celebration of Hindi Divas 14 Sep (legal literacy cell). Essay competition (legal literacy cell). Poetic recitation competition (legal literacy cell).
October 2016	Mehandi competition, First Aid Training Camp, Training of women security/self defense, Essay writing, Declamation (legal literacy cell), Extension lecture on importance of month of Oct.Talent search competition (YRC).
November 2016	Youth festival participation, workshop on Art and Craft, Extension lecture on how to save L.P.G., Extension lecture on common error in English, Diwali celebration. Extension lecture on opportunities after B.ed (placement cell). Extension lecture on role of security force (legal literacy cell).
December 2016	New year celebration, Workshop on Art and Craft, EVG workshop, Extension lecture on Beti Bachao Beti Padhao, Slogan writing completion & rally on Aids Day (1 st Dec), Two weeks training for both year students for college in society. Extension lecture on individual differences. Five days First Aid training camp (YRC).
January 2017	Meeting of IQAC cell, Essay writing competition (legal literacy cell), EVG extension, lohri celebration .Extension lecture on women empowerment and rights (women cell), Essay writing, Slogan writing (legal literacy cell).Extension lecture on the importance the month of January.

February 2017	SRS FEST, Extension lecture, essay competition (legal literacy cell).Extension lecture on opportunities after B.Ed (placement cell).Extension lecture on the topic of Solar energy (YRC), Staff meeting.
March 2017	One day state level workshop on Women empowerment on Women Day 8march.Swachhta Abhiyan,Slogan writing competition on topic Water conservation and protect environment (Youth Red Cross), Mock interview for B.Ed 2 nd year, Campus interview for B.Ed 2 nd year (placement cell), Micro teaching skill.
April 2017	Staff meeting, House exam for B.Ed 2 nd year, Medical camp, Athlete meets for B.Ed 1 st year and 2 nd year.
May 2017	House exam for B.Ed 1 st year

Kampan
Incharge
Shree

Ph. No. 01664-645041

E-mail – ptsrbsb.edcollege@ymail.com**PT. SITA RAM SHASTRI B.ED TRAINING COLLEGE**

(Recognized by N. C. T. E. & Affiliated to M.D.U. Rohtak)

MEHAM GATE, BHIWANI (HARYANA) – 127021

Annual Academic Calendar (2015-16)**Tentative Dates/Month**

September	Orientation, introduction of Micro Teaching Skill, Orientation course for YRC Volunteers, Meeting of IQAC Cell ,Plantation Day(Youth Red Cross), Slogan writing competition(women literacy cell), Staff meeting
October	Mehandi Competition, First Aid Training Camp, Training of Women Security/Self Defense
November	Youth Festival Participation, Slogan writing competition on AIDS Day, Workshop on Art and Craft Extension lecture on How to save L.P.G., Extension lecture on common error in English
December	New Year Celebration , Workshop on Art and Craft, E.V.G workshop, Extension lecture on Beti Bachao Beti Padhao,
January	Meeting of IQAC cell
February	Educational Trip
March	One Day State Level Workshop on Stress Management, Celebration of International Women Day, Swachhta Abhiyan, Slogan Writing competition on topic water conservation and protect environment under Youth Red Cross, Exhibition on art and craft
April	SRS FEST, Cultural Activity, Science Extension Lecture, Extension Lecture under EVG Cell, Celebration of world health day on 7 th April, Meeting of Governing Body, One Day state level workshop on Yoga(Breathing exercise, peace and harmony),Extension lecture under Evg cell, Counseling Of YRC volunteer, State level workshop on Yoga ,Extension lecture on role of educational psychology in the process of teaching and learning, Extension lecture on Pedagogical analysis-A way of teaching , , Extension lecture on role of education psychology in the process of teaching and learning
May	Alumni Meet, Teaching in School & Society, Athlete Meet , Extension lecture under placement cell, E.V.G workshop, House Exam

Ph. No. 01664-645041

E-mail – ptsrsb.edcollege@ymail.com**PT. SITA RAM SHASTRI B.ED TRAINING COLLEGE**

(Recognized by N. C. T. E. & Affiliated to M.D.U. Rohtak)

MEHAM GATE, BHIWANI (HARYANA) – 127021

Annual Academic Calendar (2014-15)**Tentative Dates/Month**

September	Orientation, introduction of Micro Teaching Skill, Orientation course for YRC Volunteers, Meeting of IQAC Cell
October	Extension lecture on Atomic Structure and Pedagogical Studies, Extension lecture on Research methodology, Extension lecture on Pedagogical Analysis in education, Mehandi Rachao Competition, Staff meeting-1, Extension lecture on secondary education in India, Extension lecture on study of renewable solar energy in India, Extension lecture on water resources in India
November	Participation in Youth festival, Real teaching in schools, Discussion lesson 1, E.V.G workshop
December	Real teaching in schools, Discussion lesson-2
January	Extension lecture on life sketch Subhash Chander Boss, Extension lecture(EVG cell), Real teaching in schools
February	Slogan writing competition and collage making competition under YRC, Swachhta Abhiyan, Extension lecture(EVG cell), Educational trip, Staff meeting
March	First Aid Training Camp, Slogan writing competition on water conservation under YRC, Plantation Day by president and students, E.V.G workshop
April	Workshop on ART AND CRAFT, Athlete Meet, Extension lecture(EVG cell), Alumni Meet, Staff meeting-2
May	Extension lecture on importance of computer and internet in teaching profession computer science, House exam/Sessional exam, Staff meeting-3, Campus interview under placement cell

राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)

उत्तर क्षेत्रीय समिति



गुरुगुरुतमो वास
NCTE

NATIONAL COUNCIL FOR TEACHER EDUCATION

(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)

Northern Regional Committee

To be published in the Gazette of India Extraordinary

F.NRC/NCTE/F-3/HR-474/2007

30092 - 30098

Date:- 11/11/2007

APN 0 3 2 6 0

ORDER

WHEREAS in terms of Section 14 (1) of the NCTE Act, 1993 Pt. Sita Ram Shastri B.Ed Training College, Shri Haryana Shekhawati Brahanchary Ashram, Meham Gate, Distt-Bhiwani-127021, Haryana has submitted an application (Code No.3260) 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 Only) students.

2. AND WHEREAS on scrutiny 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, 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 to Pt. Sita Ram Shastri B.Ed Training College, Shri Haryana Shekhawati Brahanchary Ashram, Meham Gate, Distt-Bhiwani-127021, Haryana for conducting B.Ed. Course of One year duration with an annual intake of 100 (One Hundred Only) students under clause 7(12) of Regulation dated 13-1-2006 subject to fulfillment of the following:

A. The institution shall, within one month of the receipt of recognition order, convert the endowment fund account into a joint account to be operated along with an official of the Northern Regional Committee.

B. The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.

4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC and the State Government etc, wherever applicable.

5. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant.

Cont...02..

कार्यालय : ए-46, शान्ति पथ, तिलक नगर, जयपुर-302004 (राजस्थान)
कार्यक्षेत्र : उत्तर प्रदेश, उत्तरांचल, दिल्ली, हरियाणा, पंजाब, चण्डीगढ़, हिमाचल प्रदेश, राजस्थान

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Jurisdiction: U.P., Uttaranchal, Delhi, Haryana, Punjab, Chandigarh, H.P., Rajasthan

E-mail: nrc@ncte-in.org

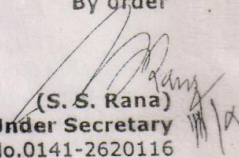
Website: http://www.ncte-in.org

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6. If the institution contravenes any of the above conditions or any of the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee may withdraw the recognition under the provisions of Section 17(1) of the NCTE Act.

7. The institution shall maintain & update the Web-site as per provisions of NCTE Regulations.

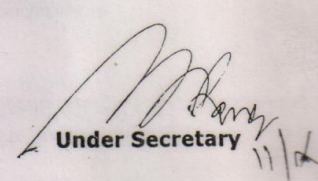
By order


(S. S. Rana)
Under Secretary
Tel No.0141-2620116

The Manager to Govt. of India
Department of Publications, (Gazette Section)
Civil Lines, Delhi-110 054

C.C

- 1 The Principal **Pt. Sita Ram Shastri B.Ed Training College, Shri Haryana Shekhawati Brahanchary Ashram, Meham Gate, Distt-Bhiwani-127021, Haryana** - A Copy of procedure for creation of fixed deposit in joint account towards Endowment Fund and Reserved Fund is enclosed.
- 2 The Secretary, Dept. of Secondary Education and literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110 001,
- 3 The Education Secretary, Govt. of Haryana, Secretariat, Chandigarh.
- 4 The Registrar; M.D. University, Rohtak, Haryana.
- 5 The Director, Directorate of Secondary Education, I/c Teacher Education, Govt. of Haryana, Chandigarh, Haryana.
- 6 The US (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, Bhadurshah Zafar Marg, New Delhi-110 002.
- 7 Office order file/Institution file.


Under Secretary 11/12
02

55/14/15

उत्तर क्षेत्रीय समिति
राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)



Northern Regional Committee
National Council for Teacher Education
(A Statutory Body of the Government of India)

F. No./NRC/NCTE/HR-Common Orders/2015/

11042
ORDER

Date:

15 JUN 2015

WHEREAS, in exercise of the powers conferred by Sub-section (2) of Section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993) and in supersession of the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 01.12.2014.

2. AND, WHEREAS, the recognition has been granted to the institutions mentioned in para 5 below for the course mentioned against their name.

3. AND, WHEREAS, the said institutions by affidavit have consented to come under New Regulations and have sought for the number of units in B.Ed./B.P.Ed./M.Ed. as mentioned in para 5 below against their name, which may require additional facilities.

4. AND, WHEREAS, it has been decided to permit the institution to have the desired number of units subject to fulfilling the following conditions:-

- The institution shall create additional facilities that include (a) additional built-up-area, (b) additional infrastructure, (c) additional funds, (d) adhere to staff norms as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.
- The applicant Institution for additional unit will be required to submit the required documents, such as, land documents, Non Encumbrance Certificate (EC), Change of Land Use Certificate (CLU) and Building Plan (BP) in the specified proforma available on the website of the Regional Committee in proof of having provided the additional facilities before October 31, 2015. Building completion Certificate (BCC) may be given along with other documents if available, otherwise it can be given to the Visiting Team at the time of inspection.
- The Regional Committee shall arrange for verification of documents, inspection of the premises and check adherence to these conditions by 20 February, 2016. If it is found by the Regional Committee that the institution has failed to comply with these requirements, the institution shall not be permitted to admit students for the academic year 2016-2017.
- In case any existing institution's matter is sub-judice under court direction/SCN under section 17 of the NCTE Act/ Complaint etc., the institution shall be required to submit a copy of the Hon'ble Court order/reply to SCN/complaint already submitted alongwith documents, if any, together with the documents referred above. In case the institution's request for shifting of premises is pending, such institution shall be required to submit the requisite documents as per provisions of the NCTE Regulations, 2014 with a copy of the order/NOC of the affiliating body/State Govt. and such other documents as indicated in the revised format recognition order. This order shall be subject to the directions given by the Hon'ble Court in the Writ Petition/case and in respect of Section 17/complaint cases etc. as decided by the Northern Regional Committee.

5. Now, therefore, in light of the above, the Northern Regional Committee, NCTE hereby issues the revised Recognition Order to the following institutions for conducting the under-mentioned programme/intake of two years duration from the academic session 2015-2016 subject to fulfillment of the conditions before 31.10.2015 mentioned in para 4 above:-

Sl. No	File No.	Name and address of the institution	Approved programme / intake	Recognition order No / date	Desired number of units of approved intake	Sanctioned Intake	Name of the affiliating body
1.	HR-518	Sri Balaji College of Education, Delhi Road, Village Sampla, Distt. Rohtak, Haryana	B. Ed/ 200	F.NRC/NCTE/F-7/HR-518/25527	4	200	Maharishi Dayanand University, Rohtak

कार्यालय : चौथी मंजिल, जीवन निधि-II, एल.आई.सी. बिल्डिंग, अम्बेडकर सर्किल
भवानी सिंह मार्ग, जयपुर-302 005 (राजस्थान)
कार्यक्षेत्र : उत्तर प्रदेश, उत्तरांचल, दिल्ली, हरियाणा, पंजाब, चण्डीगढ़, हिमाचल प्रदेश, राजस्थान
Phone No 0141-2744288, 2744635, Fax : 0141-2744173

Office : 4th Floor, Jeevan Nidhi-II, LIC Building, Ambedkar Circle, Bhawani Singh Marg, Jaipur -302 005 (Rajasthan)
Jurisdiction : U.P., Uttaranchal, Delhi, Haryana, Punjab, Chandigarh, H.P., Rajasthan
E-mail : nrc@ncte-india.org, Website : www.ncte-india.org

Sl. No	File No.	Name and address of the institution	Approved programme / intake	Recognition order No / date	Desired number of units of approved intake	Sanctioned Intake	Name of the affiliating body
2.	HR-662	Saraswati College of Education, Village Teek, Distt. Kaithal – 136027	B.Ed / 100	F.NRC/NCTE/F73/HR-662/2007/129136-142 dated 28 th September 2007	2	100	Kurukshetra University, Kurukshetra
3.	HR-474	Pt. Sita Ram Shastri B.Ed Training College, Sri Haryana Shekhawati Brahanchary Ashram, Meham Gate, Bhiwani – 127021	B. Ed/ 100	F.NRC/NCTE/F-3/HR-474/2007/30092-98 dated 11 th October 2007	2	100	Maharishi Dayanand University, Rohtak
4.	HR-790	S.D. Memorial College of Education, Near Vill Jondhr Chhal Road, Distt. Jhajjar, Haryana	B.Ed / 100	F.NRC/NCTE/F-7/HR-790/31150-56 dated 24 th October 2007	2	100	Maharishi Dayanand University, Rohtak
5.	HR-471	Rao Abhay Singh PG College of Education, Saharanwas, Distt. Rewari, Haryana	M. Ed/	F.NRC/NCTE/F-7/HR-471/29297 dated 12 th September 2007	2	100	Maharishi Dayanand University, Rohtak
6.	HR-1273	Babu Anant Ram Janta College of Education, Kaul, VPO Kaul, Tehsil Kauthal, Distt. Kaithal, Haryana	B.Ed / 100	F.NRC/NCTE/HR-1273/2008/59902-08 dated 02 nd September 2008	2	100	Kurukshetra University, Kurukshetra
7.	HR-1672	Sandesh College of Education, VPO Karoli, Tehsil Kosli, Distt Rewari, Haryana	B. Ed/ 100	F.NRC/NCTE/HR-1672/162 Meeting/2010/25321-327 dated 09 th July 2010	2	100	Maharishi Dayanand University, Rohtak
8.	HR-516	Ganga College of Education, VPO Dujana, Tehsil Beri, Distt. Jhajjar – 124102	B. Ed/ 100	F.NRC/NCTE/F73/HR-516/23103-08 dated 02 nd August 2007	2	100	Maharishi Dayanand University, Rohtak
9.	HR-1070	Manav Rachna College of Education, Sector – 43, MREI Campus, Aravalli Hills, Delhi Faridabad Road, Faridabad, Haryana	M/ Ed/ 25	F.NRC/NCTE/F-7/HR-1070/2008/64381-387 dated 30 th September 2008	1	50	Maharishi Dayanand University, Rohtak
10.	HR-152	Chaudhary Devi Lal University, Sirsa, 125 055, Haryana	B. Ed / 100	F.NRC/NCTE/F-3/HR-152/2002/6463-6469 dated 14 th June 2002	2	100	Chaudhary Devi Lal University, Sirsa

उत्तर क्षेत्रीय समिति
राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)



Northern Regional Committee
National Council for Teacher Education
(A Statutory Body of the Government of India)

(University/State Govt.) shall also be required to verify the authenticity of the land & building documents as well as appointment of requisite teaching & non-teaching staff as per provisions of the NCTE Regulations, 2014 by the concerned institution before grant of affiliation to an institution.

8. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with statement of annual accounts duly audited by a Chartered Accountant.

9. The institution shall maintain & update its website as per provisions of NCTE Regulations and always display the following mandatory disclosure:-

- Sanctioned programme(s) along with annual intake in the institution.
- Names of the faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- Names of faculty members who left or joined during the last quarter.
- Names of students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.
- Fee charged from students.
- Available infrastructural facilities.
- Facilities added during the last quarter.
- Number of books in the library, journals subscribed to and additions, if any, in the last quarter.
- The affidavit with enclosures submitted along with application.
- The institution shall be free to post and additional information, if it so desires.

10. Any false or incomplete information on the website of the institution shall render the institution liable for withdrawal of recognition.

11. If the institution contravenes any of the above conditions or the provision of the NCTE Act, Rules, Regulations and Orders made and issued there-under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17(1) of the NCTE Act.

By Order,
(Dr. S. K. Chauhan)
Regional Director

Copy to:-

- The Principal/Correspondent of Institution/s concerned
- The Principal Secretary, (Higher Education) Govt. of Haryana, Haryana Government Secretariat, Chandigarh.
- The Secretary, Department of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi- 110001.
- The Registrar, Kurukshetra University, Kurukshetra, Haryana
- The Registrar, Maharishi Dayanand University, Rohtak, Haryana
- The US (Computer), National Council for Teacher Education, Hans Bhawan Wing-II, I, Bahadur Shah Zafar Marg, New Delhi- 110 002.
- Office Order file/ Institution file.

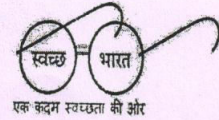
Regional Director

कार्यालय : चौथी मंजिल, जीवन निधी-II, एल.आई.सी. बिल्डिंग, अम्बेडकर सर्किल
भवानी सिंह मार्ग, जयपुर-302 005 (राजस्थान)
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चौधरी रणबीर सिंह विश्वविद्यालय, जीन्द
Chaudhary Ranbir Singh University, Jind
(Established by the State Legislature Act 28 of 2014)



No. CRSU/CB/2017/ 17036

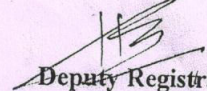
Dated 29/03/17

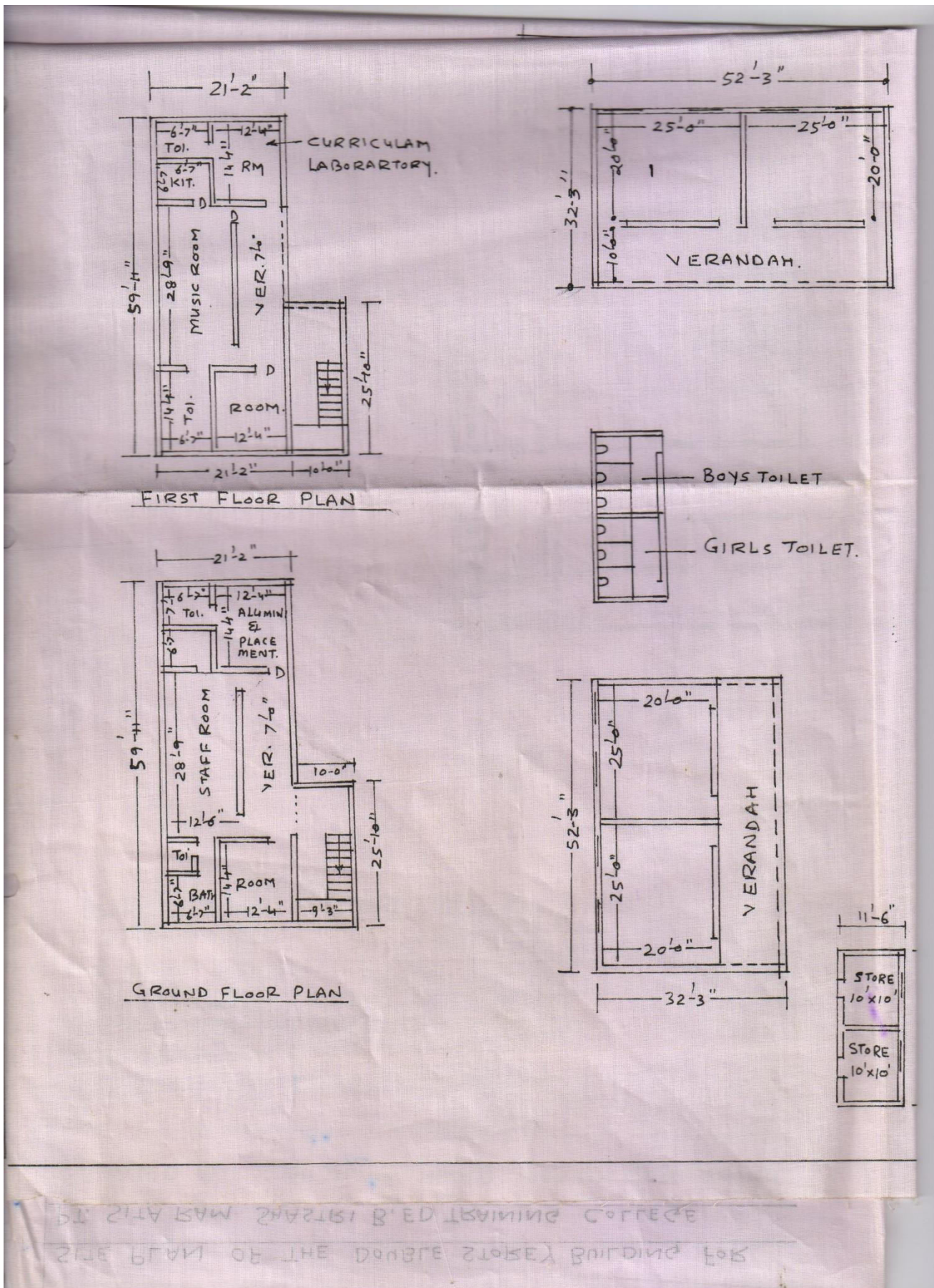
TO WHOM IT MAY CONCERN

This is to certify that Pt. Sita Ram Shastri B.Ed. Training College, Meham Gate, Bhiwani is Provisionally affiliated to the Chaudhary Ranbir Singh University, Jind from the session 2016-17 prior to this, it was affiliated to the M.D. University Rohtak. The following courses are being taught in the said college as per approval.

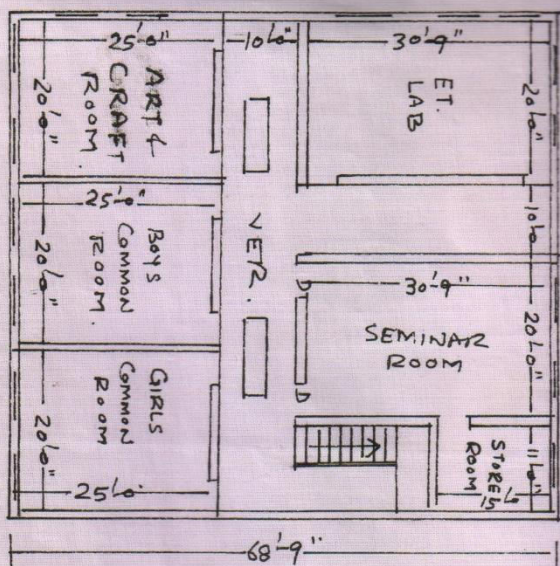
Sr. No.	Name of the Course	Affiliation Type	Period Validity for the Year(s)
1	B.Ed.	Provisional	2016-17

This certificate is being issued for the purpose of accreditation of NAAC.

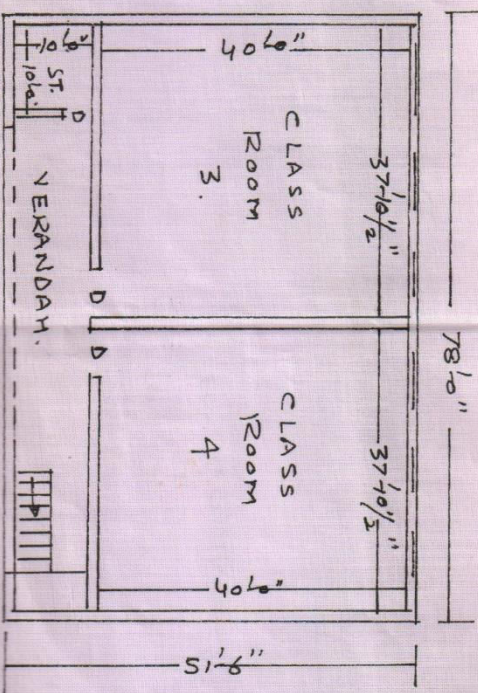
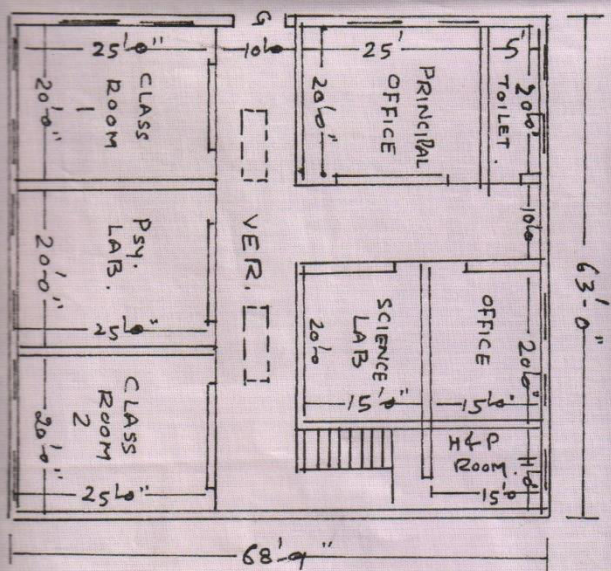

Deputy Registrar
For Dean of Colleges



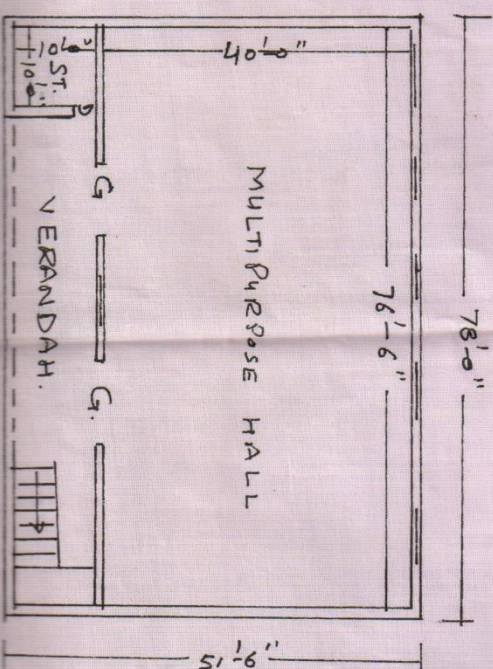
PT. SITA RAM SHASTRI B.ED TRAINING COLLEGE
 SITE PLAN OF THE DOUBLE STOREY BUILDING FOR



FIRST FLOOR PLAN



FIRST FLOOR PLAN



OWNER

TANE

BUILDING

Bed 1st Year 2016-17 12 Aug. 2016 to 31 May 2017
Manual for Self – Appraisal of Teacher Education Institutions
Mapping of Academic Activities of the Institution

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	
Admission and Orientation	█	█	█	█																																
Theory					█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	
Tutorials/ Seminars																																				
Sessional Work – Tests & Assignments																																				
Practical Work																																				
Preparation of Internship: Demonstration / Observation of lessons/ micro teaching/ simulations																																				
Practice Teaching/ Internship																																				
Co-curricular Activities																																				
Working with community/ project work																																				
End-Term Examination																																				

Note: A week is of six working days and a day is of six clock hours
 The table should cover the entire academic session and may be extended as per the requirement

B.Ed - IInd Year - 2016-2017
8 August to 31/5/2017

Manual for Self – Appraisal of Teacher Education Institutions

Mapping of Academic Activities of the Institution

Weeks	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	3	3	3	3	
										0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3
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Note: A week is of six working days and a day is of six clock hours
The table should cover the entire academic session and may be extended as per the requirement

NAAC for Quality and Excellence in Higher Education

Feedback From Practice Teaching School
Pt. Sita Ram Shastri B.Ed Training College, Bhiwani-127021, Haryana

Name of the School _____

Name of Incharge/Principal _____

Please rate the behavior of student teachers by putting a tick (✓) mark in the appropriate column.

Component	Unsatisfactory	Satisfactory	Good	V. Good	Excellent
Discipline among Student Teachers					
Punctuality of Student Teachers					
Mastery over Content of Student Teachers					
Use of Teaching Aids by Student Teachers					
Classroom Interaction of Student Teachers					
Attitude of Student Teachers					
Teaching Methodology of Student Teachers					

Q.1 What did you like most during the Teaching Practice Programme?

Q.2 Give Suggestions for Improvement of Teaching Practice Programme.

Signature with Stamp

self Appraisal Performa of teachers

Candidate's Name:

Father's Name :

Date of Birth :

Qualifications :

Paste Photo self
attested

S. No.	Examination/Degree	Year of Passing	Obtained Marks	Maximum Marks	% of Marks
1	Matric				
2	XII				
3	Graduation ()				
4	B.Ed.				
5	PG ()				
6	M.Ed.				
7	M. Phil. (Education)				
8	NET (Education)				
9	Ph. D. (Education)				

Note: Please bring the filled up format with accurate %age of Marks up to two decimal place.

Signature

Session: 2014-15**1. Details of the Publications by the faculty**

	Yes	No	Number
International Journals			
National Journals-			
(i) Referred papers			
(ii) Non-referred papers			
Academic articles in reputed magazines/newspapers			
Books			
Any other (specify and indicate)			

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

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

Number	
--------	--

3. Number of papers presented by the faculty.

National Seminars	
International Seminars	
Any other Academic Form	

4. Instructional materials developed by the faculty member

Self Instructional materials	
Print material	
Non-Print materials (e.g. Teaching Aids/ Audio-Visual, Multimedia etc.)	
Digitalized (Computer aided instructional materials)	
Question Bank	
Any Other (specify and indicate)	

5. Have you attend faculty improvement programme of the UGC/NCTE or any other recognized organization. If Yes, specify.

--

6. Research Development Programme attended by the faculty member.

7. Invited/Endowment lectures at the Institution.

8. Faculty participation in Conferences and Symposia.

	International	National	State
Attended			
Presented Papers			
Resource Persons			

9. Details on Research Publications.

	International	National	Others
Peer-reviewed Journals			
Non-Peer reviewed Journals			
E-Journals			
Conference Proceedings			

10. Details on impact factor of Publication

Range Average h-index Nos. in SCOPUS

11. No. of Books Published

(i) With ISBN No.

(ii) Without ISBN No.

(iii) Chapter in Edited Books

12. Revenue generated through consultancy (if any)



Government of India

Ministry of Human Resource Development

Department of Higher Education

Statistics Division

New Delhi

Certificate



Reference No. C-28088-2013

This is to certify that VIKAS SHARMA of PT. SITA RAM SHASTRI B.Ed TRAINING COLLEGE has successfully uploaded the data of All India Survey on Higher Education(AISHE) 2013-2014.

(B N Tiwari)

Deputy Director General

Dated: 15/02/2017



सत्यमेव जयते

Government of India

Ministry of Human Resource Development

Department of Higher Education

Statistics Division

New Delhi

Certificate



Reference No. C-28088-2014

This is to certify that VIKAS SHARMA of PT. SITA RAM SHASTRI B.Ed TRAINING COLLEGE has successfully uploaded the data of All India Survey on Higher Education(AISHE) 2014-2015.

(B N Tiwari)

Deputy Director General

Dated: 15/02/2017



सत्यमेव जयते
Government of India

Ministry of Human Resource Development

Department of Higher Education

Statistics Division

New Delhi

Certificate



Reference No. C-28088-2015

This is to certify that VIKAS SHARMA of PT. SITA RAM SHASTRI B.Ed TRAINING COLLEGE has successfully uploaded the data of All India Survey on Higher Education(AISHE) 2015-2016.

(B N Tiwari)

Deputy Director General

Dated: 15/02/2017

Certificate of Compliance

PT. Sita Ram Shastri B.Ed Training college

Bhiwani (Haryana)

This is to certify that PT. Sita Ram Shastri B.Ed Training College, Distt.- Bhiwani (Haryana) fulfils all norms.

1. Stipulated by the affiliating University.
2. Regulatory Council / Body (NCTE)
3. The affiliation and recognition (if applicable) is valid as on date.

In case the affiliation/ recognition are conditional, then a detailed enclosure with regards to compliance of conditions by the Institution will be sent.

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

In case the undertaking submitted by our Institution found to be false then the accreditation given by NAAC is liable to be withdrawn. The undertaking given to NAAC is also displayed on our Institution al website.

Place: Bhiwaani (HR)

(Mr. Vikas Sharma)

Signature

Date:29/03/2017

Head of the Institution

Seal

Note for implementation:

1. For those Institution s where visit are already scheduled this undertaking is to be submitted during the visit to the coordinator along with the enclosures, if any.
2. For those Institution s where visit are yet to be scheduled but SSR are with NAAC the Undertaking has to be submitted prior to the finalization of the visit.
3. For that Institution which is yet to submit SSR the undertaking has to be submitted along with SSR.

Achievements of the College Session 2016-17

Our Cultural Activities:

Every session start by doing HAWAN Ceremony ad blessing to our students are given by the president of institution Mr. Shiv Prakash Sharma. He also motivates our pupil teachers to make their future better.



HAWAN CEREMONY



Activity – 1

According to the provision of Chaudhary Ranbir Singh University, Jind
Our college organized **Talent Search Competition** which was held on 14 Oct, 2016
The list of position holders in different activities are given below:

Event - Speech

Sr. No.	Student's Name	Roll No.	Position
01	Shalu	12	1 st
02	Geeta	11	2 nd
03	Diksha	26	3 rd

Event – Singing

Sr. No.	Student's Name	Roll No.	Position
01	Seema	49	1 st
02	Shalu	12	2 nd
03	Rubi	24	3 rd

Event – Solo Dance

Sr. No.	Student's Name	Roll No.	Position
01	Priyanaka	25	1 st
02	Poonam	70	2 nd
03	Kanika	60	3 rd

Event – Mono Acting

Sr. No.	Student's Name	Roll No.	Position
01	Saloni	08	1 st
02	Nikki	54	2 nd
03	Sonia	15	3 rd

Event – Painting

Sr. No.	Student's Name	Roll No.	Position
01	Alisha	02	1 st
02	Prerna	21	2 nd
03	Onam	53	3 rd

Event – Poetical Symposium

Sr. No.	Student's Name	Roll No.	Position
01	Jyoti Sharma	43	1 st
02	Sonya	39	2 nd
03	Sonia	15	3 rd

Event – Mimicry

Sr. No.	Student's Name	Roll No.	Position
01	Munisha	14	1 st
02	Saloni	08	2 nd
03	Sumit	48	3 rd

Event – Quiz

Sr. No.	Student's Name	Roll No.	Position
01	Manoj, Baljeet, Jatin	92,89,87	1 st
02	Savita, Neha, Pooja	05,16,07	2 nd
03	Poonam, Renu, Diksha	70,03,26	3 rd

Event – Skit/Nukkad Natak

Sr. No.	Student's Name	Roll No.	Position
01	Sumit, Saloni, Onam, Jyoti, Munisha	48,08,53,46,14	1 st
02	Onam, Saloni, Jyoti, Sonia, Rubi	53,08,43,15,24	2 nd
03	Diksha, Jyoti, Nikki	26,43,54	3 rd



SKIT Presentation in Tenant Search Competition



Activity – 2

24 Oct, 2016 to 26 Oct, 2016 (Zonal Youth Festival M.D.U., Rohtak organized by Maharana Pratap Mahila Mahavidhyalya, Bhiwani)

In this festival, ten students participated in twelve Events & those students who have got position are given below:

Sr. No.	Student's Name	Roll No.	Events	Position
1.	Mini Sharma	09	Cartooning	1 st
2.	Hardeep	83	Photography	3 rd

Activity – 3

1ST University Youth Festival “ AAGAAZ” on occasion of Haryana Swarna Jyanti organized by Chaudhary Ranbir Singh University, Jind which was held from 21 Nov, 2016 to 23 Nov, 2016.

The list of position holders in different activities are given below:

Sr. No.	Student's Name	Roll No.	Events	Position
1.	Alisha Jawa	02	Claymodeling	1 st
2.	Baljeet, Manoj, Ranu	89,92,47	Quiz	1 st
3.	Priyanka	25	Rangoli	2 nd
4.	Divya	22	Photography	2 nd





Activity – 4

Our college students also participated in “Voice of unity” which was governed by honorable Chief Minister Mr. Manohar Lal Khattar in Tau Devi Lal Stadium Gurugram

List of participated students and teachers:

Sr. No.	Student's Name	Roll No.	Event
1.	Divya	22	Unison for VANDEY MANTRAM
2.	Neha	16	“
3.	Alisha	02	“
4.	Prerna	21	“
5.	Pooja	61	“
6.	Ranu	47	“



Talent Search Competition

College Trip

For every session, our college organizes trip for the developed of various aspects in our pupil teacher and for trip, Our college visit many time to different places to enhance culture knowledge of students.



EVG (Educational Vocational Guidance) Extension Activities

Activity – 1

An workshop conducted by **Mr. Ankur Gupta from K.M. College of Education, Bhiwani** on the topic “**CASHLESS TRANSACTION**” dated on 26.01.2017 in our college premises. In this lecture he informed and aware our students about the usage of PAYTM and net banking to make our India digital.

Activity – 2

An Extension lecture also conducted by **Mr. R.C. Punia Ex. Manager Ch. Dadri, Bhiwani** on the topic “**Personality development & how to prepare for interview**” dated on 27.02.2017 in our college premises. This lecture was also very informative for our pupil teachers.

Function Played by EVG

Under this cell we also provide information & guidance to our students related with their career like how to prepare for Interview, NET, HTET, SSC, HSSC EXAM, CTET, and also satisfied their queries.

By our college many magazines will be provided for the help of our students in preparation of competition exam list of the magazines are as followings:

1. India Today
2. Samsamyiki Mahasamar
3. Pratiyogita Today



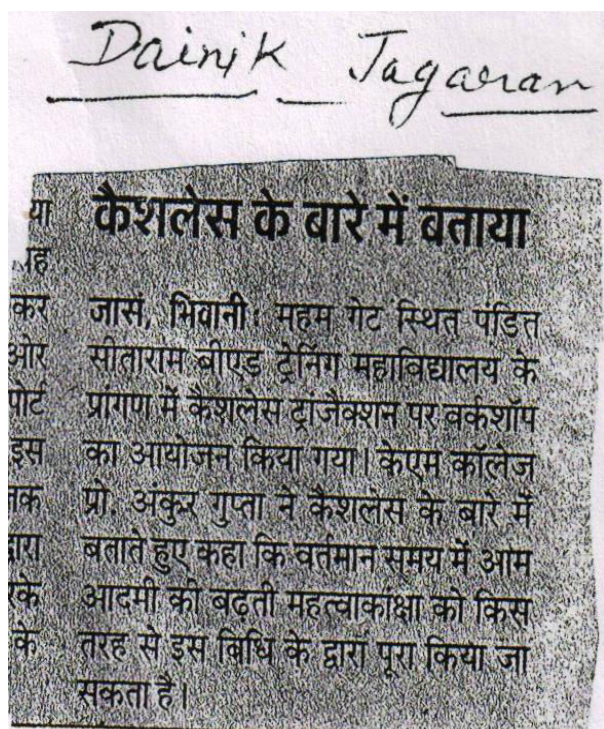
Extension Lecture by Mr. R. C Punia



Displayed Magazine News



Mr. Diwakar Vasisth Honored by College Principal



YOUTH RED CROSS ACTIVITIES

SESSION 2016-17

Activity – 1

Fifty Plants were Planted by Rotary Club in our college premises on 07 August, 2016 by Dr. Budhdev Arya President of Rotary Club. He told that Rotary club is celebrating the month of August as Plantation expedition month. On this day Mr. Anurag Sharma, Dr. P. K. Acharya Mr. Sajjan Gautam, Mr. S. K. Gerry was also planted many plants to aware our pupil teacher about this social activity.



Plantation to Save Environment

Under this cell, “Talent Search Competition” was organized in our college premises on 08 Oct, 2016 on the topic “ Rangoli (Flowers Design)” and Poster Making on Terrorism.

List of position holders in these activities are given below:

Event Poster Making

Sr. No	Student's Name	Roll No.	Position
1	Alisha	2	1 st
2	Onam	53	2 nd



Activity – 2

Under this cell, “Talent Search Competition” was organized in our college premises on 08 Oct, 2016 on the topic “ Rangoli (Flowers Design)” and Poster Making on Terrorism.

List of position holders in these activities are given below:

Event - Rangoli

Sr. No.	Student's Name	Roll No.	Position
01	Priyanka	25	1 st
02	Ranu	47	2 nd
03	Seema	30	3 rd



Participated Students in Rangoli Competition

Activity – 3

Under this cell, World AIDS Day was celebrated by organizing, “ Rally and Slogan Writing Competition “ on 01.12.2016 in our college premises to aware pupil teachers about AIDS. The List of position holder students in this competition is given below:

Event- Slogan Writing

Sr. No.	Student's Name	Roll No.	Position
1.	Divya	22	1 st
2.	Prerna	21	2 nd
3.	Rubi	24	3 rd



Rally on World AIDS Day

Activity – 4

Under this cell, First Training Camp of five days programme was conducted by Mr. Rajender Kumar the member of First AID & Home Nursing of Red Cross Society from 23.12.2016 to 27.12.2016 for the benefits of our pupil teacher in future how to save our self from casual incidents and Disaster Management.



First AID Training Camp by Mr. Rajender Kumar

Activity – 5

Under this cell, an **Extension Lecture** was conducted by **Dr. Ved Prakash Chhabra** Assistant Prof. from Govt. College of Education, Bhiwani on the topic “ **Solar Energy- an Inexhaustible & Pollution Free Source of Energy** ” Dated on 06.02.2017 in our college premises and also organized a **Poster Making** competition on the topic “ **Save Electricity & Use of Solar Energy** ” on 07.02.2017. Those students who have got Position in this competition as per following:

Sr. No.	Student's Name	Roll No.	Position
1	Alisha	2	1 st
2	Prerna	21	2 nd
3	Rubi	24	3 rd

Activity – 6

Under this cell, SWACHHTA ABHIYAN which was implemented by honorable Prime Minister Sh. Narendra Modi also held in our college premises on 07.03.2017 to make our country clean and beautiful. This was a very short step which was taken by our institution with the participation of B.Ed. 1st Year and 2nd Year Students to complete to purpose of the Prime Minister.



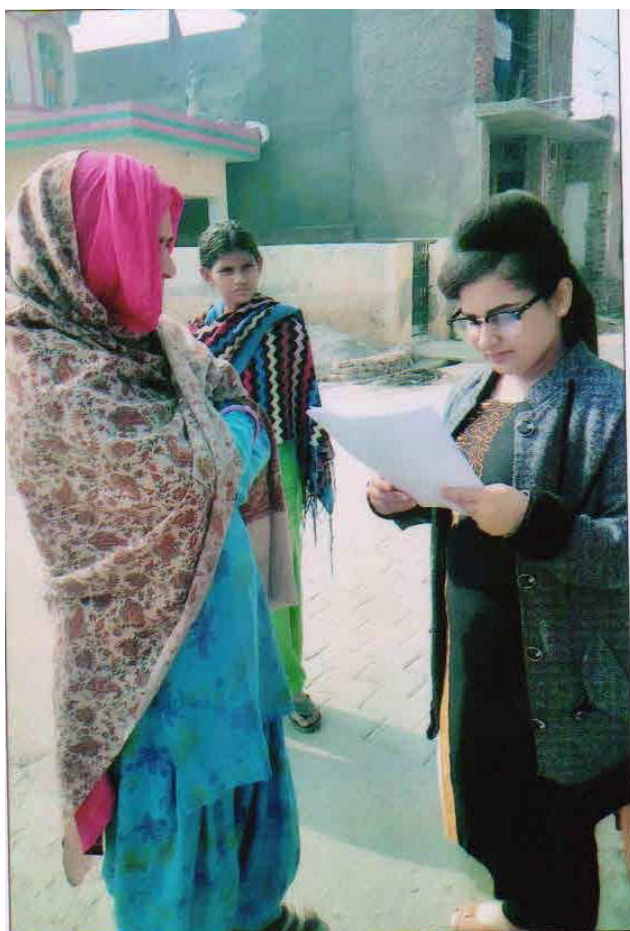
Coperation of Students in Swachhta Abhiyan

Project with Community

Session 2016-17**Task -1****College in Society (B.Ed. 1st Year)**

Our College conducted a survey of one week programme in the village Paluwas w.e.f. 05-12-2016 to 12-12-2016. The various project work were completed as per following schedule:

Date	Project work
05.12.2016	Beti Bachao Beti Padhao
06.12.2016	Beti Bachao Beti Padhao
07.12.2016	Prevention of Dengue
08.12.2016	Prevention of Dengue
09.12.2016	Awareness about open Defecation
10.12.2016	Awareness about open Defecation
11.12.2016	Sunday
12.12.2016	Meeting with Sarpanch



College Students in Village Paluwas to Aware Villagers



Village Paluwas Sarpunch Honored by College

Task-2

College in School

Our college also conducted one week programme in Seth Kirorimal Govt. Sr. Sec. School, Bhiwani w.e.f. 16.02.2017 to 25.02.2017 to observe Mid-day Meal, Sarva Shiksha Abhiyan and Teaching Methods of school teachers, Edu-com classes and also visit in rehabilitation center.

List of schedule is given below:

Date	Programme
16.02.2017	Observation of Teaching Methods
17.02.2017	Monitoring of Mid-day Meal
18.02.2017	Observation of Sarva Shiksha Abhiyan
19.02.2017	Sunday
20.02.2017	Observation of Edu-com classes
21.02.2017	Holiday
22.02.2017	Observation of Edu-com classes
23.02.2017	Holiday
24.02.2017	Holiday
25.02.2017	Visit in Adarsh rehabilitation center





Monitoring of Mid-day Meal by Pupil Teachers Visit to Rehabilitation Center

Legal Literacy Cell Activities

Session 2016-17

Sr. No	Date	Activites	Title/Topic
1	13.08.2016	Quiz Contest (B.Ed II year)	History of India from 1857 to 1947
2	02.09.2016	Essay writing Competition (B.Ed I year)	Kushal Bharat Kausal Bharat
3	05.09.2016	Celebration of Teachers Day (B.Ed I Year) Event Speech	Role of Teachers in Present Scenario
4	14.09.2016	Poetic Recitation Competition (B.Ed I year)	Hindi ki Mahima
5	28.10.2016	Essay writing Competition, Rally & Declamation (B.Ed I Year)	National Voter Day
6	25.11.2016	Extension Lecture (B.Ed I year)	Internal Security of India & Role of Security Forces by Mr. Davender Sharma
7	24.01.2016	Essay Writing Competition Slogan writing Competition Debate (B.Ed I & II Year)	Distt. Level Competition
8	09.02.2017	SRS Fest-2 “ Prathibha “ (B.Ed I & II year) Events like Slogan Writing, Rangoli, Painting Pot Making, Speech, Poetic Recitation, Sanskrit Shaloka Uccharan, Best out of waste, Poster Making, Play Modeling	State Level Competition
9	09.03.2017	Debate Competition on Social Issue “untouchablity”	Distt. Welfare Association

Cultural activities under Legal Literacy Cell









Placement cell Activities

Session: 2016-2017

Sr. No	Date	Activities	Resource Persons	Designation
1	18/11/16	Extension lecture on opportunities after B.Ed.	Dr.Somender Sharma	Head placement cell,B.L.J.S Tosham
2	27/02/16	Opportunities after B.Ed.	Mr. R.C.Punia	Ex.Bank Manger
3	21/03/16	Mock interview for B.Ed 2 nd year students	Dr. Rajiv Kumar Dr. Mukesh Yadav Mr. Dharmender Sh. Himanshu Dr. Ved Prakash Mrs. Kalpna	K.M. college Bhiwani. Govt. College of Edu. Bhiwani Public school Bal Bhawan, Bhiwani. Haryana Shekhawati Aashram, Bhiwani. Govt. college of Edu. Bhiwani. PTSRS college of Edu. Bhiwani.
3	25/03/16	Campus placement interview	Principal Principal Principal Principal Principal Principal	1. Pt.Sita Ram Shastri girls sr.sec school Bhiwani. 2. Public school Bal Bhawan Bhiwani. 3. Modern High school Bhiwani. 4. Shishu Bharti High school.Bhiwani. 5. Vidyantriksh school Bhiwani. 6. Dronacharya Shiksha Niketan .Bhiwani. 7. Smile Public school.





Placement/ Campus Interview

Session: 2016-2017

School Name:-

1. Pt. Sita Ram Shastri Girls Sr. sec school, Bhiwani.
2. Public school BaL Bhawan, Bhiwani.
3. Modern high school, Bhiwani.
4. Shishu Bharti high school, Bhiwani.
5. Vidyantriksh Public school, Bhiwani.
6. Dronacharya Shiksha Niketan, Bhiwani.
7. Smile Public School.

Sr.No	School Name	Roll No	Name	Subject	Designation
1	Pt. Sita Ram Shastri Girls Sr. sec school, Bhiwani.	13 26 27	Parul Lalita kavita	Chemistry Science English	PGT TGT PGT
2	Public school BaL Bhawan, Bhiwani	48 13	Priyanka Parul chemistry	PRT PGT
3	Modern high school, Bhiwani	92 05 06 78 28	Vivek Jyoti Neelam Ankur Devshriree	English Science Math Comp.sci S.S	TGT TGT TGT TGT TGT
4	Shishu Bharti high school, Bhiwani	84 27	Laxmi Kant Kavita	S.S English	TGT TGT
5	Vidyantriksh Public school, Bhiwani	62 02	Pooja Alisha	English Art & Craft	TGT TGT
6	Dronacharya Shiksha Niketan, Bhiwani	04 78 11	Raman Ankur Seema	Science Comp.Scie Maths	TGT TGT TGT
7	Smile Public School	82 54 41 33 32	Arvind Neha Manisha Kajal Richa	English S.S English S.S Comp.Sci.	TGT TGT TGT TGT TGT





Campus Interview by Dronacharya Sheksha Nektan School

Vidyatriksh School Principal Honored by College Principal

Our Academic Achievements of Last Three Years

Session: 2012-2013

Top Ten Students 2012-2013

Sr No	Roll no	Name of the Students	Marks
1	66	Pratima Sharma	757
2	37	Jasmine Kaur	749
3	68	Priyanka	743
4	90	Sujata Kumari	738
5	41	Sangeeta	736
6	09	Manisha Rani	733
7	42	Geetika Moudgil	729
8	67	Saweta	728
9	30	Nupur	723
10	31	Poonam Sharma	720
10	91	Pooja	720

Merit=1

Session: 2013-2014

Top ten students 2013-2014

Sr No	Roll no	Name of the Students	Marks
1	14	Reena	760
2	37	Ritu	749
3	9	Priti Rani	746
4	28	Shikha	744
5	98	Shilpa Rani	742
6	56	Priyanka	741
7	49	Jyoti	740
8	04	Preeti Kaushik	739
9	54	Richa	736
9	40	Soniya	736
10	10	Ruchi Bhardwaj	735

Merit=1

Session: 2014-2015
Top ten students 2014-2015

Sr No	Roll no	Name of the Students	Marks
1	17	Monika	778
2	47	Sonia	770
3	19	Nainsi	757
4	42	Kamiya	756
5	28	Rekha	744
6	20	Rina Kumari	734
7	35	Sonal	729
8	30	Sweeta	728
9	23	Smriti Virmani	726
10	22	Rakhi	725
10	60	Deepika Joon	725

Merit =4

MILE STONES OF THE COLLEGE

- SRS FEST PARTIBHA MILES STONE OF THE COLLEGE (STATE LEVEL COMPETITION)is organized by our college every year .In this competition 150 Students of different colleges of different districts performs in different events like speech, poetic recitation (hindi and English),Clay modeling, best out of waste, poster making ,p.p.t, rangoli , preparation of teaching aids etc. those student who got position in this fest session 2016-17 the list are given below:-**

Sr.no.	Events	Name of the college	Name of the students	Positions
1	Slogan writing	K.M.College of education	Amarsingh	1 st
	“	Govt. College Bhiwani	Hritu shree	2 nd
	“	Pt.Sita ram shastri B.Ed training college	Seema	3 rd
2	Poetic recitation(Eng.)	K.M.College of education	Neha	1 st
	“	Pt.Sita ram shastri B.Ed training college	Kavita	2 nd
	“	Rajiv Gandhi college for women Bwn.	Kusum	3 rd
3	Declamation (Eng.)	Rajiv Gandhi college	Anju	1 st
	“	K.M.College of education	Meenu makhija	2 nd
	“	Pt.Sita ram shastri B.Ed training	Seema kaushik	3 rd

		college		
4	Declamation(Hindi)	Govt. College of education Bhiwani	Sandeep	1 st
	“	Govt. College Bhiwani	Ritu	2 nd
	“	K.M.College of education	parul	3 rd
5	Poetic recitation (hindi)	Govt. College Bhiwani	Karan	1 st
	“	Gaur Brahman college of edu.Rohtak	Sakshi	2 nd
	“	Govt.College for women, bawanikhera	Shammy	2 nd
	“	A.M.M.B	Anju	3 rd
6	Sanskrit shaloka uccharan	K.M.College of education	Himanshu	1 st
	“	Vaish college bhiwani	Rekha	2 nd
	“	Govt.college bhiwani	Karan	2 nd
	“	Gaur Brahman college of edu.Rohtak	Parveen	3 rd
7	Rangoli	A.M.M.B	Priya	1 st
	“	Vaish arya kanya siksha mahavidlya bahadurgarh	Kavita	2 nd
	“	St.Roshan lal college of	Kiran bala	2 nd

		edu. dhanimahu		
	“	M.P.College of edu.Bwn.	Neha	3rd
8	Painting	Rajiv Gandhi college	Suman	1 st
		A.M.M.B	Anju	2 nd
		Govt.college bhiwani	Tammna	3 rd
9	Best out of waste	G.C.E.Bwn.	Ashu	1 st
	“	A.M.M.B	Megha gupta	2 nd
	“	Pt.Sita ram shastri B.Ed training college	Pooja yadav	2 nd
	“	Vaish arya kanya siksha mahavidlya	Kusum	3rd
10	Pot decoration	G.C.E.Bwn	Prachi jain	1 st
	“	Gaur Brahman college of edu.Rohtak	Yogita	2 nd
	“	Pt.Sita ram shastri B.Ed training college	Sonia	3 rd
11	P.P.T	Gaur Brahman college of edu.Rohtak	Kiran	1 st
	“	Pt.Sita ram shastri B.Ed training college	Laxmikant	2 nd
	“	M.P.College of edu.Bwn.	Usha	3 rd
12	Clay modeling	A.M.M.B	Nisha	1 st
	“	Govt.college	Nitin	1 st

		bhiwani		
	“	Pt.Sita ram shastri B.Ed training college	Alisha	2 nd
	“	Rajiv Gandhi college	Nishu	2 nd
	“	Govt.College for women, bawanikhera	Suman	3 rd
13	My dream teaching aids	Pt.Sita ram shastri B.Ed training college	Mamta	1 st
	“	Vaish arya kanya siksha mahavidlya	Priya	1 st
	“	Gaur Brahman college of edu.Rohtak	Khushboo	2 nd
	“	St.Roshan lal college of edu. dhanimahu	Jyoti	3 rd

Speech by S.K.Gakhar (V.C. of C.B.L.U.Bwn.)





Best out of Waste



Pot Decoration

Clay Modeling



Inauguration Of New library and interlocking marg by the President of institution Shri. Shiv Prakash Sharma.





Women cell Activity

Activity-1

1. Extension lecture by Mr.Mahipal Singh Arya (social worker) on the occasion of “Women Police Day” on the topic “MARTYR is the real wealth of a country” on dated 27-08-2016. In his lecture ,he told about role of women in freedom social work and in every field of life .



Activity -2

2. Extension lecture by Dr.Rajeev kumar assistant professor in K.M. college of Education on the topic “Women empowerment and yoga” on dated 27-01-2017.In his lecture he told about women rights and benefits of yoga.



Extension Lecture By Dr. Rajeev Kumar

Activity –3

State level workshop organized by our college to celebrate international women day on dated 08-03-2017. In this workshop Dr. Aparna Batra Associate professor in Adarsh Mahila Mahavidalya, Dr. Rashmi Bajaj associate professor in vaish college bhiwani and Dr. Sunita arya associate professor in cr.college of education Rohtak are resource person in their lecture .They are introduce the role of women and status of women in present scenario. Women empowerment is to empower women by promoting their participation in all areas and setors to build stronger Economics improve their qualities of life.



**Workshop conducted By Resource
(Morning Session) Dr. Aparna Batra**



Workshop conducted By Resource (Morning Session) Dr. Rashmi Bajaj

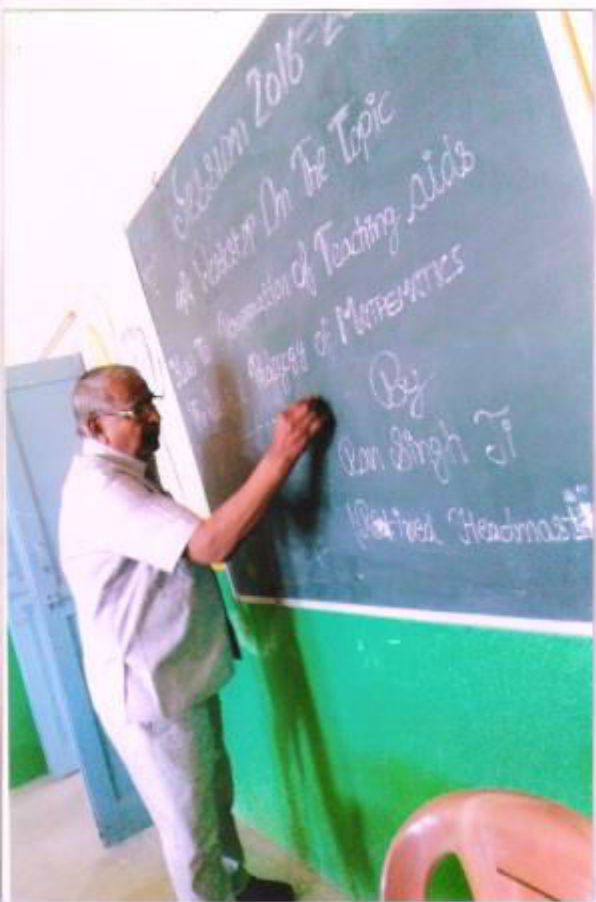


Workshop conducted By Resource (Evening Session) Dr. Sunita Arya

Workshop on Preparation of Teaching Aids.

- ❖ Our College Organized workshop which is conducted by Mr. Ran Singh on the topic “Preparation of Teaching Aids & Flash Cards for Pedagogy of Maths, English and Hindi dated on 18.01.2017 for the benefits of our pupil Teachers.

- ❖ Our college also organized a workshop Which is conducted by Mr.Ransingh Rtd. Headmaster, on the topic “preparation Of Teaching Aids” in session 2016-17 to inform our students, how to use waste material to make their teaching effective .





Co-Curricular Activity

2nd Athlete meet (session 2015-16)

Sr. no.	Name	Roll. No.	Events	Position
1	Monika	83	Matki race (female)	1 st
2	Raman	78	Matki race (female)	2 nd
3	Seema	22	Matki race (female)	3 rd
4	Meena	84	Simple race (female)	1 st
5	Monika	83	Simple race (female)	2 nd
6	Sangeeta	45	Simple race (female)	3 rd
7	Lalita	07	Simple race (female)	3 rd
8	Shiv	49	Race (100m)male	1 st
9	Rakesh	61	Race (100m)male	2 nd
10	Gautham	71	Race (100m)male	3 rd
11	Ritu	76	Lemonspoon race(female)	1 st
12	Meena	84	Lemonspoon race(female)	2 nd
13	Reena	99	Lemon spoon race(female)	2 nd
14	Seema	36	Lemon spoon race(female)	3 rd
15	Mamta	28	Lemon spoon race(female)	3 rd
16	Gautham	71	Lemon spoon race(female)	1 st
17	Meena	84	Sack race(female)	1 st

18	Sangeeta	45	Sack race(female)	2 nd
19	Manisha	47	Sack race(female)	3 rd
20	Ankur	98	Sack race(male)	1 st
21	Hardeep	50	Sack race(male)	2 nd
22	Shiv	49	Sack race(male)	3 rd
23	Hardeep	50	Shot-put	1 st
24	Naresh	70	Shot-put	2 nd
25	Gautham	71	Shot-put	3 rd
26	Seema	90	Long jump(female)	1 st
27	Meena	84	Long jump(female)	2 nd
28	Pinki	91	Long jump (female)	3 rd
29	Shiv	49	Long jump (male)	1 st
30	Hardeep	50	Longjump(male)	2 nd
31	Rakesh	61	Long jump(male)	3 rd

Kho- kho (Winner team-B)

Sr.No.	Name	Roll.no.
1	Kavita	56
2	Kajal	69
3	Reena	73
4	Ritu	76
5	Raman	78
6	Monika	83
7	Meena	84
8	Seema	90
9	Minakshi	100

Overall trophy Winner

Best female athlete

1.Meena (84)

Best male athlete

2.Shiv(49)





Matki - Race



