

ADARSH SUBHASH TAYAL COLLEGE OF EDUCATION

**HANSI
DISTT - HISAR (HARYANA)**



SELF APPRAISAL REPORT

SUBMITTED TO

**NATIONAL ASSESSMENT AND ACCREDITATION
COUNCIL NAGARABHAVI, BANGALORE**

PREFACE

We are extremely happy to submit this Self Appraisal Report of **Adarsh Subhash Tayal College of Education, Hansi, Distt. Hisar (Haryana)** to the **National Assessment and Accreditation Council, Bangalore** for **Assessment and Accreditation**.

We have been extremely thankful to **NAAC** first for considering our college worthy for **Assessment**.

The management of the society along with its supporting staff prepared the **Self Appraisal Report (SAR)**.

We know the importance of **Self Appraisal Report** in the entire process of accreditation by **NAAC**. Our analysis therefore, has been fairly objective. We have arranged our findings in a narrative manner and have supported it by information collected in a mathematical manner. Our achievements, our misjudgment, our future projects and plans have been arranged under the relevant criteria.

CONTENTS

SELF-APPRAISAL REPORT		
Sr. No.	INSTITUTIONAL DATA	Page No.
1.	Profile of the Institution	1
2.	Criterion I: Curricular Aspects	3
3.	Criterion II: Teaching, Learning & Evaluation	5
4.	Criterion III: Research, Consultancy and Extension	8
5.	Criterion IV: Infrastructure and Learning Resources	11
6.	Criterion V: Student Support and Progression	15
7.	Criterion VI: Governance and Leadership	19
8.	Criterion VII: Innovative Practices	23
THE EVALUATIVE REPORT		
9.	Executive Summary	24
10.	Criterion I: Curricular Aspects	35
11.	Criterion II: Teaching, Learning & Evaluation	43
12.	Criterion III: Research, Consultancy and Extension	52
13.	Criterion IV: Infrastructure and Learning Resources	58
14.	Criterion V: Student Support and Progression	65
15.	Criterion VI: Governance and Leadership	74
16.	Criterion VII: Innovative Practices	85
17.	A Brief Note on Teacher Education Scenario in The State	89
18.	Declaration by the Head of the Institution	90
19.	Enclosures	91

Profile of the institution

1	Name and address of the Institution	:	Adarsh Subhash Tayal College of Education, Hansi (Hisar)
2	Website URL	:	www.astcollege.org.in
3	For Communication	:	astcollege@gmail.com

Office

Name	Telephone Number with STD Code	Fax No.	E-Mail Address
Head / Principal Dr. JAI PRAKASH	01663-254290	01663-259285	jaiprakash718@gmail.com
Self appraisal Coordinator MR. DAYANAND	01663-254290	01663-259285	dbishnoi1977@gmail.com

Residence

Name	Telephone number with STD Code	Mobile
Head / Principal Dr. JAI PRAKASH	01663-254290	09812442372 09728098203
Self appraisal Coordinator MR. DAYANAND	01663-254290	09467315791

4. Location of the Institution: URBAN

Any other (specify and indicate) NIL

5. Campus area in acres: 1.743 ACRE

6. Is it a recognized minority institution?

No

7. Date of establishment of the institution:

Month	Year
September	2008

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

Kurukshetra University Kurukshetra (Haryana)

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

2F

Month	Year
N/A	N/A

12B

Month	Year
N/A	N/A

10. Type of institution

a. By funding

1. Self- financed

b. By Gender

1. Co-Education

c. By Nature

1. Affiliated College

NO

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

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

Sl. No	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of Instruction
1	Secondary	B.Ed.	UG /PG Degree	Degree	2 Year	English & Hindi

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

Level	Programmer	Order no and date	Sanctioned Intake
Secondary	B.Ed	NRC/NCTE/HR-1588/59762 Dt. 02/09/2008	100
Total Intake			100

(B) Criterion – Wise inputs

Criterion I -Curricular Aspects

1. Does the institution have a stated

Vision

YES

Missio

YES

Values

YES

Objectives

YES

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

YES

- a) How many programmes? :

01

- b) Fee charged per programme.

B.Ed – Rs. 44000/-

3. Are there Programmes with semester system?

N/A

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

YES

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

N/A

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

5 Compulsory + 3
Practical + 2 Optional

6. Are there any Programmer offered in modular form?

NO

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

YES : 01

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

YES 05

There are five visiting faculty.

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

1 Heads of practice teaching schools

YES

2 Academic peers

YES

3 Alumni

YES

4 Students

YES

5 Employers

YES

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

2 YEAR

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

NO

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

YES

02

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

YES

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

YES

Criterion II -Teaching -Learning & Evaluation

1. How are students selected for admission into B.Ed 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

NO
NO
NO
NO
YES
NO

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

a) Date of start of the academic year	01/09/2014
b) Date of last admission	14/10/2014
c) Date of closing of the academic year	28/08/2015
d) Total teaching days	210
e) Total working days	276

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.(2013-14)	18	82	100	08	32	40	10	50	60
B.Ed.(2014-15)	21	79	100	15	39	54	06	40	46
B.Ed.(2015-16)	10	57	67	06	20	26	04	37	41

4. Are there any overseas students?

If yes, how many?

NA

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

Rs. 11044/-

a) Unit cost excluding salary component

Rs. 32955 /-

b) Unit cost including salary component

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

	Open		Reserved SC/ST	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed. (2014-15)	85%	50.41%	66.91%	45.55%

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

YES

8. Does the institution develop its academic calendar?

YES

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching (Including pre -practice teaching days)	Practicum	Dissertation
B.Ed.	60%	40%	-	-

10. Pre-practice teaching at the institution

a)	Number of Pre-practice teaching days allotted by the Institution	26
b)	Minimum number of pre-practice teaching lessons given by each student	26
c)	Discussion lesson after practices teaching	02

11. Practice Teaching at School

a)	Number of schools identified for practice teaching	10
b)	Total number of practice teaching days	22
c)	Minimum number of practice teaching lessons given by each student	34

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

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

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

YES

14. Does the institution provide for continuous evaluation?

YES

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

Programmes	Internal	External
B.Ed.	20 %	80 %

16. Examinations

0

1

- a) Number of sessional tests held for each paper

0

1

- b) Number of assignments for each paper

0

1

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

Computers	YES
Internet	YES
Software/courseware(CD's)	YES
Audio resources	YES
Video resources	YES
Teaching Aids and other related materials	YES
Any other(specify) LCD, OHP & P.A	YES

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

YES

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

YES

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

Optional

Criterion III -Research, Consultancy & Extension

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

Number	10	5	50%
--------	----	---	-----

2. Does the Institution have ongoing research projects?

NO

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

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

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

NILL

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

Teachers are given study leave	YES
Teachers are provided with seed money	YES
Adjustment in teaching schedule	YES
Providing secretarial support and other facilities	YES
Any other (Incentive granted for acquiring additional research degree, Internet facilities, Library facilities)	YES

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

YES

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

a.	Ph.D	03
b.	M. Phill	---

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

YES

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

International Journals	-
National Journals – Referred Papers – Non-referred Papers	YES
Academic articles in reputed magazines / news papers	YES
Books	YES
Any other (Specify and indicate)	-
Articles in various magazines	

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

YES

Number 04

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

	Presented		Participated	
	Staff	Students	Staff	Students
National Seminars	4	Nil	10	20
Academic Forum	2	Nil	05	12

11. What types of instruction materials have been developed by the institution?
(Mark **YES** for positive response and **NO** for negative response)

Self-instructional materials	YES
Print Materials	NO
Non Print Materials	YES
Digitalized (Computer aided instructional materials)	YES
Question Bank	YES
Any Other (Specify and Indicate) Art & Craft	YES

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

YES

If yes, indicate the nature of the post.

Additional charge — **ART & CRAFT INSTRUCTOR**

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

NO

(Note: not applicable for one year professional degree course)

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

NO

15. Number of other curricular / co-curricular meets organized by other academic agencies / NGOs on campus / First Aid Course

Number 01

16. Does the institution provide consultancy services?

YES

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

Only free consultancy is provided

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

Local level	YES
State level	NO

Criterion IV -Infrastructure & Learning Resources

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

3844 Sq. Mts

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

a)	Methods Lab	YES
b)	Psychology Lab	YES
c)	Science Lab	YES
d)	Educational Technology Lab	YES
e)	Computer Lab	YES
f)	Workshop for preparing teaching aids	YES
g)	Language Lab	YES
h)	S.St Lab	YES

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

30

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

Rs-50000/-

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

Rs.48551/-

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

Rs.66323/-

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

97800

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

YES

9. Total number of posts sanctioned

	Open		Reserved	
	Male	Female	Male	Female
Teaching	03	02	04	01
Non Teaching	02	01	03	03

10. Total number of posts vacant

	Open		Reserved	
	Male	Female	Male	Female
Teaching	Nil	Nil	-	-
Non Teaching	Nil	Nil	-	-

11. a. Number of regular and permanent teachers:
(Gender –wise)

Open		Reserved	
M	F	M	F
03	02	04	01

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

NA

c. Number of teachers from

Same state	05
Other state	05

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed	1:10

13. a. Administrative staff

Open		Reserved	
M	F	M	F
01	01	-	-

b. Technical Assistants

Open		Reserved	
M	F	M	F
01	-	-	-

14. Ratio of teaching & non - teaching staff

10:09

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

44.61

16. Is there an advisory committee for the library?

17. Working hours of the Library

On working days 08 hours

On holidays 05 hours

During examinations 08 hours

18. Does the library have an Open access facility?

YES

19. Total collection of the following in the library

A	BOOKS	Quantity
(i)	Textbooks	6661
(ii)	Reference books	1080
(iii)	General books	800
B	Magazines	10
C	Journals Subscribed	
(i)	Indian Journals	01
D	Back Volumes of journals	01
E	E-information resources	
(i)	Online journals	02
(ii)	CDs/ DVDs	50
(iii)	Videocassettes	05
(iv)	Audio cassettes	10

20. Mention the Total carpet area of the Library (in sq. Mts)

100.38 sq meter

Seating capacity of the Reading room

50

21. Status of automation of Library Fully automated

YES

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

Circulation	YES
Clipping	YES
Bibliography Compilation	YES
Reference	YES
Information Display & Notification	YES
Book Bank	YES
Photo Copying	YES
Computer and Printer	YES
Internet	YES
Online Access Facility	YES
Inter library Borrowing	YES
Power Backup	YES
User Orientation / Information literacy	YES
Any other (Air Conditioned)	YES

- 23 Are students allowed to retain books for examinations? **YES**
- 24 Furnish information on the following
- Average number of books issued/returned per-day **30**
- Maximum number of days books are permitted to be retained
- By students **YES**
- By faculty **YES**
- Maximum number of books permitted for issue
- By students **06**
- By faculty **02**
- Average number of users who visited/consulted per month 130
- Ratio of library books (excluding textbooks and Book bank facility) to the number of students **1:666** enrolled.
25. What is the percentage of library budget in relation to total budget of the institution? **20%**
26. **Provide the number of books /journals/periodicals that have been added to the library during the last three years and their cost.**

YEAR	I (2012-2013)		II (2013-2014)		III (2014-2015)	
Categories	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	330	36852	320	36542	200	20050
Reference books	40	8596	40	8860	25	3809
Journals / periodicals	13	1375	11	1375	11	5500
General books	155	4050	130	2540	26	815

Criterion V -Student Support & Progression

2011. Programme wise “dropout rate” for the last five batches

Programmes	2010-11	2011-12	2012-13	2013-14	2014-15
B.Ed.	00	00	00	04	02

2. Does the institution have the tutor-ward/any similar mentoring system? **YES**

If yes, how many students are under the care of a mentor/tutor? : **04 STUDENTS**

3. Does the institution offer Remedial instruction? : **YES**

4. Does the institution offer Bridge course? **NO**

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

	UG			
Year	2012-13	2013-14	2014-15	-
Pass Percentage	78	91.66	74.48	-
Number of first classes	50	68	66	-
Number of distinctions	-	-	-	-
Exemplary performances	The Ranks for the B.Ed Degree examination No			

6. Number of students who have passed competitive examinations during the last three years.

	2012-13	2013-14	2014-15
NET	05	07	06
SLET/SET	-	-	03
TRB	-	-	-

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

Financial Aid	I (2007-08)	II (2008- 09)	III (2009- 10)	III (2010- 11)
Merit Scholarship	-	-	-	-
Merit-cum-means scholarship	-	-	-	-
Fee concession	-	-	-	-
Loan facilities	-	-	-	-
Any other specify and indicate				

8. Is there a Health Centre available in the campus of the institution? : **YES**
9. Does the institution provide Residential accommodation for:
- Faculty **YES**
- Non-teaching staff **YES**
10. Does the institution provide Hostel facility for its students? **NO**
- If yes, number of students residing in hostels
- | | |
|-------|------|
| Men | ---- |
| Women | ---- |
11. Does the institution provide indoor and outdoor sports facilities?
- Sports fields **NO**
- Indoor sports facilities **NO**
- Gymnasium **NO**
- YES**
12. Availability of rest rooms for Women. **YES**
13. Availability of rest rooms for men. **YES**
14. Is there transport facility available? **YES**
15. Does the Institution obtain feedback from students on their Campus experience? **YES**
16. Give information on the Cultural Events (Last year data) in which the institution participated/organized.

	Organised			Participated		
	No	Number		Yes	No	Number
Inter-collegiate	-	-	Nil	Yes	-	03
Inter-university	-	-	Nil	-	-	Nil
National	-	-		-	-	-
Inter Institutions Cultural Programmer	-	-	Nil	Yes	-	04

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	Sports Meet Students Participated	Nil
Regional	Sports Meet Students Participated	-
Inter Institutions Tournament	yes	Yes

18. Does the institution have an active Alumni Association? :

YES

If yes, give the year of establishment:

2012

19. Does the institution have a student Association/Council? :

YES

20. Does the institution regularly publish a college magazine? :

YES

(Proposed publication in current Year) :

21. Does the institution publish its updated prospectus annually? :

YES

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

	2012-13(%)	2013-14 (%)	2014-15 (%)
Higher studies	16	18	17
Employment (total)	20	30	25
Teaching	08	10	12
Non teaching	12	20	13

23. Is there a placement cell in the institution?

YES

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

2012-13	2013-14	2014-15
20	20	25

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

Academic guidance and counseling

YES

Personal Counseling

YES

Career Counseling

YES

Criterion VI -Governance & Leadership

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

YES

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

Governing Body/Management	04
Staff Council	10
IQAC/or any other similar body/committee	04
Internal Administrative Bodies contributing to quality improvement of the institutional processes.	05

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

Loan Facility :

YES

Medical Assistance :

YES

Insurance :

NO

Other Welfare Schemes :

YES

1. Maternity Leave

YES

2. Festival Advance

YES

3. Monetary assistance at time of need

YES

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

04

5. Furnish the following details for the past three years

A. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organization. (Staff of self financing colleges is not eligible for FIP"s)

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

National

4

International

-

- C. Number of faculty development Programmes organized by the institution: 03
- D. Number of seminars / workshops / symposia on Curricular development, Teaching Learning , Assessment, Etc., organized by the institution

Seminar	02
Workshop	02

- E. Research Development Programmers attended by the faculty : 02
- F. Invited /endowment lectures at the institution : 05
- Staff Training Programs
- Any other area (specifies the programme and indicates) -----

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

a. Self-appraisal :

YES

b. Student assessment faculty performance :

YES

c. Expert assessment of faculty performance :

YES

d. Combination of one or more of the above :

YES

e. Any other (specify and indicate) :

YES

(By analyzing Students University Results, Principals assessment on faculties)

7. Are the faculty assigned additional administrative work? YES

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

2 hours per staff on an average

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

Grant - in - Aid	Nil
Fees B.ED.	4367000
Donation	Nil
Self - Funded Courses	Nil
Any other (interest on FDR)	Nil

9. Expenditure statement (for last two years)

	2013-14	2014-15
Total sanctioned budget	4491743	4567600
% Spent on the salary of faculty	46.40	44.61
% Spent on the salary of non-teaching employees	24.34	35.32
% Spent on books and journals	0.67	0.88
% Spent on developmental activities (expansion of building)	-	-
% Spent on telephone electricity and water	0.92	0.35
% Spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc	2.52	3.01
% Spent on maintenance of equipment, teaching aids contingency etc,	0.33	0.69
% Spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	-	0.43
% Spent on travel	0.13	0.22
Any other	24.69	14.49
Total expenditure incurred	100	100

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

	Surplus in Rs.	Deficit in Rs.
2012-13	Nil	Nil
2013-14	Nil	Nil
2014-15	Nil	Nil

11. Is there an internal financial audit mechanism? **YES**

12. Is there an external financial audit mechanism? **YES**

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

Administration	YES
Finance	YES
Student Records	YES
Career Counseling	YES
Aptitude Testing	YES
Examination / Evaluation	YES
Assessment	YES
Any other (specify and indicate) {seminars and conferences}	YES

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

mechanism?

YES

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

YES

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

YES

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

YES

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

a) For Teachers

YES

b) For Students

YES

c) For non-teaching staff

YES

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

NO

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

NO

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

YES

Criterion VII -Innovative Practices

1. Does the institution has an established Internal Quality Assurance Mechanism?

YES

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

YES

3. What is the percentage of the following student categories in the institution?
Academic session 2014-15

	Category	Men	%	Women	%
A	SC	05	05%	06	06%
B	ST	Nil	Nil	Nil	Nil
C	OBC	10	10%	33	33%
D	Physically challenged	Nil	Nil	Nil	Nil
E	General category	06	06%	40	40%
F	Rural	18	18%	29	29%
G	Urban	03	03%	50	50%

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

	Category	Teaching staff	%	Non-teaching staff	%
A	SC	01	10%	Nil	Nil
B	ST	Nil	Nil	Nil	Nil
C	OBC Male	03	30%	03	33.3%
D	OBC female	01	10%	03	33.3%
E	Physically Challenged	Nil	Nil	Nil	Nil
F	General Category	05	50%	03	33.3%

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

Category	At Admission		On completion of the course	
	2013-14	2014-15	2013-14	2014-15
SC	04	11	04	11
ST	-	-	-	-
OBC	36	43	32	41
Physically Challenged	-	-	-	-
General Category	60	46	60	46
Rural	42	47	40	45
Urban	58	53	56	53

EXECUTIVE SUMMARY

Adarsh Subhash Tayal College of Education, Hansi (Hisar), established in 2008. The institute is working towards the promotion of higher education, which is the need of the state. Adarsh Subhash Tayal College of Education, Hansi (Hisar), gets all the time overwhelmed and busy in toying the idea to contribute something useful in the education sector through opening new but professional and the technical courses. The continuous discussion and deliberation with the people, the students and their felt needs motivated the management to create the College of Education (2008) being affiliated to the Kurukshetra University Kurukshetra, Haryana.

The College began to function with the first batch of B. Ed. students admitted for the session 2008-09. This was the major achievement was the results were recorded in the first batch of B. Ed students with 96% percentages.

The peaceful environment of the College/institute provides homogeneous atmosphere for teaching and learning. The institute has a campus of its own. The College of Education is well equipped with required lecture rooms, physical facilities and required infrastructures. It has well established library consisting a good number of course books, reference books and the journals.

Objectives

The main objectives of the College of Education can be enumerated as;

- 1 To promote quality teacher training/ education
- 2 To make young men and women become competent and resourceful teachers
- 3 To impart proper understanding and skills related to the core areas of the teacher education
- 4 To provide moral and value based education
- 5 To inculcate aesthetic values in the pupil teachers
- 6 To provide education for all round development of the teacher pupils
- 7 To promote and provide the quality education to the teacher/teacher educators
- 8 To practice work experience, SUPW, community work, participate organize blood donation camps every year
- 9 To develop teaching professional skills, motivation and aptitude in the teacher pupils
- 10 To acquaint with the new techniques, methods, models and educational technology like EDUSAT, interface, interactive and face to face strategies to use in training the teachers
- 11 To organize seminars, conferences, symposium etc. to write essay, papers, do research work, publish research papers, present and contribute educationally to the society and develop the self

Salient Features of the Institution

- 1 The College proved its metal in giving Good results in B. Ed from session 2008-2009 to 2014-2015 examinations.
- 2 The faculty is paid as per the State Government norms throughout the year by

cheques/Bank.

- 3 The college /institute is committed to provide free assistance and guidance to the students for getting training and jobs. It coordinates with the prospective employers for the purpose of on-the-job“ training”.
- 4 It follows the academic calendar prepared by the college itself
- 5 The teaching is conducted more than 200 days in a year
- 6 The college organizes extracurricular activities for the teacher pupils. It grooms their personalities and provides essential facilities to enable them to concentrate on their studies
- 7 There is rich library catering to the needs of the students. It has a vast collection of text and reference books, magazines and CD-ROMs to provide
- 8 Cohesive learning ambience. The number of books available only for the College of Education is 8541.
- 9 The college has with books, and other reference materials for the faculty. It is managed and maintained by the College of Education itself
- 10 There is a sophisticated computer laboratory connected with Internet and Wi-Fi. It has seating capacity of 50 students a time
- 11 The College of Education has big conference/seminar rooms with modern facilities including seating capacity of 200 students
- 12 The College of Education is determined to produce high quality, efficient and specialized teachers for school education. It lays emphasis on providing in-depth theoretical and practical knowledge.
- 13 The institute fulfils all the terms and conditions for the successful running of B. Ed. Courses.
- 14 The college is very dynamic. The student teachers are provided vital information”s and suggestions to improve their performances. They undergo strong and systematic training processes to prove their skills in the class room performances.
- 15 College is very particular in maintaining its standards, discipline and regularity, which can be seen in the action of the faculty.
- 16 The College helps the faculty to keep abreast with the new changes occurring in the field of Teacher Education by allowing them to attend Refresher Courses and the seminars.
- 17 The total infrastructure consisting of 8 class rooms, lecture halls of varying capacity, library, reading room, one Social Studies/language laboratory, one science, one Psychology and one Educational Technology laboratory, conference/seminar room etc. are available.

SUMMARY OF CRITERIONS

CRITERION-I: Curricular Aspect

Curricular Design and Development

- 1 The curriculum for B.Ed. is designed and developed by the Kurukshetra University Kurukshetra, Haryana to which the College of Education is affiliated. Both the curriculum is based on intellectual, academic and training parameters of teacher education. It meant for disadvantaged group of pupil teachers, community and national development. It involves issues of ecology, environment, value education, etc. and is representing the global trends and demands
- 2 The needs of students are surely kept in mind while preparing the curriculum but no suggestions are sought from the faculty and students. The university involves the experts, educationists and professors to develop the curriculum for B. Ed to be implemented by the affiliated colleges and the College of Education. The Faculty only plays important role in implementation of the curriculum and its courses outlined and in preparation of the students for the examinations
- 3 The curriculum gives thrust on national issues like environment, value education, ICT, planning, administration, management, etc. being taught in different subjects under different heads

Academic Flexibility

- 1 There is no mechanism to seek feedback from the students, employer, employee and community on curriculum transaction.
- 2 The University updates teacher education Curriculum are academically flexible and the objectives of study of each paper are mentioned in the beginning of the topics to study
- 3 Curriculum"s are also flexible in operation and it provide varied learning experiences to the pupil teachers
- 4 It develops communication, ICT, life skills and enable the learners to bear social responsibility
- 5 The curriculum"s may be termed as inter as well as multi disciplinary helping in developing multi- skill and communication channels among the students and the teacher educators for organization of successful teaching and learning process
- 6 The theoretical knowledge given is practiced in the school setting classrooms through delivering fixed number of lessons in both the method subjects during almost four-week teaching practices under the scheme of internship of teaching
- 7 Work experience/ SUPW/ community works are organized during the academic session

Feedback on Curriculum and Curriculum Update

- 8 curriculum"s time to time, of course seeing its need, shift in the approaches and paradigms
- 9 The College only follows and implement the curriculum and prepare the students for the examination having well results in mind

CRITERION- II: Teaching- Learning and Evaluation

2.1 Admission Process and Student Profile

- 1 Under the policy of the State Government, the Ch. Ranbir Singh University, Jind, conducted the counselling for B.Ed. Course.
- 2 Counseling of the prospective students is organized by the conducting University .Thus the students are being allotted by Government for taking admissions
- 3 All the students are admitted as counseled at university level.
- 4 The college of education have to abide by the determined admission criterions of the government and the University at all cost and legally

2.2 Catering to Diverse Needs

- 1 The College follows the academic calendar and the timetable
- 2 Classes begin at 9.30 A.M and continue up to 3.30 P.M.
- 3 As all the students not have same mental level for attaining the learning sequences therefore home assignments are given on weekly and monthly basis so that they recover the losses amicably
- 4 Teacher educators are referring the books in their discipline to update the knowledge and skills to be used in the classroom.

2.3 Teaching Learning Process

- 1 By all standards it can not be said that teacher educators are able to create ideal situation of teaching and learning by using the services of web site, focus group method, simulation and role-playing but surely are able to make the learning attractive and interesting
- 2 Teaching is student centered. The students are motivated to learn and acquire the sufficient knowledge through the processes of participation and involvement
- 3 The pupil teachers are able to develop techniques and strategy of teaching by participating in microteaching for two weeks organized in the College
- 4 They are at later stage asked to deliver the lessons in the classes during internship in teaching in the practicing schools

2.4 Teacher Quality

- 1 The pupil teachers under the guidance of teacher educators develop practice teaching plans by following all necessary steps of lesson planning
- 2 Seminars, symposium and special classes are organized to upgrade the knowledge of the pupil teachers as well as the teacher educators

2.5 Evaluation Process and Reforms

- 1 Internal assessment, mid - term assignments and term end evaluation and external evaluation are used to assess the students learning and achievements. The outcome is enough to chalk out the strategy of improving the process
- 2 They are informed about their performances after assessing their attainments to amenable improvement

CRITERION- III: Research, Consultancy and Extension

3.1 Promotion of Research

- 1 Faculty members are encouraged to take up research projects individually or collectively on their own. Five faculty members have already Ph.D. Holder. And one faculty member applies for the registration for Ph.D.
- 2 All faculty members have attended national seminars organized by different educational agencies.

3.2 Researches and Publication Output

The papers presented by the faculty members in different seminars were published in their respective souvenir with the abstract.

3.3 Consultancy

The staff members do no major consultancy work, but the faculty some times provide consultancy to the local schools regarding methods to be used during teaching various classes and the subjects

3.4 Extension Activities

The College has under taken no such major Extension activities so far worth the name.

3.5 Collaboration

The College of Education has perfect linkages with the local schools, as they are the practicing schools for its B. Ed student"s internship Programmes and 5 education college for faculty exchange.

CRITERION- IV: Infrastructure and Learning Resources

4.1 Physical Facilities

- 1 The College of Education fulfils the norms established by the NCTE as far as the physical infrastructure is concerned. It has 8 classrooms including method papers teaching rooms, five laboratories for different subjects, Seminar and conference halls, one room for College library, one staff rooms and one separate room for Head of the College.
- 2 The College uses the computer laboratory fully equipped with Internet and other modern facilities.
- 3 Auditorium is available for organizing co-curricular activities and cultural programmes.
- 4 Facilities for games and sports have been made available (Both indoors and out door)
- 5 The First Aids is available on the campus of the institute.
- 6 Canteen is located on the campus.
- 7 Parking place and facilities for all type of vehicles have been earmarked in the one side of the campus itself

4.2 Maintenance of Infrastructure

The institute does maintain the infrastructures like building, furniture, laboratory, equipment and computers centrally

4.3 Library as a Learning Resource

1. The institute have qualified Librarian with sufficient number of books, textbook as well as the reference books in the library.
 2. The library resources are reviewed time to time and required input is supplied in terms of books, journals, newspapers, etc.
 3. The library has the seating capacity of 50 members at a time.
 4. The library is partially computerized
- Library works from 9.00 A.M to 5.00 P.M

4.4 ICT as Learning Resource

The College has ICT facilities in the Institution like computer lab, Internet connectivity, LCD facility, etc. These facilities are used when the need arises.

4.5 Other facilities

- 1 The College record various programmes organized such as Microteaching, delivering of lessons in the classrooms, etc. in CDs and Cassettes to be used by the coming students.
- 2 Laboratories related to subjects and methods are also used during the instructional teaching or by the student teachers when they are free in the period.

CRITERION-V: Student Support and Progression

4.1 Students Progression

- 1 The 10 member academic staff is cohesive and creates proper environment to organize perfect teaching and learning process.
- 2 Pupil teachers are given assignments, projects and classroom assignments to promote their understandings and knowledge for better achievement.
- 3 They are encouraged to appear in competitive examinations to get selected in the job of their choice.
- 4 From this year the institute has decided to provide placement service for which a placement cell has been opened/ created recently.
- 5 For last three academic sessions academic calendars are prepared and followed during the classes are in operation.
- 6 Curriculum completion is ensured even by taking extra classes.
- 7 Formative evaluation is conducted to know the regular achievement of the pupil teacher; unit wise, monthly or terminal. Summative evaluation is organized at the end of course to assess virtually the preparation of the students for the University examinations
- 8 Up to this session one internal test are conducted in a year excluding the final home examination. From upcoming session it is planned that two internal test will be conducted by the institution.
- 9 The act helps the student to get ready all the time for the final examinations.
- 10 The College organizes group/ tutorial teaching to remedy the problems faced in the subjects by the students.
- 11 Slow learners are highly benefited by the group/tutorial teaching.
- 12 The faculty members render various guidance and counseling services
- 13 They inform and explain the opportunity available throughout the country suiting to the choice of the students.
- 14 Weak and desirous students are helped, whenever they need.
- 15 Various committees like Grievance, discipline, academic, examination, sport and games, cultural, library, etc. have been constituted comprising the faculty members to provide students support and the services.

5.2 Student Support

Since the College is in its developing, much work has not been done in the field but an opinion is there to create programmes for the student support services in coming years.

5.3 Student Activities

- 1 The College encourages the students to participate in the extracurricular activities including games and sports
- 2 Morning assembly is organized daily where students representative share the thoughts of the day, reads important national and international news, shares views and take up light physical exercises
- 3 Students take active part in organizing seminar and debate competitions
- 4 They take active part in campus beautification
- 5 They organize cultural programmes. Such provision has been made in the timetable too. The students prepare the files for the activities conducted
- 6 They organize excursion trips to the nearby areas/places of importance

CRITERION-VI: Governance and Leadership

6.1 Institutional Vision and Leadership

- 1 The College has definite purpose, vision, mission and values for imparting instructional objectives at B.Ed. level
- 2 The pupil teachers and faculty join the morning assembly session together and plan for the day activities. Every one works in mission mode during the day and value the activity performed.
- 3 Faculty is committed to the work and take leadership role in transaction of teaching and learning efficiently and effectively
- 4 The head of the College ensures that well-defined responsibilities are given to the individual faculty members based on their choice and ability so as they may complete and fulfill it accordingly
- 5 Feedback from students and faculty members are sought to revise and improve the strategy of teaching and learning and to organize various activities
- 6 Head of the College of Education observes the classroom teaching of the faculty and suggests improving the teaching methods and processes adopted by the faculty. It enables the students to mould their behavioral activities and performances

6.2 Organizational Arrangements

1. Seven committees have been constituted with the faculty members such as examination, grievance, discipline, cultural, sports and games, library, research, etc. headed by a Convener
2. Data received from various sources help in revising the technique and strategy to modify the action plan
3. Intel- teach- programme was organized by the College in collaboration with the Intel for developing the technical skill among the faculty

6.3 Strategy Developments and Deployment

- 1 The fund is made available centrally to accomplish and sustain any programme to its concluding end.
- 2 In the beginning of the session meeting of the faculty, Principal and the Director is convened to plan out as what would be done and what resources will be needed to meet the need and demand of the teaching and learning processes
- 3 The new programme/ plans supposed to be organized during the current session are discussed with the Head of the College and finalized after scrutiny and the house

approval The same is forwarded to the Director for needful action

6.4 Human Resource Management

- 1 Self-appraisal Performa has been developed for the faculty to assess their individual performance and achievement related to the necessary components like teaching, research and consultancy. Each one has to fill in with the relevant and the correct information in the end of the year. This helps the College to assess the performance of the faculty and suggest to improve upon Intel -teach programme for a week was organized by the College for developing the programming and kills in the faculty through the computer
- 2 The College/Institution has a committee, which organizes interviews for appointment with the members from university on the board. NCTE norms are followed in all appointments.
- 3 The institute does not support financially for the professional and academic growth of the faculty. They have to do on their own.
- 4 Adequate seating place is allotted to each faculty to carry on their activity unhindered.
- 5 Workloads are given to the faculty as per the UGC norms to work out professional and administrative activities like teaching, research, assignments and monitoring.

6.5 Financial Management and Resource Mobilization

- 1 The College/Institute is self financed
- 2 Operational budget of the institution is adequate to meet day to day expenses
- 3 Required budget to the College is sanctioned by the Director when need arises

CRITERION-VII: Innovative Practices

7.1 Internal Quality Assurance System

- 1 The goal and objectives of the College are to ensure better examination results. The mechanism is inbuilt. When the students obtain hundred percent results, it shows the College of Education achieved the goals as expected
- 2 The College shares its perception and experiences with other constituents of the institution
- 3 The faculty members are asked to maintain teacher diary which is reviewed and evaluated by the Head of the College on Monthly basis to keep track of the curriculum progress made by the faculty
- 4 Weekend meeting of the faculty is organized to assess the development of the curriculum and also about the progress of the students activity wise.
- 5 Assignment and the project works are given to the students to assess their grasp over the subjects/course taught by the concerned teachers to take stock of it.

7.2 Inclusive Practices

Topics/activities have been envisioned in the curriculum, which automatically creates learning environment and thus cultivates proper condition for active engagement in learning and self-motivation.

7.3 Stakeholders Relationship

- 1 Open dialogue is arranged between the stakeholders like teacher educators, Principal, students and the management to discuss the grievances and the ways ensuring qualitative improvement in teaching and learning.
- 2 NAAC is a body to assess the performances of an educational institution and to accredit the same. To supply the desired data and information rigorous efforts are needed. The questions are pin-pointed reflecting on all dimensions of qualitative and quantitative parameters of education for teacher educators and pupil teachers.

Criterion I -Curricular Aspects

1.1 Curricular Design and Development

1. State the objectives of the institution and major considerations addressed by them?

Objectives of the institution:-

- 1 To develop intellectual level of the students by helping them acquire information knowledge and wisdom.
- 2 To promote social values among the students and develop a sense of social responsibility towards community as a whole.
- 3 To enable the students to make use of their theoretical and practical knowledge so that they can cooperate with others, and can plan, execute and evaluate learning and teaching.
- 4 To bring out efficient enthusiastic and excellent teaching community.
- 5 To make the teachers capable of following recent trends in the teaching Methods.
- 6 To understand Philosophical, Sociological, Psychological and Economic bases of Education.
- 7 To understand the nature of individual differences among children.
- 8 To develop skills necessary to use emerging technologies.
- 9 To develop interpersonal skills, communication skills & spirit of inquiry.
- 10 To adopt teaching profession as a means of social service along with education.
- 11 To imbibe a penchant of learning, to serve the nation being a teacher.

Major considerations in this regard include

- 1 Intellectual and academic training through class room studies as well as through practical exposure in real time teaching at schools through teaching practice schedules.
- 2 To develop a sense of Espirit de Corps i.e. Unity is strength through team work.
- 3 Holding camps for developing a sense of nationalism and social service, protecting mother earth through programmes and initiatives on environment protection, etc.
- 4 Delivery of moralistic speeches and motivating lectures by teachers during morning assemblies and on special occasions.
- 5 To enable students become self employed by guidance and counseling sessions.
- 6 To apprise the students of the latest developments at national and international level through inter class quiz competitions and poster making competitions held at college.

2. Specify the various steps in the curricular development processes.

Feedback is gathered through various sources such as Alumni Association Meetings, Interactions with experts & educationists, Parent – Teachers Meetings and meetings with prospective employers like Principals of schools during Teaching Practice

schedules and forwarded to Curriculum Development Committee as suggestions.

The curriculum for the pupil teachers is framed by the statutory academic body of Kurukshetra University Kurukshetra, Haryana. Change and updation in curriculum is being done on time to time due to formulizing decision of academic experts and governing body of university.

University holds curricular development workshops with subject experts from reputed universities and institutions.

The college itself is not authorized independently to start any new courses. The concerned university/ government educational department are solely authorized and can only recommend starting of new courses.

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

Micro teaching and Case study methods are adopted and use of Internet for learning and recording is encouraged.

The faculty members are encouraged to use innovative practices. The feedback is continuously taken for the betterment of the educational strategies. Students' feedback is also taken into account in prescribed format

This is being obtained from students after evaluation for the B.Ed. course and for teaching faculties as well. Suggestions in Alumni meets are also welcomed. We have constituted an academic committee for improvement as well, where we guide students in alignment of curriculum designed by the authorities.

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

The latest burning National issues are also highlighted during community work programs and co-curricular activities. Seminars on female foeticide, Nukkar drama & plays, visits to deaf and dumb school, youth awareness rallies, *Prabhat Pheris*, penal discussions, extension lectures, debates etc are annual features of the college. Our staff and students also contribute funds for various social issues like Jaipur foot, Old age homes, destruction caused due to natural calamities like earthquake, flood and tsunami etc

The institution conducts morning assembly daily where moral & social values are propagated and developed through prayers and short speeches on social & moral issues. Environmental Education and ICT are a part of the curriculum and the institute participates in research conferences, workshops, seminars and other events on such issues.

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

ICT is the most important part of providing an effective teaching to learn, our institute provides all the facilities (Lab, equipment) and also conducts various class activities for personality development and communicational skill development to

enhance interpersonal behavior needed for becoming a good teacher. The trainings and activities are with help of ICT- LCD projector, over head projector,

Lap Top Computer and latest gadgets are being used to teach and make of use of them to pupil teachers.

The institution uses ICT to obtain teaching and reading material. The students and faculty prepares teaching aids, PowerPoint presentations, assignments and projects based on ICT. The faculty and students also surf the internet for procuring information on recent trends and in the development of curriculum and for preparation of innovative teaching aids.

1.2 Academic Flexibility

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

The institution provides practical experience through teaching practice schedules twice a year in which local schools are contacted and the students engage their classes along with conduct of contests, competitions and other activities. The institution also provides varied experiences to its students through other practices such as Micro Teaching, simulated teaching & action research.

Teaching is made a reflective practice by using classroom discussions, seminars, panel discussions, debate and group discussions on the relevant topics, tours, excursions and educational trips are regular features of curriculum. Presently we have introduced value added courses like communication skills, personality development, and community orientation beyond curricular programs as per the need of hour. The feedback is being taken in a Performa.

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 field?

The institution provides adequate flexibility and scope in the Operational curriculum by providing experience to the students through tours to various places for education, recreation and interaction. Apart from this, the extension lectures are held on different topics. The students are also made to organize In-House competitions & faculty is also encouraged to pursue research work. Flexibility in the operational curriculum is also ensured by providing options to students to choose crafts/options & prepare Teaching Aids as per their interests/aptitudes.

In campus, our college does provide classroom teaching by the use of latest and innovative methods and changing way. For example use of audio-visual aids, extension lectures, our college provides external educational activities like the field trips, educational tours and workshops organized by other institutions, university, NGO, Government body.

3. What value added courses have been introduced by the institution during the last

three years which would for example .Develop communication skills (verbal & written), ICT skills, life skills, community orientation, social responsibility, etc

Limited level of academic flexibility provided to the students as per curriculum of the University. Curriculum offers options in combination subjects and options are available in the work experience and sectional works.

No specific value added courses have been introduced but as a part of B.Ed. curriculum value addition has been done through introduction of courses on computers, wax usage, art and craft courses, English speaking course, first aid course etc. . Apart from this, regular workshops on communication skills are on our schedule.

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

Our institution does ensure the inclusion of the following in the curriculum as per the direction of the university.

- i. In disciplinary/multi-disciplinary
- ii. Multi-skill development
- iii. Inclusive education
- iv. Practice teaching
- v. School experience/internship
- vi. Work experience/SUPW
- vii. Simple expressional competencies
- viii. Art and painting, gardening, interior decoration and cooking, craft, etc
- ix. Community work
- x. Co-curricular activities (debates, elocutions, street play/Nukkar Natak, theme-based assemblies, quiz, seminars etc).

1) Interdisciplinary/ Multidisciplinary

B.Ed. course is inter-disciplinary by nature. All subjects like The Learner-Nature & Development, School Management, and Teaching Learning Process. All Subjects (Childhood and Growing Up, Contemporary India and Education, Learning and Teaching, Language Across Curriculum, Understanding Discipline and Subjects, Gender, School and Society, Pedagogy of a School Subject-1, Pedagogy of a School Subject-2, Reading and Reflecting on Text, I.C.T) are interrelated with one each other and revolve around the learner as the pivot of education. Moreover the necessary correlation is precisely drawn upon between the taught subjects while teaching. The institution also ensures inclusion of development of various aspects of the learner through the subjects taught.

2) Multi-skill development

It is developed through Work Experience Programme, School Experience Programme, practical work in various Laboratories, through SEC (Simple Expressional Competencies) which is a part of the curriculum and through various Inter & Intra College competitions like debates, declamations, poetry recitation, dramatics, Skill-in-Teaching & Teaching Aid Preparation competitions.

3) Inclusive Education

In the teaching learning process the individual differences (gender differences, Economic status, Intellectual level, family backgrounds etc) among the students are taken care of and equal educational opportunities are provided to the students. Though no need has arisen yet the facility of ramp is there for physically challenged students.

4) Practice Teaching

Teaching practice is organized one time in a session. The pupil teachers organize various curricular activities during this period along with the regular teaching under the supervision of teacher educators. At the end of the teaching practice a school report is prepared by the pupil teachers.

5) School Experience

Pupil Teachers help the Teacher Educators to frame the time-table, undertake action research, plan and deliver lessons and prepare teaching aids. They also organize and conduct activities like morning assembly, van mahotsav, quiz & painting competitions, sports day etc.

6) Work Experience

Various crafts are taught in the college like gardening, home craft, card-board making, candle making, interior decoration, art and painting etc. Various competitions like rangoli making, mehendi, pot painting, collage making, model making etc are also organized in the college from time to time.

7) Any Other

Various Inter house competitions like dance, music, declamation, debates, mimicry etc. are organized in the college. The programmes and the courses are incorporated in the college calendar.

1.3 Feedback on Curriculum

- 1. How does the institution encourage feedback and communication from the students, alumni, employers, community, academic peers and other stake holders with reference to the curriculum?*

Our institution encourages feedback and communication from the pupil teachers, alumni, employers, community, parents, academic peers and other stake holders for review and redesign of curriculum set by university

Feedback on the curriculum is sought through Alumni meetings, Interaction between teachers and students, Faculty meetings on regular intervals exclusively for this purpose, meetings with Experts and educationists at formal and informal level. Parent Teachers meetings are also organize to obtain feedback

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

Feedback is discussed in faculty meetings and with the employers and changes and suggestions are forwarded to curriculum revision committee. Changes are implemented at the college level in pedagogy (teaching styles and requirements) to make teaching learning process more effective.

In the institute, feedback is given to the students by the use of skills of teaching and techniques of teaching. Self-motivation, self- assessment, self-observation are the basic tools of the analytical mechanism regarding area of improvement. IQAC collects feedback from various sources and conveys to all faculty members.

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

As none of the faculty member is a member of BOS in the University, so they are unable to contribute in Curriculum development. However the college faculty regularly sends suggestions and inputs for the improvement of curriculum/ syllabus.

Our institute plays active part /role towards the framing of curriculum by the University. Academic staff of our college gives suggestions to the University for amendment in the curriculum development on time to time.

1.4 Curriculum Update

1. ***Which courses have undergone a major division during the last five years? How did these changes contribute quality improvement and students satisfaction (provide details of only the major changes in the content that has been made)?***

The curriculum and the syllabus for B.Ed. program have been prescribed by the university, if the affiliating university includes changes in their curriculum, our college accepts the same.

Changes have been made in TLP (Teaching Learning Process) and additions have been made in Models of Teaching and micro skills by the University, according to the emerging needs and trends of Teaching Learning Process for quality improvement. Such changes in the syllabus make the students aware of recent advancements in Educational Technology and thus result in student satisfaction. Board of studies has

also introduced some changes in division of Internal & External marks of B.Ed. courses.

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

The institution adopts several strategies to assess the need and areas for curriculum revision and updating through

- Internal assessment
- Internal assignment
- Micro teaching
- Supervision by teacher during practice teaching
- Observation by the pupil teacher during practice teaching
- Use of ICT (tape recorder, video recorder)
- Pre-university examination (internal)
- Class room seminars
- Assessment by the external examiners

1.5 Best Practices in Curricular Aspects

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

The institution provides resources like language lab, library, computer labret lab, craft lab, psychology lab for quality enhancement. Student performance is regularly checked on the basis of results in terminals and unit tests. Feedback from the students ensures the sustenance of quality.

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

Best practices in curricular aspects which have been implemented are use of technology in Education i.e. Micro teaching , Simulated teaching, Team teaching , devising lesson plans, etc. use of LCD, Power point presentations, OHP, teaching aids, etc. preparation and use of teaching aids in various teaching subjects.

An IQAC is working in the college to ensure quality substance and enhancement measures. The following best practices were planned on the basis of recommendations by IQAC as beyond curricular programmers:

1. The new vision and mission were framed by the college.
2. The three houses which were working from the first session have been replaced by the four clubs. These clubs cater to the individual needs and interest of the students.
3. A library committee was framed to ensure quality assurance of the library.
4. Guidance and counseling cell as well as the Grievance Handling Cell is also framed.

5. Alumni association and a placement cells are also working actively.
6. The quality sustenance and quality enhancement measures are used as per the direction of university of KUK and extra efforts included by our college during last three years.
7. The innovations/best practices in curricular aspects are planned/implemented by affiliated university and our institution their direction from time to time which lead to academic effectiveness and excellence.

Criterion II -Teaching -Learning & Evaluation

2.1 Admission Process and Student Profile

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

Admission policy is decided by the Government. At present students selected for admission in B.Ed course through a percentage of qualifying exam . counseling was conducted by Chaudhary Ranbir Singh University , jind (Haryana).

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

The Programmes are advertised through popular newspapers and advertisement is also done through pamphlets and local channels on T.V. College Web site also shows detailed information about the college. Information is given about the faculty members, subject combinations, infrastructure, and facilities in the college, previous results & activities organized by the College.

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

The decision for admission is taken by the percentage of qualifying exam. After the admission list declared by the competent authority the institution checked the eligibility of admitted students.

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

The institution makes varied efforts to retain the diverse student population by making provision for use of any language as medium and the medium of instruction is also selected as per the needs of the students. The institution has a Women Grievances Redressal committee to address the problems of female students. The institution tried to celebrate days related to all religions and trying to follow a secular policy and varied & diverse cultures are involved while organizing or participating in any cultural programme, functions or competitions. In transaction of curriculum in the students interactive instructional techniques are used.

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.*

Student's knowledge is assessed through the percentage of qualifying exam centrally by any one of the Universities and thus, the College does not need to repeat the process at its own level.

Through micro teaching practice, simulated teaching and actual classroom teaching, college checks whether teacher trainers are knowledgeable and sensitive to cater the diverse needs of students. College develops these skills through co-curricular activities like talent search, sports, seminars, and on the spot competition.

By using various methodologies like project method, problem solving method, supervise study method; team teaching, and micro teaching, college makes the learning to student centered.

Every student delivers four discussion lessons in two teaching subjects, observes 20 lessons for both teaching subjects. The feedback in the form of return remarks on his / her lesson plan notebook by the teacher.

2.2 Catering to Diverse Needs

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

The authorities of the institution try their level best to create an environment conducive to learning and development of the students by providing them the best of infrastructure, facilities, NET clear faculty, and instructional material. The students are psychologically prepared for learning through orientation in the beginning of session. Excursions, discussions, seminars, competitions and guest lectures are held from time to time to motivate and encourage them.

As the students have varied interest, they are provided an opportunity to join any one out of the four clubs namely- Cultural and Entertainment Club, Literary Club, Social Service Club and Fine Arts club. These clubs organize the various curricular and co-curricular activities throughout the session. Every club has two teachers *in-charge* who themselves are fond of such activities. This helps to make the teacher – student relationship stronger and sensitive.

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

Diverse learning needs of the students are catered by providing them well equipped laboratories, library, well furnished class rooms, well qualified faculty. The College arranges extension lectures, guest lectures, counseling sessions & participation in different activities from time to time.

Our institution to the diverse learning needs of students by the use of creative activities, case studies, field studies and use of different teaching techniques.

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

Some activities envisioned in the curriculum for the students- teacher to understand the role of diversity and in teaching equity learning process.

- Micro-teaching
- Self study courses

While teaching in class, emphasis is given on inter and intra individual differences. All the students are treated equally and are given equal opportunities.

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

Our institute does ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse students by the use of –

- Internal assessment
- Field work
- By organizing different competitions and activities.

All the faculty members are well qualified having Master Degrees in the concerned subjects. Feedback from students is taken by the authorities and the teachers are advised to bring about necessary changes to make their teaching more effective.

5. *What are the various practices that help students teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in Classroom situations?*

The institution ensures development of knowledge and skills in students teachers by organizing various activities at class and college level. Practice in Teaching Skills is also ensured through Micro Teaching, Simulated Teaching and Teaching Practice.

2.3 Teaching Learning Process

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

Students are engaged in ‘active learning’ with the help of assignments, practical work, classroom seminars and group discussions. For this the students use library, internet, etc during the preparatory sessions for practice teaching, simulated and peer teaching are used for micro teaching. Assignments, topic for seminars and group discussion, lessons are being provided according to the interest of the students making learning student-centered. This encourages them for self- learning and for self- expression as well.

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

Learning is made student centered by arranging seminars, Micro Teaching Sessions, giving assignments, projects, competitions etc.

But they are encouraged to avoid simple and prosaic lecture methods. Students make activity-oriented plans in which use of audio-visual aids, experiments, and demonstration, CDs or transparencies etc LCD and over-head projectors are made available.

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

Instructional approaches are provided by the institution for effective learning-

- Project method of teaching
- Organize extension lecture by senior educationist of the University, for ensuring effective learning.
- Organize Seminar, Conferences, and Workshops to introduce innovative, educational approaches in the field of teacher education.
- Use of ICT (Information and Communication Technology for the teaching-learning process).
- The college frames institutional academic plan and arrange for its implementation. The faculty members mainly focus on lecture method, group discussions, seminars, computer-aided teaching.
- The teaching programme schedule and methodology are planned and organized well in advance.
- Field trips (a part of social method of teaching) are being organized by our college from time to time.
- Our institute organizes language learning programmes for developing better pronunciation habits in the teacher- learner.
- Institute provides facilities for participation of the teacher-learner and teacher-educator in UGC sponsored conferences and seminars, etc.

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

Yes, the institution provides training in some models like Glaser Basic Teaching Models, Bruner Concept Attainment Model and other models which are included in our curriculum. The students are encouraged to use these models during their teaching practice.

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

Yes, the student teachers do use micro-teaching techniques for developing teaching skills. The skills practiced are- Introducing the lesson, Questioning, Explanation, Stimulus Variation, Black Board writing and Reinforcement. Each student prepares 10 micro lessons (5 skills) from the above mentioned skills after going through a rigorous skill acquisition phase.

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

Each student delivers two lessons per day and is observed by the Teacher Educators and the students observe 34 lessons, 10 of each Teaching subject. The school teachers observe the lessons of their respective subjects and give constructive suggestions. Feedback is also sought from school teachers for further improvement. Lesson Plans are checked by Teacher Educator before the Pupil Teachers deliver the lessons in their respective classes.

- Teacher-educators and peers observe the lessons daily. Peers observe 20 lessons during the practice teaching. Teacher- educators are available for daily observations.
- School teachers are also invited to provide necessary feedback.
- Feedback is provided in the form of written comments as well as verbal suggestions.

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

A group of students are attach with the particular school which was selected by the institution. In that school students are acquire knowledge about the system of school. They acquire knowledge about admission procedure, accounts and preparation of time table, debits and competitions. They participate in co curricular activities also. During teaching student teachers organize morning assembly, sports activities, celebration of important days, various competitions etc .

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

The Pupil Teachers frame individual lesson plans with the suggestion and cooperation of school teachers and mentors keeping in view the requirements of the students of the schools and the school syllabus left in the practice schools.

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

The Teacher Educators keep pace with recent developmental trends in education and the increasing range of students behavioral tendencies and needs by attending workshops, seminars, reading journals, surfing internet and transfer this information to Pupil teachers through orientation and workshops. Remedial and Diagnostic Teaching is followed by the Teacher Educators and it is made sure that student teachers modify their teaching by following the suggestions given by the Teacher Educators.

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

The Teacher Educators themselves use/adopt technology in the form of Audio Visual aids like charts, models, OHP, LCD while delivering demonstration lessons for encouraging and motivating the pupil teachers for the same.

2.4 Teacher Quality

1. *Are the practice teaching plans developed in partnership, cooperatives involving the schools staff and mentor teachers? If yes, give detail.*

The Pupil Teachers frame individual lesson plans with the suggestion and cooperation of school teachers and mentors keeping in view the requirements of the students and the syllabus through pre-practice teaching.

2. *What is the ratio of student teachers to identify practice teaching school? Give the detail on what basis the decision has been taken?*

The average ratio of students is 30:1 depending upon student strength of the school and whether the school is Primary, Secondary or Higher secondary.

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

Feedback is given verbally to the students and by making remarks on their lesson plans, files; positive reinforcement is being followed by suggestions for further improvement.

The Pupil teachers are observed by Teacher Educators, Peers & School Teachers and are given suggestions for bringing about modification in their teaching. Various feedback Performance"s are used.

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

The institution keeps itself updated with latest policy direction by holding discussion session with schools from time to time and from other sources like seminars, workshops, journals newspapers, and internet. The Teacher Educators ensure that the Pupil Teachers consult the school Teachers regarding requirements of the curriculum and educational needs of the schools.

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

The Students and faculty keep themselves aware of the recent developments in school subjects by consulting schools and reading other sources like newspaper, internet, journals etc. The knowledge of recent development helps in developing personal, professional attributes of students and faculty.

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

The institution sends the teachers to various seminars and workshops for their personal and professional growth and development.

Feedback is given verbally to the students and by making remarks on their lesson plans, files; positive reinforcement is being followed by suggestions for further improvement.

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

Yes, the institution motivates the staff members by honoring them for good performance on its Annual Day Function.

- Teachers are motivated to attend regional, national and international seminars conducted by other institutions.
- During the pre-practice session for two weeks , student teachers are provided up-to-date information about the policies and the possible educational needs of the schools in general.
- During the seminar, penal discussions and skill in teaching competition, the students and faculty members notice every innovation to keep pace with the recent developments. During the class seminars, group discussions and assignment work, recent development and research is studied about and implemented according to the suitability. The teacher educators themselves use innovative techniques during teaching like seminars, penal discussion, group discussion, demonstration. Project method, etc to motivate the pupil teachers to think and act creatively.

- The staff members are positively reinforced for their good performance. Verbal compliments and timely salary increments along with opportunities and study leave for their professional growth and to keep them satisfied and secured. So they are self-motivated to provide better services. Moreover a psychological and congenial environment is provided to them to work enthusiastically and peacefully.

2.5 Evaluation Process and Reforms

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

The barriers are identified at various levels through class room discussion, Tutorial meeting and feedback. To remove these barriers conducive environment is provided in the form of cooperative staff and best infrastructure -well equipped laboratories, Library, well equipped Computer lab and facility of Broadband Internet, well qualified Principal and well qualified Teachers.

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

The students are assessed/evaluated through various ways like class tests, House tests, external University Exam, Assignment based lessons, seminars etc. In nutshell we follow continuous comprehensive internal evaluation system along the lines of affiliating University.

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

The Evaluation outcomes are communicated to students through marks and remarks on answer sheets, assignment are corrected remarked and are returned to students for improvement of performance of students. We also motivate the students by announcing the results of various competitions in Morning Assembly and giving prizes on Annual Prize Distribution.

- The internal evaluation of 200 marks is made on the basis of student's performance in academics, co-curricular activities, classroom activities participation, craft work, community work, attendance and general behavior throughout the session.

Distribution of internal assessment scheme

- An internal assessment of 20 marks each for seven theory papers (7*20=140).
- Micro teaching and regular practice teaching including unit test constitute 30 marks.
- 20 marks are covered by criticism lesson (each subject of 10 marks) and observational lessons.

- Teaching aids, practical in the AV equipment are assessed out of 10 marks (5 marks each).
- Grading is provided on the basis of participation in co-curricular school based activity (Grading from O to D)

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

All office work is done through computer (Internal Assessment, Marks of House test, all records are maintained on computers).

2.6 Best Practice in Teaching Learning and Evaluation Process

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

We apply cooperative learning approach and context based learning approach to some topics of our curriculum. Continuous evaluation is done time to time to judge the achievement of pre specified objectives.

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

The Teacher Educators make use of technology in form of CD based lesson plans and OHP and also encourage the students for the same.

1. Innovative methods are being used for teaching, learning and evolution as explained earlier.
2. AV aids, LCD and OHP are used by teacher educators as well as the student teachers during teaching learning process. They are encouraged to do so by making everything easily accessible.
3. Our institute does provide ICT apparatus for making effectiveness in the teaching learning process.
4. Our institute provides all the required facilities for the teacher educators.

Criterion III -Research, Consultancy & Extension

3.1 Promotion of Research

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

The institution tries its best to motivate the teachers to take up research in education to keep abreast of the current knowledge and development in the field of Teacher Education. The library is equipped with vast variety of books and surveys. Various National Journals are also subscribed for the library. Broadband internet assessment is available to the Teacher Educators.

The teacher educators, visiting experts, educationist guests use OHP as well as LCD projector during demonstration lectures or extension lectures. Students prepare and use teaching aids during „practice teaching“ under the guidance of the subject teacher. These aids are preserved and presented to the schools where practice teaching is held. These are used during discussion lessons.

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

The institution being just some years old and now planning on this aspect. It is in consideration of our future plans.

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

Yes, the institution encourages Action Research. The students choose a classroom problem while doing teaching practice in schools, conduct action research on it and prepare a report on the same.

4. *Give the details of conference / seminar / workshop attended/ organised by the faculty members in last five years.*

No. of seminars attended by faculty members in last five years :-

	STATE LEVEL		NATIONAL		INTERNATIONAL
<i>conference</i>	15		-		-
<i>seminar</i>	25		20		-
<i>workshop</i>	30		10		-

3.2 Research and Publication Output

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

The institution from time to time develops teaching aids according to the requirement and needs of the students. The teaching aids are in the form of:- Models, Learning Modules, Charts, Maps, Compact Disks/DVD"s/PowerPoint Presentations, Flash Cards, Transparencies and Improvised Apparatus etc.

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

The instructional materials are developed by providing optimum facilities to the students. The institution has well equipped Educational Technology Laboratory, Fine Arts Room, Science Laboratory, Health & Physical Room, Audio Visual Aids Room, Language Laboratory, Craft Room & Computer Laboratory and workshop. The Staff also attends workshops and seminars from time to time to update themselves about the recent developments.

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

The institution has developed various power point presentations and self instructional materials related to different subjects.

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

a) *Organized by the institution. 06*

b) *Attended by the staff. 08*

c) *Training provided to the staff. 02*

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

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

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

3.3 Consultancy

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

The institution provides consultancy service to practice teaching school by organizing extension lectures on various social issues.

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

Yes, the lecturers are competent to take up consultancy in their subject.

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

NIL

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

NIL

3.4 Extension Activities

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

The college authorities are always concerned about the well being of local community. The activities carried out for the benefit of local community are as follows.

- 1 Dengue prevention awareness rally.
- 2 AIDS awareness extension lecture to teaching practice school.
- 3 Blood Donation Camp.
- 4 Social surveys on income, education and profession have been done. The institution is planning to tie up with Red Cross Society in near future.
- 5 The institution also visits social organisations and institutions like Deaf and Dumb school and Old Age homes for social surveys and the students also extend their services to these institutions.
- 6 A free Stitching and Cooking camp was organised by the institution for nearby villages.

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

Parents and different Social organizations visit institution and they suggest whatever they feel for the development of institution.

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

In future the institution plans to provide community orientation to the students by conducting surveys on different topics of community interest, organizing visits to orphanages, blind homes, deaf and dumb schools, old age homes, etc.

4. *Is there any project completed by the institution relating to the community*

development in the last five years? If yes, give details.

NO

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

The institution tries its best to inculcate and develop the social and citizenship values and skills among the students by arranging camps, Rallies on Dengue and Aids awareness and Awareness Lectures on contemporary social issues and problems. The institution tries to develop values by arranging skits, prayer sessions, and lecture on moral values, poster making competition, debates & declamation contest etc. on social and moral issues.

Work culture is developed by assigning projects and class room representatives are appointed to develop the task of responsibility. Dignity of labour is inculcated by allotting various activities related to art and craft and Team spirit and values like co-operation and tolerance towards one another are propagated and encouraged by organizing Interhouse competitions.

3.5 Collaborations

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

The institution is planning to link with NCERT, IGNOU, UGC, Universities of India.

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

The institution is planning to link with University, department of education, Government of Haryana, some schools of city and education college.

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

- ☐ Curriculum development
- ☐ Teaching
- ☐ Training
- ☐ Practice teaching
- ☐ Research
- ☐ Consultancy
- ☐ Extension

- ☐ Publication
- ☐ Student Placement
- ☐ Faculty Exchange

College linkages with practice teaching schools to ensure teaching practice in real situation. In academic session college sends its students for teaching practice one times for 4 weeks to schools. College provides consultancy and extension services to schools. All schools positive response ensures good functioning of our placement cell. School helps in examination process by sending their school teachers as examiner whenever required.

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

The institution develops proper linkage with school sector by arranging activities such as School function, 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.

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

Yes, the faculty members meet the concerned teachers to know about the needs, requirements of the schools and syllabus and then invite suggestions of the schools in the process of practice teaching. The faculty also ensures that the pupil teachers teach according to the needs and requirements through observation of their lessons regularly. Remarks are given by the teacher educator and it is seen that the students don't repeat the previous mistakes and modify their teaching.

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

Yes, the faculty collaborate with school and other college or university faculty.

3.6 Best Practices in Research, Consultancy and Extension.

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

The institution from time to time provides relaxation in time table to the staff members so as to motivate them to participate in activities like Research and Extension.

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

Research oriented atmosphere is provided to the teachers and there is a provision for study leave as well as relaxation in time table. A well equipped library with variety of books and journals is available to the teachers. Internet facility is also provided to the teachers. The institution organized a free stitching and cooking camp for nearby villages & actively

students and faculty are also encourage to participate in various social services extended by the college like Dengue Awareness Rally, Blood Donation Camp, Extension lectures, social issues, free stitching and cooking camp etc.

Criterion IV -Infrastructure & Learning Resources

4.1 Physical Facilities

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

Yes, the institution has all the physical Infrastructure as per NCTE norms. It has a built up area of 3844 sq. mts and has facilities like methods lab, psychology lab, science lab, educational technology lab, computer lab, physical education lab equipped with all the necessary equipments and facilities.

The details of infrastructural facilities are given ahead:

1	Land area	7056	Sq.mt.
2	Buildup area	3844	Sq.mt
3	Class rooms	69.65	Sq.mt. (each-8)
4	Language Lab.	61.30	Sq.mt.
5	Psychology Lab.	79.60	Sq.mt.
6	Physical Science Lab.	42.88	Sq.mt.
7	Life Science Lab.	61.30	Sq.mt.
8	Social Science Lab	42.88	Sq.mt.
9	Computer Lab	92.82	Sq.mt.
10	Staff rooms	34.21	Sq.mt.
11	Common rooms	55.14	Sq.mt.
12	Library	100.38	Sq.mt.
13	Seminar / Multi Purpose hall	279.03	Sq.mt.
14	Boys facilities	55.14	Sq.mt.
15	Girls facilities	69.65	Sq.mt.
16	First-ad room.	34.21	Sq.mt.

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

The building of the institution is such that it can be expanded according to the requirements and felt needs and a budget has been allocated to meet such needs.

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

The institution has play grounds for various sports and a spacious multipurpose hall

for various co-curricular activities.

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

The physical infrastructure of the institution is not shared and is exclusively for B.Ed students only.

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

The institution has all the necessary facilities to ensure the health and hygiene of the staff and students. There are separate rest/common rooms for boys and girls, separate neat and clean washroom facilities for men and women. The institution has a well equipped Health Center for medical assistance. The canteen and mess provide healthy refreshment to the students.

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

No Hostel facility

4.2 Maintenance of Infrastructure

1. ***What is the budget allocation and utilization in the last two years for the maintenance of the following? Give justification for the allocation and unspent balance if any (Building, Laboratories, Furniture, Equipments, Computers, Transport/Vehicle).***

The budget utilization for maintenance of various components is:-

Sl.No.	Infrastructure	Year (2013-14)	Year (2014-15)
1	Building	113065	137650
2	Laboratories	35000	15000
3	Furniture	40000	25000
4	Equipments	15000	31351
5	Computers	25000	9000
6	Transport/Vehicle	5755	10000

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

The institution ensures optimum utilization of available infrastructure by proper planning of time table and examinations. Various laboratories like Psychology

Laboratory, Science Laboratory, Computer Laboratory, Educational Laboratory, Language Laboratory, etc are used to conduct practical work of different subjects. Grounds are used for physical development oriented activities.

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

The institution keeping in view the environmental issues has ensured that all the rooms are airy and well ventilated, spacious and are well furnished with sufficient provision of fans and tube lights. The institution is located in a pollution free area and in a peaceful atmosphere away from the city's hustle and bustle. The institution has lush green lawns and trees all around keeping the environment healthy.

4.3 Library as a Learning Resource

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

Yes, the institution has a well qualified librarian and sufficient technical support staff. A library committee was constituted at the beginning of the first academic session as recommended by IQAC of the college. This committee takes decisions regarding the maintenance, optimal utilization and extension of the library and its services.

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 institution has a well stocked library and has 8541 books, 14 journals, 10 magazines, 65 audio visual teaching resources in the form of CD's, DVD's and audio cassettes. Access to internet is also available.

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

Yes. The institution has a library committee that ensures that the library resources are adequate and relevant and also makes sure that the library is updated from time to time by making additions in the existing stock of resources.

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

Yes, the library is computerized. All the books have been registered on computer and records are maintained through computer.

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

Yes, the institution has computer, internet and can be accessed by staff and students

6. ***Does the institution make use of Inflibnet/Delnet/IUC facilities? If yes, give details.***
NO

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

The library is open approximately 8 hours /day on all working days. Library is open for students during summer vacation an alternative days.

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

The new arrivals in the library are brought to the knowledge of students and staff by displaying titles on display boards.

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

Yes. The institution has a book bank. Books from the book bank are given to the needy students throughout the year.

The books to this bank are donated by the students, guests, community members, teachers and alumni. These books are issued during the academic session in general to all students for a term period of 30 days. Term renewal is there.

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

For physically challenged students, easy access to books is ensured. By providing assistant by the faculty members to the visually and physically challenged persons.

4.4 ICT as learning Resource

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

The institution has a well equipped computer lab with facilities like internet connectivity and printer which is available to all students and staff. A separate provision has been made in the time table for students to access the computer lab.

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

Yes, computer education is a compulsory subject in which the basics of Computer are taught as per the prescribed syllabus of University.

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

New –technology / ICT is incorporated in the curriculum –transactional processes by the use of Power Point Presentations, internet etc.

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

The student teachers adopt technology for preparing teaching aids in the form of Power Point Presentations, slides, transparencies; developing lesson plans and evaluation.

4.5 Other Facilities

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

Yes, the college optimally uses its instructional infrastructure (Human/Physical) to serve the community e.g. arranging Blood donation camp, Dengue awareness rally, extension lectures in schools, stitching camp, cooking camp.

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?***

There are various audio visual facilities / materials available with the institution in the form of 50 CD's/DVD's, 10 audio cassettes and 05 video cassettes. The student teachers are encouraged to use the resources in the institution in the form of aids for developing their lessons. The teacher educators also use these aids in their demonstration lessons to encourage their use by the student teachers.

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

The institution has science lab, language lab, physical education lab, educational technology lab, computer lab which have a seating capacity of 40-50 students and have all the necessary equipments. They are maintained by the teacher incharge who ensures that all the required additions are made and breakages are replaced by new ones.

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

The institution has a spacious multipurpose hall, sports room.

- 1 Multipurpose Hall – of 279.03 Sq.mt. contain dice, sound system & LCD projector
- 2 Workshop – It contains Teaching aid & to prepare the effective Lessons.
- 3 Music Room (Art & Craft) Harmonium, Dholak
- 4 1 Sports room & Playground – Sports room for indoor & Play ground for outdoor games.
- 5 Transport - 05 bus

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 equipped for the use of latest technology. The new material and equipment is also added as and when requirement is felt. As of now, we intend to add two more OHP"s and LCD projector in the educational technology lab.

Computerizations of the college library as well as college office is in process and at present theses are partially computerized.

4.6 Best Practices in Infrastructure and Learning Resources

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

The College has well equipped laboratory with modern technology and the faculty utilizes these resources maximally to cater the individual needs of the students. The institute also uses innovative approaches like cooperative learning to make instructions more effective.

The AV aids, overhead projector, LCD projector, are frequently used during extension lecture seminars, demonstrations lessons and discussion lessons.

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

The institution uses software for recording admission data, data for internal assessment and is planning to use the same for evaluation process too.

Use of ICT for providing effective teaching /best practice. In the way of best practices, our institute had good infrastructure like the ventilated rooms, spacious and large sized conference halls/seminar halls with latest technical apparatus e.g. overhead projector, LCD, DVD player, computer, sound system, tape recorder, etc adapted by the institution

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

The institution tries to utilize its infrastructure and Learning resources in the best possible way. A free stitching & cooking camp was organized in nearby villages by the institution during summer break. The institution also provides the best of infrastructure and Learning resources to its faculty and students to keep pace with the recent developmental trends in education and technology.

Criterion V -Student Support & Progression

5.1 Student Progression

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

Student’s preparedness for the program is assessed orally and even through written feedback during general classroom interactions in the beginning of the session. Class room testing is done from time to time by oral & written tests and assignments etc., throughout the session. Orientation sessions are conducted right from the first day of the commencement of the program to ensure that the students get proper advice and direction regarding the basic courses, optional papers and craft papers. It is during these orientation sessions that they show their knowledge, preparedness and curiosity about the course and are suitably guided by the teachers.

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

To promote motivation, satisfaction, development and performance improvement of the students, the college provides a very cooperative environment. Students are divided into sections, houses and tutorial groups in order to provide personal contacts with various teachers. Students are motivated to participate in various academic and co-curricular activities from time to time and prizes are announced in the morning assembly. To ensure satisfaction and motivation the students are awarded prizes at the time of annual function. Various programmes are organized by the students at college level to develop their organizing abilities, leadership qualities, cooperation, etc. and to prepare them for their profession.

- 2. Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?***

Session	Male	Female
2010-11	Nil	Nil
2011-12	Nil	Nil
2012-13	Nil	Nil
2013-14	Two	Two
2014-15	Nil	Two

- 3. What additional services are provided to students for enabling them to compete for***

the jobs and progress to higher education? How many students appeared/ qualified in SLET, NET, Central/State services through competitive examination in the last two years?

Educational and vocational information and guidance is provided by the Teacher Educators as and when such competitive examinations are advertised by the various universities and employers, during the session. It helps the students to compete and progress in their jobs and higher educational courses. During the last three years 51 students have gone for higher studies and 75 students have been placed through placement cell and with the help of college guidance cell. The college provides books related to NET/SLET and other competitive exam which enable them to compete for job.

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

These estimates are based on available data.

16% of students in 2012-13 had gone for further studies.
18% of students in 2013-14 had gone for further studies.
17% of students in 2014-15 had gone for further studies.
08 % of students had gone for Teaching Profession in 2012-13.
10% of students had gone for Teaching profession in 2013-14.
12% of students had gone for teaching profession in 2014-15.

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

Not Applicable.

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

Yes, the college has established a placement cell under the table guidance of Mrs Neelam. The institution refers its outstanding students to various schools (Teaching Practice Schools and Private and Govt. Schools). The College provides necessary information to all the candidates regarding various job opportunities in the field of education or other related areas.

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

Placement cell was established in the year 2011 and few difficulties were faced like:- The process of recruitment of most of the public/private schools is subjective and internal and that of Govt. Schools is canalized by the Govt.

Some schools do not share the requirement for faculty to maintain their secrecy and recruit teachers through internal resources. We only come to know about the vacancies of different post in schools through advertisement published in the news papers.

The Placement cell is making various efforts to overcome these problems, Apart from practicing schools, placement cell tries to make contacts with the Principals or other authorities of private and public schools so that they may absorb our students.

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

Yes, the college forwards the data of various student teachers to various Teaching Practice Schools and other private and public schools according to their requirements. Most of the teaching practice schools are Govt. funded and most of the appointments are made through Department of Education or Governing authority.

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

The institution provides human, ICT, Financial resources such as a Teacher from staff as In-Charge of Placement Cell, a separate room, required stationary, college cell phone, computer and broadband internet facilities in computer lab for smooth functioning of placement cell.

5.2 Student Support

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

Keeping in mind the objectives of the college the curricular, co curricular and extracurricular activities is planned by the staff members under the table guidance of the Head of institution. Concerned subject teachers plan their curriculum keeping in

mind the abilities of students and regulations of concerned authorities. Different co curricular and extracurricular activities are planned and conducted during each session.

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

Planning is done as per the requirement of physically handicapped students. The staff and particularly the students are briefed at the starting of the session itself, to be accommodative to the physically challenged students and provide all Possible help and assistance during the need.

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

Yes, mentoring is done through the tutorial groups. In tutorial groups student and the teacher interact with each other on personal basis, various personal and educational problems of the students are solved. There is also a provision for the same in routine time table.

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

To enhance the effectiveness of the faculty in teaching and mentoring of students, the college has formed various committees, houses and tutorial groups which work throughout the session by organizing various activities and all the work is monitored by the concerned teacher in charges. Apart from this, college sends the teachers to attend various seminars and workshops to update their knowledge and enhance teaching effectiveness.

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

Yes, the college has its own website

Address: - www.astcollege.org.in

It is updated whenever changes are made in any part of the system. The information provided on the web site include introduction about college, governing council, list of all instructional material, list of faculty members, subject combinations and in nutshell all mandatory information required by concerned authorities is updated from time to time.

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

Yes. The teacher educators prepare lists of academically low achievers after each house test and personal attention is given to their problems. Further, remedial classes are arranged before the final examinations for the low achievers. The subject teachers help them to prepare for the examination by correcting the material prepared by the students and providing them handouts for various topics.

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

For advanced learners: - Special assignments are given and group discussions, brain storming sessions and class-room seminars are organized by the subject teachers. Library provides reference books for deep study on all the topics for such students. Personal attention is given to see that they utilize their potentialities maximally.

For slow learners: - tips and handouts are provided on various topics, throughout the session, according to the need and demand of the students. The subject teachers give topic wise guidance to such students and they are motivated to feel free to interact with the teachers at any time. Special classes are arranged for slow learners before examination to help them.

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

The College has a guidance and counseling cell to guide and counsel the students according to their needs from time to time under the able guidance of Mrs. Neelam. Students are guided and informed about various career opportunities available. Educational and personal guidance is also provided to the students for the solution of their problems.

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

Mechanism: - A suggestion box is kept in the college for students as well as faculty of the college, which is opened fortnightly by the Principal. Various problems listed, are either solved by the Principal or referred to the management for solution, as per the nature of the problem. Students also interact freely with the tutors in the tutorial groups to discuss and solve their general, personal, educational and vocational problems.

The main problem encountered during the last two years has been the tremendous

workload on the students. Due to the long admission process less time is left to work out the curriculum framed by the university and the students have to bear the load due to shortage of time. The college has also setup a Women Grievance Redressal Committee under the able guidance of Mrs. Chhoti Devi it functions actively to solve the problems put forward by female students.

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

Candidates' progress is monitored and advised throughout the session through weekly class tests, group discussions, skill-in-teaching exams, and practical and theory terminal exams conducted twice before the final examinations. Weekly class tests are corrected by the concerned teachers and are returned to the students to provide feedback on their performance. In the group-discussions conducted in the classrooms, immediate assessment is done by the teacher and feedback is given on the spot. After the first session of teaching practice, skill-in-teaching examinations are conducted and students are advised for improvement by the concerned teaching subject teachers. Theory and practical exams are conducted by the college preferably in December / January and April to check students' progress and accordingly guide the high and low achievers for further improvement in their study habits and paper attempting patterns.

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

Pre-practice preparation:- Orientation is given about use of teaching aids, methods and techniques of teaching, classroom problems, traits of a good teacher, preparation of micro and macro lesson plans, etc. by the teaching subject teachers in their respective classes. The subject teachers give demonstration lessons on use of various skills and methods. Micro-teaching

Sessions are conducted. Preparatory files are prepared by the students for each of the two teaching subjects, which include 5 micro lesson plans, 5 macro lesson plans and observation of two demonstration lessons by the teacher. During the teaching practice in the schools, continuous monitoring is done and feedback is provided by peers, Teacher Educators, School teachers and peers for improvement.

5.3 Student Activities

1. Does the institution have an Alumni Association? If yes, List the current office bearers.

Yes, the institution has an Alumni Association. Its office bearers are:-

President: - Ravinder
Secretary: - Madhu
Joint secretary: - Shilpa Yadav
Cashier: - Arun

- Give the year of the last election January 2014 List Alumni Association activities of last two years.
- The Association was formed in 2011 and to Alumni meetings were held in the college campus.
- Give details of the top ten alumni occupying prominent position.
- There is no such scope as college is new and the members are stepping up ladders in their respective fields
- Give details on the contribution of alumni to the growth and development of the institution.
- Members have donated their books to the library book bank and work to propagate the image of college in the society. The Association also plans to organize Blood Donation Camp in near future.

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

The institution encourages students to participate in extracurricular activities including sports and games by organizing various weekly competitions, athletic meet, annual day function and also by motivating the students to participate in various inter-college competitions. In the session 2014-15 our students participated in various activities and brought laurels to the college.

- 1) Teachers Day
- 2) Hindi Divas
- 3) Gandhi Jayanti
- 4) Cultural week- Mehendi, Rangoli, Fancy dress, debate etc.
- 5) Sports Week

3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major

publications/materials brought out by the students during the previous academic session.

College is planning to publish the articles of all the students and faculty in the college magazine. The students will be divided into houses and each house will maintain a wall magazine on weekly basis on rotation.

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

Constitution:-

- 1 House In-Charges are selected from each house (Total 2 house).

Activities:-

- 2 Organize and supervise various college activities under the able guidance of concerned teachers.
- 3 All the House incharges comprise the Students council. It acts as mediator between student and college authorities.
- 4 Students council maintains discipline in the college on regular as well as during function days.

Funding:-

College provides funds from Amalgamated Fund maintained by college.

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

From the session 2011-12 College is planning to establish a Student Welfare Council it will comprise 10 student representatives of various category and 5 faculty members. The council will meet once in a month and will advise the administration for the development of College.

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

To improve the various aspects of the institution feedback is taken from the students during the session and at the end of the session. Feedback is also taken from the school-teachers during teaching practice and when they visit as external examiners for the skill-in-teaching examinations. The college Management procures feedback from the students through the Principal once in a session and evaluates it to advise and suggest the faculty on areas where there is a scope for improvement.

5.4 Best Practices in Student Support and Progression

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

For student support and progression the college employs the best practices like setting up of Student Grievance Redressal mechanism, monitoring problems at individual level, maintaining a democratic environment where students can actively participate in all matters related to students. Cooperative teachers, provision of on the spot guidance, book bank facility for needy students, installments of college fees if any student is unable to deposit it in four installments as per K.U.K norms, organizing visits, educational trips and tour are also arranged by the institution. The institution also plans to associate itself with NGOs etc.

1. As explained earlier the all four clubs, The Placement Cell, The Guidance and Counseling Cell, The Grievance Handling Cell, The Alumni Association, The Discipline Committee and the Library committee are amongst the best practice for students support and progression.
2. Providing financial support to the needy students.
3. Providing conducive environment and creative opportunities.
4. Organizing tutorials for solving the problems of students.

Criterion VI -Governance & Leadership

6.1 Institutional Vision and Leadership

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

The institution was set up keeping in view various purposes, vision, mission and values. The important ones are as follows:

PURPOSE:

To spread literacy among the masses. To make the youth of the area vocationally efficient. To prepare teachers who are sincerely dedicated towards the Society.

MISSION:

Working in accordance with the above vision. We are constantly motivated to work hard and think differently about achieving new heights and shaping the future of coming generations. We move ahead with the mission of:

- 1 Undertaking a journey towards excellence in teacher education through research and innovative practices with deeper emphasis on pedagogical skills and optimum use of available resources.
- 2 Striving towards excellence in education by responding to changing needs and expectations of the society and educational environment by imparting life skills and value based education.
- 3 Serving the society by inculcating values such as dignity of labour, equality of genders, protection of environment, responsible use of mass media, respect for traditions and cultural heritage.
- 4 Enabling teacher educators to do away with stereotyped patterns of teaching by replacing them with a fresh approach to teacher education for promotion of creative excellence.
- 5 Providing maximum placement opportunities and developing teacher's personality professional competence and employment skills.

For achieving our mission we value

- 1 Determination
- 2 Discipline

- 3 Dedication
- 4 Diligence
- 5 Dynamism.

VALUES:

To inculcate moral and religious values through morning assembly, prayer, meetings and talks by teachers. To develop cultural values by arranging various interhouse competitions and celebrating festivals and aesthetic values by arranging events related to art competitions, flower making, pot making, rangoli, mehandi, candle making, drawing poster making etc.

VISION:

College derives its vision from the philosophy of Swami Vivekananda-Arise awake and stop not till the goal is achieved. Our endeavour is to give the nation future educators with qualities of intellectual competence, commitment, character, diligence, discipline, dynamism, versatility and entrepreneurship. Thus the institution promises to impart holistic education and instill higher values thus making the nation builders technologically superior and ethically strong.

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

Yes, the Mission includes the institutions goals and objectives according to the needs of the society.

Goals are as follows:

- 1 To uplift the standard of education.
- 2 To convert the institution into rural university.
- 3 To provide education at door step.
- 4 To guide and direct the youth towards noble profession of teaching.
- 5 To inculcate the feeling of National Integration.
- 6 To inculcate values through various activities.

Objectives of the Institution:-

- 1 To develop intellectual level of the students by helping them acquire information knowledge and wisdom.
- 2 To promote social values among the students and develop a sense of social responsibility towards community as a whole.
- 3 To enable the students to make use of their theoretical and practical knowledge so that they can cooperate with others, and can plan, execute and evaluate learning and teaching.
- 4 To bring out efficient enthusiastic and excellent teaching community.
- 5 To make the teachers capable of following recent trends in the teaching Methods.

- 6 To understand Philosophical, Sociological, Psychological and Economic bases of Education.
- 7 To understand the nature of individual differences among children.
- 8 To develop skills necessary to use emerging technologies.
- 9 To develop interpersonal skills, communication skills & spirit of inquiry.
- 10 To imbibe a penchant of learning, to serve the nation being a teacher.

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 management of the institution is committed towards providing best of facilities, guidance and leadership for effective and efficient transaction of teaching learning processes. Under the leadership of the far sighted management the problems are deeply taken care of and various facilities are provided from time to time as and when need arises by organizing board meetings and composing various committees and ensuring efficient functioning of the same.

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

The management and head of the institution ensure that the responsibilities are defined according to the needs and requirements and are communicated through staff meetings, circulars, notices, office orders etc.

5. How do 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 institution has a dual feedback mechanism, once through the management and once through the principal on all the components of the institution. This feedback acts as a base for the management to review the activities of the institution.

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

The institution identifies and addresses various barriers by procuring information through feedback mechanism, staff meetings with student's council, group discussions, tutorial meetings and suggestion box.

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

The management frames and constitutes various committees and involves all the faculty members in functioning of these committees that ensure effectiveness and efficiency of institutional processes. The lacunas and problem areas are discussed and suggestions and solutions to problems are sought through discussion with the faculty. The faculty is also appreciated and honored for active participation and involvement in the institutional processes.

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

The head of the institution assigns and allocates various duties to the faculty by constituting various committees according to the interest and aptitudes of the faculty. The head also ensures the efficient functioning of the committees by supervising their functioning regularly.

6.2 Organizational Arrangements

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

The institution constitutes various committees for smooth functioning of different institutional activities like Time Table Committee, Examination Committee, Discipline Committee, Cultural Committee, Internal Assessment Committee, Tours and Trips Committee, Morning Assembly Committee, Library Committee, Purchase Committee, Refreshment Committee. The Examination Committee holds meetings before and after

every House Examination to plan date sheet, format for question papers and allocate duties, etc.

Meetings of Extension and linkages Committees are also held periodically whenever any activity or programme has to be organized and various resources (human and financial) are planned, discussed and allocated. The faculty selects/elects a staff representative during Staff Meetings who forwards all the suggestions and problems of the Staff to the Head or an Employer. Various other decisions regarding Academic Management like Time Table, Internal Assessment are taken through meetings of respective committees held at regular intervals. The time Table Committee holds regular meetings to plan and

frame time-table for the session and to make required changes/adjustments as and when required on daily basis. The decisions and suggestions regarding updating and the felt needs for infrastructure are discussed in the Staff Meetings and thus forwarded to the Employers for implementation. The Library Committee holds meetings at periodic intervals to discuss the needs and requirements felt by the Staff and Students through meetings of student representatives and other student council members and updating is done accordingly. The purchase Committee also holds meetings to discuss and plan purchase according to the felt needs and requirements.

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

The institution has three bodies which govern and regulate academic and administrative affairs of the institution.

1. The Governing Council comprises of total seven persons of which one is the President, second is the Secretary, third is Treasurer, fourth is Joint Secretary and the rest three members are acting as members of the office. Their names are as follows:

1. Mr. Purushotam Dutt Tayal	as	The President
2. Mr. Goverdhan Dass	as	The Secretary
3. Mr. Jai Bhagwan	as	Treasurer
4. Mr. Parveen Tayal	as	Joint Secretary
5. Dr. Ashok Yadav	as	Member
6. Mr. Ram Kumar Yadav	as	Member
7. Mr. Ran Singh Yadav	as	Member

8. The Administrative Council comprises of four persons. The names of which are as follows:

1. Dr. Jai Prakash
2. Mr. Dayanand
3. Mrs. Chhoti Devi
4. Mrs. Kalawati
5. Various Committees

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

The administration is totally decentralized and management involves the Principal, Faculty as well as Students for ensuring efficient functioning. The Principal allocates duties to the faculty members who further may also involve the students if need arises. The suggestions of faculty and students are sought while taking administrative decisions.

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

The institution develops rapport and liaisons with other sections and school personnel and procures suggestion and information regarding various components of education and also seek their valuable advice in regard to matters pertaining to education like Practice Teaching programmes, etc.

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

Yes, the institution does use the data and information obtained through feedback from students, parents and Alumni in making decisions and for bringing about improvements in various areas. As per the feedback received for increase in the number of buses and provision of proper canteen in the campus.

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

The institution provides conducive environment to its faculty members for their professional growth by providing access to internet, library, motivating the faculty to attend workshops, refresher courses, extension lectures and seminars to keep pace with the recent developmental trends in education. The institution also provides instructional facilities like well equipped language laboratory, computer laboratory, educational technology laboratory etc. to make the teaching learning process more innovative and efficient.

6.3 Strategy development and Deployment

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

Yes, college activities are being done through systems and integrate data and information on academic and administrative aspects.

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

The institution plans the academic calendar at the beginning of the session which

includes curricular and co-curricular activities to be organized during the session. The faculty is allocated duties for organizing various activities; funds are also allocated and withdrawn from college funds depending upon the nature of activity.

The institution also provide human and financial recourses for accomplishment and sustaining the changes resulting from the action plan as given below.

- As per need of extension work, training programme and also financial approval to appoint suitable human resources.
- Regarding growth of the infrastructure and academic aspect the institute is trying to facilitate all the essential need as per requirement.

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

Meetings and discussions of the staff, Head and Employers are held at regular intervals to identify needs and fulfill them for implementation of mission and goals. These are discussed and duties and funds are allocated by the academic and administrative bodies and are forwarded to the staff through the head and then the decisions made are implemented and student representation may also be sought if required.

Need of resources for the institution to support the implementation of the mission and goals as below:-

a. To conduct teaching learning process like training programmes, curricular activities ,seminars, conferences, workshops etc., all the human resources arranged and appointed as per norms of the state Govt., NCTE and affiliating University.

b. Our institution arranges the financial resources through:-

- i) Fee collected from students
- ii) Corpus fund from Management of the College.

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

The academic calendar is planned on the guidelines given by the university and keeping in view the problems faced in previous sessions and through feedback mechanism and suggestions sought from school teachers , faculty and administrators. The administrators give guidelines and supervises the committees framed for planning various academic components.

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

The institution assures individual employees contribution for institutional development by involving all the employees in the institutional work. Objectives of the institution are communicated and deployed at all levels through meetings of

faculty with the administrators where in the faculty is apprised of their roles and duties towards the institution and is also appreciated for commendable employee contribution for institutional development.

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

The institution regularly and frequently monitors revises and evaluates its vision, mission and implementation plans according to needs and requirements of educational curriculum and needs of students. The academic components are monitored and evaluated frequently at college level annually on the basis of university results and weakness and lacunas are identified and required change are brought about. Other components and activities are monitored regularly at college level and required changes are brought about.

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

The institution deploys the new technology in various components like admission, internal assessment records, lesson planning, developing instructional aids etc.

6.3 *Human Resource Management*

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

The career progression of the staff is done according to the recent technological trends and curriculum revisions also guide us to identify faculty development needs.

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

Self appraisal is done by the faculty at the end of every academic session. Apart from this, evaluation is done by students through feedback mechanism and staff members help each other to identify and solve problem if any. Yes, the institution uses the evaluation to improve teaching, research and service of the faculty.

3. *What are the welfare measures for staff and faculty?*

The Institution does provide important helps to the staff and faculty for welfare. Some welfare oriented aspects of the institution are as mentioned below:-

- Providing good working atmosphere.
- Financial assistance for up gradation, participation in refresher programmes/orientation programmes/related seminars etc.
- Organizing sports and cultural activities, field trips etc.
- Provided ventilated and clean seating arrangement (faculty room, staff room)
- Provide financial help in emergency case.
- Management provides medical assistance to the staff and faculty.
- Duty leave is also provided to attend seminars and workshops.
- The institution also gives paid maternity to its employees.

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

The institution conducts various types of activities, various types of activities/programmes related to the staff development in the direction for improvement of staff and their well being like refresher course, orientation programme. College provides computer training to college staff so that they can handle computers and use them for office work.

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 and how does the institution align these with the requirements of statutory and regulatory bodies?*

We recruit staff through the policies decided by University and NCTE and advertisement is published in the leading newspapers followed by interview through the University Panel. Good grades and awards/honors are given to retain the faculty.

6. *What are the criteria for employing part time/Adhoc faculty? How is the part time/Adhoc faculty different from regular faculty?*

As per concerned authorities guidelines.

7. *What are the policies, resources and the practices of the institution that support and ensure the professional development of faculty?*

For professional development of Faculty College has become a member of different Academic Staff Colleges of India. Duty leave and funds are provided for the teachers to attend seminars, workshops for their development.

8. *What are the physical facilities provided to faculty?*

Well maintained staff room, water cooler, well stocked library, computer lab along with internet is provided to faculty.

9. *What are the major mechanisms in place for faculty and other stake holders to seek information and make complaints?*

Suggestion box is kept in the campus to accept information and complaints from various stake holders. A grievance Reduces committee has also been formed. Information is conveyed to faculty and stakeholders through advertisements, meetings, etc.

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.*

There is an equal division of workload in terms of equally divided subjects and periods to be taught over a period of week as per the rules laid down by University. Likewise the college activities involving teachers and their students are scheduled psychologically and systematically and the institution arranges for adjustments if need arises.

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

Yes, the staff members are honored and rewarded every year on Annual Day Function of the institution for the significant contribution to development of the institution. Such rewards/honors motivate and encourage the staff members to give in their best and work towards an up liftment of the institution.

6.5 *Financial Management and Resource Mobilisation*

1. *Does the institution get financial support from 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 any financial support from the government. Source of income is students fee only.

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

No

3. *Is the operational budget of the institution adequate to cover the day to day*

expenses? If no how the deficit met?

Operational budget of the institution is in deficit and is met by funds from the Semite.

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 budgetary resources include the student fees and funds from the college Semite.

6. *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 college accounts are audited regularly by an independent Chartered Accountant firm. No major objection was raised during the audit.

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

All the basic operations of finance are managed through computers.

6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

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 and 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 function etc.
- ☐ Leadership qualities are developed among student-teachers by electing students representatives from each Sadan.
- ☐ 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

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

The institution established Internal Quality Assurance Cell (IQAC) in the year 2011.
Composition: - The Principal and Three faculty members are the members of Quality of advisory committee.

The major activities of IQAC are:

- 1 To check effectiveness of teachers.
 - 2 To advise the books and magazines for the library.
 - 3 To give financial aid to the poor students.
 - 4 To organize activities and get support from the Alumni Association.
 - 5 To provide health services.
 - 6 To organize the guidance and counseling activities for the students.
 - 7 To access the students achievements and awards.
2. ***Describe the mechanism used by the institution to evaluate the achievement of goals and objectives?***

The institute evaluates the achievement of goals and objectives through regular analysis and evaluation of results of the students. Feedback is also sought from the students and the faculty throughout the sessions through discussions, meetings and through the filling up of the prescribed feedback format. Routine/Periodic monitoring is done by the Principal and the Governing Council.

2. ***How does the institution ensure the quality of its academic programme?***

The institution ensures the quality of its academic programmers through the performance of the students in various inter college competitions like Skill in Teaching Competitions, Teaching Aid Preparation Competitions and through continuous evaluation at college level through class discussions, class tests, house tests and University examination.

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 process through open discussions with staff members.

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

In the beginning of the session a meeting is called by the Principal and with the coordination and suggestions of all the staff members, different committees are formed keeping in mind the efficiency, skills and interest of all the staff members. It makes the working more organized and systematic.

7.2 Inclusive Practices

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

The institution sensitizes teachers towards the issues of inclusion and the focus given to these in the national policies and the school curriculum through various journals, internet, clippings of newspapers and talk by experts on various topics on national policies and the school curriculum.

Whenever a new policy is introduced by Government, debates and seminars are held by the teachers concerned to this subject. It is assured that every faculty member and the pupil teacher should be an active participant in it. During current session too, a debate was held on the topic “Grading System in Indian Schools”. The Institution follows all the directions issued by State Government and the University.

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?*

Exceptionalities among students are identified and are treated accordingly. Students are made aware about gender differences. Below average, average and under average students are identified and remedial classes are arranged to prepare them for the examination and handouts are also provided to them for various topics accordingly.

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

The institutions envision various activities in the curriculum like free and open discussions, participations in seminars, self expression activities, student’s speech in morning assembly, undertaking some social projects, performing experiments in

laboratories and PowerPoint presentations etc.

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

Student teachers are given knowledge about individual differences in the college so that they recognize and identify individuality of every student. Also, their practical experiences and guidance of Teacher Educators during teaching practice in schools helps them recognize individual differences among students and know how to guide students accordingly. Also the students are made aware of the problems of Exceptional children like deaf and dumb children by arranging trips to the deaf and dumb schools.

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

The institution addresses to the special needs of physically challenged and differently able students enrolled in the institution by paying individual attention to their individual needs. Though the need hasn't aroused yet the college provides ramp facility for access to the first floor for the physically challenged students.

7.3 Stakeholder relationships

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

The institution accesses the information on organizational performance to the stakeholders through college website, newspapers, pamphlets and by celebrating different functions in the college in which parents and other members of the community are invited.

Stake holders are submitted information of organizational performance in the updated manner. The academic and administrative head of institution ensures the access to the information on organizational performance. Arrangements are democratic in which transparency is ensured. Every stake holder participates actively in these arrangements.

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 quality improvement?*

At the end of every academic year the whole process is analyzed with the help of feedback from the students and through staff meetings and discussions for bringing qualitative improvement.

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

In order to bring quality improvement questionnaires are provided to the students, professional community, Alumni and other stakeholders for procuring feedback. These questionnaires are then analyzed and short comings are removed for quality improvement.

- Feedback regarding the programme, quality is obtained from students through appraisal Performa on B.Ed. course. Alumni get together and meeting is a regular annual feature in which office bearers and distinguished alumni provide their precious feedback as well as aid.
- Professional community members are invited as guests in our curricular and co-curricular programmes. They provide their valuable feedback suggestions which are analyzed and implemented by IQAC.
- Every information, feedback and suggestion is put forward in IQAC meeting and used for further planning wherever applicable. Consequently quality of the academic and administrative work culture improves.

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 Haryana in Comparison to another state of the country. The state universities—Chaudhary Ranbir Singh university, Jind, M.D.U. University Rohtak, Chaudhary Devi Lal University, Sirsa, Kurukshetra University Kurukshetra, Chaudhary Bansi Lal university, Bhiwani offer the teacher education programme through departments, affiliated colleges and department of distance education. Different teacher education courses i.e. M.Ed., 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- R Haryana University. —Chaudhary Ranbir Singh university, Jind , M.D.U. university Rohtak, Chaudhary Devi Lal University, Sirsa, Kurukshetra University Kurukshetra, Chaudhary Bansi Lal university, Bhiwani.

These regulatory and affiliating universities ensure that the norms, rules and guidelines provided by the 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. There are 19 Government /Aided Colleges and 478 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 merit on the qualifying exam. 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 of institution in any field does lead to cropping up of some problems and issues that demand constant vigil and redressal.

DECLARATION BY 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 discussions, and no part thereof has been outsourced.

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

Signature of the Head of the Institution
with seal

Place : Hansi

Date :

ENCLOSURES

Sr. No.	Documents	Page No.
1	Recognition order of NCTE.	92
2	Affiliation order of University	96
3	Bye-Laws :	99
4	Audit Report : Latest	109
5	Staff Detail : Latest	112
6	Mapping of Academic Activities	114
7	Feed Back Forms : Last 2 years	115
8	Time Table :Latest	117
9	Results – Last 3 years	118
10	Syllabus Copy – 2015-16	125
11	Calendar of Events : Latest	227
12	Map	229



NCTE

01693-245002

NATIONAL COUNCIL FOR TEACHER EDUCATION

(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)

Northern Regional Committee

राष्ट्रीय अध्यापक शिक्षा परिषद
(भारत सरकार का एक विधिक संस्थान)

उत्तर क्षेत्रीय समिति

TO BE PUBLISHED IN GAZETTE OF INDIA PART - III, SECTION 4

F.NRC/NCTE/HR-1568/2008 59762-68

Order

Dated

12-SEP-2008

WHEREAS in terms of Section 14(1) of the NCTE Act, 1993 Adarsh Subhash Tayal College of Education, Vill- Jind Road, Near Jind Chungli, Hansi, Post- Hansi, Tehsil- Hansi, District- Hisar, Haryana, has submitted an application (Code No APN-06615) 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 on 13th Mar 2008.

2. AND WHEREAS on scrutiny/perusal of the application submitted by the Institution, the documents attached therewith, the affidavit and the input received from the visiting team in the form of report and videography, recommendation of the State Government, the Committee is satisfied that the Institution/society fulfills the requirements under the provisions of NCTE Act, Rules and relevant Regulations including the Norms and Standards for the Secondary teacher education programme such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratory etc. for running the programme and has selected/appointed duly qualified teaching staff as per NCTE norms.

3. NOW, THEREFORE, in exercise of the powers conferred under section 14(3) (a) of the NCTE Act, 1993, the Northern Regional Committee hereby grants recognition/permission to Adarsh Subhash Tayal College of Education, Vill- Jind Road, Near Jind Chungli, Hansi, Post- Hansi, Tehsil- Hansi, District- Hisar, Haryana, for conducting B.ED. Course of Secondary level of One year duration with an annual intake of 100 (One Hundred only) students from the academic session 2008-2009 under clause 7(11) of NCTE Regulation, 2007 notified on 10-12-2007 subject to fulfillment of the following conditions:-

- (i) The admission of students shall be done only after affiliation by the examining body before the commencement of the academic year and the admission of students shall be completed well before the cut off date prescribed by the examining body for the academic year 2008-2009 failing which the recognition will be deemed to be for the next academic year i.e. 2009-10.
- (ii) Formal orders for the Recognition/permission will operate for 2008-2009 only if the requirement of 180 teaching days in the session would be fulfilled as per calendar of the University/ Affiliating Body.
- (iii) The Institution shall, within one month of the receipt of recognition order, convert the endowment fund and reserve fund accounts into joint accounts to be operated along with an officer of the Northern Regional Committee.
- (iv) The Institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.
- (v) The Institution shall make admission only after it obtains affiliation from the examining body in terms of clause 8(12) of the NCTE Regulations, 2007 notified on 10-12-2007.

Contd....2

Office : A-46, Shanti Path, Tilak Nagar, Jaipur-302004 (Rajasthan)
Jurisdiction : U.P., Uttarakhand, Delhi, Haryana, Punjab, Chandigarh, M.P., Rajasthan
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E-mail : nrc@ncte.org ; website : http://www.nrcncte.org ; www.ncte-in.org

4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed under relevant norms and standards of NCTE for other regulatory bodies like USC, 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 together with statement of T.D.S. in respect of the salary paid to the staff. A copy of the format is enclosed with the order.

6. If the Institution contravenes any of the above conditions or the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee shall withdraw the recognition as stipulated provisions of Section 17(1) of the NCTE Act.

7. The Institution shall maintain & update its Web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

1. Copy of the Application Form
2. Land and Building Particulars
3. Staff Profile
4. Recognition letter
5. Information for having fulfilled the norms & standard and other required conditions.

(S.S. Rana)
Regional Director I/C
Tel. No. 0141 2623501

The Manager to Govt. of India
Department of Publications, (Gazette Section)
Civil Lines, Delhi - 110 054

C. C.

1. The Principal Adarsh Subhash Tayal College of Education, VIII- Jind Road, Near Jind Chungli, Hansi, Post- Hansi, Tehsil- Hansi, District- Hisar, Haryana.
2. The Secretary, Education, Govt. of Haryana, Secretariat, Chandigarh
3. The Registrar, Kurukshetra University Kurukshetra, Kurukshetra, Haryana.
4. The Director, Directorate of Higher Education, I/c Teacher Education, Govt. of Haryana, Directorate, Haryana
5. The Secretary, Dept. of Elementary Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110 001
6. The US (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, Bahadurshah Zafar Marg, New Delhi - 110 002.
7. Office Order file/ Institution file

Regional Director

NCTE-NRC-JAIPUR

4001721

F. No./NRC/NCTE/HR-1588/2015 / 102449

Date: 19 MAY 2015

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4

ORDER

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 institution Adarsh Subhash Tayal College of Education, Vill.- Jind Road, Near Jind Chungi, Hansi, Post- Hansi, Tehsil- Hansi, Distt.- Hissar, Haryana has been recognized by NRC vide its Order No. NRC/NCTE/HR-1588/59762-68 dated 02.11.2008 for B.Ed. course with an annual intake of 100 seats.

3. **AND WHEREAS**, the institution has by affidavit consented to come under New Regulations and sought for two basic units in B.Ed., which requires additional facilities.

4. **AND WHEREAS**, it has been decided to permit the institution to have two basic units of 50 students each subject to the institution fulfilling following conditions namely.

- (i) 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.
- (ii) The application-Institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC) and the Building Plan (BP) in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting Team at the time of inspection.
- (iii) The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these condition by 20 February, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.
- (iv) In case any existing institution's matter is sub-judice under court direction/SCN under section 17 of the NCTE Act/ Complaint etc., the institution shall be required to submit a copy of the Hon'ble Court order/reply to SCN/complaint/already submitted alongwith the documents, if any together the documents referred above. In case the institution's request for shifting of premises is pending, such institution shall be required to submit the requisite documents as per provisions of the NCTE Regulations, 2014 with a copy of the order/NOC of the affiliating body/State Govt. and such other documents as indicated in the revised format recognition order. The final decision shall be subject to the directions given by the Hon'ble Court in the Writ Petition/case decided by the Northern Regional Committee in respect of Section 17/complaint cases etc.

5. **Now therefore**, in the light of the above, the Northern Regional Committee, NCTE hereby issues the revised Recognition Order to Adarsh Subhash Tayal College of Education, Vill.- Jind Road, Near Jind Chungi, Hansi, Post- Hansi, Tehsil- Hansi, Distt.- Hissar, Haryana for conducting B.Ed. programme of two years duration with an annual intake of 100 for two basic units of 50 students each from the academic session 2015-2016 subject to fulfilment of the conditions mentioned herein before 31.10.2015.

कार्यालय : चौबीस बिल्डिंग, जिवन निधि-II, एल.आई.सी. बिल्डिंग, अम्बेडकर सर्किल
भारतीय मित्र मार्ग, जयपुर-302 005 (राजस्थान)
कार्यालय : जगत प्रदेश, पारास, दिल्ली, हरियाणा, पंजाब, मध्य प्रदेश, छत्तीसगढ़ 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., Uttarakhand, Delhi, Haryana, Punjab, Chandigarh, H.P., Rajasthan
E-mail : nrc@ncte-india.org, Website : www.ncte-india.org

6. Further, the recognition is subject to fulfilment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University /Body, the State Government etc. as applicable.

7. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a Chartered Accountant.

8. The institution shall maintain & update its website as per provisions of NCTE Regulations and always display following as mandatory disclosure.

- (a) Sanctioned programmes along with annual intake in the institution.
- (b) Name of the faculty and staff in full as mentioned in school certificate along with their qualifications, sea of pay and photograph.
- (c) Name of faculty members who left of joined during the last quarter.
- (d) Names of students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.
- (e) Fee charged from students.
- (f) Available infrastructural facilities.
- (g) Facilities added during the last quarter.
- (h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter.
- (i) The affidavit with enclosure submitted along with application.
- (j) The institution shall be free to post additional relevant information, if it so desires.
- (k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If the institution Contravenes any the above conditions or the provision of the NCTE Act, Rules, Regulations and Orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17(1) of the NCTE Act.

By Order

(Dr. S.K. Chaudhary)
Regional Director

The Manager to Govt. of India,
Department of Publications, (Gazette Section)
Civil Lines, Delhi - 110 054

Copy to:-

1. The Principal, Adarsh Subhash Tayal College of Education, Vill.- Jind Road, Near Jind Chungi, Hansi, Post-Hansi, Tehsil- Hansi, Distt.- Hissar, Haryana.
2. The Secretary, Department of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi- 110001.
3. The Principal Secretary, (Higher Education) Govt. of Haryana, Haryana Govt Secretariat, Chandigarh.
4. The Registrar, Kurukshetra University Kurukshetra, Haryana.
5. The US (Computer), National Council for Teacher Education, Hans Bhawan Wing-II, I, Bahadur Shah Zafar Marg, New Delhi- 110 002.
6. Office order file/ Institution file


Regional Director

KURUKSHETRA UNIVERSITY KURUKSHETRA
(Established by the State Legislature Act XII of 1956)
('A' Grade, NAAC accredited)



Ph. No. : 01744 - 239744

PBX : 01744 - 238410

Ext. : 3020

No.CG-VI/15/ 4988

Dated: 31-3-15

ADMINISTRATIVE OFFICER (COLLEGES)

To

The Principal,
Adarsh Subhash Tayal College of Education,
Jind Road, Near Jind Chungi, Hansi,
Distt. - Hisar

Subject:

Extension in provisional affiliation to Adarsh Subhash Tayal College of Education, Jind Road, Near Jind Chungi, Hansi, Distt. - Hisar to run B.Ed. course for the session of 2014-15.

Sir/Madam,

I am desired to inform you that extension in provisional affiliation has been granted to the aforesaid college to run B.Ed. (Regular) course for the session 2014-15, subject to the condition that the college is required to make up the deficiencies as reported by the Inspection Committee before the commencement of the next academic session i.e. 2015-16.

A copy of inspection report is enclosed.

On the basis of the Inspection Report, the above said college falls under Category 'A' in terms of Human Resource position and Physical Infrastructure & Other Facilities/Amenities.

Kindly note it is only provisional affiliation. In case the college is found deficient in infrastructural facilities/teaching faculty and/or acting in violation of University directions, Rules, Regulations, Ordinance etc., the College will be liable for penalties/disciplinary action including withdrawal of provisional affiliation.

Yours faithfully,

Administrative Officer (Colleges)
for Dean of Colleges

Dated:

Encl: as above

Endst.No.CG-VI/15/

Copy of the above is forwarded to the Assistant Registrar (Registration) for information and necessary action.

Administrative Officer (Colleges)
for Dean of Colleges

KURUKSHETRA UNIVERSITY KURUKSHETRA

(Established by the State Legislature Act XII of 1956)

('A' Grade, NAAC accredited)



SUPERINTENDENT (COLLEGES)

Ph. No. : 01744 - 239744

PBX : 01744 - 238410

Ext. : 3020

No. CG-VI/14/ 6899

Dated: 19-7-14

To

The Principal,
Adarsh Subhash Tayal College of Education,
Jind Road, Near Jind Chungi, Hansi,
Distt.- Hisar

Subject:

Extension in provisional affiliation to Adarsh Subhash Tayal College of Education, Jind Road, Near Jind Chungi, Hansi, Distt.- Hisar to run B.Ed. course for the session of 2013-14.

Sir/Madam,

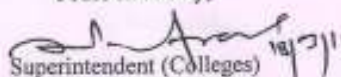
I am desired to inform you that extension in provisional affiliation has been granted to the aforesaid college to run B.Ed. (Regular) course for the session 2013-14, subject to the condition that the college is required to make up the deficiencies as reported by the Inspection Committee at the earliest under intimation to this office.

A copy of inspection report is enclosed.

On the basis of the Inspection Report, the above said college falls under Category 'A' in terms of Human Resource position and Physical Infrastructure & Other Facilities/Amenities.

Kindly note it is only provisional affiliation. In case the college is found deficient in infrastructural facilities/teaching faculty and/or acting in violation of University directions, Rules, Regulations, Ordinance etc., the College will be liable for penalties/disciplinary action including withdrawal of provisional affiliation.

Yours faithfully,


Superintendent (Colleges)
for Dean of Colleges

Dated:

Encl: as above

Endst.No.CG-VI/14/

Copy of the above is forwarded to the Deputy Registrar (Registration) for information and necessary action.

Superintendent (Colleges)
for Dean of Colleges

KURUKSHETRA UNIVERSITY KURUKSHETRA
(Established by the State Legislature Act XII of 1956)
('A' Grade by NAAC accredited)



REGD.-POST

Ph. No. : 01744 - 238347
PBX : 01744 - 238410
Ext. : 2447
No.CG-VI/13/ 6885
Dated: 18-11-12

SUPERINTENDENT (COLLEGES)

To

The Principal,
Adarsh Subhash Tayal College of Education,
Jind Road, Near Jind Chungi,
Hansi, Distt.- Hisar

Subject: Extension in provisional affiliation to Adarsh Subhash Tayal College of Education, Jind Road, Near Jind Chungi, Hansi, Distt.- Hisar to run B.Ed. course for the session of 2012-13.

Sir/Madam,

I am desired to inform you that extension in provisional affiliation has been granted to the aforesaid college to run B.Ed. (Regular) course for the session 2012-13, subject to the condition that the college is required to make up the deficiencies as reported by the Inspection Committee immediately under intimation to this office. A copy of inspection report is enclosed.

On the basis of the Inspection Report, the above said college falls under Category 'A' in terms of Human Resource position and Physical Infrastructure & Other Facilities/Amenities. A Certificate in this regard duly signed by the Registrar, Kurukshetra University, Kurukshetra is also enclosed herewith in terms of Order of the Hon'ble High Court of Punjab & Haryana dated 18.9.2012 in CWP No.20056 of 2009 (O&M).

Kindly note it is only provisional affiliation. In case the college is found deficient in infrastructural facilities/teaching faculty and/or acting in violation of University directions, Rules, Regulations, Ordinance etc., the College will be liable for penalties/disciplinary action including withdrawal of provisional affiliation.

Yours faithfully,

Encl: as above

[Signature]
Superintendent (Colleges)
for Dean of Colleges

Endst.No.CG-VI/13/

Dated:

Copy of the above is forwarded to the Deputy Registrar (Registration) for information and necessary action.

Superintendent (Colleges)
for Dean of Colleges



PUBLIC CHARITABLE TRUST DEED

This Trust Deed executed this 9th day of April, 1933 at Hansi, Distt. Hissar in the State of Haryana between Purnanottam Dutt s/o Late Sh. Balu Ram Aggarwal, Vaish by caste, resident of Hansi Distt. Hissar, 1st party; and Sarvshri Purnanottam Dutt, Jai Bhagwan, Govardhan Dass s/o Late Sh. Balu Ram and Lat. Champa Devi wd/o Late Sh. Balu Ram, all Aggarwal Vaish by caste, residents of Hansi Distt. Hissar, 2nd party; (hereinafter referred to as trustees) sheweth as under:-

Whereas Late Sh. Balu Ram s/o Sh. Ram Sarga Dass, Tawal Gotra had cherished a desire to establish a Trust wholly for charitable purposes for general public.

And whereas Late Sh. Balu Ram for effectuating his said desire executed a WILL duly evidenced by order of Probate dated 27.1.1933, issued by the Court of Hon'ble Distt. Judge, Hissar and appointed 1st party to this deed as his executor; and whereas as per the wishes of Late Sh. Balu Ram, 1st party to this deed in consultation with 2nd party to this deed settling a sum of Rs.100/- (Rupees Eleven Hundred only) and plot situated at Kali Devi Road, Hansi Distt. Hissar measuring about 1000 Sq. Yards subject to the provisions provided herein; Now this deed witnesseth as under:-

1. The Trust hereby established shall be styled as

Shri Balu Ram Tawal Public Charitable Trust.

Shri Balu Ram Tawal Public Charitable Trust
HANSI

Shri Balu Ram Tawal Public Charitable
Trust HANSI

20Rs.



2. For consideration the settlor 1st party to this deed hereby transfers and assigns unto Trustees a sum of Rs. 1100/- (Rupees Eleven Hundred Only) and plot situated at Kali Devi Road Hansi Distt. Hissar and the beneficial interest in the said sum & immovable property upon the Trust with powers and subject to the provisions hereinafter contained and concerning the same.

3. For consideration aforesaid the trustees hereby covenant with the 1st party to this deed that the trustees at present and other trustees shall stand and possessed the said sum of Rs. 1100/- (Rupees Eleven Hundred Only) and the plot stated above and all additions to the Trust fund and any income arising thereof upon the Trust and subject to powers and provisions hereinafter declared of and concerning the same.

4. Purushottam Dutt I/o Sh. Balu Ram shall be permanent Managing Trustee-cum-Chairman of the Trust for his life time unless he resigns and nominates his successor. In case of his death without nominating his successor his younger brother Sh. Jai Bhagwan (Trustee) shall be Managing Trustee-cum-Chairman and shall have the same powers and rights to nominate his successor to the office of Managing Trustee-cum-Chairman and in case Sh. Jai Bhagwan Trustee is, for not less than, whatsoever, not available then Goverdhan Dass, Trustee, shall be Managing Trustee-cum-Chairman of the Trust and shall have all the powers and rights which Purushottam Dutt had.

For Trust
Balu Ram Tyagi Private Charitable Trust
HANSI

Contd. page.3.

For Trust
Goverdhan Dass Private Charitable Trust
HANSI (Hissar)



-3-

Shri. Bhawan, Govardhan Das and Shri. Champa Devi of second part to this deed shall be permanent Trustees of this Trust.

5. APPOINTMENT OF NEW TRUSTEES: No. of the trustees shall be 9 (nine). Power to appoint the new trustees and the vacancy thereof shall vest with the trustees for the time being.

6. OBJECTS OF THE TRUST: The following shall be the objects of the Trust without any distinction of caste, language, state, creed and sex;

- i) To establish, run, support and maintain school(s) for the purpose of imparting basic, academic, vocational and moral education with Bharatiya Samak Padshahi (Approach) in particular and to Hospital(s), College(s), Library/Libraries, reading room(s) in general.
- ii) Rendering medical aid to poor and needy persons of the society in the form of dispensary/dispensaries, hospital(s) distribution of medicines and/or in the form of various types of medical aids, treatment(s) and/or to meet their expenses for the same or incidentally thereto.
- iii) To establish, run, support and maintain Dharanshala(s) and Sanshala(s).
- iv) To help orphan(s), widow(s) and other needy person(s) of the society by way of donation(s), clothing(s), self-employment etc. etc.

Contd., page. 4.

First of
Bharatiya Samak Padshahi Trust
HANSI

at Bala Ram Taval Public Charitable
HANSI (Haryana)

-4-

7. MANAGEMENT: The management of affairs of the Trust will vest with the trustees and the trustees shall have powers to do all such acts as may be considered necessary for the benefits of the Trust and/or management of its properties and affairs.

8. POWERS AND DUTIES OF TRUSTEES: Without prejudice to any of the powers that the trustees may have under any law for the time being in force, the trustees shall have the following powers:

- i) To apply any part of the trust fund in acquiring moveable or immoveable properties for attaining objects of the Trust.
- ii) To manage all Trust and trust fund and to do all acts, deeds and things necessary for the establishment, construction, preservation, maintenance and management thereof and the affairs relating thereto or connected therewith.
- iii) To acquire, purchases, sell, convert, change, transfer or otherwise deal with all or any of the trust funds including shares, stocks, debentures, government securities, belonging to the trust and to reinvest the same as the trustees may deem fit and proper.
- iv) To accept donations, contributions, subscriptions, gifts and/or grants in aid either in money or in kind or any moveable or immoveable property from any person or persons, institutions, societies, corporations, associations (whether incorporated or not), local authorities, Central Govt. & State Govt. and charitable institution(s) for the advancement of and in furtherance of all or any of the objects or purposes of this trust.

Contd..page.5.

Shri. Ram. Tayal Public Charitable Trust
HANSI

Shri. Ram. Tayal Public Charitable
Trust, Hansi (Haryana)

-5-

- v) To open account or accounts with any bank(s), person(s), firm(s), company(s), banker(s) and to operate upon such account(s) and to give all instructions and directions to the bank(s), person(s), firm(s), company(s), banker(s) and to transfer, endorse and sign Govt. securities, promissory notes, shares, debentures, cheques, drafts and other securities or instruments.
- vi) To institute suits, actions and legal proceedings, to prefer affidavits where ever necessary and to defend or compound, compromise, abandon or submit to arbitration or otherwise settle any suit, action claim, legal proceedings, appeal, demand or dispute in relations to or connected with this trust fund and/or affairs of or relating to or connected with the trust and to appoint attorney(s) and to delegate to him/them powers to starting for or defending the trust in Court/Office(s).
- vii) To apply the income of the trust fund for the objects of the trust and also to accumulate the income and invest in any manner as the trustees in their absolute discretion may decide from time to time with the unanimous consent of all trustees, even the amount can be spent out of trust fund for objects and purpose of trust.
- viii) To appoint from time to time Sub-Committee(s) comprising one trustee or more for carrying out the objects and purposes of the trust or matters connected with the trust and/or its affairs.

Contd..page.6.

Principal
Bala Subhash Tayal Public Charitable Trust
HANSI

By Bala Subhash Tayal Public Charitable Trust
HANSI

(H)
-5-

ix) To nominate, appoint and constitute attorney(s), legal practitioner(s), agent(s) etc. and to delegate to them all or/any of the duties and powers vested in trustees with regard to management of the trust property including starting of, defending of legal proceedings or for opening or operating upon accounts with any bank or banks, person or persons or to do such other acts and duties relating to or connected with the trust fund as may be deemed necessary.

x) To appoint secretaries, managers and other employees as the trustees may in their discretion think proper and necessary for carrying out the management of the trust and/or the trust fund and to delegate to such secretaries, managers or other employees any of the powers of the trustees for the general or specified purposes as may be deemed expedient and power for the convenience of the administration and/or proper working of the trust.

The secretaries or managers or other employees so appointed shall be responsible for keeping the proper records of the minutes of the meeting of the trustees, audit, sub-committee(s) and of the general working and control of the trustees and/or trustee and/or any person(s) authorized by the trustees for the purpose and to pay salaries of the staff and other outgoing levies etc. out of the trust income or if necessary out of the trust fund itself.

xi) And generally to do all acts, deeds and things, as may be necessary for all the proper management, control and administration of the trust and/or the trust fund and all other matters incidental thereto or connected therewith.

Shri. Ram. Tayaal Public Charitable Trust
HANSI

Contd. Page 7.
Shri. Ram. Tayaal Public Charitable Trust
HANSI

9. MEETING OF THE MANAGING COMMITTEE OF TRUSTEES:

- i) The trustees shall hold at least 2 ordinary meetings in each year and may hold such other meetings as may be summoned at any time by the Managing Trustee or by any 5 of the trustees upon at least 15 days clear notice being given to all the other trustees explaining the matter to be discussed.
- ii) There shall be quorum when three of the trustees are present at any meeting.
- iii) Every matter shall be determined by the majority of the votes of the trustees present and voting on the question and action or decision of such majority shall be valid and effective as it would have been if done by all the trustees.
- iv) Any resolution of the trustees may be rescinded or varied from time to time by the trustees.
- v) The trustees shall keep a minute book in which shall be entered the proceedings of the meeting and which shall be signed by the Managing Trustee-in-Chairman of the meeting at the conclusion of each meeting.

10. LIABILITIES OF TRUSTEES:

- i) The trustees shall be responsible for only such property(s), money(s), stock(s), share(s) and fund(s) as shall actually come into their hands and shall not be answerable or accountable for the neglect, default, act of omission or commission of the trustees, bankers or other persons with whom the trust properties or any securities may have been deposited or handed over unless caused by their wilful neglect or default.

Contd. Page 8.

Bala Ram Taya Public Charitable Trust
HANSI

Bala Ram Taya Public Charitable Trust
HANSI (Hisar)

-3-

11) It shall be lawful for the trustees for the time being of these presents to reimburse them or himself or herself or pay and discharge out of the trust properties in carrying out any of these presents or in or about the execution of any of these presents.

12. INVESTMENT OF TRUST FUND: The trustees will, as far as possible, invest and keep invested all money not immediately required for the purpose of the trust in such manner and/or in such securities (without any restrictions as to the trust securities whatsoever) and with such person(s), firm(s), company(s) bank(s) etc. whatsoever, as the trustees in their absolute discretion may think fit and proper.

13. Trustees shall have powers to frame necessary rules and regulations to attain objects and/or affairs & purposes of the trust, in connection with meeting(s) of the trust etc.etc. and to repeal, amend, add or alter the same from time to time.

14. Accounting period of Trust shall be ending on 31st day of March every year.

15. OFFICE BEARERS OF THE TRUST: Shall be:-

- i) Chairman of the Trust-cum-Managing Trustee
- ii) Secretary
- iii) Treasurer

16. RIGHTS, DUTIES AND LIABILITIES OF THE OFFICE BEARERS OF THE TRUST:

a) Chairman-cum-Managing Trustee:

- i) To sign all the documents of the trust.
- ii) To preside over the meeting of the trust.
- iii) To arrange funds for the trust.
- iv) To open and operate trust's bank account(s) and FDR(s).
- v) To do all such acts which are provided herein this deed.
- vi) To determine the remuneration of the staff of the trust.

CONTD. PAGE 2.

Adarsh Subhash Tayal Public Charitable Trust
HANSI

Adarsh Subhash Tayal Public Charitable Trust
HANSI (HISAR)

-8-

b) Secretary:

- i) To convene the meeting of the Board of Trustees.
- ii) To record the proceedings of the meeting of the trust.
- iii) To prepare the timely report(s) of the trust.
- iv) To do all such acts which are provided herein this deed.
- v) To sign the documents of the trust.
- vi) To sign the bank(s) account(s) including FOR(s) of trust.
- vii) To run and carry out the working of the trust.

c) Treasurer:

- i) To sign the documents(s) of the trust.
- ii) To pay the remuneration to the staff of the trust.
- iii) To keep account and account-books of the trust.
- iv) *Chartered* To put the account(s) of the trust audited from a ~~Chartered~~ Accountant duly appointed by the trustees.
- v) To prepare return(s) relating to the trust and to get them assessed from taxing authority.
- vi) To arrange funds for the trust.
- vii) To make annual account of the proposed funds for implementing the objects of the trust.
- viii) To sign the bank(s) account(s) including FOR(s) of trust.

16. BANK ACCOUNT(S): Bank account(s) and FOR(s) etc. of the trust shall be jointly operated by one of the Chairman or secretary and treasurer of the trust.

17. AMENDMENT IN THE TRUST DEED: Amendment in this deed could be made by 2/3rd majority of the trustees of the trust.

18. In case the trust fails or becomes incapable to carry out its objects or its affiliated purposes, in that eventuality the trust funds and property(s) of the trust shall not be distributed amongst the trustees in any manner what so ever and the trust fund and the property/properties of the trust shall amalgamate to Aggarwal Vaidh Samaj, Hansi or in other institution(s), association(s) trust(s), organisation(s) having objects and purposes similar to the objects and purposes of this trust after passing a special resolution of the trust by 2/3rd majority of the trustees.

Contd..page.10.

Bank No. - Public Charitable Trust
HANSI

Signatures: (Legal Charitable Trust)
HANSI (Haryana)

28

-17-

10. Any other matter not herein specifically provided shall be governed by the provisions of the Indian Trust Act, in force.

In witness whereof the parties to this deed have set their respective hands on this 20th day of April, 1953.

DECEASED

1. Sultan Singh
Hansi

[Signature]

WITNESSES

Parashottam Dutt	<i>[Signature]</i> 1st party
Parashottam Dutt	<i>[Signature]</i>
Jai Bhagwan	<i>[Signature]</i> 2nd party
Goverdhan Dass	<i>[Signature]</i>
mt. Champa Devi	<i>[Signature]</i>

[Signature]
S.K. Jain Advocate

drawn by: S.K. Jain Advocate, Hansi.

[Signature]
President

Bain Ram Tayaal Public Charitable Trust
HANSI

[Signature]
Hon. Secy.

HANSI (Haryana)

Monday, January 25, 2016
12:06 PM

Adarsh Subhash Tayal College of Education, Hansi

Balance Sheet
1-Apr-2014 to 31-Mar-2015

Liabilities		as at 31-Mar-2015	Assets		as at 31-Mar-2015
Capital Account		23,75,989.38	Fixed Assets		12,79,810.81
Reserves & Surplus	23,74,989.38		Air-Conditioner A/c	18,581.37	
Membership Fund A/c	1,000.00		Building A/c	8,08,553.48	
			Computer A/c	9,107.42	
Loans (Liability)		8,39,558.99	Electric Filing	4,790.17	
Advance Fees	8,39,558.99		Fen A/c	17,875.13	
			Furniture & Pictures A/c	4,51,734.10	
Current Liabilities		1,26,690.00	Language Lab A/c	1,53,531.26	
Audit Fee Payable	11,000.00		Printer	10,777.91	
Salary Payable	1,15,690.00				
			Current Assets		21,87,437.48
Profit & Loss A/c		3,07,989.92	Deposits (Asset)	8,00,000.00	
Opening Balance			Sundry Debtors	1,88,800.00	
Current Period	3,07,989.92		Cash-in-hand	8,267.27	
			Bank Accounts	11,92,370.21	
			Misc. Expenses (ASSET)		11,887.00
			Intt. on TDS	11,887.00	
Total		34,50,138.29	Total		34,50,138.29

2

Wednesday, January 25, 2016
12:04 PM

Adarsh Subhash Tayal College of Edu Hansi

Balance Sheet

1-Apr-2013 to 31-Mar-2014

Liabilities		as at 31-Mar-2014	Assets		as at 31-Mar-2014
Capital Account		21,67,822.10	Fixed Assets		14,83,144.89
Reserves & Surplus	21,68,822.10		Air Conditioner	15,007.50	
Membership Fund	1,000.00		Building	7,13,592.30	
Loans (Liability)			Computer	22,918.56	
Current Liabilities		7,75,895.00	Electrical Fitting	5,635.00	
Advance Fees	6,54,895.00		Fan	20,794.27	
Audit Fee Payable	11,000.00		Furniture & Fixtures	4,77,391.87	
Salary Payable	1,10,000.00		Language Lab	1,80,625.00	
Profit & Loss A/c		2,08,167.28	Printer	12,679.38	
Opening Balance			Current Assets		16,32,397.50
Current Period	2,08,167.28		Deposits (Asset)	4,00,000.00	
Total		31,51,884.38	Sundry Debtors	15,000.00	
			Cash-in-hand	98,971.29	
			Bank Accounts	7,58,426.21	
			Misc. Expenses (ASSET)		16,342.00
			Int. on TDS	16,342.00	
Total		31,51,884.38	Total		31,51,884.38

Monday, January 25, 2016
12:01 PM

Adarsh Subhash Tayal College of Education Hansi

Balance Sheet

1-Apr-2012 to 31-Mar-2013






Liabilities		as at 31-Mar-2013	Assets		as at 31-Mar-2013
Capital Account		13,47,829.00	Fixed Assets		28,76,856.70
Membership A/c	1,000.00		Air Conditioner	22,950.00	
Reserve & Surplus A/c	13,46,829.00		Books	3,03,903.00	
			Building A/c	8,38,020.35	
Loans (Liability)		11,980.00	Computer A/c	52,517.00	
Audit Fee Payable	11,000.00		Electronic & Filing	8,630.00	
			Fan A/c	24,483.65	
Current Liabilities		19,32,598.00	Furniture A/c	5,94,875.00	
Sundry Creditors	6,02,583.00		Language Lab A/c	2,12,500.00	
Advance Fee A/c	10,52,500.00		Printer A/c	14,917.50	
Salary Payable A/c	2,77,426.00		Printer with Photocopy	4,780.00	
Profit & Loss A/c		8,19,983.10	Current Assets		20,34,474.40
Opening Balance			Deposits (Bank)	5,00,000.00	
Current Period	8,19,983.10		Sundry Debtors	5,30,981.00	
			Cash-in-hand	2,19,844.19	
			Bank Accounts	4,83,659.21	
Total		41,11,331.10	Total		41,11,331.10






PARTICULARS OF STAFF

Session: 2014-15

Name and address of the Institution : ADARSH SUBHASH TAYAL COLLEGE OF EDUCATION HANSI

Course: B.Ed

Sl. No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Signature
	Name with Date of Birth Age	Attested Photograph of the appointed Staff	Whether SC/ST/OBC/Other Category	Designation	B.Ed. Yes/No	M.Ed. Yes/No	M.A/Edu (cation) Yes/No	Master's Degree in school subject Yes/No	Subject of Teaching	Ph.D.(Education/Specify the subject)	Passed UGC NET or equivalent YES/No	Teaching Experience in Years	Teaching Experience in Recog- nized School/Bed. College/ (close experience)	Date of initial appointment and NCTE Registration under which he or she was	Joining Date	Salary Bank acco- int Number	
I. DETAILS OF TEACHING STAFF																	
II(A) PRINCIPAL/HOD																	
	Dr. Jal Prakash 16-08-1968 47years		B.C.	Principal	Yes 58.50%	Yes 65.30%	No	M.Sc. (Maths) 63.70	Maths	Yes		19years	Years B.Ed. College & 10 Years school		08/01/2014	UCO BANK 24320110 077849	
	Dayanand 21-10-1977 38years		General	Lecturer	Yes 72.20%	Yes 64.25%	No	Yes M.A.(English) 56.4% Yes M.A. (Hindi) 57.9%	Teaching of english	No	No	7years			14/06/2011	UCO BANK 24320110 002940	
	Chhoti Devi 07/07/1982 34years		General	Lecturer	Yes 65%	Yes 61.75%	No		Teaching of Hindi	No	YES June 2012	2 year			29/10/2012	UCO BANK 24320110 013588	
	Dr. Rakash Kumar 10/03/1980 36years		General	Lecturer	Yes 62.70	No 69.22%	Yes	Yes M.A. (Public Adm.) 55.37	Teachinf of S.S.T.	Yes	No	1 Years			01/07/2014	UCO BANK 24320110 061121	
	Neelam 27/06/1985 28years		B.C.	Lecturer	Yes 59.60%	Yes 60.12%	No		Teaching of Education	No	Yes 2012	1 Years			03/07/2014	UCO BANK 24320110 056943	

	Hardeep 05/01/1988 28 Years	BC-A	Lecturer	Yes 67.20%	Yes 58.14%	No	Acharya Sanskrit 78.00%	Teaching of Sanskrit	No	Yes 2012	1 Years			UCO BANK 24320110 059838
	Dr. Rajesh Kumar 04/03/1979 37 Years	General	Lecturer	Yes 68.37%	Yes 62.83%	No	M.Sc (Botany) 67.16%	Teaching of Life Science	Yes Botany	No	-	4 Years		UCO BANK 24320110 11/01/2009/013663
	Mahesh Kumar 16/08/1987 29 Years	SC	Lecturer				M.A.(Paint) ng) 65.50%	Pedagogy Course Teaching of Fine Arts	No	Yes Dec. 2014				UCO BANK 24320110 01/01/2016/109069
	Ashish Kumar Tomar 19/06/1985 30 Years	General	Lecturer				M.P. Ed. 76.95%	Pedagogy Course Teaching of Physical and Health Education		Yes Dec. 2014				UCO BANK 24320110 01/01/2016/109045
	Ram Kishor Sharma 13/08/1978 37 Years	OBC	Lecturer			No	Yes M.Mul. 79.21%	Pedagogy Course Teaching of Music	Yes	Yes Dec. 2014	4 Years			UCO BANK 24320110 01/01/2016/109052

The above appointment have been made on the basis of recommendations of the Selection Committee constituted as per the policy of the UGC/the affiliating University /Affiliating Body.

Name & Signature of the

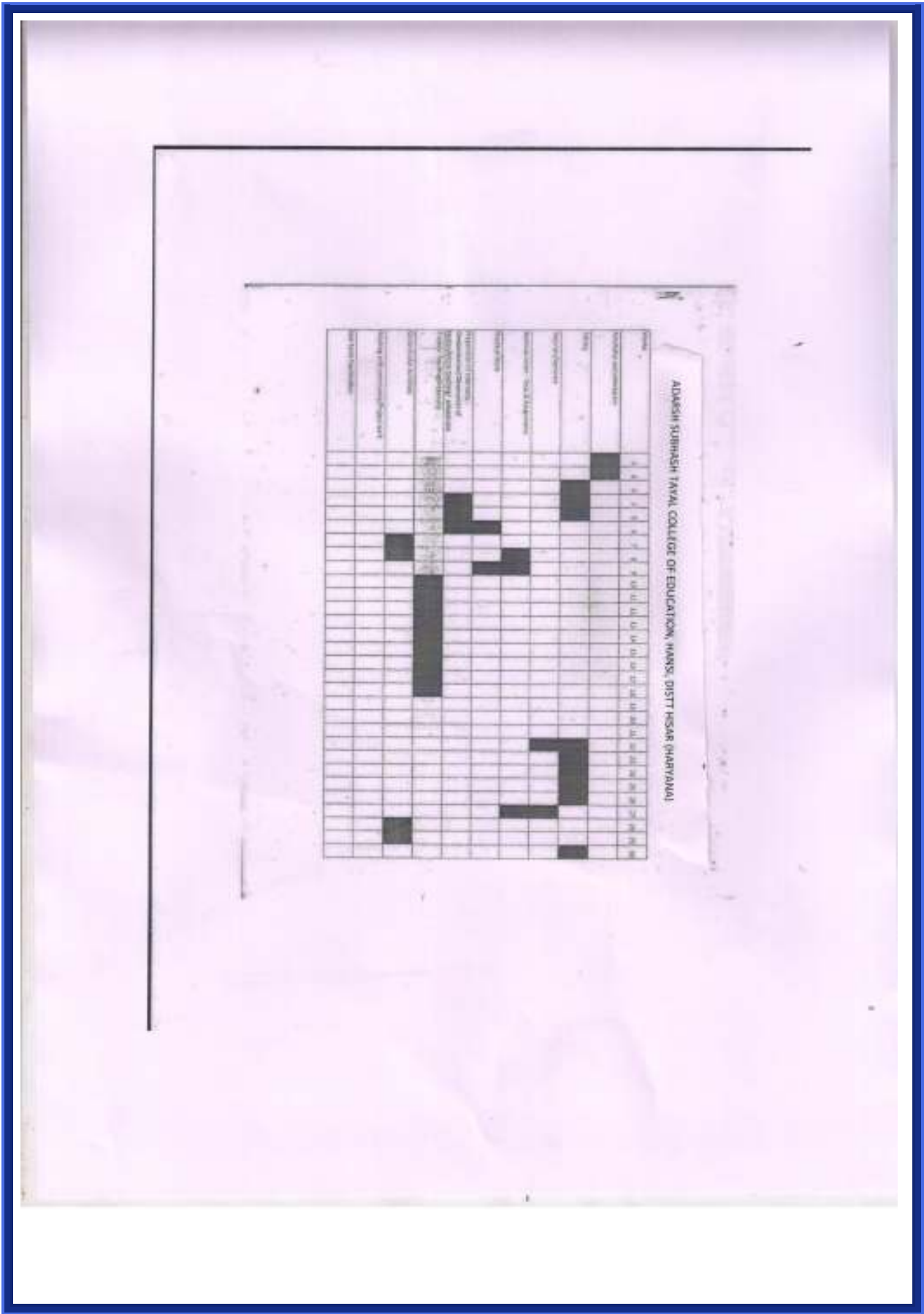
Authorized Representative of the Institution
Body*

Date

Name & Counter Signature with Seal

Register/Competent Authority of the

Note: The Institution shall submit the above list as per the provisions of the NCTE Regulations, 2009 indicating qualification, percentage of marks, teaching experience etc. along with attested the copy of professional qualifications & experience certificate and attested photograph of staff duly countersigned by the competent authority of the affiliating body or endorsement of the same by submitting a written approval of the competent authority of the affiliating body as per the above format.

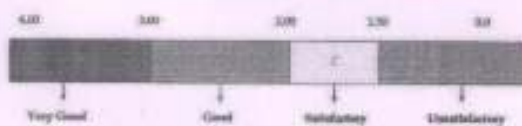


ADARSH SUBHASH TAYAL COLLEGE OF EDUCATION
JIND CHUNGI, HANSI DISTT - HISAR
PIN- 125033 (HARYANA)

Programme:B.Ed.

YEAR 2014-15

Students are requested to rate the courses on the following scale using the 4-point scale shown. The device given is for one course. Fill the same for other courses on separate page.



	A	B	C	D
	Very Good	Good	Satisfactory	Dissatisfactory
1. Depth of the course content including project work if any				
2. Extent of coverage of course				
3. Applicability/relevance to real life situations				
4. Learning: extent (in terms of knowledge, concepts, manual skills, analytical abilities and reasoning perspectives)				
5. Clarity and relevance of initial reading material				
6. Relevance of additional source material (library)				
7. Extent of effort required by students				
8. Overall rating				

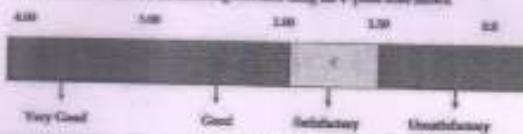
SAMPLE

ADARSH SUBHASH TAYAL COLLEGE OF EDUCATION
JIND CHUNGI, HANSI DISTT - HISAR
PIN - 125013 (HARYANA)

Programme B.Ed.

YEAR 2014-15

Please rate the teacher on the following attributes using the 4-point scale shown



Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)				
2. Communication Skills (in terms of articulation and comprehensibility)				
3. Integrity / Commitment of the teacher				
4. Interest generated by the teacher				
5. Ability to integrate content material with environment/other issues, to provide a broader perspective				
6. Ability to integrate content with other courses				
7. Availability of the teacher to and out of the class (includes availability of the teacher to motivate further study and discussion outside class)				
8. Ability to design options /Tops /assignments / exercises and projects to enhance students understanding of the course				
9. Provision of sufficient time for feedback				
10. Overall rating				

SAMPLE

AdarshSubhashTayal College of Education, Hanshi (Hisar)

B.Ed. 1st Year – (2015-16)

Time – Table

Morning Assembly: 09:30 – 09:45

Period	Section A	Section B
I (09:45–10:25)	Paper I (1-6) (Dr. Jai Prakash)	Paper I (1-6) (Mrs. Chhoti Devi)
II (10:25–11:05)	Paper III (1-6) (Mr. Dayanand)	Paper II (1-6) (Dr. Rakesh Kumari)
III (11:05–11:45)	Paper II (1-6) (Mrs. Neelam)	Paper III (1-6) (Dr. Rajesh Kumar Singh)
IV (11:45–12:25)	Paper IV (A) (1-3) (Mr. Hardeep) Paper IV (B) (4-6) (Mrs. Chhoti Devi)	Paper IV (B) (1-3) (Mrs. Neelam) Paper IV (A) (4-6) (Mr. Hardeep)
12:25 – 12:40	Recess	Recess
V (12:40–01:15)	Paper XII (EPC 3) (1-3) (Mr. Diwesh) Paper XII (EPC 1) (4-6) (Mr. Dayanand)	Paper XII (EPC 1) (1-3) (Mr. Dayanand) Paper XII (EPC 3) (4-6) (Mr. Diwesh)
VI (01:15 – 01:50)	Paper V (1-3) (Mr. Hardeep) Library Work (4-6) (Mrs. Rekha)	Library Work (1-3) (Mrs. Rekha) Paper V (4-6) (Mr. Hardeep)
Period	Teaching of School Subjects	
VII (01:50–02:25)	Teaching of Hindi (1-6) (Mrs. Chhoti Devi) Teaching of English (1-6) (Mr. Dayanand) Teaching of Physical Science (1-6) (Dr. Rajesh Kumar Singh)	
VIII (02:25–03:00)	Teaching of Social Science (1-6) (Dr. Rakesh Kumari) Teaching of Life Science (1-6) (Mrs. Neelam) Teaching of Mathematics (1-6) (Dr. JP)	
IX (03:00–03:30)	Co-curricular Activities (1-6) (Mr. Ram Kishore Sharma) (Mr. Aashish Tomar) (Mr. Mahesh Kumar)	

Principal

ADARSH SUBHASH TAYAL COLLEGE OF EDUCATION, HANSI

RESULT SESSION: 2014-15

Sr. No.	NAME	FATHER'S NAME	M.M.	M.O.	PER %	DIVISION
1	RENU BAJAJ	SHANKAR LAL	1000	656	65.6	FIRST
2	SUMAN RANI	OM PARKASH	1000	617	61.7	FIRST
3	REKHA	RAJENDER KUMAR	1000	626	62.6	FIRST
4	ASHA	RAMMEHAR	1000	650	65	FIRST
5	PRIYANKA	RAMAVTAR	1000	600	60	FIRST
6	SANGEETA	VIDYANAND	1000	670	67	FIRST
7	KIRAN DEVI	SUBE SINGH	1000	601	60.1	FIRST
8	NISHTHA	TRILOK GUPTA	1000	713	71.3	FIRST
9	MAMTA	RAJMAL	1000	633	63.3	FIRST
10	RUPINDER KAUR	BALDEV SINGH	1000	675	67.5	FIRST
11	AMIT SHARMA	BALBIR	1000	660	66	FIRST
12	PRIYANKA	BHARAT SINGH	1000	629	62.9	FIRST
13	KAPISH KUMAR	JAI BHAGWAN	1000	677	67.7	FIRST
14	DEEPAK KUMAR	DALBIR SINGH	1000	624	62.4	FIRST
15	SONAM	MAHENDER SINGH	1000	666	66.6	FIRST
16	ABITA	JAIBIR	1000	679	67.9	FIRST
17	MONIKA DEVI	SUBASH CHANDER	1000	601	60.1	FIRST
18	MANISHA RANI	MALIK CHAND	1000	637	63.7	FIRST
19	ANU RANI	BHUSHAN KUMAR	1000	604	60.4	FIRST
20	RITU GILL	KRISHAN KUMAR	1000	657	65.7	FIRST
21	DISHA SAPRA	HARISH SAPRA	1000	672	67.2	FIRST
22	ANSHUL	NIRANAJAN KUMAR	1000	687	68.7	FIRST
23	KEEMTI	SUKHBIR SINGH	1000	629	62.9	FIRST
24	PREETI YADAV	VED SINGH	1000	676	67.6	FIRST
25	PREETY GUPTA	SURESH GUPTA	1000	694	69.4	FIRST
26	ANJU BALA	ISHWAR SINGH	1000	584	58.4	SECOND
27	MONIKA	KRISHAN KUMAR	1000	618	61.8	FIRST
28	RITU	RANVIR SINGH	1000	606	60.6	FIRST
29	KANIKA	ASHWANI KUMAR	1000	640	64	FIRST
30	SWATI MANJULA	RADHEY SHYAM	1000	673	67.3	FIRST
31	TAHAL SINGH	SARDUL SINGH	1000	626	62.6	FIRST
32	PREETI SEHRAWAT	BALJIT SINGH	1000	614	61.4	FIRST
33	SONU KUMAR	MANI RAM	1000	603	60.3	FIRST
34	GAYATRI DEVI	NARESH KUMAR	1000	640	64	FIRST
35	SUMAN RANI	JAIBIR SINGH	1000	614	61.4	FIRST
36	REENA	BALBIR SINGH	1000	561	56.1	SECOND
37	RICHA KHURANA	RADHEY SHYAM KHURANA	1000	670	67	FIRST
38	KAVITA JAIN	ANAND KUMAR JAIN	1000	695	69.5	FIRST
39	DURGES KUMARI	RAJ KUMAR SHARMA	1000	655	65.5	FIRST

40	RAJESH KUMAR	BALWAN SINGH	1000	639	63.9	FIRST
41	SHASHI BALA	SUBHAS	1000	683	68.3	FIRST
42	MANJU	RAMESH YADAV	1000	633	63.3	FIRST
43	DEEPAK KUMAR	JAIBIR	1000	609	60.9	FIRST
44	KANTA	RANDHEER SINGH	1000	634	63.4	FIRST
45	KRISHAN	RAMESHWAR	1000	634	63.4	FIRST
46	SHELJA	KRISHAN KUMAR	1000	638	63.8	FIRST
47	SUMITRA DEVI	RAJBIR SINGH	1000	600	60	FIRST
48	SHEEMA KUMARI	RANJEET SINGH	1000	604	60.4	FIRST
49	ALKA GANGWANI	GANPAT SINGH GANGWANI	1000	636	63.6	FIRST
50	SIDHARATH RAI	RAMESH KUMAR	1000	618	61.8	FIRST
51	SUSHILA	OM PARKASH	1000	630	63	FIRST
52	POONAM RANI	JAGDISH SAINI	1000	651	65.1	FIRST
53	MONIKA RANI	RAMNIWAS	1000	672	67.2	FIRST
54	NEERU RANI	DAYANAND	1000	580	58	SECOND
55	MANISHA	SHYAMLAL	1000	584	58.4	SECOND
56	MAMTA	GAJENDER	1000	600	60	FIRST
57	PINKI YADAV	VISHAMBHAR SINGH	1000	600	60	FIRST
58	RENU RANI	JAI BHAGWAN	1000	612	61.2	FIRST
59	RAVI	BALJEET SINGH	1000	658	65.8	FIRST
60	MEGHA MITTAL	RAMESH MITTAL	1000	668	66.8	FIRST
61	CHATTER SINGH	SUBE SINGH	1000	587	58.7	SECOND
62	SURESH KUMAR	OMPARKASH	1000	600	60	FIRST
63	KOMAL	OMPARKASH	1000	623	62.3	FIRST
64	POOJA	RAMKARAN	1000	617	61.7	FIRST
65	PRITAM KUMAR	RAMESHWAR DAS	1000	629	62.9	FIRST
66	VIKAS KUMAR	RAMESHWER	1000	613	61.3	FIRST
67	VIKAS ROHILLA	RAMESH CHANDER	1000	588	58.8	2ND
68	MONIKA	ASHOK KUMAR	1000	617	61.7	FIRST
69	ISHA RANI	RAM NATH	1000	639	63.9	FIRST
70	HITESH	RAM CHANDER	1000	590	59	SECOND
71	ASHISH CHAHAL	SATPAL SINGH	1000	628	62.8	FIRST
72	NISHA	MAHADEV	1000	626	62.6	FIRST
73	KAVITA	DRIYA SINGH	1000	612	61.2	FIRST

ADARSH SUBHASH TAYAL COLLEGE OF EDUCATION, HANSI

RESULT SESSION: 2013-14

SR. NO.	NAME	FATHER'S NAME	M.M.	M.O.	PER %	DIVISION
1	RINU DEVI	SATAYANARAYAN	1000	608	60.8	FIRST
2	POONAM DEVI	RAJ PAL	1000	611	61.1	FIRST
3	MANDEEP DALAL	ISHWAR SINGH	1000	541	54.1	SECOND
4	ANSHUL	JAIBIR SINGH	1000	587	58.7	SECOND
5	MANSHU	RAMESH KUMAR	1000	639	63.9	FIRST
6	RENU	RAJ KUMAR	1000	609	60.9	FIRST
7	SONIA KOHAR	VAZIR SINGH KOHAR	1000	736	73.6	FIRST
8	MONIKA	VAZIR SINGH	1000	686	68.6	FIRST
9	BHAWNA	VEDPAL	1000	670	67	FIRST
10	POOJA	BAL KISHAN	1000	608	60.8	FIRST
11	NEHA SHARMA	ASHOK SHARMA	1000	560	56	SECOND
12	MANJU BALA	BHAGCHAND	1000	587	58.7	SECOND
13	SUNITA DEVI	RAM MEHAR	1000	560	56	SECOND
14	BHAWANA	JAGDISH KUMAR	1000	613	61.3	FIRST
15	POONAM	CHARAN SINGH	1000	625	62.5	FIRST
16	JYOTI	SHYAM SUNDER	1000	581	58.1	SECOND
17	SONAM	MANGAT RAM	1000	634	63.4	FIRST
18	NEETU RANI	DHARMBIR	1000	604	60.4	FIRST
19	MONIKA	DHARMPAL	1000	572	57.2	SECOND
20	SHILPA MITTAL	SUSHIL KUMAR MITTAL	1000	669	66.9	FIRST
21	MONIKA RANI	ASHOK KUMAR	1000	619	61.9	FIRST
22	ALKA	RAMEHAR SINGH	1000	649	64.9	FIRST
23	PRINCE KUMARI	CHANDER BHAN GIRI	1000	667	66.7	FIRST
24	REENA	KRISHAN LAL SAINI	1000	642	64.2	FIRST
25	MANJU RANI	KULDEEP SINGH	1000	653	65.3	FIRST
26	DARSHNA DEVI	SURESH KUMAR	1000	642	64.2	FIRST
27	MANJU RANI	SURENDER SINGH	1000	550	55	SECOND
28	INDU KUMARI	UDAIBIR SINGH	1000	634	63.4	FIRST
29	BABITA RANI	HIMMAT SINGH	1000	600	60	FIRST
30	SALONI VERMA	SATPAL VERMA	1000	580	58	SECOND
31	NEERAJ VERMA	RAM NIWAS	1000	603	60.3	FIRST
32	POOJA GOYAL	SURESH KUMAR	1000	630	63	FIRST
33	NIDHI SHARMA	ABHIMANU SHARMA	1000	650	65	FIRST
34	ANJANA RANI	SUBHASH CHANDER	1000	664	66.4	FIRST

35	SAPNA RANI	DARA SINGH	1000	619	61.9	FIRST
36	BHAVYA KHURANA	BIMLESH KUMAR	1000	658	65.8	FIRST
37	PRIYANKA	RAJ KUMAR	1000	585	58.5	SECOND
38	SONIYA	GULSHAN	1000	601	60.1	FIRST
39	SHILPA YADAV	VIRBHAN YADAV	1000	602	60.2	FIRST
40	SUMAN	OM PARKASH	1000	600	60	FIRST
41	AMANDEEP	INDERJEET SINGH	1000	649	64.9	FIRST
42	NEHA RANI	NARENDER KUMAR	1000	614	61.4	FIRST
43	MUKESH KUMARI	HARNAND	1000	613	61.3	FIRST
44	RAHUL VERMA	HARNAND SINGH	1000	626	62.6	FIRST
45	MEENU MUNJAL	SUBHASH CHAND MUNJAL	1000	629	62.9	FIRST
46	MUKESH	SATBIR SINGH	1000	612	61.2	FIRST
47	SWEETY	RAMESH	1000	583	58.3	SECOND
48	GARIMA	NARENDER KUMAR	1000	626	62.6	FIRST
49	NEERU	MEWA SINGH	1000	615	61.5	FIRST
50	DEEPIKA YADAV	LAL SINGH	1000	652	65.2	FIRST
51	MINAKSHI	CHANDER BHAN	1000	617	61.7	FIRST
52	PRIYANKA RANI	RAJENDER SHRIDHER	1000	666	66.6	FIRST
53	MADHU	ROHTAS YADAV	1000	660	66	FIRST
54	NIRMLA DEVI	DALIP SINGH	1000	600	60	FIRST
55	VIJAY LAKSHMI	DAYANAND	1000	581	58.1	SECOND
56	LEENA	JOGENDER PAL	1000	600	60	FIRST
57	KUSUM	SATBIR	1000	636	63.6	FIRST
58	ANJU	NAND RAM	1000	584	58.4	SECOND
59	JYOTI RANI	MANOHAR LAL	1000	625	62.5	FIRST
60	PINKI RANI	MAHENDER SINGH	1000	615	61.5	FIRST
61	ARCHANA YADAV	JAI PARKASH	1000	602	60.2	FIRST
62	AMAN BAMEL	INDER SINGH	1000	600	60	FIRST
63	USHAM DEVI	RAMMEHAR SINGH	1000	585	58.5	SECOND
64	PARMILLA DEVI	RAJENDER	1000	641	64.1	FIRST
65	SEEMA RANI	UMED SINGH	1000	648	64.8	FIRST
66	RAVINDER KUMAR	JAIBIR SINGH	1000	670	67	FIRST
67	ARUN KUMAR	DHARAMPAL SINGH	1000	670	67	FIRST
68	LALIT KUMAR	SHUBH KARAN SINGH	1000	619	61.9	FIRST
69	VIJENDER SINGH	AJIT SINGH	1000	577	57.7	SECOND
70	MEENU RANI	RAMNATH	1000	667	66.7	FIRST
71	SUNITA RANI	MAHABIR SINGH	1000	602	60.2	FIRST
72	ANITA RANI	VIRENDER SINGH	1000	603	60.3	FIRST
73	NISHA	DHARAMPAL	1000	576	57.6	SECOND

74	ANJU BALA	SHISH PAL	1000	622	62.2	FIRST
75	KAMAL PRIT CHAWLA	NARENDER SINGH	1000	638	63.8	FIRST
76	MANJEET KUMAR	AZAD SINGH	1000	636	63.6	FIRST
77	SANDEEP KUMAR	DILBAG RAI	1000	600	60	FIRST
78	PANKAJ RANI	INDER SINGH	1000	561	56.1	SECOND
79	USHA	BHOOP SINGH	1000	600	60	FIRST
80	SNEH LATA	AJMER SINGH	1000	694	69.4	FIRST
81	SONAM SACHDEVA	MANOHAR LAL SACHDEVA	1000	619	61.9	FIRST
82	REKHA RANI	SURENDER KUMAR	1000	602	60.2	FIRST
83	SONIYA	SANT LAL	1000	600	60	FIRST
84	LALIT BHALLARA	SS BHALLAHARA	1000	579	57.9	SECOND
85	SWEETY	ASHOK KUMAR	1000	581	58.1	SECOND
86	SUDARSHAN ARORA	SOM NATH	1000	609	60.9	FIRST
87	JYOTI	ROSHAN LAL	1000	553	55.3	SECOND
88	USHA RANI	KARAN SINGH	1000	618	61.8	FIRST

ADARSH SUBHASH TAYAL COLLEGE OF EDUCATION, HANSI

RESULT SESSION: 2012-13

SR. NO.	NAME	FATHER'S NAME	M.M.	M.O.	PER %	DIVISION
1	PRASHANT JAKHAR	DHARAM VIR SINGH	1000	628	62.8	FIRST
2	KIRAN KUMARI	LILU RAM	1000	640	64	FIRST
3	GARIMA	JAI NARAYAN	1000	577	57.7	SECOND
4	KAVITA	RAJPAL	1000	608	60.8	FIRST
5	USHA RANI	ANIL KUMAR	1000	600	60	FIRST
6	CHANDRIKA SHARMA	SURENDAR SHARMA	1000	637	63.7	FIRST
7	SUDESH KUMARI	KRISHAN KUMAR	1000	628	62.8	FIRST
8	TAMMANA	PREM KUMAR	1000	656	65.6	FIRST
9	KRITIKA GARG	RAMBILAS GARG	1000	627	62.7	FIRST
10	SEEMA RANI	JAI BHAGWAN	1000	631	63.1	FIRST
11	DIMPAL	DHARMBEER	1000	644	64.4	FIRST
12	REENU	MAHABIR SINGH	1000	613	61.3	FIRST
13	ANJU YADAV	MAMAN RAM	1000	600	60	FIRST
14	SAKSHI	SURENDER BANSAL	1000	554	55.4	SECOND
15	ANITA	KRISHAN KUMAR	1000	565	56.5	SECOND
16	ANJU RANI	BHAJJAN LAL	1000	600	60	FIRST
17	SUJATA SAINI	SURESH KUMAR	1000	576	57.6	SECOND
18	SEEMA SAINI	PREM CHAND	1000	604	60.4	FIRST
19	SWATI	VIJAY PAL	1000	643	64.3	FIRST
20	NEELAM RANI	SURJEET SINGH	1000	565	56.5	SECOND
21	REKHA	JAWAHAR LAL	1000	612	61.2	FIRST
22	SONIA DALAL	RAJKUMAR DALAL	1000	620	62	FIRST
23	KIRAN MALIK	JAIVIR SINGH MALIK	1000	584	58.4	SECOND
24	JYOTI MALIK	JAIVIR SINGH MALIK	1000	593	59.3	SECOND
25	NAVEEN KUMAR	ROHTASH KUMAR	1000	586	58.6	SECOND
26	DHARAMBIR SINGH	GULAB SINGH	1000	556	55.6	SECOND
27	DARSHNA	JAGAT SINGH	1000	639	63.9	FIRST
28	SANDEEP	BALJIT SINGH	1000	615	61.5	FIRST
29	PRIYANKA	SHUBHKARAN	1000	626	62.6	FIRST
30	JOGINDER SHARMA	BISHAMBHAR SHARMA	1000	583	58.3	SECOND
31	KUSUM	RAJKUMAR	1000	617	61.7	FIRST
32	KAVITA SAINI	GANPAT SINGH	1000	625	62.5	FIRST
33	SUSHMA RANI	BALWAN	1000	582	58.2	SECOND
34	ANJU DALAL	SATPAL DALAL	1000	600	60	FIRST
35	KIRAN SAINI	MAHENDER SINGH	1000	602	60.2	FIRST
36	POOJA	INDER SINGH	1000	600	60	FIRST
37	SAVITA RANI	BALJEET SINGH	1000	610	61	FIRST

38	DEEPIKA	SAJJAN SINGH	1000	586	58.6	SECOND
39	KAVITA	SUBE SINGH	1000	579	57.9	SECOND
40	PINKI DEVI	JAIPAL SINGH	1000	600	60	FIRST
41	SUNITA	SANSAR SINGH	1000	565	56.5	SECOND
42	SHEELA	KARAN SINGH	1000	652	65.2	FIRST
43	NEELAM DEVI	ISHWAR SINGH	1000	575	57.5	SECOND
44	BHARAT	KASHMIRI LAL	1000	612	61.2	FIRST
45	ANJU	RAMESH KUMAR	1000	591	59.1	SECOND
46	PRIYANKA	DHARAM PAL	1000	581	58.1	SECOND
47	SURJEET	KARAM CHAND	1000	617	61.7	FIRST
48	NEELAM	JAGDISH CHANDER	1000	575	57.5	SECOND
49	SANGEETA DEVI	RAMESH KUMAR	1000	659	65.9	FIRST
50	PUNAM DEVI	ISHWAR SINGH	1000	605	60.5	FIRST
51	BHARTI ARORA	HARINDER ARORA	1000	575	57.5	SECOND
52	SUMAN	RAMNIWAS	1000	662	66.2	FIRST
53	POOJA VERMA	MUNISH KUMAR VERMA	1000	647	64.7	FIRST
54	SHILPA	RAMESH KUMAR	1000	587	58.7	SECOND
55	JITESH	SATISH KUMAR	1000	581	58.1	SECOND
56	ANITA	SITA RAM	1000	600	60	FIRST
57	MAMTA SAINI	MADAN LAL	1000	623	62.3	FIRST
58	MUNISH	SUBE SINGH	1000	558	55.8	SECOND
59	DIKSHA	NARESH KUMAR	1000	589	58.9	SECOND
60	TANU RANI	INDERJEET	1000	619	61.9	FIRST
61	MANDEEP KUMAR	MAHABIR	1000	642	64.2	FIRST
62	MANJU	RAMESH KUMAR	1000	586	58.6	SECOND
63	SUNITA	SADHU RAM	1000	600	60	FIRST
64	MEENA RANI	SUBHASH CHANDER	1000	608	60.8	FIRST
65	POONAM RANI	SUBHASH CHANDER	1000	610	61	FIRST
66	SUDESH YADAV	DHARAMVEER SINGH YADAV	1000	544	54.4	SECOND
67	PREETI KALOUNI	HIRABALLABH KALOUNI	1000	578	57.8	SECOND
68	MUKESH	KARAMBAR SINGH	1000	564	56.4	SECOND
69	PRITI DEVI	INDER SINGH	1000	614	61.4	FIRST
70	SAVITA RANI	KRISHAN KUMAR	1000	634	63.4	FIRST
71	SONIKA	RAM KUMAR	1000	604	60.4	FIRST
72	MAHA SINGH	GULAB SINGH	1000	606	60.6	FIRST
73	RITU RANI GUPTA	NARESH KUMAR	1000	628	62.8	FIRST
74	POONAM DEVI	SATBIR SINGH	1000	620	62	FIRST
75	NEETU DEVI	ISHWAR SINGH	1000	600	60	FIRST
76	NITU	SUBHASH JAIN	1000	657	65.7	FIRST
77	SONU KUMARI	JAGDISH CHANDER	1000	631	63.1	FIRST
78	SEEMA RANI	RAMEHAR SINGH	1000	585	58.5	SECOND

Course 1
CHILDHOOD AND GROWING UP

Max. Marks: 100

Time: 3 Hours

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four 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 student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.

Rationale:

The course on “Childhood and Growing Up” offers an introduction to the study of childhood, child development and adolescence from diverse socio-economic and cultural backgrounds. The main focus in the course would be to enable student teachers to arrive at an understanding of how different socio-political realities construct different childhoods within children’s lived context: family, schools and community.

Learning Outcomes

After transaction of the course, student teachers will be able to:

- Explain the concept of growth & development in relation to characteristics of various stages of growth & development.
- Become familiar with theories of child development and their educational implications.
- Understand the role of family, school, society in child development.
- Describe the role of contemporary issues (issue of marginalization: class, poverty, gender, issues of urbanization and economic change) in child development.
- Describe the role of media in deconstruction of significant events.

Existing	Corrected
Unit-I 1. Child Development <ul style="list-style-type: none"> • Growth & Development:- Concept, Principle, Factors, & Stages. • Characteristics of stages of development with special reference to Childhood and Adolescence. • Adolescents: Understanding their needs and oblems in Indian context. 	Unit-I 1. Child Development <ul style="list-style-type: none"> • Growth & Development:- Concept, Principle, Factors, & Stages. • Characteristics of stages of development with special reference to Childhood and Adolescence. • Adolescents: Understanding their needs and Problems in Indian context.
Unit-II 2. Theories of Child Development <ul style="list-style-type: none"> • Theory of Cognitive Development by Piaget: Concept, Stages and Implications with special reference to Indian Context. • Theory of Social & Emotional Development by Erickson: Concept, Stages and Implications with special reference to Indian Context. • Kohlberg theory of Moral Development: Concept, Stages and Implications with special reference to Indian Context. Unit-III 3. Social Contexts of Development <ul style="list-style-type: none"> • Agencies of Socialization: Family, School, Society and their role in Child Development. • Social and Cultural Change and their Impact on child development. • Economic Change :Impact of urbanization and Economic change on child development Unit-IV 4. Contemporary Issues <ul style="list-style-type: none"> • Marginalization & Stereotyping with special reference to Gender, Social Class, Poverty. • Impact of marginalization & Stereotyping on child development and related outcomes. • Role of media in constructing & deconstructing perceptions & ways of dealing with above issues. 	Unit-II 2. Theories of Child Development <ul style="list-style-type: none"> • Theory of Cognitive Development by Piaget: Concept, Stages and Implications with special reference to Indian Context. • Theory of Social & Emotional Development by Erickson: Concept, Stages and Implications with special reference to Indian Context. • Kohlberg theory of Moral Development: Concept, Stages and Implications with special reference to Indian Context. Unit-III 3. Social Contexts of Development <ul style="list-style-type: none"> • Agencies of Socialization: Family, School, Community and their role in Child Development. • Parenting styles: Concept and its impact on Child Development. • Play: Concept, characteristics and developmental functions. • Social & Cultural Change as factors influencing Child Development. Unit-IV 4. Contemporary Issues <ul style="list-style-type: none"> • Marginalization & Stereotyping with special reference to Gender, Social Class & Poverty. • Impact of marginalization & Stereotyping on child development and related outcomes. • Role of media in constructing & deconstructing perceptions & ways of dealing with above issues.

Practicum/ Sessionals

Any one of the following:

- i. Case-study of an adolescent: Problems and Needs.
- ii. Seminar/ Presentation on educational implications of One Learning theory of child development.
- iii. Survey report on impact of socio-economic status of a family on child.
- iv. Content Analysis of Media coverage on the following:
 - a. Child labour.
 - b. Gender bias.
 - c. About Disability.

Suggested Readings:

- Aggarwal, J.C. (1995). *Essentials of Educational Psychology*, New Delhi: Vikas Publishing House Private Limited,
- Allport, G.W. (1961). *Pattern and Growth in Personality*:New York
- Chauhan, S.S. (2002). *Advanced Educational Psychology*. New Delhi: Vikas Publishing
- Gore, M.S.(1984). *Education and Modernization in India*. Jaipur:Rawat Publishers.
- H.Havighurst, R. et al.(1995). *Society and Education*. Boston: Allyn and Bacon
- H.P.BWheldall, K. (2006). *Developments in Educational psychology*. New York: Routledge
- Kamat, A.R.(1985). *Education and Social Change in India*. Bombay: Samaiya Publishing Co.
- Bhatia, K.K. (2008). *Basis of Educational Psychology*.Ludhiana:Kalyani Publishers.
- Sharma, K.N. (1990). *Systems, Theories and Modern Trends in Psychology*.Agra:
- Woolfolk, A (2004). *Educational Psychology: Reason Education (Singapore)*. New Delhi: Indian Branch

Course: 2
CONTEMPORARY INDIA AND EDUCATION

Time: 3 Hours

Max. Marks: 100
(Theory:80,Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.

Rationale

The course on “Contemporary India and Education” shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implication for education with analyses of significant policy debates in Indian education.

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- understand emerging societal issues and their implication for education
- understand various provision concerning education in Indian Constitution.
- identify the concerns related to socially disadvantaged segments of the society.
- understand the policies on education before and after independence related to secondary education programmes.
- evaluate the govt. policies in the context of Universalisation of school education.

Course Contents

Unit – I

1. **Indian Constitution and Status of Education:**
 - Equality of opportunities in education: Article 28, 29, 350 and 351 and their issues.
 - Education and Fundamental Rights and Duties: Article 14, 15, 16, 21-A,30 and 51A.
 - Directive Principles of state policies
2. **Diversity in Society and Implications for Education:**

- Social diversities based on Castes, Languages, Religions and Regions,.
- Status of Education of Socially disadvantaged segments namely SC, ST, OBC, Women, PWD'S and minorities.
- Right to Education Act 2009: right of children to free and compulsory education

Unit – II

3. Educational Committees and Commission before independence with special reference to:

- Maculay"s minutes: Its features and recommendations
- Adam"s Report: features and its recommendations.
- Woods Despatch of 1854: Recommendations Merits and demerits
- Basic Scheme of Education 1937: objective, merits and demerits.

Unit – III

4. Educational Committees and Commission after independence with special reference to:

- Secondary Education Commission (1952-53): objectives and recommendations.
- Indian Education Commission (1964-66): objectives and recommendations.
- National policy on Education (1986): objectives and recommendations
- Revised National Policy 1992
- POA: Major features.

Unit – IV

5. Contemporary Issues in Indian Education

- Universalization of school Education and DPEP, MDM, SSA, RMSA and IEDSS
- Vocationalization of Secondary Education: need and implications.
- Emotional Integration and international understanding in the context of globalization.
- Modernization: Concept, merits and demerits.

Practicum/Sessionals

Any one of the following:

- Revisiting educational policies framed for the education of different sections of the society SC/ BC/Minorities/ Women.
- Prepare a report on problems of secondary education.
- Review educational policies for vocational education.
- Review of Policies related to universalization of school education.

Suggested Readings:

- Bhattacharya & Srinivas. (1977). *Society and Education*, Calcutta: Academic Publications.
- Deshpande, S.(2004). *Contemporary India: A sociological view*. New Delhi: Penguin.
- Dubey, S.C. (2001). *Indian Society*, New Delhi: National Book trust.
- Government of India (GOI) (2009). *Right to education Act*. New Delhi: MHRD.
- Ghanta, R. & Dash, B. N. (2005). *Foundations of Education*, Hyderabad: Neelkamal Publications.
- Kashyap, S.C. (2009). *The constitution of India*, New Delhi: National Book latest edition.
- Mishra, B.K. & Mohanty, R.K. (2003). *Trends and issues in India Education*, Meerut: Surya publications.
- Ministry of Human Resource Development of India (1986). *National policy on education*. NCERT, 1964-1966). Educational and national Development: report of the education commission, New Delhi: NCERT.
- Rajput, J.S. (1994). *Universalisation of Elementary Education*, New Delhi: Vikas Publishing House.
- Right to education Act, (2009). *Gazette*. Notification of central Government.
- Sachdeva, M.S. et.al (2011). *Philosophical, Sociological and Economic bases of Education*, Patiala: Twenty First Century Publications.
- Shankar Mukharji. (2007). *Contemporary issues in modern Indian education*, Authors Press.
- Stormquist, Nelly P.(2002). *Education in a Globalised world*. New York: Rowman & Little field publishers.
- Walia, J.S.(1979). *Modern Indian Education and its Problems*, Jalandhar City: Paul Publishers, Gopal Nagar.
- Walia, J.S.(2014). *Philosophical, Sociological and Economic Bases of Education*. Jalandhar: Ahim Paul Publishers.
- <http://www.gandhi-manibhawan.org/gandhicomslive/speech8.html>
- <http://www.mkgandhi.org/speeches/speech> Main.html

Course 3
LEARNING & TEACHING

Max. Marks :100

Time: 3 Hours

(Theory: 80,Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.

Rationale:

Teaching & Learning will focus on aspects of social & emotional development; self & identity, cognition & learning. It offers a site for perspective teachers to reflect on and critique notions of learning & teaching

Learning Outcomes

After transaction of the course, student teachers will be able to:

- Understand the Concept of learning.
- Explain the strategies and paradigms of learning.
- To identify the individual differences among the learners.
- To describe the educational implications of different theories of learning.
- Understand the Concept of teaching.
- To differentiate the relation with the modalities & variables in the teaching Process.
- To describe the phases & models of teaching.
- To understand the Strategies of Teaching.

Course Contents

Existing	Corrected
Unit-I 1. Understanding Learning <ul style="list-style-type: none"> Learning : Concept, Nature, types of learning & Factors influencing learning. Learning strategies : Co-operative learning, peer-tutoring & collaborative & group learning; Role of Teacher & School in relation to learning strategies. Individual Differences: Concept, Types, Causes & Educational implications. Unit-II 2. Learning Paradigm <ul style="list-style-type: none"> Theories of Learning : <ul style="list-style-type: none"> – Connectionism theory (Trial & Error: Thorndike), concept, laws of learning & Educational Implications. – Conditioning theories: Classical conditioning (Pavlov) & Operant Conditioning (Skinner): Concept characteristics and Educational Implications. – Social constructivist theory (Vygotsky & Bandura): Concept, nature & Educational Implications. Unit-III 3. Understanding Teaching <ul style="list-style-type: none"> Teaching: Concept, characteristic, features and levels of teaching. Related concepts of Teaching (Training, conditioning, instruction & indoctrination) Variables in the Teaching Process: The Learning task (Instructional Objectives), Learning Behaviour (Entry behaviours & Learner's characteristics), Teacher Behaviour (Competence, Personality, Teaching Style). Social-constructivist approach in teaching (Applications of Bruner, Ausubel & Vygotsky's ideas in teaching). Unit-IV 4. Phase & Models of Teaching <ul style="list-style-type: none"> Phase of Teaching: Pre-active, Interactive and Post-active. Models of Teaching: Meaning, Need & Elements, Basic Teaching Model (Glaser), Concept Attainment Model (Bruner). Teaching Strategies: Brain-Storming, Simulation, Role-playing, Gaming, Remedial teaching & Enrichment Programme. 	Unit-I 1. Understanding Learning <ul style="list-style-type: none"> Learning: Concept, Nature, types of learning & Factors influencing learning. Learning strategies: Co-operative learning & Collaborative learning, peer-tutoring, group learning. Role of Teacher & School in relation to learning strategies. Individual Differences: Concept, Types, Causes & Educational implications. Unit-II 2. Learning Paradigm <ul style="list-style-type: none"> Theories of Learning : <ul style="list-style-type: none"> – Connectionism theory (Trial & Error: Thorndike), concept, laws of learning & Educational Implications. – Conditioning theories: Classical conditioning (Pavlov) & Operant Conditioning (Skinner): Concept, characteristics and Educational Implications. – Social-constructivist theory (Vygotsky & Bandura): Concept, Nature and Educational implications. Unit-III Understanding Teaching <ul style="list-style-type: none"> Teaching: Concept, characteristic, features and levels of teaching. Related concepts of Teaching (Training, conditioning, instruction & indoctrination) Variables in the Teaching Process: The Learning task (Instructional Objectives), Learning Behaviour (Entry behaviours & Learner's characteristics), Teacher Behaviour: (Competence, Personality, Teaching Style). Social-constructivist approach in teaching (Applications of Bruner, Ausubel & Vygotsky's ideas in teaching). Unit-IV 4. Phase & Models of Teaching <ul style="list-style-type: none"> Phase of Teaching: Pre-active, Interactive and Post-active. Models of Teaching: Meaning, Need & Elements, Basic Teaching Model (Glaser), Concept Attainment Model (Bruner). Teaching Strategies: Brain-Storming, Simulation, Role-playing, Gaming, Remedial teaching & Enrichment Programme.

Practicum/ Sessional**Any one of the following**

- i. Group Projects: Observation report on Teaching-learning transaction process in School teaching practice.
- ii. Seminar/ Presentation on learning theories.
- iii. Application of teaching strategies (Brain-Storming, Simulation, Role-playing, Gaming, Remedial teaching) on any current/ social issue.
- iv. Case-study on Individual differences.

Suggested Readings:

Chauhan, S.S. (2014). *"Innovations in Teaching Learning Process"*, Noida: Vikas Publishing House Private Ltd.

Dececco, J.P. (1988) *"The Psychology of Learning and Instruction"*, New Delhi: Prentice Hall.

Gagne, R.M. (1977). *"The conditions of learning"*, New York, Chicago: Holt, Rinehart and Winston.

Joyce, B. & Weil, M. (1992). *"Models of Teaching"*, New Delhi, Prentice Hall.

Kulkarni, S.S. (1986). *"Introduction to Educational Technology"*, New Delhi: Oxford & IBH Publishing Company.

Pandey, K.P.(1983). *"Dynamics of Teaching Behaviour"*, Ghaziabad: Amitash

Parkashan. Pandey, K.P. (1980). *"A First Course in Instructional Technology"*, Delhi: Amitash Parkashan.

Skinner, B.F.(1968). *"The Technology of teaching"*, New York: Appleton Century Crofts.

Sharma, R.A. (1991). *"Technology of Teaching"*, Meerut: R. Lall Book Depot.

Sharma, S.K. (2005). *"Learning and Teaching: Learning process"*, Delhi: Gyan Books Private Ltd.

Srivastava, D.S. and Kumari, S. (2005). *"Education: Understanding the learner"*, Delhi: Gyan Books Private Ltd.

Walia, J.S. (2011). *"Technology of Teaching"*, Jalandhar: Ahim Paul Publishers.

Walia, J.S. (2012). *"Teaching Learning Process"*, Jalandhar: Ahim Paul Publishers.

Course 4(a)

LANGUAGE ACROSS THE CURRICULUM

Max. Marks :50

Time: 1.30 Hours

(Theory: 40,Internal: 10)

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.**
- ii. Q.No 1 will be compulsory and will carry 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type question will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Rationale

The course on “Language across the curriculum” will focus on the language background of the students and know how the oral and written language can be used in the classroom to ensure optimal learning of the subject area.

Learning Outcomes:

After transaction of the course, student teachers will be able to:

- Know the concept of language, multilingualism and language diversity.
- Learn about communicative approach.
- Understand the ways of integrating speaking with other skills.
- Understand the nature of classroom discourse and develop strategies for using oral language i.e. discussion, questioning etc.
- Understand the nature of reading in different subjects.
- Familiarize with different types of writing that would be useful for learners.

Course Contents

Existing	Corrected
UNIT-I <ol style="list-style-type: none"> Language : Meaning, nature and linguistic principles Functions of language: <ul style="list-style-type: none"> Communicative functions of language & its basic assumptions Learning language and learning through language Development of Listening skill: <ul style="list-style-type: none"> Characteristics of good listening material, Different kind of listening materials and activities. Development of Speaking skill: <ul style="list-style-type: none"> Need and objectives of developing speaking skills, Techniques of learning speaking skills-conversational/oral skills, Importance of group work in developing oral work and role of teacher. UNIT-II <ol style="list-style-type: none"> Development of Reading skill: <ul style="list-style-type: none"> Meaning, need and importance of developing reading skill, Reading mechanics and process of reading. Stages of reading, types of reading, reading problems of learners. Development of Writing skill: <ul style="list-style-type: none"> Types of writing skill & writing scripts Importance and need of developing writing skill, Characteristics of good handwriting and techniques of improving handwriting. Language in Education and Curriculum 	UNIT-I <ol style="list-style-type: none"> Language <ul style="list-style-type: none"> Concept of Language: Meaning & nature of language Linguistic principles: Process of acquisition of language Language in Curriculum <ul style="list-style-type: none"> Functions of language & its basic assumptions: Receptive & expressive functions Multilingualism and language diversity in the classroom Relationship of language with society UNIT-II <ol style="list-style-type: none"> Listening & Speaking skill <ul style="list-style-type: none"> Different kinds of listening material and activities & techniques of learning Listening & speaking skill as tool of learning: conversational/oral skill; discussion; questioning etc. Reading & Writing skill <ul style="list-style-type: none"> Concept, need & importance of reading & writing skill Reading & Writing skill as tool of learning: <ol style="list-style-type: none"> Reading mechanics and process of reading Characteristics & techniques of good writing

Practicum/Sessionals

Existing	Corrected
Practicum/Sessionals Any one of the following: i. Subject wise group discussion, preparation of report and presentation before the group. ii. Prepare and present a report on Introduction of yourself to other in different situations i.e. facing interviews, in the class room etc.	Any one of the following: i. Subject wise group discussion, preparation of report and presentation before the group. ii. Prepare a Diagnostic test to identify reading and writing problems of the school students.

Suggested Readings:

- Agnihotri, R.K. (1995). *Multilingualism as a classroom resource*. In K. Heugh, A. Siegruhn, & P. Pluddemann (Eds.), *Multilingual Education for South Africa* (pp. 3-7), Heinemann Education Groups.
- Freedman, S.W. & Dyson, A.H. (2003). *Handbook of Research on Teaching English language Arts*. Lawrence Erlbaum Associates Inc, USA: New Jersey.
- Government of India. (1986). *National Policy on Education*. GOI.
- Grellet, F. (1981) *Developing Reading Skills: A practical guide to Reading comprehension exercises*. Cambridge University Press.
- Kumar, Krishna. (2007). *The child's language and the Teacher*. New Delhi: National Book. Mangal, U. (2010). *Teaching of Hindi*, New Delhi: Arya Book Depot.
- National Curriculum Framework (2005), New Delhi: NCERT.
- Sachdeva, M.S. (2013). *Teaching of English*. Patiala: Twenty First Century Publications. Safaya, Raghunath. *Methods of Teaching of Hindi*. Jalandhar :Punjab Book Depot.
- Sinha, S. (2009). *Roseblatt's Theory of Reading*. Explaining Literature contemporary education dialogue. 6(2), PP223-237.
- Sullivan, M. (2008). *Lessons for Guided writing*. Scholastic. National curriculum framework. (2005).
- www.ncert.nic.in.
- <http://www.usingenglish.com/handouts/>

Course 4(b)

UNDERSTANDING DISCIPLINES AND SUBJECTS

Max. Marks :50

Time: 1.30 Hours

(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt five questions.
- ii. Q.No 1 will be compulsory and will carry 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.

Learning Outcomes

Existing	Corrected
<p>After the transaction of the course, student teachers will be able to:</p> <ul style="list-style-type: none">▪ Analyse and evaluate changes in the perspectives in school curriculum, text books and syllabus on socio- cultural basis.▪ Compare and evaluate the perspective of NCERT on the required changes in knowledge base in school subjects- Mathematics, science, languages and social science.	<p>After the transaction of the course, student teachers will be able to:</p> <ul style="list-style-type: none">▪ Describe the characteristics and nature of discipline▪ Understand emergence of discipline and subjects in philosophical, social and political contexts▪ Understand theory of subject content, selection of content, curriculum, syllabus and text books▪ Paradigm shifts in the nature of disciplines: Mathematics, science, languages and social science.

Course Content

Existing	Corrected
Unit-I 1. Socio-cultural perspectives of disciplines and school subjects (theory of school content) <ul style="list-style-type: none"> • Evolution of socio –cultural perspectives in school level knowledge base; • Social history of school contents • Emergence of school subjects and disciplines from social, political and intellectual contexts; • History of emergence of methods of methods of teaching; • NCERT Position paper on change in curriculum, syllabus and textbooks. Unit-II 2. Changes in theory of content in school education after independence in India <ul style="list-style-type: none"> • Needed changes in discipline – oriented school textbooks; • Steps needed to redesign text books for school education <ol style="list-style-type: none"> a) Focus on drawing upon the experiences of children; b) Focus on the diverse community background of students; c) Focus on natural curiosities of students • Focus on learner – centred methods of teaching-constructivist approach; • Paradigm shift in teaching of social science in schools • Paradigm shift in teaching of science in schools • Paradigm shift in teaching of Mathematics in schools • Paradigm shift in teaching of Indian languages in schools 	Unit-I 1. Emergence of Disciplinary Knowledge <ul style="list-style-type: none"> • Meaning, nature and types of discipline. • Role of disciplinary knowledge in the school curriculum. • Emergence of school subjects and disciplines from philosophical, social and political contexts; • emergence of teaching methods Unit-II 2. Disciplinary Knowledge: Related Issues <ul style="list-style-type: none"> • Difference and relationship between curriculum & syllabus; • A criteria for selection of textbooks, magazine & journals as source of knowledge. • Role of different agencies and their functions in shaping the syllabus and text books at national & state level. • Paradigm shifts in the nature of disciplines: Social Science, Mathematics, Science, Language

Existing	Corrected
	Practimum/ Sessional Any one of the following: <ol style="list-style-type: none"> i. Critical analysis of a curriculum/ syllabus of particular school subjects. ii. Evaluate a text book of secondary classes 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.

Deng, Z (2013) school subjects and academic disciplines. In A. Luke , A. Woods, & Wer (Eds.), Curriculum syllabus design and equity: A primer and model. Routledge.

Krishna, A. (2009). What are Academic Disciplines? University of Southampton, NCRM E Prints Respositiry *eprints,ncrm.ac.uk/783/1/what_are_academic_disciplines.pdf*.

NCERT(2006). Position paper national focus group on curriculum, syllabus and textbooks. New Delhi: author. Available from

http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/cst_final.pdf

NCERT (2006). Position paper national focus group on teaching of social sciences.

New Delhi: Author Retrieved on April 21, 2015 from

http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/social_sciencel.pdf

NCERT(2006). Position paper national focus group on teaching of Indian languages.

New Delhi: Author Available from

http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/Indian_Languages.pdf

NCERT (2006). Position paper national focus group on teaching of mathematics. New Delhi: Author Available from

http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/math.pdf

NCERT(2006). Position paper national focus group on teaching of science. New deli: Author. Available from

http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/science.pdf

Course-5
GENDER, SCHOOL AND SOCIETY

Time: 1.30 Hours

Max. Marks :50
(Theory: 40,Internal: 10)

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt five questions.
- ii. Q.No 1 will be compulsory and will carry 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.

Rationale

The course on “Gender, School and Society” will focus on the gendered roles in society, through a variety of institutions such as family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state.

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Understand the basic terms, concepts used in gender studies.
- To describe equity and equality in relation with different aspects of society.
- To understand psychological and sociological perspectives of sex and gender.
- To understand paradigm shift under gender studies.
- To become aware about gender inequalities in school.
- To explain the issues related to gender.

Existing	Corrected
<p style="text-align: center;">Unit – I</p> <p>1. Gender Studies: Paradigm Shift</p> <ul style="list-style-type: none"> • Meaning of gender equality, need & importance • Paradigm shift from women studies from gender studies: Some land marks from social reform 19th to 21st studies <p>2. Gender Issues</p> <ul style="list-style-type: none"> • Concept of gender: Issue of muscularity and familiarity • Equity and equality: Psychological and sociological perspective • Emergence of gender specific roles, cross cultural perspective <p style="text-align: center;">Unit – II</p> <p>3. Gender Inequalities and strategies for change</p> <ul style="list-style-type: none"> • Gender Inequality in School: School curriculum, Text book, classroom processes, and student teacher interaction • Strategies for change: policy and management in the school <p>4. Social construction of gender</p> <ul style="list-style-type: none"> • Philosophical and sociological theories of gender • Gender identity, family, media gender role and stereo types • Social construction of gender during late childhood and adolescence 	<p style="text-align: center;">Unit – I</p> <p>1. Gender Studies: Paradigm Shift</p> <ul style="list-style-type: none"> • Concept of gender: Issue of masculinity and femininity • Paradigm shift from women studies from gender studies: Some land marks from social reform 19th to 21st century <p>2. Social construction of gender</p> <ul style="list-style-type: none"> • Philosophical and sociological theories of gender • Gender identity, family, media gender role and stereo types • Social construction of gender during late childhood and adolescence <p style="text-align: center;">Unit – II</p> <p>3. Gender Issues</p> <ul style="list-style-type: none"> • Equity and equality: Psychological and sociological perspective • Emergence of gender specific roles, cross cultural perspective • Need and Importance of Gender Equality <p>4. Gender Inequalities and strategies for change</p> <ul style="list-style-type: none"> • Gender Inequality in School: School curriculum, Text book, classroom processes, and student teacher interaction • Strategies for change: policy and management in the school

Practicum/Sessionals

Any one of the following

- Identify at least two students (Boys/Girls) having gender bias attitude and develop strategies for gender sensitization.
- Analysis of selected ideas, trends, and problems in the study of gender across academic disciplines.

Suggested readings:

Bordia, A. (2007). *Education for gender equity: The Lok Jumbish experience*, p 313-329

Chatterji, S. A. (1993). *The Indian Women in perspective*, New Delhi: Vikas Publishing

Devendra, K. (1994). *Changing status of women in India*, New Delhi: Vikas Publishing

House Gupta, A. K. (1986). *Women and Society*, New Delhi: Sterling Publications

Ministry of Education (1959). *Report of National Committee of Women's Education*. New Delhi: ME

Ruhela, S. (1988). *Understanding the Indian Women today*; Delhi: Indian Publishers Distributors

Thakur, H. K. (1988). *Women and Development planning* (Case study of Nauhatta Block), New Delhi: Vikas Publishing House

Course-6 & 7
Pedagogy of Teaching Subjects

Group-I: Pedagogy of Sciences

(i) PEDAGOGY OF SCIENCE

Max. Marks :100

Time: 3 Hours

(Theory: 80,Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.

Learning Outcomes:

After completion of this course the students teacher will be able to:

- understand the Nature & Scope of Science.
- understand Aim and objectives of Teaching Science.
- adopt suitable approaches, methods, different resources to teach Science.
- appreciate the importance of planning for Science.
- applying e-sources in Science.
- develop a skill of conducting experiments to demonstrate Science concepts.
- develop a skill of planning lesson plan based on various approaches.
- understand the concept of continuous and comprehensive evaluation.

COURSE CONTENTS

UNIT – I

1. Nature & Scope of Science

- Meaning, Nature and Scope with reference to Science & its branches.
- History of science and contribution of Indian Scientists.
- Need & importance Science in secondary school & its values in the present context.
- Correlation of science with other school subjects
- Aim & objectives of Science.
- Bloom's Taxonomy of instructional objectives.

Science in the service of human welfare – Agriculture, Medicine,
Industry & Conservation of Environment.

UNIT – II

2. Content & Its Pedagogical Analysis

- Content –
 - Matter in our Surroundings
 - Atom & Molecules
 - Motion
 - Force
 - Gravitation
 - Work and Energy
 - Tissues
 - Diversity in Living Organism
 - Life Process
 - Reproduction
 - Micro-organism
- **Pedagogical Analysis :**
Following points should be followed for pedagogical analysis on topics covered in the syllabus
 - a) Identification of concept, b) Listing behavioural outcomes, c) Listing activities and experiments, d) Listing evaluation techniques
- Concept, Need & Importance of Unit Planning & Lesson Planning

UNIT – III

3. Teaching Learning Resources & Procedures

- Meaning, Principles & Steps of Curriculum construction in Science
- Critical Analysis of Present Secondary School Text-Book with Reference to Haryana State
- Teaching Skills:-
 - Skill of Introducing the Lesson
 - Skill of Illustrate with the help of Examples
 - Skill of Explaining
 - Skill of Stimulus Variation
 - Skill of Black-Board Writing
- Science Laboratory – Importance, Planning, Designing, Equipping, Maintenance of Science equipment & Records
- Audio-Visual Aids: Chart, Models, Film Strip, Radio, Projectors.

- E-learning Resources – Use of Multimedia & Computers, PPT, Internet, Website, Teleconferences.
- Improvised Apparatus – Meaning, Importance & Steps
- Professional Growth of Science Teacher in Service Programme, Orientation Programme, Refresher Courses, Seminars, Symposium, Workshop, Science Fair, Science Exhibition, Projects.

UNIT – IV

4. APPROACHES AND EVALUATION IN TEACHING

- Science Inductive – deductive Approach, Critical Inquiry Approach, Maier's Problem Solving Approach.
- Methods of Teaching Science
 - Lecture-cum-Demonstration
 - Project Method
 - Laboratory Method
- Continuous & Comprehensive Evaluation (CCE) in Science
- Construction & Use of Achievement Test in Science
- Construction & Use of Diagnostic Test in Science, Preparation of Diagnostic Chart, Identification of Difficulties & Remedial Teaching.
- Meaning & Advantages of Task Analysis and Question Bank.

Praticum/Sessional

Any one of the following

- i. Development of Five Demonstration Experiments on the Topics Covered in the Syllabus from Science Test-books at the Lower Secondary Level in Haryana State.
- ii. Improvisation of Apparatus/Equipment
- iii. Seminar Presentation on any Topics given in the Syllabus.

Suggested Readings

Adams, G.S. (1964). Measurement & Evaluation in Education, Psychology & Guidance, New York: Halt, Rinehart & Winston.

Aggarwal, J.C. (2005). Essential of Examination System. New Delhi: Vikas Publishing House Pvt. Ltd.

Allen, D.W. and Eve, A.W. (1968). Micro Teaching in Theory to Practices. Vol. 70, pp. 181-185.

Bloom, B.S. et al. (1956). Taxonomy of Educational Objectives: The Cognitive Domain, New York: Longum's Green.

CBSE (2009). Teacher Manual on CCE. New Delhi: CBSE.

Das, R.C. (1985). Science Teaching in Schools, New Delhi. Sterling Publication Private Ltd., Harrow, A.J.A. (1972). Taxonomy of Motor Domain, New York: Mckay.

Kherwadkal, Anjali (2003). Teaching of Chemistry by Modern Method, New Delhi Sarup & Sons..

Kilpatrick, W.H. (1987). The Project Method, Columbia. Teachers College Record.

Krathwohl, D.R., Bloom, B.S. and Maria, B.B. (1964). Taxonomy of Educational Objectives, Hand-book II, Affective Domain, New York: David Mckay.

Mager, R.F. (1962). Preparing Instructional Objectives, California: Fearon.

Miller, David F. and Blaydes (1962). Methods & Materials for Teaching Biological Science, New York McGraw Hill Book Co.,

Sharma, R.C. (1995). Modern Science & Teaching, New Delhi.

Dhanpat Rai & Sons. Siddique and Siddique (1998), Teaching of Science, New Delhi. Doaba House,

Vishwanth, Pandey and Kisor Valicha (1984). Science Technology & Development, New Delhi: McMillan India Ltd.

Venkataih, S. (2001). Science Education in 21st Century, New Delhi Anmol Publishers,.
Wadhwa, Shalni (2001). Modern Methods of Teaching Physics. New Delhi: Saroop & Sons

Group-I: Pedagogy of Sciences

(ii) PEDAGOGY OF BIOLOGICAL SCIENCE

Time: 3 Hours

Max. Marks :100
(Theory: 80,Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type question will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

LEARNING OUTCOMES

After completion of this course the students teacher will be able to :

- Understand Nature & Scope of Biological Science
- Understand objectives of Teaching biological Science
- Adopt suitable approaches, methods, different resources to teach biological science.
- Appreciate the importance of planning and organizing the extension activities.
- Applying e-resources in teaching biological science.
- Develop a skill of conducting experiments to demonstrate biological concepts.
- Develop a skill of lesson planning based on various approaches.
- Understand the concept of continues and comprehensive evaluation.\

COURSE CONTENTS

UNIT – I

1. NATURE AND SCOPE OF BIOLOGICAL SCIENCE

- Meaning, Nature and Scope with reference to Biological science and its branches.
- History of Biological science and contribution of Indian Biologist.
- Need and Importance of Biological in secondary schools and its values in the present context.
- Correlation of Biological science with other school subject.
- Aim and Objectives of Teaching Biological science.
- Bloom"s Taxonomy of educational objectives.
- Formulation of specific objectives in Behavioural terms.

- Biology in the service of human welfare-Agriculture, Medicine, Industry & Conservation of Environment.

UNIT – II

2. CONTENT AND ITS PEDAGOGICAL ANALYSIS

- **Content**
 - Tissues
 - Diversity in living organism
 - Diseases
 - Natural Resources
 - Improvement in Food
 - Life Process
 - Reproduction
 - Heredity
 - Control and Co-ordination
 - Micro-organism
 - Photosynthesis
- **Pedagogical Analysis :** Following points should be followed for pedagogical analysis on topics covered in the syllabus
 - a) Identification of concept)
 - b) Listing behavioural outcomes)
 - c) Listing activities and experiments,
 - d) Listing evaluation techniques.
- **Teaching Skills**
 - Skill of introducing the lesson
 - Skill of illustrate with the help of examples.
 - Skill of explaining
 - Skill of stimulus variation
 - Skill of using black board
- Concept, Need and Importance of unit planning and lesson planning.

UNIT – III

3. TEACHING LEARNING RESOURCES AND PROCESSES

- Meaning, Principles and steps of curriculum construction in Biological Sciences.
- Critical Analysis of Present secondary school text book with reference to Haryana State.
- Biological Science Laboratory. Impotence, Planning, Designing, equipping, maintenance of biological equipment and records.
- Visual Aids: - Chart, Model, Specimen.
- E-learning Resources: Use of Multimedia and Computers in Biological Science, e- learning, PPT, Internet, Website, Teleconferencing.

- Professional growth of Biological science teacher in service programme, orientation programme, refresher courses, seminar, symposium, workshop, projects, science museum, science fair and science exhibition.

UNIT – IV

4. APPROACHES AND EVALUATION IN TEACHING

- Approaches of Teaching Biological Science.
 - Inductive – deductive approach
 - Critical inquiry approach
 - Maier"s Problem solving approach
- Methods of Teaching Biological Science;
 - Lecture cum demonstration method
 - Project Method
 - Laboratory method
- Continuous and Comprehensive Evaluation (CCE) in Biological Science.
- Construction and use of achievement test in Biological Science.
- Construct and Use of diagnostic Test in Biological science, preparation of diagnostic chart, identification of difficulties and remedial teaching.
- Task Analysis, meaning and advantages
- Question Bank, meaning and advantages

Praticum/Sessional

Any one of the following

- i. Prepare a working model on Biological secondary school standard topics.
- ii. Collect and preserve any five biological specimen and write a report
- iii. Critically analyse secondary school state syllabus science text-book.
- iv. Preparation of Biological science wall magazine in every month
- v. A case study of any senior secondary lab and prepare report

Suggested Readings:

Adams G.S., (1964). *Measurement and evaluation in education, psychology and guidance*, New York : Halt, Rinehart and Winston.

Aggarwal, J.C. (2005). *Essentials of examination system*. New Delhi : Vikas Publishing house Pvt. Ltd.

Allen, D.W, and Eve, A.W. (1968). *Microteaching in theory to practices* Vd. 70, pp. 181-185.

Ameetha P (2004). *Methods of Teaching Biological Science*. New Delhi :Neelkamal Publications,

Bloom, B.S. et. Al. (1956). *Taxonomy of Educational objectives : the cognitive domain*, New York: Lagan"s Green.

CBSE (2009). *Teacher's manual on CCE*. New Delhi : CBSE.

Das, R.C. (1985). *Science teaching in schools*. New Delhi: Sterling Publication Private Ltd.

Green T.N. (1971). *Teaching of Biology in tropical schools*, Oxford University Press London.

Harrow, A.J.A. (1972); *Taxonomy of Motor Domain*, New York : McKay.

Karmer, L.M.J. (1975). *Teaching of Life Science*, McMillan India Ltd. New Delhi.

Kilpatrick, W.H. (1918); *the project method*, Columbia: Teachers College Record.

Krathwohl, D.R., Bloom B.S. and Maria B.B. (1964) *Taxonomy of Educational objectives, Handbook II, Affective Domain*, New York : David McKay.

Mager, R.F. (1962); *Preparing Instructional objectives*, California : Fearon.

Miller, David F. and Blaydes (1962); *Methods and materials for teaching Biological Science*, M.C. Grow Hill Book Co; New York.

Sharma, R.C. (1995). *Modern Science & Teaching*, Dhanpat Rai and Sons, New Delhi.

Sood J.K. (1987). *Teaching of Life Science*, Kholi Publisher, Chandigarh.

Vishwanth, Pandeny & Kishore, Valicha (1984). *Science Technology and Development*, Mc Millan Indian Ltd. New Delhi.

Group-I: Pedagogy of Sciences

(iii) PEDAGOGY OF COMPUTER SCIENCE

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short-answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- emphasize the need and importance of computer science as a subject.
- acquaint with the aims and objectives of teaching computer science in secondary and higher secondary schools and help them to plan learning activities according to those objectives.
- perform Pedagogical Analysis of various concepts in computer science.
- underline the need and importance of lesson planning and unit planning.
- understand the principles of curriculum construction.
- discuss the importance of computer textbooks.
- teach the proper computer laboratory planning and managing
- acquire skills relating to planning lessons and presenting them effectively.
- familiarize with the various methods that can be employed for the teaching of computer science.
- develop competencies and skill for effective evaluation in computer science.

COURSE CONTENT

Unit-I

1. Nature and Scope

- Meaning, Nature and Scope of Computer Science.
- Significance of Computer Science in school curriculum.
- Place of Computer Science at different stages of school.
- Aims and Objectives of Teaching Computer Science at different stages of school.
- Blooms Taxonomy of educational objectives.
- Formulation of specific objectives in behavioural terms.

Unit-II

2. Content and Pedagogical Analysis: Concept, need and importance of Pedagogical Analysis.

- **Content:**
 - Computer System
 - Computer Software
 - Networking
 - MS-Windows
 - MS-Office
 - Operating System
- **Pedagogical Analysis:**

Following point should be followed for pedagogical analysis:-

- a) Identification of concept.
- b) Enlisting behavioural outcomes.
- c) Enlisting activities and experiments.
- d) Enlisting evaluation techniques.

- **Lesson Planning:**

Concept, Need and Importance of unit planning and lesson planning

Unit-III

3. Teaching Learning Resources and Processes

- Development and designing of computer science curriculum.
- Development of text-books
- Development of self instructional material
- Designing and managing Computer Laboratory.

Teaching Skills

- Skill of Introducing the lesson
- Skill of Probing Questions
- Skill of illustration with examples.
- Skill of Stimulus Variations
- Skill of Explaining

Unit-IV

4. Approaches and Evaluation

- **Teaching Methods:**
 - Lecture-cum-Demonstration method.
 - Project method.
 - Computer Assisted Instruction method.
 - Laboratory Method.
 - Mobile learning, and Online learning

- **Evaluation**

- Meaning and importance of evaluation
- Types and techniques
- Achievement Test
- Characteristics of a good test in Computer Science.
- Preparing, reporting and evaluating the results.
- Comprehensive and Continuous Evaluation.

Practicum/ Sessional

Do Any one of the following:

- i. Critical analysis of course content of Computer science of secondary school curriculum.
- ii. Prepare an achievement test of course content of Computer science of secondary school curriculum.
- iii. Internet based project: Form a group on internet and share educational information with atleast one link to audio/video material and prepare the project using ppt.

Suggested Readings

Agarwal J. C. (2006). *Essential of educational technology, Teaching and learning*. New Delhi: Vikas Publishing House Pvt. Ltd.

Sharma, R. A. (2008). *Technological foundation of education*. Meerut: R.Lall Books Depot.

Sharma, R. N. (2008). *Principles and Techniques of Education*. Delhi: Surjeet Publications.

Singh, Arjinder. *Teaching of Computer Education*. Jalandhar: Modern Publisher

Sinha, P.K. & Sinha, P. *Computer Fundamentals*, BPB

Singh, Y. K. (2009). *Teaching Practice*. New Delhi: APH Publishing Corporation.

Group-I: Pedagogy of Sciences

(iv) PEDAGOGY OF HOME SCIENCE

Max. Marks :100
(Theory: 80,Internal: 20)

Time: 3 Hours

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type question will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Learning Outcomes : After completion of this course the students teacher will be able to :

- Understand Nature & Scope of Home Science
- Understand objectives of Teaching Home Science
- Adopt suitable approaches, methods, different resources to teach biological science.
- Appreciate the importance of planning and organizing extension activities.
- Applying e-resources in teaching Home Science.
- Develop skills of lesson planning based on various approaches.
- Understand the concept of continues and comprehensive evaluation.

UNIT – I

1. Concept, Objectives and Importance

- Meaning, Nature and Scope of Home Science
- Need and Importance of Home science in secondary schools in the present context
- Correlation of Home Science with other school subjects
- Aims and objectives of teaching Home Science
- Blooms Taxonomy of educational objectives
- Formulation of specific objectives in Behavioural terms.

UNIT – II

2. Content, Pedagogical Analysis and Teaching Skills

- **Content**
 - Food, Nutrition and Health
 - Child Care
 - Fiber and Fabric

- Home Management
- Health and sanitation
- **Pedagogical Analysis :**
Following points should be followed for pedagogical analysis on topics
 - a) Identification of concept
 - b) Listing behavioural outcomes
 - c) Listing activities and experiments.
 - d) Listing evaluation techniques.
- **Teaching Skills**
 - Skill of introducing the lesson
 - Skill of illustrate with the help of examples.
 - Skill of explaining
 - Skill of stimulus variation
 - Skill of using black board
- **Concept, Need and Importance of unit planning and lesson planning.**

UNIT – III

3. TEACHING LEARNING RESOURCES AND PROCESSES

- Meaning, Principles and steps of curriculum construction in Home Sciences.
- Development and Characteristics of a good Textbooks. Critical analysis of current Home Science Text Books in secondary schools of Haryana State.
- Planning of space and equipment of Home Science Laboratory
- Classification and importance of Teaching Aids, (Visual Aids :- Chart, Model, Specimen).
- E-learning Resources: Use of Multimedia and Computers in Home Science, e- learning, PPT, Internet.
- Qualities of a good Home Science Teacher. Professional growth of Home Science Teacher

UNIT – IV

4. APPROACHES , Methods AND EVALUATION IN TEACHING

- **Methods of Teaching:**
Lecture-cum- Demonstration; Project Method; Discussion Method; Practical and Individual Method
- **Activity Based Learning:**
Learning by doing : Experimentation; observation ; games, quiz; puzzles; Field visits and excursions
- **Approaches of Teaching Home Science :** Inductive – deductive approach; Maier"s Problem solving approach
- Continuous and Comprehensive Evaluation (CCE) in Biological Science. Construction and use of achievement test and diagnostic test in Home Science.

- Task Analysis, meaning and advantages
- Question Bank, meaning and advantages

PRACTICUM/SESSIONALS:

Any one of the following:

- A course of ten practical by the Pupil-teacher in the following:
 - Cooking
 - Stitching/Embroidery/knitting
 - Home Management
- Preparation of online test
- Preparation of objective type test, short answer type test, essay type test
- Organize a quiz competition in Home Science and analyze the response of students
- Plan a field visit of Home Science students
- Prepare one remedial Teaching Programme for a Home Science student
- Writing of project report in extension education.

SUGGESTED READING

Chandra, Shah & Joshi. *Fundamental of Teaching of Home Science*, New Delhi: Sterling Publishers Pvt. Ltd

Dass & Ray. *Teaching of Home Science*, New Delhi: Sterling Publishers Pvt. Ltd

Devdass, R. P. *Method of Teaching of Home Science*, New Delhi: NCERT.

Devdass, R. P. *Teaching of Home Science in Secondary School*. A handbook of Suggestion for Teachers, New Delhi: NCERT

Spafford, I. *Fundamental in Teaching of Home Science*, New York: John Wiley & Sons
CBSE (2009); *Teacher's manual on CCE*. New Delhi : CBSE

Group-I: Pedagogy of Sciences

(v) PEDAGOGY OF PHYSICAL SCIENCE

Time: 3 Hours

**Max. Marks :100
(Theory: 80,Internal: 20)**

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type question will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Learning Outcomes:

After completion of this course the student teacher will be able to:

- Understand the Nature & Scope of Physical Science.
- Understand Aim and objectives of Teaching Physical Science.
- Adopt suitable approaches, methods, different resources to teach Physical Science.
- Appreciate the importance of planning for Teaching Physical Science.
- Applying e-sources in Teaching Physical Science.
- Develop a skill of conducting experiments to demonstrate Physical Science concepts.
- Develop a skill of planning lesson plan based on various approaches.
- Understand the concept of continuous and comprehensive evaluation.

COURSE CONTENTS

UNIT – I

Existing	Corrected
<p>1. NATURE AND SCOPE OF BIOLOGICAL SCIENCE</p> <ul style="list-style-type: none"> • Meaning, Nature and Scope with reference to Physical Science & its branches. • History of Physical science and contribution of Indian Scientists in the field of Physics & Chemistry. • Need & importance Physical Science in secondary school & its values in the present context. • Correlation of Physical science with other school subjects. • Aim & objectives of Physical Science. • Bloom"s Taxonomy of instructional objectives. • Physical Science in the service of human welfare – Agriculture, Medicine, Industry & Conservation of Environment. <p>UNIT – II</p> <p>2. CONTENT AND ITS PEDAGOGICAL ANALYSIS</p> <ul style="list-style-type: none"> • Content – <ul style="list-style-type: none"> – Matter in our Surroundings – Atom & Molecules – Motion – Force & Law of Motion – Gravitation – Work and Energy – Sound – Acid Bases & Salt – Metal & Non-metal – Light – Electricity • Pedagogical Analysis – Following points should be used for Pedagogical Analysis. Following points should be followed for pedagogical analysis on topics covered in the syllabus • Identification of concept ,b)Listing behavioural outcomes ,c)Listing activities and experiments, d)Listing evaluation techniques • Concept, Need & Importance of Unit Planning & Lesson Planning 	<p>1. NATURE AND SCOPE OF PHYSICAL SCIENCE</p> <ul style="list-style-type: none"> • Meaning, Nature and Scope with reference to Physical Science & its branches. • History of Physical science and contribution of Indian Scientists in the field of Physics & Chemistry. • Need & importance Physical Science in secondary school & its values in the present context. • Correlation of Physical science with other school subjects. • Aim & objectives of Physical Science. • Bloom"s Taxonomy of instructional objectives. • Physical Science in the service of human welfare – Agriculture, Medicine, Industry & Conservation of Environment. <p>UNIT – II</p> <p>2. CONTENT AND ITS PEDAGOGICAL ANALYSIS</p> <ul style="list-style-type: none"> • Content – <ul style="list-style-type: none"> – Matter in our Surroundings – Atom & Molecules – Motion – Force & Law of Motion – Gravitation – Work and Energy – Sound – Acid Bases & Salt – Metal & Non-metal – Light – Electricity • Pedagogical Analysis – Following points should be used for Pedagogical Analysis. Following points should be followed for pedagogical analysis on topics covered in the syllabus • Identification of concept ,b)Listing behavioural outcomes ,c)Listing activities and experiments, d)Listing evaluation techniques • Concept, Need & Importance of Unit Planning & Lesson Planning

UNIT – III**3. TEACHING LEARNING RESOURCES AND PROCESSES**

- Meaning, Principles & Steps of Curriculum construction in Physical Science
- Critical Analysis of Present Secondary School Text-Book with Reference to Haryana State
- Teaching Skills:-
 - Skill of Introducing the Lesson
 - Skill of Illustrate with the help of Examples
 - Skill of Explaining
 - Skill of Stimulus Variation
 - Skill of Black-Board Writing
- Physical Science Laboratory – Importance, Planning, Designing, Equipping, Maintenance of Physical Science equipment & Records
- Audio-Visual Aids: Chart, Models, Film Strip, Radio, Projectors.
- E-learning Resources – Use of Multimedia & Computers, PPT, Internet Website, Teleconferences.
- Improvised Apparatus – Meaning Importance & Steps
- Professional Growth of Physical Science Teacher in Service Programme, Orientation Programme, Refresher Courses, Seminars Symposium, Workshop, Science Fair Science Exhibition, Projects.

UNIT – IV**4. APPROACHES AND EVALUATION IN TEACHING**

- Physical Science Inductive – deductive Approach, Critical Inquiry Approach, Maier’s Problem Solving Approach.
- Methods of Teaching Physical Science
 - Lecture-cum-Demonstration
 - Project Method
 - Laboratory Method
- Continuous & Comprehensive Evaluation (CCE) in Physical Science
- Construction & Use of Achievement Test in Physical Science
- Construction & Use of Diagnostic Test in Physical Science, Preparation of Diagnostic Chart, Identification of Difficulties & Remedial Teaching.
- Meaning & Advantages of Task Analysis and Question Bank.

UNIT – III**3. TEACHING LEARNING RESOURCES AND PROCESSES**

- Meaning, Principles & Steps of Curriculum construction in Physical Science
- Critical Analysis of Present Secondary School Text-Book with Reference to Haryana State
- Teaching Skills:-
 - Skill of Introducing the Lesson
 - Skill of Illustrate with the help of Examples
 - Skill of Explaining
 - Skill of Stimulus Variation
 - Skill of Black-Board Writing
- Physical Science Laboratory Importance, Planning, Designing, Equipping, Maintenance of Physical Science equipment & Records
- Audio-Visual Aids: Chart, Models, Film Strip, Radio, Projectors.
- E-learning Resources – Use of Multimedia & Computers, PPT, Internet, Website, Teleconferences.
- Improvised Apparatus – Meaning, Importance & Steps
- Professional Growth of Physical Science Teacher in Service Programme, Orientation Programme, Refresher Courses, Seminars, Symposium, Workshop, Science Fair, Science Exhibition, Projects.

UNIT – IV**4. APPROACHES AND EVALUATION IN TEACHING**

- Physical Science Inductive – deductive Approach, Critical Inquiry Approach, Maier’s Problem Solving Approach.
- Methods of Teaching Physical Science
 - Lecture-cum-Demonstration
 - Project Method
 - Laboratory Method
- Continuous & Comprehensive Evaluation (CCE) in Physical Science
- Construction & Use of Achievement Test in Physical Science
- Construction & Use of Diagnostic Test in Physical Science, Preparation of Diagnostic Chart, Identification of Difficulties & Remedial Teaching.
- Meaning & Advantages of Task

Practicum/Sessional

Any one of the following

- i. Development of Five Demonstration Experiments on the Topics Covered in the Syllabus From Physical Science Test-books at the Lower Secondary Level in Haryana State.
- ii. Improvisation of Apparatus/Equipment
- iii. Seminar Presentation on any Topics given in the Syllabus.

Suggested Readings

Adams, G.S. (1964). *Measurement & Evaluation in Education, Psychology & Guidance*, New York: Halt, Rinehart & Winston.

Aggarwal, J.C. (2005). *Essential of Examination System*. New Delhi: Vikas Publishing House Pvt. Ltd.

Allen, D.W. and Eve, A.W. (1968). *Micro Teaching in Theory to Practices*. Vol. 70, pp. 181-185.

Bloom, B.S. et al. (1956). *Taxonomy of Educational Objectives: The Cognitive Domain*. New York: Longum"s Green.

CBSE (2009). *Teacher Manual on CCE*. New Delhi: CBSE.

Das, R.C. (1985). *Science Teaching in Schools*, New Delhi: Sterling Publication

Private Ltd. Harrow, A.J.A. (1972). *Taxonomy of Motor Domain*, New York: Mckay.

Kherwadkal, Anjali (2003). *Teaching of Chemistry by Modern Method*, New Delhi: Sarup & Sons.

Kilpatrick, W.H. (1987). *The Project Method*, Columbia. Teachers College Record.

Krathwohl, D.R., Bloom, B.S. and Maria, B.B. (1964). *Taxonomy of Educational Objectives, Hand-book II, Affective Domain*, New York: David Mckay.

Mager, R.F. (1962). *Preparing Instructional Objectives*, California: Fearon.

Miller, David F. and Blaydes (1962). *Methods & Materials for Teaching Biological Science*, New York: McGraw Hill Book Co.

Sharma, R.C. (1995). *Modern Science & Teaching*, New Delhi: Dhanpat Rai & Sons.

Siddique and Siddique (1998). *Teaching of Science*, New Delhi: Doaba House.

Vishwanth, Pandey and Kisor Valicha (1984). *Science Technology & Development*, New Delhi: McMillan India Ltd.

Venkataih, S. (2001). *Science Education in 21st Century*, New Delhi: Anmol

Publishers. Wadhwa, Shalni (2001). *Modern Methods of Teaching Physics*. New

Delhi: Saroop & Sons. <http://www.scienceworld.wolfram.com/physics.html>.

<http://www.nobel.se/physics/laureates.html>.

Group-II: Pedagogy of Social-Sciences

(i) PEDAGOGY OF SOCIAL SCIENCE

Max. Marks :100

Time: 3 Hours

(Theory: 80,Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setters 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.**

Learning Outcomes

After completion of this course the student –teachers will be able to :

- understand the foundation of teaching Social Science.
- acquaint with different strategies for teaching Social Science at secondary and higher secondary level.
- to provide familiarization with Resources for teaching/learning Social science
- to develop an understanding of methods and approaches of teaching Social Science
- to enable students to organize co-curricular activities through the Social Science Club.
- prepare achievement test in Social Science at secondary and higher secondary level.
- prepare lesson plans in Social Science for instructional purposes.
- conduct pedagogical analysis of content for teaching in the classroom.
- acquire competence in preparing tools of evaluation Social Science learning.
- acquire skills of analyzing text book in Social Science.

COURSE CONTENTS

Existing	Corrected
UNIT 1 1. Nature & Scope of Teaching of Social Science <ul style="list-style-type: none"> • Meaning, Nature and Scope of Social Sciences as a school subject. • Aims and Objectives of teaching Social Sciences at School level. • Values of Teaching Social Sciences • Taxonomy and behavioural Objectives in Social Sciences. • Relationship of Social Science with other subjects and within the subject UNIT II 2. Contents and its pedagogical analysis and Lesson planning <ul style="list-style-type: none"> • Understanding terminology of Social Sciences: Social structure, social stratification, community, state, region, market • Meaning, importance and Steps of Pedagogical Analysis. • Pedagogical Analysis on the following topics: <ul style="list-style-type: none"> – Constitution of India – Physical features of India – Indian Freedom Movement – Population – Democracy in the contemporary world – Disaster Management • Lesson planning in Social Sciences: Need & Importance, Basic Elements & its Preparation UNIT 3 3. Teaching learning resources and process <ul style="list-style-type: none"> • 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. 	UNIT 1 1. Nature & Scope of Teaching of Social Science <ul style="list-style-type: none"> • Meaning, Nature and Scope of Social Sciences as a school subject. • Aims and Objectives of teaching Social Sciences at School level. • Values of Teaching Social Sciences • Taxonomy and behavioural Objectives in Social Sciences. • Relationship of Social Science with other subjects and within the subject. UNIT II 2. Contents and its pedagogical analysis and Lesson planning <ul style="list-style-type: none"> • Understanding terminology of Social Sciences: Social structure, social stratification, community, state, region, market • Meaning, importance and Steps of Pedagogical Analysis. • Pedagogical Analysis on the following topics: <ul style="list-style-type: none"> – Constitution of India – Physical features of India – Indian Freedom Movement – Population – Democracy in the contemporary world – Disaster Management • Lesson planning in Social Sciences: Need & Importance, Basic Elements & its Preparation UNIT 3 3. Teaching learning resources and process <ul style="list-style-type: none"> • 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.

<ul style="list-style-type: none"> • 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 <p>UNIT 4</p> <p>4. Approaches and Evaluation in Teaching</p> <ul style="list-style-type: none"> • Classroom Processes: Discovery method, Discussion method, Source method, Survey Method, Concept Mapping and Story Telling. Concept Attainment, Inquiry Training Model. • Skills of teaching Social Studies: Skill of Introducing, Skill of Illustration with Examples, Skill of Reinforcement, Skill of Questioning and Skill of Stimulus Variation • Social Science Club- Meaning, Importance and Organization(Club activities, Exhibitions, Field Trips, Quiz Competitions) • Meaning, Importance and Types of Evaluation in Social Sciences. • New approaches to Assessment – Question bank, Open Book Examination, Grading & Credit System. • Construction of Achievement Test – Concept and Steps. 	<ul style="list-style-type: none"> • Teaching Learning Material: Textbook & Reference Books, Documentaries, News Papers, Maps, Community, Atlas, and E-resources (Blog, World Wide Web, and Social Networking.) activities, Exhibitions, Field Trips, Quiz Competitions) • Meaning, Importance and Types of Evaluation in Social Sciences. • New approaches to Assessment – Question bank, Open Book Examination, Grading & Credit System. • Construction of Achievement Test – Concept and Steps. <p>UNIT 4</p> <p>4. Approaches and Evaluation in Teaching</p> <ul style="list-style-type: none"> • Classroom Processes: Discovery method, Discussion method, Source method, Survey Method, and Story Telling. • Social Science Club- Meaning, Importance and Organization(Club activities, Exhibitions, Field Trips, Quiz Competitions) • Meaning, Importance and Types of Evaluation in Social Sciences. • New approaches to Assessment – Question bank, Open Book Examination, Grading & Credit System. • Construction of Achievement Test – Concept and Steps.
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Praticum/Sessional

Existing	Corrected
<p>Any one of the following:</p> <ol style="list-style-type: none"> Explore how cartoons, stamps, currency, magazines, globes and so on be used in teaching of social science. Make an Observation of a place of historical interest/monument nearer to your residence and prepare a report on it/ Prepare a List of Places of Cultural/Historical// Geographical/Economic/ political/scientific interest of your locality Conduct a quiz competition in the class on a day of national importance/Prepare questions for a quiz programme/Prepare an action plan for social science club Prepare a list 10 of books/Journals in social sciences with all bibliographic details for purchasing to the classroom library/Prepare a Text book Material for a Particular Topic. Draw different types of maps of World, India, and locality /Create a comparative timeline of events in India and world of Modern age/prepare a plan based on any one Model of Teaching. Prepare a sample of Different Types of Test items on different objectives/ Select a concept in Social Science prepare a diagnostic 	<p>Any one of the following:</p> <ol style="list-style-type: none"> Explore how cartoons, stamps, currency, magazines, globes and so on be used in teaching of social science. Make an Observation and prepare a list of places of historical interest/monument nearer to your residence and prepare a report on it. Conduct a quiz competition in the class on a day of national importance and prepare a report of the same. Prepare an action plan for social science club. Prepare a list 10 of books/Journals in social sciences with all bibliographic details for purchasing to the classroom library. Draw different types of maps of World, India, and locality /Create a comparative timeline of events in India and world of Modern age/prepare a plan based on any one Model of Teaching. Prepare a sample of Different Types of Test items on different objectives or Select a concept in Social Science prepare a diagnostic test Prepare a sample Content analysis, Prepare instructional objectives, Learning Activity, Learning Experience of a Topic from standard 6th or 10th.

Suggested Readings

Agarwal, J.C. (1993). *Teaching of Social Studies- A Practical Approach, Second Revised Edition*, Vikas 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

Gupta Rainu (2013) *Teaching of Social Science*, New Delhi, Doaba

Publications. Gupta Rainu (2012) *Samajik Vigyan Shikshan*, New Delhi

:Doaba Publications.

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 New Delhi.

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.

Group-II: Pedagogy of Social-Sciences

(ii) PEDAGOGY OF COMMERCE

Time: 3 Hours

Max. Marks: 100

Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setter will set nine questions in all, out of which students will be required to attempt five questions.
- ii) Q.No 1 will be compulsory and will carry 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type question will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.

Learning Outcomes

After completion of this course the student-teachers will be able to:

- understand meaning, nature and scope of commerce.
- understand aims, objectives and values of teaching commerce.
- Get familiar with the relationship of commerce with other disciplines.
- analyse the content, text-book and curriculum of commerce.
- develop the lesson plan for teaching in classroom.
- develop skills in teaching of commerce.
- acquaint with the various teaching learning resource and methods.
- develop insight into current trends of teaching commerce.
- equip themselves with practices of evaluation.
- develop a research perspective in the field of commerce.

Course content

Existing	Corrected
UNIT-I 1. Concept of Commerce and Instructional Objectives <ul style="list-style-type: none">• Meaning nature and scope of Accountancy and Business studies.• Aims, Objectives and Values of teaching Commerce.• Need and Importance of Commerce in school curriculum at higher secondary level.• Blooms Taxonomy of Objectives (statement of objectives in behavioural terms).• Relationship of Commerce with other Disciplines: Economics, Law, Mathematics, Sociology, Psychology, Statistics	UNIT-I 1. Concept of Commerce and Instructional Objectives <ul style="list-style-type: none">• Meaning nature and scope of Accountancy and Business studies.• Aims, Objectives and Values of teaching Commerce.<ul style="list-style-type: none">• Need and Importance of Commerce in school curriculum at higher secondary level.• Blooms Taxonomy of Objectives (statement of objectives in behavioural terms).• Relationship of Commerce with other Disciplines: Economics, Law, Mathematics Sociology, Psychology, Statistics.

UNIT-II**2. Content Analysis and lesson planning**

- Pedagogical Analysis: Identification of concept, Listing behavioural outcomes, Listing activities and experiments, Listing evaluation techniques. Content for Pedagogical Analysis:
 - Final A/Cs
 - Sources of Business finance.
 - Marketing Mix.
 - Social Responsibility of Business
 - Consumer protection
 - E-commerce
- Development of lesson plan: Utility, steps in lesson planning, qualities of a good lesson plan

UNIT-III**3. Teaching learning resources and Processes**

- Commerce curriculum: Principles followed in development of commerce curriculum. Critical appraisal of the existing curriculum in Commerce. Suggestion for improvement
- Analysis of prescribed text- book of commerce (XI & XII)
- Teaching learning resources: Meaning, Importance and use of Teaching learning resources
- Traditional Instructional Material: Charts , Graphs and Specimens
- Mass media: Television , Newspaper , Journals
- E- resources: Blog , World wide Web , Social Networking
- Skills in Teaching
 - Skill of Introducing
 - Skill of Explaining
 - Skill of Probing Questions
 - Skills of Illustrating with examples
 - Skill of Stimulus variation

UNIT-IV**4. Approaches and Evaluation in teaching**

- Methods of teaching:
 - Lecture cum Discussion Method
 - Project Method
 - E-Tutoring
 - Role playing
- Concept Attainment Model, Advanced organizer Model and Inquiry Training Model in Teaching commerce
- Evaluation: Meaning, Importance , Types and Techniques.
- Preparation of Blue print and construction of Achievement Test

UNIT-II**2. Content Analysis and lesson planning**

- Pedagogical Analysis: Identification of concept, Listing behavioural outcomes, Listing activities and experiments, Listing evaluation techniques.
- Content for Pedagogical Analysis:
 - Final A/Cs
 - Sources of Business finance.
 - Marketing Mix.
 - Social Responsibility of Business
 - Consumer protection
 - E-commerce
- Development of lesson plan: Utility, steps in lesson planning, qualities of a good lesson plan

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- Commerce curriculum: Principles followed in development of commerce curriculum. Critical appraisal of the existing curriculum in Commerce. Suggestion for improvement
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- Traditional Instructional Material: Charts , Graphs and Specimens
- Mass media: Television , Newspaper , Journals
- E- resources: Blog , World wide Web , Social Networking
- Skills in Teaching
 - Skill of Introducing
 - Skill of Explaining
 - Skill of Probing Questions
 - Skills of Illustrating with examples
 - Skill of Stimulus variation

UNIT-IV**4. Approaches and Evaluation in teaching**

- Methods of teaching:
 - Lecture cum Discussion Method
 - Project Method
 - E-Tutoring
 - Role playing
- Evaluation: Meaning, Importance , Types and Techniques.
- Preparation of Blue print and construction of Achievement Test

Practicum/ Sessionals

Any two of the following:

- i. Participation in discussion (class level) in any recent development in the area of commerce and prepare a report
- ii. Make a report on activities performed by a company regarding its social responsibility
- iii. Review at least two research articles on commerce
- iv. Make a report of E-Commerce operations of a company
- v. Field visit to any one (bank , factory , consumer forum).Prepare a report on functions performed

Suggested Readings

Bruce, J.M and Roger Ottewill (2001). *Effective learning & teaching in business and management*. London: Routledge

Chopra, H.K and Sharma, H. (2007). *Teaching of Commerce*, Kalyani Publishers Ludhiana

Dalal, D.C and Dalal V.C (2008). *Teaching of Commerce* (Hindi Version). Patiala: Twenty First Century Publications

Gupta Rainu (2009). *Teaching of Commerce* New Delhi, Shipra Publications

Kaur, Ravdeep (2012). *Teaching of Commerce* Gurusar Sadhar: GBD Publications

Kumar, Mahesh (2004). *Modern Teaching of Commerce*. New Delhi: Anmol Publications Pvt. Ltd.

Monga Vinty (2009). *Teaching of Commerce Patiala*: Twenty first century publications

Peter Davies, Jacek Brant (2006). *Business, Economics and enterprises*: Teaching School Subjects 11-19. London: Kogan Rage

Rao Seema (2002). *Teaching of Commerce*, New Delhi: Anmol Publications Pvt. Ltd.
Shankar T. (2007). *Methods of Teaching of Commerce*, New Delhi: Crecent VII

Group-II: Pedagogy of Social-Sciences

(iii) PEDAGOGY OF ECONOMICS

Time: 3 Hours

Max. Marks: 100

Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.

Learning Outcomes

After completion of this course the student –teachers will be able to :

- understand the foundation of teaching Economics.
- apply knowledge of Economic in understanding current socio- economic-political issues for human interests and building future economics activities in the light of past.
- conduct pedagogical analysis of content for teaching in the classroom.
- prepare lesson plans in Economics for instructional purposes
- familiarize with different strategies for teaching Economics at secondary and higher secondary level.
- acquire skills of analyzing text book in Economics.
- develop an understanding of methods and approaches of teaching Economics.
- enable students to organize co-curricular activities through the Economics Club.
- prepare achievement test in Economics at secondary and higher secondary level.
- acquire competence in preparing tools of evaluation Economics learning.

COURSE CONTENT

Existing	Corrected
Unit -I 1. Nature & Scope of Teaching of Economics <ul style="list-style-type: none">• Meaning, Nature and Scope of Economics as a school subject.• Aims and Objectives of teaching Economics at School level• Values of Teaching Economics in present scenario.	Unit -I 1. Nature & Scope of Teaching of Economics <ul style="list-style-type: none">• Meaning, Nature and Scope of Economics as a school subject.• Aims and Objectives of teaching Economics at School level• Values of Teaching Economics in present scenario.

- Taxonomy and behavioural Objectives in Economics.
- Correlation of Economics with Public Finance, Commerce, Law, Geography, Mathematics, Natural Science and Sociology.

Unit-II

2. Contents and its pedagogical analysis and Lesson planning

- Understanding terminology of Economics: Micro Economics, Macro Economics, Market, Production Business Economics and Budgeting.
- Meaning, Importance and Steps of Pedagogical Analysis. Pedagogical Analysis on the following topics:
 - Poverty as Challenge facing India
 - Indian economy
 - Globalization
 - Inflation & Deflation
 - Employment
- lesson planning in Economics: Need & Importance, Basic Elements & its Preparation

Unit-III

3. Teaching learning resources and process

- Meaning, Importance and Principles of designing a good Curriculum of Economics, Critical Appraisal of the Existing Curriculum in Economics Suggestions for improvement. Approaches of organizing the curriculum of Economics.
- Teaching Learning Material: Textbook & Reference Books, Documentaries, Graphs, Tables, News Papers, Library and E-resources (Blog, World Wide Web, and Social Networking.)
- Skills of teaching Economics: Skill of Explaining. Skill of Illustration with Examples, Skill of Probing Questions and Skill of Stimulus Variation

Unit-IV

4. Approaches and Evaluation in Teaching

- Teaching Economics through concept mapping, Inquiry Training model, Advance Organizer model, Project method, dramatization, Survey and field visit.

- Taxonomy and behavioural Objectives in Economics.
- Correlation of Economics with Public Finance, Commerce, Law, Geography, Mathematics, Natural Science and Sociology.

Unit-II

2. Contents and its pedagogical analysis and Lesson planning

- Understanding terminology of Economics: Micro Economics, Macro Economics, Market, Production, Business Economics and Budgeting.
- Meaning, Importance and Steps of Pedagogical Analysis.
- Pedagogical Analysis on the following topics:
 - Poverty as Challenge facing India
 - Indian economy
 - Globalization
 - Inflation & Deflation
 - Employment
- lesson planning in Economics: Need & Importance, Basic Elements & its Preparation

Unit-III

3. Teaching learning resources and process

- Meaning, Importance and Principles of designing a good Curriculum of Economics, Critical Appraisal of the Existing Curriculum in Economics, Suggestions for improvement. Approaches of organizing the curriculum of Economics.
- Teaching Learning Material: Textbook & Reference Books, Documentaries, Graphs, Tables, News Papers, Library and E-resources (Blog, World Wide Web, and Social Networking.)
- Skills of teaching Economics: Skill of Explaining. Skill of Illustration with Examples, Skill of Probing Questions and Skill of Stimulus Variation

Unit-IV

4. Approaches and Evaluation in Teaching

- Teaching Economics through Discussion method, Project method, problem-solving, dramatization, Survey and field visit.
- Meaning & Importance of Co-curricular activities. Economics Club – meaning, importance and organization.
- Meaning, Importance and Types of Evaluation in Economics.

<ul style="list-style-type: none"> • Meaning & Importance of Co-curricular activities. Economics Club – meaning importance and organization. • Meaning, Importance and Types of Evaluation in Economics. • Continuous and Comprehensive Evaluation: Meaning, importance & Process. • Construction of Achievement Test – Concept and Steps. 	<ul style="list-style-type: none"> • Meaning, Importance and Types of Evaluation in Economics. • Continuous and Comprehensive Evaluation: Meaning, importance & Process. • Construction of Achievement Test – Concept and Steps.
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Praticum/Sessional

Any one of the following:

- Explore how cartoons, advertisements, graphs, currency, pictures can be used for teaching Economics.
- Content Analysis and preparation of instructional material related to any unit
- Prepare ten (10) slides related to economics teaching content at senior secondary level.
- Critical appraisal of economics text books at senior secondary level.
- Field Visits (Banks, Small-Scale Industries, Consumer Cells)

Suggested Readings:

Aggarwal J.C(2009). *Teaching Of Economics, A Practical Approach*. Agra-2: Vinod Pustak Mandir.

Bhatia & Bhatia (1994). *The Principles & Methods of Teaching*. Delhi: Doaba

house. Gupta Rainu (2003) *Teaching of Economics*. New Delhi: Jagdamba

Publications. Gupta Rainu (2004) *Arthshastra Shikshan*. New Delhi; Jagdamba

Publications. Joyce, B. & Weil. M (1979). *Models of Teaching*. New Jersey:

Hall Inc.

Kanwar, B.S(1970). *Teaching of Economics*. Ludhiana : Educational Publishers.

Knoph, J.H.(1965) *Teaching of Elementary Economics*. New York: Holt Rinehart and Winston.

Mustafa M, (2005) *Teaching of Economics New Trends and Challenges*. New Delhi: Deep & Deep Publications.

Natarajan S. (1993). *Introduction to Economics of education*, New Delhi: sterling publications Private Limited.

Oliver, J.M.(1975). *The Principles of Teaching Economics*. New Delhi: Heinmann Educational Books Ltd.

Pal, H.R.(2000).*Methodologies of Teaching & Training in Higher Education*. Delhi: Directorate of Hindi Implementation, Delhi University.

Rai B.C. (1991). *Techniques of Teaching*. Luckhnow: Prakashan Kendra

Saxena, Mishra, Mahonty (2004) *Teaching of Economics*. Meerut: Surya Publication.

Tyagi, G.D.(1981). *Arthshastra Shikshan*. Agra: Vinod Pustak Mandir.

Yadav Amita (1999).*Teaching of Economics*. New Delhi:Anmol Publications Pvt. Ltd.

Group-II: Pedagogy of Social-Sciences

(iv) PEDAGOGY OF HISTORY

Max. Marks :100

Time: 3 Hours

(Theory: 80,Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type question will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Learning Outcomes

After transaction of the course, student teachers will be able to:

- Understand the concept and aims of history as a school subject
- Develop skills and competence to analyse content chronologically for using different methods of teaching history.
- Prepare appropriate test and evaluation techniques to measure the knowledge of history.
- Apply knowledge of history in understanding current socio-economic-political issues for human interests and building future society in the light of past.
- Deduce the logical from the facts of history to be applied for a healthy social life.

COURSE CONTENT

UNIT – I

1. NATURE, SCOPE, AIMS, AND OBJECTIVES OF HISTORY

- Meaning, Nature, Scope of history. Importance of time & space in history
- Place of history in secondary and senior secondary level school curriculum
- Aims, objectives and values of teaching history
- Bloom"s taxonomy to formulate objectives in behavioural terms
- Co-relation of history with other school subjects. Relation of history with present.
- Classification of history according to geographical boundaries, period and circumstances

TUNI – II

2. PEDAGOGICAL ANALYSIS OF CONTENT AND LESSON PLANNING

- Meaning and importance of pedagogical analysis
- Points followed for pedagogical analysis: (i) Identification of concept (ii) Listing behavioural outcomes (iii) Listing activities & Experiments (iv) Listing evaluation techniques.
- Some content for pedagogical analysis:
 - a) Indus valley civilization b) Ashoka The Great c) Mughal dynasty
 - d) First war of independence (1857 A.D.) , e) Freedom movement and modern India
- Lesson planning: Need and importance, steps involved in lesson planning, features of a good lesson planning.
- Development of self-instructional material (SIM) for secondary and senior secondary level students.

UNIT – III

3. TEACHING-LEARNING RESOURCES AND HELPING MATERIALS

- Curriculum and instructional material: Need for development and designing curriculum in history.
- Principles of curriculum construction, organization of content in history curriculum according to stages of education.
- Development of history text-book, characteristics of a good text book, need of text-book for teaching history.
- Identifying controversial points of history, analytical teaching of such points.
- Meaning, importance and use of helping material, types of helping material
- Selection of helping material: Maps, time lines, flow charts, battle plans, pictures, film-strips, models, computer & internet, radio, T.V. etc.

UNIT – IV

4. APPROACHES AND EVALUATION

- Approaches, methods and techniques of teaching history – need and importance, selection of method to teach specific content.
- Various methods of teaching history: source method, discussion method, lecture- cum-story telling method, dramatization, project method, teaching through field trips and excursions.
- Use of various techniques, tactics and maxims of teaching
- Meaning, objectives and importance of evaluation

- Evaluation techniques and devices, characteristics of a good test in history.
- Preparing, reporting and evaluating the results.

Practicum/ Sessionals

Any one of the following

- i. Preparation of time line, flow chart, battle plan, map showing boundaries of any specific dynasty or king or specific period (Individual activity)
- ii. Organize trip to historical place/monuments.
- iii. Prepare skit/drama from history-events (Group-activity)

Suggested Readings:

Chaudhary, K.P. (1975). The effective teaching of History in India. New Delhi:

NCERT. Dhamija, N. (1993). Multimedia Approaches in teaching of Social studies. New Delhi: Harman Publishing House.

Khan, S.U. (1998). History teaching problems, prospectives & prospect. New Delhi:

Heera. Gunnin, D. (1978). The teaching of History. London: Goom Helm Ltd.

Group II: Pedagogy of Social Sciences

(v) PEDAGOGY OF GEOGRAPHY

Time: 3 Hours

Max. Marks: 100
Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short-answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.

Learning Outcomes

After completion of the course the student teacher will be able to:

- Understand the importance concepts used in Geography.
- Prepare lesson plan for different classes.
- Critically evaluate existing school syllabus and text-books.
- Prepare/handle suitable teaching aids and use them effectively in the classroom.
- Prepare diagnostic & achievement test-administer them analyse the results for providing feedback.
- Pedagogical analysis of contents in Geography.

COURSE CONTENT

Unit-I

1. NATURE AND SCOPE OF TEACHING GEOGRAPHY

- Meaning, nature & scope of Geography.
- Importance of teaching geography as school subject.
- Aims and objective of Teaching Geography at School Level.
- Bloom"s taxonomy of objectives.
- Formulation of specific objectives in behavioural terms.

Unit -II

2. CONTENT AND ITS PEDAGOGICAL ANALYSIS

- Meaning, Importance and Steps of Pedagogical Analysis

- Pedagogical Analysis of the following:
 - Latitudes & longitudes
 - Rotation & Revolution
 - Agents of denudation
 - Physical Division of India
 - Cash crops of India
- Points to be followed for pedagogical analysis
 - Identification of concepts
 - Listing behavioural outcomes
 - Listing activities and experiments
 - Listing evaluation techniques

Unit-III

3. DEVELOPMENT OF INSTRUCTIONAL MATERIAL

- Development and designing of curriculum
- Development of text books
- Development of self-instructional material
 - Self instructional modules
 - P.L. materials (Linear style) packages
- Development of instructional aids-Maps, atlas, Globes, Charts, Graphs, Models, Film
Strips, Film Shades, Utilizaation of T.V., Video OHP, Computer
- Development of lesson plan
- Designing geography laboratory.

Unit-IV

4. APPROACHES & EVALUATION IN TEACHING

- Various methods used – Discovery Method, Discussion method, Problem Solving, Concept Mapping , Project, Laboratory, Story Telling, Concept Attainment Model, Inquiry Training Model.
- Meaning, Importance and Types of Evaluation in Geography
- New approaches to Assessment - Question bank, Open Book, Examination, Grading & Credit System.
- Construction of Achievement Test – Concept and Steps.

Practicum/Sessionals

Any Two of the following:

- i. Make an Observation of a place of Geographical interest of your locality and prepare a report on it.
- ii. Conduct a quiz competition on Geographical questions in class.

- iii. Prepare a list of 10 books/Journals in Geography with all bibliographic details for purchasing in the library/prepare a Text Book Material for a Particular Topic.
- iv. Draw different types of maps of World, India and locality.
- v. Prepare a sample of different types of test items on different objectives/Select a concept in Geography prepare a diagnostic test.
- vi. Prepare a sample Content analysis/ Prepare instructional objectives/Learning Activity/Learning Experience of a Topic from standard 6th to 10th.

SUGGESTED READINGS

- Arora, K.I (1976). The Teaching of Geography, Jalandhar: Prakash Brothers.
- David B. (1985). New Directions in Geography Education, London: Fehur Press
- David, H. (1976). Geography and Geography Teacher, London: Unwin Education Books
- Graves, N.G. (1982). New Source book for Geography Teaching, Longman: UNESCO
- Huckle, J. (1983). Geographical Education Reflection and Action, London: Oxford, University Press
- Mohd, Z.U. (1984). Tadress Jugratia, Taraqqi Urdu Board New Source Book for Teaching of Geography UNESCO.
- Morrey, D.C. (1972). Basic Geography, London: Hien manns Education Book Ltd.
- Neelam D. (1993). Multimedia, Approaches in Teaching Social Studies, New Delhi: Human Publishing House
- Verma, J.P. (1960). Bhugol Adhyhan, Agra: Vinod Pustak Mandir
- Verma, O.P. (1984). Geography Teaching , New Delhi: Sterling Publication Ltd.
- Walford R. (1981). Signposts for Geography Teaching, London: Longman

Group-II: Pedagogy of Social-Sciences

(vi) PEDAGOGY OF ART

Time: 3 Hours

Max. Marks: 100

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- I** Paper setter will set nine questions in all, out of which students will be required to attempt five questions.
- II.** Q.No 1 will be compulsory and will carry 16 marks. There will be four short-answer type Questions of 4 marks each to be selected from the entire syllabus.
- III.** Two long answer type question will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- understand the foundation of teaching Art
- develop an awareness of various art forms and their cultural bases.
- familiarize with different strategies for teaching Art secondary and higher secondary level.
- develop skill in use of various art tools and instruments
- develop a perspective and appreciation of art, nature, human existence relationship
- develop an understanding of methods and approaches of teaching Art

Course content

Unit-I

1. Foundation and Context of Economics

- Meaning, nature, and scope of Arts
- Aims and objectives of teaching Fine Arts
- Importance and place of Fine Arts in Education
- Construction of syllabus of Fine Arts at Secondary Education
- Relationship of Fine Arts with other school subjects
- Elements of Art (Colour, Form, Space, Texture, Light and Shade)
- Principles of Art (Balance, Rhythm, Harmony, Unity, Proportion, Dominance)
- Social and cultural importance of Art

Unit-II

2. Methods of Teaching , Lesson Planning and use of teaching aids

- Lecture-cum-demonstration Method
- Project Method
- Observation Method
- Excursion Method (field trips and tours)
- Preparation of lesson plan from 6th to 12th class
- Use of charts, flash cards and real objects
- Use of ICT

Unit-III

3. 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-IV

4. Professional Efficiency, Measurement and Evaluation

- Professional qualities of a good teacher in Art
- Creativity in Art and Art teacher
- Organizing Art Exhibition and decorating the classroom
- Meaning, importance and need of measurement and evaluation
- Types of evaluation techniques

Practicum/Sessionals

Any one of the following

- i. Design
- ii. Greeting Cards
- iii. Composition
- iv. Landscape
- v. Collage
- vi. Poster

Suggested Readings

Gupta, Arvind (2003). *Kabad se Jugad: Little Science*. Bhopal: Eklavya.

Khanna, S. and NBT (1992). *Joy of Making Indian Toys, Popular Science*. New Delhi:

NBT. Prasad, Devi (1998). *Art as the Basis of Education*, New Delhi: NBT,.

Sahi, Jane and Sahi, R(2009). *Learning Through Art*, Eklavya,

Group II: Pedagogy of Social Sciences

(vii) PEDAGOGY OF MUSIC

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short-answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type question will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Learning Outcomes

After completion of the course the student teacher will be able to:

- Understand the aims of teaching Music
- Understand competencies and skills for teaching of Music
- Develop understanding and awareness of the essentials of Music
- Understand the important evaluation procedures in Music
- Demonstrate Aesthetic Sense, Time Sense, Tolerance & Self-confidence

COURSE CONTENT

Unit-I

1. CONCEPT, OBJECTIVE & IMPORTANCE

- A brief history of Indian Music.
- Need and importance of Music in secondary schools in present context.
- Co-relation of Music with other school subjects.
- Aims & Objectives of teaching Music in schools.
- Knowledge of Swaras-difference of Swaras and Sruti:- division of Swaras in measures of Sruti.

Unit-II

2. ESSENTIALS OF MUSIC

- Information about Voice Culture and Carynx.
- Possibilities of Notation for Indian Music.
- Motion and Rhythm in Music.

Unit-III

3. TEACHING LEARNING RESOURCES

- Importance of various Teaching Aids in Music.
- Concept, need and importance of Lesson Planning in Music.
- Qualities of Music Teachers: Gayak, Vadak and Vadykar.

Unit-IV

4. APPROACHES AND EVALUATION IN TEACHING

- Different Method of Teaching Music.
- Meaning, importance and need of evaluation in Music.
- Types of Evaluation Techniques.
- Importance of Classical Music, Suggestions for the Popularization of Classical Music.

Practicum/Sessionals

Any Two of the following :

- I. Every Candidate should be able to sing a fast Khyal or play a rezakhoni Gat with Tanas and Alaps or Jhala and Toras in each of the following Ragas: Bhupali, Bhairvi, Brindavani Sarag, Asawari, Bhimplashi, Malkauns, Kaffi.
Every candidate should be able to sing or play a slow Khal (Vilambit Bara Khyal) or Masti Khayal Gat in Asawari and Malkauns Rag.
- II. The following Tals are required to be practiced in. Tha"s and Dvigun Laya on Table: Teen Tal, Dadra, Juptal, Dharva, Ektal
- III. Tuning of the instrument for the instrument player and tuning of the Janpura for vocal music students.
- IV. Candidate shall be able to read, write music notation either of Bhatkhande or Vishnu Digamber Pulskar.

SUGGESTED READINGS

Awasthis. *Teaching of Music(Hindi)*, Extension Services, Jalandhar: Govt. Training College

Bhatnagar, S Teaching of Music

Goswami, O. Indian Music

Khande B. Short Historical Survey

Khanna, J.: Teaching of Music

Masan, P.L. Teaching of Music,

(Hindi). Patwardhan, rag Vigyan

Ranaday. Indian Music (Its Physical and Aesthetics)\

Sambamoorthy, P. Teaching of Music

Group-III: Pedagogy of Languages

(i) PEDAGOGY OF ENGLISH

Time: 3 Hours

Max. Marks :100

(Theory: 80,Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.

LEARNING OUTCOMES

After transaction of the course, student teachers will be able to:

- Familiarize with the elements of English language.
- develop linguistic skills among their pupils.
- conduct pedagogical analysis of the content in English language and develop teaching skills.
- make effective use of introduction aids in teaching of English.
- evaluate the performance of the students.
- explain various teaching methods of English.

Course Content

Unit-1

1. Nature, Scope and Concept of Language

- Importance of teaching English at National and International Scenario.
- Social history of English language Teaching in India
- Aims and objectives of teaching English
- Pedagogical analysis of Prose, Poetry, Grammar, Composition: Objectives and Lesson Planning.

Unit-II

2. Development of Linguistic Skills, Methods and Approaches of Teaching

- Strategies for developing language skills : Listening and Speaking.
- Developing Reading Skills & reading comprehension: Intensive and Extensive Reading, silent and loud reading.
- Developing Writing Skills : Characteristics and Techniques for improvement.
- Teaching grammar – Deductive and Inductive Approach.
- Methods and Approaches of Teaching: Direct, Bilingual, Interactive Communicative Approach, Co-operative learning approach.

Unit-III

3. Teaching Learning Resources & Processes

- Features of English Pronunciation : Stress, juncture and intonation.
- Co-curricular activities in English classroom : Language games, quiz, debates, group discussions.
- Importance of Instructional material and their effective use : 1. Charts, 2. Pictures, 3. Chalk board 4. Models, 5. Real Objects, 6. Use of ICT including internet.

UNIV-IV

4. Development of Professional Efficiency & Evaluation Techniques

- Qualities of a good teacher of English
- Difference between measurement and evaluation
- Meaning and significance of Comprehensive and continuous evaluation in English.
- Development of good test items in English (Objective- type, essay - type and short answer type)

Praticum/Sessional

Any one of the following:

- i. Preparation of Diagnostic Test, Achievement Test and reading comprehension test.
- ii. Preparation of Instructional Material:
 - a. Preparing PPT"s
 - b. Preparation of Charts and Models
- iii. Prepare a Remedial programme for a child having English Spelling errors.

Suggested Readings

- Bansal, R.K. and Harrison, J.B. (1972) : *Spoken English for Indian*, Madras: Orient Longman Ltd.
- Baruag, T.C. (1985): *The English Teacher's Handbook*, New Delhi Starling publishing Pvt.Ltd.
- Brumfit, C.J. (1984): *Communicative Methodology in Language Teaching* . Cambridge: C.U.P.
- Chadha, S.C. (2004). *Arts and Science of Teaching English* (2nd ed.). Meerut : Surya Publication .
- Freeman D.L. (2000). *Techniques and Principles in Language Teaching* ,Oxford: CUP.
- Gimson A.C. (1980). *An Introduction to the Pronunciation of English* London: Edward Arnold.
- Hornby, A.S. (1968): *A Guide to Patterns and Usage in English*, Oxford: OUP
- Kochar, Shashi, Rama Chandran Jyothy (2001). *Teaching of English*. New Delhi.
- Lado, Robert (1971). *Language Teaching*, New Delhi: Tata McGraw Hill Publishing House Co. Ltd.
- Mendonca, Lawrence, (2002). *Applied English Grammar and Composition*. New Delh: Nav Publications.
- NCERT (2005) *Position Paper National Focus Group on Teaching of English*, New Delhi, NCERT.
- Paliwal, A.K., (1988): *English Language Teaching*, Jaipur: Surbhi Publication
- Rai, Geeta (2009). *Teaching of English*, Meerut : Vinay Rakheja
- Sawhney, K.K. & Sharma, K.R. (2004). *Teaching of English*, Jammu : Educational Publishers.
- Sharma, Praveen (2008). *Teaching of English Language*, Delhi : Shipra Publications.
- Sharma, R.A. (2004). *Fundamentals of Teaching English*, Meerut : R.Lall Book Depot.
- Wilkins, D.A. (1983), *Linguistics in English Teaching*, London : Edward Arnold ELBS Edition.

Group-III: Pedagogy of Languages

(ii) हिन्दी शिक्षण

Maximum Marks :- 100

Time: 3 Hours

(Theory: 80, Internal- 20)

पेपर निर्माता के लिए निर्देश

- ☐ पेपर निर्माता पूरे पाठ्यक्रम में से नौ प्रश्नों का निर्माण करेगा जिसमें से विद्यार्थी को पांच प्रश्न करने होंगे।
- ☐ पहला प्रश्न अनिवार्य होगा और यह सोलह अंकों का होगा। यह चार-चार अंकों का चार छोटे-छोटे प्रश्नों से मिलकर बनेगा यह पूरे पाठ्यक्रम से होगा।
- ☐ दो दीर्घ उत्तरात्मक प्रश्न चारों इकाइयों में से होंगे जिसमें से विद्यार्थी को प्रत्येक इकाई में से एक प्रश्न करना होगा। दीर्घ उत्तरात्मक प्रश्न सोलह अंकों के होंगे।
- ☐ सभी प्रश्न समान अंकों के होंगे

व्यवहारात्मक उद्देश्य:

- ☐ मातृभाषा हिन्दी की प्रकृति एवं महत्व के बारे में व्याख्या कर सकेंगे।
- ☐ विदेशों में हिन्दी भाषा के महत्व को स्पष्ट कर सकेंगे।
- ☐ पाठ्यचर्या के उपविषयों का शिक्षा-शास्त्रीय विश्लेषण के रूप में व्याख्या कर सकेंगे।
- ☐ भाषा के आधारभूत कौशलों के शिक्षण का अभ्यास कर सकेंगे।
- ☐ हिन्दी शिक्षण की विभिन्न विधियों का वर्गीकरण कर सकेंगे।
- ☐ अधिगम संसाधनों की पहचान कर सकेंगे।
- ☐ मूल्यांकन प्रक्रिया को प्रतिपादन कर सकेंगे।
- ☐ ब्लू प्रिंट बनाकर प्रश्नपत्र का निर्माण कर सकेंगे।
- ☐ पाठ्यक्रम के निर्माण के सिद्धान्तों की सूची बना सकेंगे।
- ☐ पाठ्यपुस्तक की विशेषताओं को परिभाषित कर सकेंगे।
- ☐ उच्चारण एवं अक्षर विन्यास सम्बन्धी त्रुटियों का निवारण कर सकेंगे।

इकाई-1

(1) हिन्दी भाषा की भूमिका

- ☐ मातृ भाषा हिन्दी का सम्प्रत्यय, प्रकृति एवं क्षेत्र
- ☐ संविधान में हिन्दी भाषा की स्थिति एवं वैश्वीकरण के सन्दर्भ में हिन्दी भाषा का महत्व।

- ☐ ब्लूम द्वारा निर्धारित उद्देश्य का व्यवहारिक प्रयोग ।
- ☐ हिन्दी में उच्चारण शिक्षण, अक्षर-विन्यास:- उच्चारण और अक्षर-विन्यास सम्बन्धित त्रुटियों के निवारण एवं संशोधन में भाषायी प्रयोगशाला का महत्व ।

इकाई-2

(2) भाषाई कौशल एवं शिक्षा शास्त्रीय विश्लेषण:

(क) भाषाई कौशल का सामान्य ज्ञान:

- | | |
|---------------|--------------|
| 1. श्रवण कौशल | 3. भाषण कौशल |
| 2. पठन कौशल | 4. लेखन कौशल |

इन कौशलों को विकसित करने में सहायक अध्ययन संसाधनों का प्रयोग ।

(ख) विद्यालय पाठ्यचर्या पर आधारित शिक्षा शास्त्रीय विश्लेषण:

गद्य और पद्य के किसी दो उपविषयों का शिक्षा शास्त्रीय विश्लेषण (6 से 10 तक के पाठ्यचर्या से)

☐ शिक्षा शास्त्रीय विश्लेषण

—सम्प्रत्यय की पहचान, उद्देश्य रेखांकन, प्रयोगात्मक क्रियाओं को सूचीबद्ध करना, मूल्यांकन तकनीक निर्धारण

इकाई-3

☐ पाठ योजना का अर्थ, महत्व, रूपरेखा एवं निर्माण (कम्प्यूटरीकृत एवं सूचना तकनीकी के सहयोग से)

☐ हिन्दी भाषा शिक्षण की विधियाँ एवं अभ्यास कार्य ।

—गद्य शिक्षण (विभिन्न विधाओं के रूप में)

—पद्य शिक्षण

—व्याकरण शिक्षण

—रचना शिक्षण (कहानी, पत्र एवं निबन्ध के रूप में)

इकाई-4

☐ पाठ्यक्रम निर्माण एवं समीक्षा

☐ पाठ्य पुस्तक की विशेषताएं एवं माध्यमिक स्तर की हिन्दी पाठ्य पुस्तक की समीक्षा ।

☐ शिक्षार्थी उन्नयन मूल्यांकन (आधुनिक मूल्यांकन तकनीक आधारित)

☐ प्रश्नपत्र का निर्माण (उद्देश्यवार, प्रश्नवार, प्रकरणवार अंक विभाजन एवं ब्लू प्रिंट का निर्माण तथा प्रश्नपत्र का विश्लेषण।)

प्रयोगात्मक क्रियाएँ:

निम्नलिखित में से किसी एक पर परियोजना कार्य तैयार करे ।

☐ हिन्दी के साहित्यकारों में से किसी एक साहित्यकार की किसी एक विधा का आलोचनात्मक अध्ययन ।

☐ हिन्दी शिक्षण में मनोरंजनात्मक क्रियाओं: शब्द अन्ताक्षरी, दोहा अन्ताक्षरी, प्रहेलिका का आयोजन ।

☐ हिन्दी शिक्षक के लिए वाँछित योग्यताएँ एवं व्यवसायिक दक्षता और सम्भावित कार्यक्षेत्र का ज्ञान ।

संदर्भ ग्रन्थ सूची:

1. उमा, मंगल. (2008). हिन्दी शिक्षण, नई दिल्ली: आर्य बुक डिपो
2. कश्यप, रेणु. (2001). 'राजभाषा हिन्दी का स्वरूप' विश्लेषण, पटना: जिज्ञासा प्रकाशन, झेलम अपार्टमेंट
3. कुमार, योगेश. (2004). आधुनिक हिन्दी शिक्षण' नई दिल्ली: ए.पी. एच. पब्लिशिंग कॉरपोरेशन
4. पाण्डेय, रामशकल. (2004). 'नूतन हिन्दी शिक्षण' आगरा: विनोद पुस्तक मन्दिर
5. पारीक, ममता. (2006). 'हिन्दी शिक्षण जयपुर : कल्पना पब्लिकेशन्स चॉदपोल बाजार,
6. भाटिया, कैलाशचन्द्र एवं मोतीलाल चतुर्वेदी. (2001). 'हिन्दी भाषा विकास और स्वरूप', नई दिल्ली : ग्रंथ अकादमी,
7. व्यास भगवतीलाल एवं वेद प्रकाश. (2004). हिन्दी शिक्षण के नये आयाम: आगरा : राधा प्रकाशन मन्दिर
8. सिंह, निरंजन कुमार. (2006). 'माध्यमिक विद्यालयों में हिन्दी शिक्षण' राजस्थान: हिन्दी ग्रन्थ अकादमी, तिलकनगर

Group-III: Pedagogy of Languages

(iii) PEDAGOGY OF PUNJABI

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short-answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question will be set from each of the four units, out of which the student will be required to attempt one question from each unit.
Long- answer type questions will carry 16 marks each.

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Explain the need and principles of Punjabi Language.
- Develop awareness about basic concepts related to teaching of Punjabi at the secondary level.
- Define linguistic skills and process of development among pupils.
- Conduct pedagogical analysis and develop teaching skills.
- Explain the concept of evaluation and methods of evaluating the performance of students.
- Demonstrate language competencies.

Course content

Unit -1

1. Nature & Scope of Teaching of Punjabi

- Language & its development
 - Meaning
 - importance
 - Nature
- Formulation of Instructional objectives in teaching of Punjabi
- Meaning of Instructional objectives
- Taxonomy of Instructional objectives
- writing objectives in behavioral terms

- Correlation
 - Inter correlation of Punjabi language with other languages(Hindi, English, Sanskrit)
 - Intra correlation of Punjabi language (Prose, Poetry, Grammar, Composition)

2. Contents and its pedagogical analysis

- Pedagogical Analysis- Objectives and lesson planning
 - Teaching of Prose
 - Teaching of Poetry
 - Teaching of Grammar
 - Teaching of Composition
- Development of Language skills
 - Listening
 - speaking
 - Reading
 - Writing
- Teaching skills
 - Skill of Questioning
 - Skill of Explaining
 - Skill of Technology enthusiast
 - Skill of chalk board writing

Unit-3

3. Teaching learning resources and process

- Instructional Material
 - Concept
 - components
 - Importance / use
- Use of Language laboratory and latest techniques
- Curriculum of Punjabi Language
- Text Books of Punjabi Language

Unit-IV

4. Approaches and Evaluation on Teaching

- Remedial Teaching
 - Meaning and significance of remedial teaching
 - Common errors in Punjabi language and their removal
- Evaluation
 - Concept of test measurement and evaluation
 - Place of Evaluation in the process of teaching learning

Practicum/Sessionals

Select anyone of the following:

- i. Preparation of a Diagnostic /Achievement Test.
- ii. Organize a quiz competition in Punjabi and analyze the responses of students.
- iii. ICT Based presentation on any topic of your choice.
- iv. Seminar presentation on any topic given in the syllabus.

Suggested Readings

Singh, G.B. (1981). *Gurumukhi Lipi Da Janam Te Vikas*, Chandigarh: Punjab University Publication Bureau

Singh, G. (1971). *Gurumukhi Lipi Bare*, Ludhinana : Lahore Book Shop

Singh, H. (1966), *Punjabi Bare*, Patiala: Punjabi University

Sekhon, S.S. & Singh, P.P. (1961). *Punjabi Boli Da Itihaas*, Punjabi Bhasha Vibhag

Group-III: Pedagogy of Languages

(iv) संस्कृत शिक्षण

समय: 3 घण्टे

कुल अंक: 100

बाह्य अंक: 80 आन्तरिक अंक :20

प्रश्न पत्र निर्माता हेतु निर्देश—

सम्पूर्ण पाठ्यक्रम से नौ प्रश्न दिए जाएंगे। जो सभी सोलह अंकों के होंगे। प्रथम प्रश्न अनिवार्य होगा जो चार-चार अंकों के चार लघु प्रश्नों के रूप में सम्पूर्ण पाठ्यक्रम से लिया जाएगा।

उद्देश्य:

1. माध्यमिक स्तर पर विद्यार्थियों में संस्कृत-शिक्षण उद्देश्यों के बारे में जागरूक करना।
2. संप्रेषण कौशल के महत्व की समझ को विकसित करना
3. संस्कृत शिक्षण की विधियों से परिचित करवाना।
4. संस्कृत शिक्षण के लिए अनुदेशात्मक सामग्री को तैयार करना और उसे प्रभावशाली ढंग से प्रयोगात्मक कौशल विकसित करना।
5. विद्यार्थियों को संस्कृत शिक्षण एवं अधिगम के विभिन्न पहलुओं से परिचित कराना।
6. संस्कृत शिक्षण में निदानात्मक व उपचारात्मक कौशल को विकसित करना।

इकाई-1

- ☐ संस्कृत भाषा एवं साहित्य का महत्व व इसका अन्य विषयों से अन्तर्संबंध।
- ☐ संस्कृत भाषा का अन्य भाषाओं से संबंध।
- ☐ आधुनिक पाठ्यक्रम में संस्कृत का स्थान।
- ☐ त्रिभाषा सूत्र एवं अन्य शासकीय प्रतिवेदनों का संस्कृत शिक्षण पर प्रभाव।
- ☐ संस्कृत आयोग के प्रतिवेदन और उसके अनुकरण कार्य पर विमर्श।
- ☐ संस्कृत भाषा का विश्व भाषाओं के साथ सहसम्बन्ध तथा अध्ययन की प्रासंगिकता।
- ☐ संस्कृत शिक्षण के लक्ष्य, उद्देश्य और इनका विभाजन।
- ☐ चारों मूल भाषाई कौशलों का संस्कृत के संदर्भ में ज्ञान एवं अभ्यास

इकाई-2

- ☐ संस्कृत भाषा शिक्षण की परम्परागत और आधुनिक विधियों का परिचय
- ☐ पाठशाला (सूत्र) विधि
- ☐ भण्डारकर (व्याकरण अनुवाद) विधि
- ☐ पाठ्यपुस्तक विधि
- ☐ प्रत्यक्ष एवं मौखिक विधि
- ☐ संरचनात्मक उपागम
- ☐ अमिक्रमित अनुदेशन
- ☐ संस्कृत शिक्षणार्थ सूचना तकनीकी के आधुनिक साधनों का ज्ञान एवं प्रयोग का अभ्यास

इकाई-3

- ☐ संस्कृत भाषा की विभिन्न विधाओं का शिक्षण
- ☐ संस्कृत व्याकरण शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना
- ☐ संस्कृत पद्य शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना
- ☐ संस्कृत गद्य शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना
- ☐ संस्कृत रचना शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना
- ☐ संस्कृत अनुवाद शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना
- ☐ संस्कृत शिक्षण में अभ्यास कार्य नियोजन तथा संशोधन प्रक्रिया

इकाई-4

- ☐ संस्कृत भाषा की पाठ्यसहगामी क्रियाओं-श्लोकोच्चारण, भाषण, अभिनयीकरण, रचना के आयोजन का शिक्षण
- ☐ संस्कृत में मौखिक कार्य में शुद्धता का महत्व, उच्चारण अशुद्धियों के कारण, प्रकार तथा उपचार
- ☐ संस्कृत लेखन में अक्षर विन्यास तथा लेखनगत त्रुटियों के कारण, प्रकार तथा उपचार
- ☐ संस्कृत पाठ्यपुस्तक निर्माण एवं समीक्षा,
- ☐ संस्कृत भाषा शिक्षण के मूल्यांकन की प्राचीन एवं अर्वाचीन विधियों का शिक्षण

प्रायोगिक कार्य:-

- ☐ छात्राध्यापक संस्कृत मूल्यांकन हेतु माध्यमिक स्तर के पाठ्यक्रम में से वस्तुनिष्ठ लघूत्तरात्मक तथा निबन्धात्मक प्रश्नपत्रों का निर्माण संस्कृत माध्यम में करेंगे।
- ☐ माध्यमिक स्तर की संस्कृत पाठ्यपुस्तक की समीक्षा करेंगे।
- ☐ एक पाठ्य पुस्तक के प्रत्येक पाठ से दस-दस शब्दों का पद परिचय पावर प्वाइंट के प्रयोग द्वारा तैयार करेंगे।
- ☐ कक्षा के सम व विषम अनुक्रमांक वाले छात्र क्रमशः गीता के प्रथम और अन्तिम अध्याय का शास्त्रीय विश्लेषण, व्याख्या और संक्षेपीकरण अपने शब्दों में करेंगे।

सन्दर्भ ग्रंथ सूची:

आप्टे, डी.जी. एवम् डोगरे (1980). टीचिंग ऑफ संस्कृत इन सैकेण्डरी स्कूल, बडौदा: आचार्य बुक डिपो।

काले, एम.आर. हायर संस्कृत ग्रामर

गवर्नमेन्ट ऑफ इण्डिया: रिपोर्ट ऑफ संस्कृत कमीशन।

पाण्डे, आर.एस. (2000). संस्कृत शिक्षण, आगरा: विनोद पुस्तक मन्दिर

पाण्डेय, रामशक्ल संस्कृत शिक्षण, आगरा: विनोद पुस्तक मन्दिर।

मित्तल, सन्तोष संस्कृत शिक्षण, मेरठ: आर लाल बुक डिपो

मिश्र, प्रभाशंकर संस्कृत-शिक्षण।

बोकिल एवम् पारसनिक ए न्यू एपरोच टू संस्कृत, पूना: लोक संग्रह प्रैस।

सफाया, रघुनाथ संस्कृत-शिक्षण, चण्डीगढ़: हरियाणा साहित्य अकादमी

सिंह, एस.डी. एवम् शर्मा (1999). संस्कृत शिक्षण, आगरा: राधा प्रकाशन मंडी।

शास्त्री एवम् शास्त्री संस्कृत शिक्षण, जयपुर: राजस्थान प्रकाशन।

हुफरेकर द प्रोब्लम ऑफ टीचिंग ऑफ संस्कृत

Group-IV: Pedagogy of Mathematics

PEDAGOGY OF MATHEMATICS

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setters will set nine questions in all, out of which students will be required to attempt five questions.
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be four 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.

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- understand the nature of mathematics
- develop an understanding of the correlation of mathematics with external subjects
- teach the concepts and principles of mathematics.
- select appropriate methods of teaching to teach mathematics.
- develop an understanding of innovative trends in teaching of Mathematics
- develop achievement test in mathematics;
- understand preparation and use of diagnostic test and organize remedial teaching;
- understand the application of appropriate evaluation techniques in mathematics

COURSE CONTENT

Unit-I

1. Nature & Scope of Teaching of Mathematics

- Meaning, nature and scope of mathematics
- History of Mathematics and Contribution of Indian mathematician with special reference to Bhaskaracharya, Aryabhatta and Ramanujam
- Relationship of Mathematics with other school subjects
- Aims and objectives of Mathematics teaching
- Behavioural objectives: meaning and importance of behavioural objectives, writing instructional objectives for teaching of mathematics (Bloom's Taxonomy of Instructional Objectives).

Unit-II

2. Pedagogical Analysis and Lesson Planning

Meaning and importance of Pedagogical Analysis

- **Points followed for Pedagogical Analysis:** Identification of concept, listing behavioral outcome, listing activity & experiments, listing evaluation techniques
- **Contents for Pedagogical Analysis:**
 - Arithmetic (Number Systems, Fractions, Ratio and Proportion, Profit and Loss, Simple and Compound Interest)
 - Algebra (Polynomials, Linear equations, Quadratic equations Arithmetic Progressions)
 - Geometry (Congruent and Similar triangles, Constructions and Circles),
 - Trigonometry (t-ratios, Heights and Distances)
 - Statistics (Measures of Central Tendency and Graphical Representation of Data)
 - Mensuration (Areas, Surface areas and volumes of solid figures)
- Skills of teaching mathematics: Skill of Introduction, Skill of Questioning, Skill of Reinforcement, Skill of Illustration with examples and Skill of Stimulus variation
- Lesson planning: Need and importance, steps involved in lesson planning, features of a good lesson plan.

Unit-III

3. Teaching Learning Resources and Processes

- Meaning, Importance and Principles of designing a good curriculum of Mathematics
- Textbooks: Meaning and importance of textbooks in mathematics, qualities of a good textbook in Mathematics
- Applications of ICT in teaching of mathematics
- Meaning and importance and preparation of audio-visual aids in teaching mathematics
- Problems in teaching and learning of mathematics
- Importance and organization of Mathematics Club
- Recreational activities of Mathematics Club
 - Quiz
 - Games
 - Puzzles
 - Mathematics exhibition

Unit-IV

4. Approaches and Evaluation in Teaching of Mathematics

- **Methods of teaching Mathematics**

- Lecture cum demonstration method
- Analytic-Synthetic
- Laboratory
- Inductive-Deductive
- Problem Solving
- Project Method

- **Techniques of teaching Mathematics**

- Oral work
 - Written work
 - Drill work,
 - Brain Storming,
 - Home Assignment
- Evaluation: Meaning, importance and types of evaluation.
 - Preparation of diagnostic and achievement test.

Praticum/Sessional

Any one of the following

- i. Critical study of mathematics text book of secondary school.
- ii. Prepare any one self-made teaching aid for teaching of Mathematics in secondary school
- iii. Prepare an achievement test of mathematics
- iv. Prepare a diagnostic tests of mathematics
- v. Prepare slides using MS Power point on any one topic of mathematics

Suggested Readings:

Aggarwal, J. C. (2008). *Teaching of mathematics*. UP: Vikas Publishing House Pvt Ltd.

Bagyanathan, D. (2007). *Teaching of mathematics*. Chennai: Tamil Nadu Text Book Society.

Bhatia, K. K. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon

CFAL. (2004). *Methodology of teaching mathematics*. Hyderabad: ICFAI University Press.

Ediger, M., & Bhaskara Rao, D. B. (2004). *Teaching mathematics successfully*. New Delhi: Discovery Publishing House.

Ediger, M., & Rao, D.B. (2000). *Teaching mathematics successfully*. New Delhi: Discovery Publishing House.

Goel, Amit. (2006). *Learn and teach mathematics*. Delhi: Authors Press.

ICFAI. (2004). *Methodology of teaching mathematics*. Hyderabad: ICFAI University Press.

James Anice (2005); *Teaching of Mathematics*, Neelkamal Publication.

Joyce., & Well., (2004). *Models of teaching*. U.K: Prentice hall of India.

Kapoor, S. K. (2006). *The teaching of vedic mathematics*. New Delhi: Lotus Press.

Kapur S. K. (2005); *Learn and Teach Vedic Mathematics*; Lotus Publication

Kapur, J. N. (2002). *Suggested experiments in school mathematics*. New delhi: Arya Book Depot.

Kulshreshtha, A. K. (2008). *Teaching of Mathematics*. Meerut: R.Lall Books Depot.

Nalekar, J. V., & Narlikar, M. (2001). *Fun and fundamentals of mathematics*. Hyderabad: Universities Press.

Ploker, Kim (2009), *Mathematics in India: 500 BCE–1800 CE*, Princeton, NJ: Princeton University Press,

Pratap, N. (2008). *Teaching of Mathematics*. Meerut: R.Lall Books Depot. Publications.

Reymond, B. (2000). *Math-tricks, puzzles and games*. New Delhi: Orient Paperbacks.

Schwartz, S. L. (2007). *Teaching young children mathematics*. London: Atlantic Publishers & Distributors (P) Ltd.

Sharan, R., & Sharma, M. (2006). *Teaching of Mathematics*. New delhi: A.P.H. Publishing Corporation.

Sharma, R. A. (2008). *Technological foundation of education*. Meerut: R.Lall Books Depot.

Siddizui, M. H. (2005). *Teaching of mathematics*. New Delhi: A.P.H. Publishing Corporation.

Sidhu, K. S. (2006). *The teaching of mathematics*. New Delhi: Sterling Publishers private ltd.

Singh, M. (2006). *Modern teaching of mathematics*. New Delhi: Anmol Publications Pvt.Ltd.

Tyagi, S.K. (2004); *Teaching of Arithmetic*; Commonwealth Publications

Wadhwa, S. (2008). *Modern methods of teaching mathematics*. New Delhi: Karan Papers Backs.

Course 8

KNOWLEDGE AND CURRICULUM

Max. Marks :100

Time: 3 Hours

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.

Rationale:

The course “Knowledge and Curriculum” addresses the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and contexts, and the relationship between curriculum, policy and learning to shape the educational and pedagogic practice with greater awareness.

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- To understand and explore the concept of education
- To develop understanding of philosophical, sociological and historical dimensions of education
- Analyze the philosophical reflections and educational thoughts of great Educational thinkers
- Understand the nature of knowledge in Education and its contribution to status of Education as a discipline and interdisciplinary in nature
- Realize the need and importance of equity and equality in education
- Examine the concerns and issues related to curriculum.

Course Contents

Unit-I

1. Knowledge Basis of Education

- Basic concepts of Education: Teaching, Training, Learning, Skill, Beliefs and Education.
- Contribution of Gandhi & Tagore in relation to child-centered education (activity, Discovery, Dialogue)
- Concept, sources & types of Knowledge

Unit-II

2. Social Basis of Education

- Basic concepts of Society: Socialization, Equity and Equality, Modernity with reference to industrialization, democracy and individual Autonomy.
- The role of culture, economy and historical forces in shaping the aims of education.
- Individual opportunity, social justice and dignity in context of democratic education.
- A study of Secularism, Nationalism and Universalism and their interrelationship with education.

Unit-III

3. Curriculum Development

- Concept of Curriculum and Syllabus: Dimensions of Curriculum and their relationship with aims of education.
- Curriculum at different levels- National, State and School.
- Determinants of curriculum: Philosophical, Psychological, Sociological, Political, Culture and Economic.
- Basic considerations in Curriculum Development.

Unit-IV

4. Curriculum Practices

- Teachers' experiences and concerns: Laboratory work, Library and References, Field Survey, Group Discussion.
- Nature of learner and learning process and subject matter.
- Knowledge and ideology in relation to curriculum and text books.
- National curriculum framework: Concept need and process of development.

Practicum/ Sessionals

Any two of the following:

- i. Socio-economic educational survey of near by village/ urban settings.
- ii. Role of education in empowerment of weaker sections of society.
- iii. To analyze and prepare a report on the present curriculum of Haryana School Education Board/ CBSE in the light of various determinates of curriculum development.
- iv. Filed survey on impact of present system of education on:
 - a) Socialization of child
 - b) Modernization with reference to industrialization and individual autonomy.

- v. To survey and prepare a project report on how far the present system of education is able to inculcate secularism, nationalism, and universalism.

Suggested Readings

Butchvarov, P. (1970), *The Concept of Knowledge*, Evanston, Illinois: North Western University Press.

Chomsky, N (1986). *Knowledge of Language*, New York : Prager.

Cole Luella (1950). *A History of Education: Socrates to Montessori*, NewYork: Holt, Rinehart & Winston.

Datta, D.M. (1972). *Six ways of Knowing*. Calcutta.: Calcutta University Press,

Dewey, J.(1997.)My Pedagogic Creed”, in D.J. Flinders and S.J. Thorton(eds.) *The Curriculum Studies Reader*, New York: Routledge.

Dewey, J (1997) *Experience and Education*, Touchstone, New York

Dewey, J (1956). *The Child and the Curriculum and School and Society*, University of Chicago Press, U.S.A. Chicago, Illinois.

Krishna M. J. (1947) *On Education*, New Delhi: Orient Longman.

Kumar K. (1996). *Learning From Conflict*, New Delhi: Orient Longman.

Lakshmi, T.K.S. & Yadav M.S.(1992). Education: Its Evolving Characteristics, in *New Frontiers in Education*, Vol. XXII, No.4, Oct-Dec.

Margaret, K.T.(1999.) *The open Classroom*, Orient Longman: New Delhi: Hirst. Paul, Knowledge and curriculum.

Peters, R.S.(1967) *The Concept of Education*, UK: Routledge.

Power, E, J., M (1962). *Currents in the History of Education*, New York. : McGraw Hill Book Co. Inc.

Prema C. (2001). *Teaching & Learning: The Culture of pedagogy*, NewDelhi: Sage Publication.

Course -9
ASSESSMENT FOR LEARNING

Max. Marks :100

Time: 3 Hours

(Theory: 80,Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.
- ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short-answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.

Rationale:

The course “Assessment for Learning” aims to develop a critical understanding of issues in assessment and explore realistic, comprehensions and dynamic assessment processes which are culturally responsive for use in classroom.

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Understand the nature of assessment and evaluation and their role in teaching-learning process.
- Understand the importance of assessment in continuous and comprehensive manner
- Develop assessment tasks and tools to assess learner’s competence and performance
- Devise marking, scoring and grading procedures,
- Devise ways of reporting on student performance
- Analyse, manage and interpret assessment data.
- Develop the habit of reflecting-on and self-critiquing to improve performance.

Course Contents

Unit I

1. Introduction to Assessment & Evaluation

- Concept of Assessment & Evaluation and their inter relationships.

- Purposes and objectives of assessment for placement, providing feedbacks, grading promotion, certification, diagnostic of learning difficulties.
- Critical review of current evaluation practices:
 - a) Formative and summative evaluation
 - b) Prognostic and diagnostic
 - c) Norm referenced test and Criterion referenced test
 - d) Quantitative and Qualitative

Unit II

2. Assessment of Learning

- Concept of Cognitive, Affective, Psychomotor domain of learning (Revised taxonomy of objectives (2001))
- Constructing table of specifications & writing different forms of questions – (VSA, SA, ET & objective type, situation based)
- Construction of achievement tests- steps, procedure and uses
- Construction of diagnostic test – Steps, uses & limitation
- Kinds of tasks: projects, assignments, performances

Unit III

3. Assessment Process & tools

- Need for CCE its importance and problems faced by teachers
- Meaning & Construction of process-oriented tools – observation schedule; check- list; rating scale; anecdotal record;
- Assessment of group processes – Nature of group dynamics; Socio-metric techniques; steps for formation of groups, criteria for assessing tasks; Criteria"s for assessment of social skills in collaborative or cooperative learning situations.
- Portfolio assessment – meaning, scope & uses; developing & assessing portfolio; development of Rubrics.

Unit IV

4. Construction Interpretation and Reporting of student's performance

- Interpreting student"s performance :
 - a) Descriptive statistics (measures of central tendency & measures of variability, percentages)
 - b) Graphical representation (Histogram, Frequency Curves)
 - c) NPC – percentile.
 - d) Grading – Meaning, types, and its uses

- Role of feedback to stake holders (Students, Parents, Teachers) and to improve teaching – learning process; Identifying the strengths & weakness of learners.
- Reporting student's performance – Progress reports, cumulative records, profiles and their uses, Portfolios.

Practicum/ Sessionals

Any one of the following:

- i. Construction of unit test, using table of specifications and administering it to target group and interpreting the result.
- ii. Construction of any one of the process oriented tools and administering it to group of students & interpreting it.
- iii. Analysis of question papers (teacher made)
- iv. Writing self appraisal/ create portfolio.
- v. Planning and organizing student's portfolio.
- vi. Writing a report on the evaluation and learner practice of school education.
- vii. Examine and reflect upon the problems and issues involved in assessment practice of school evaluation.

Suggested Readings

Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.

Burke, K. (2005). How to assess authentic learning (4th Ed.). Thousand Oaks, CA: Corwin.

Burke, K., Fogarty, R., & Belgrad, S (2002). The portfolio connection: Student work linked to standards (2nd Ed.) Thousand Oaks, CA: Corwin.

Carr, J.F., & Harris, D.E. (2001). Succeeding with standards: Linking curriculum, assessment, and action planning. Alexandria, VA: Association for Supervision and Curriculum Development.

Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.

Gentile, J.R. & Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching and assessment so all children can learn. Thousand Oaks, CA: Corwin.

- Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA. Corwin.
- Linn, Robert and Norman E Gronland (2000); Measurement and Assessment in teaching, 8th edition, by Prentice Hall, Inc, Pearson Education, Printed in USA.
- Natrajan V.and Kulshreshta SP(1983). Assessing non-Scholastic Aspects- Learners Behaviour, New Delhi: Association of Indian Universities. NCERT(1985). Curriculum and Evaluation, New Delhi:NCERT
- Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). Educational assessment of students (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Norris N.(1990) Understanding Educational Evaluation, Kogan Page Ltd.
- Rao, Manjula (1998): Training material on continuous and comprehensive evaluation (monograph) Mysore: Regional Institute of Education (NCERT).
- Rao, Manjula (2004): Evaluation in schools – a training package (monograph), Mysore: Regional Institute of Education (NCERT).
- Singh H.S.(1974) Modern Educational Testing. New Delhi: Sterling Publication.

Course 10

CREATING AN INCLUSIVE SCHOOL

Max. Marks :50

Time: 1.30 Hours

(Theory: 40,Internal: 10)

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.
- ii. Q.No 1 will be compulsory and will carry 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.

Rationale

The course “Creating an inclusive school” aims to develop an understanding of the cultures, Policies and Practices that need to be addressed in order to create an inclusive school.

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- To define the concept of Disability, Inclusion, Psychosocial construct of disability and identity.
- The course aims to develop an understanding of the Cultures, Policies and Practices that need to be addressed in order to create an inclusive school.
- To analyze the policy and Programme initiatives in the area of inclusion and barrier to learning and participation while formulating a policy of good practice and review.
- To understand how barriers of learning arise from various discriminatory practices, curriculum, teaching approaches, school organization, and various other social and cultural factors.
- To study the role of children, Parents, Community, Teachers, Administrators and Policy Makers in terms of inclusion.
- To explore and understand the possibility of change through inclusive education

Course Contents

Unit I

1. Inclusive education:

- Meaning, nature, need and philosophy of inclusive education.
 - a) Models of inclusion,
 - b) Barriers to learning and participation.
 - c) Implementation and strategies for inclusion in society and school.
- Constitutional provisions-Govt. policies and practices:

- a) National Policy of Persons with Disabilities Act 2006,
- b) Sarva Shiksha Abhiyan in terms of Inclusive Education.
- Psycho-social and educational characteristics, functional limitations, role of family and community participation with reference to- Loco motor Impairment, Hearing Impairment, Visual Impairment, Learning Impairment and Mental retardation

Unit-II

2. Inclusive practices in classrooms

- School readiness and support services for inclusive education.
- Teacher competencies, role of class teachers and resource teachers in inclusive education.
- Guidance and counseling in inclusive education.
- Teaching learning strategies in inclusive education: co- operative learning, peer tutoring, social learning, multisensory learning.
- Individual Educational Programme (IEP) and use of emerging technologies.

Practicum/ Sessionals

Any one of the following:

- i. Preparation of status report on school education of children with diverse needs.
- ii. Evaluation of text books from the perspective of differently abled children.
- iii. Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
- iv. Analysis of policy document (national, international) related to diversity.
- v. Planning and conducting multi level teaching in the local school.
- vi. Critical review of policy and practice and panel discussion by a group of students.
- vii. Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools.

Suggested Readings

Alur Mithu and Michael Bach, (2009), *The Journey For Inclusive Education In The Indian Sub-Continent*. UK: Routledge

Dettmer, p., Dyck, N. and Thurston, L.P.(1999). Consultation collaboration and teamwork for students with special needs, Needham Heyats, M.a Allyn & Bacon

Epstein, C. (1984) *Special Children in Regular Classrooms*. Virginia: Reston Publishing Company, Inc

Frostig, M, and, P. Maslow (1973) *Learning Problems in the Classroom: Prevention and Remediation*. New York: Grune & Stratton.

Jorgensea, C.M.ed(1998). R restructuring High Schools for all Students: Taking inclusion to the next level, Baltimore: Paul H. brookes.

Hallahan, D & Kauffman, J.M. (1991). *Exceptional Children: Introduction to special Education*, Englewood, NJ: Prentice Hall.

COURSE 11 (Optional)
(i) ENVIRONMENT EDUCATION

Time: 1.30 Hours

Max. Marks :50
(Theory: 40,Internal: 10)

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.
- ii. Q.No 1 will be compulsory and will carry 8 marks. There will be two short -answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- acquaint the concept , need ,scope and objectives of Environmental Education.
- sensitize the global environmental problem.
- explain teaching-learning strategies & evaluation techniques in Environmental Education.
- understand the curriculum development of environmental education.
- understand the role of Media & internet in environmental Issues.
- sensitize toward Environmental disasters.

Course Content

Unit-I

1. **Concept of Environmental Education:**
 - Meaning, need and scope of environmental education.
 - Evolution and development of environmental education.
 - Stock Holm conference, Thelisi conference and Earth Summit.
 - Objective of environmental education.
2. **Environmental problems and policies:**
 - Acid rain, Ozone depletion, effect of urbanization, industrialization and deforestation.
 - Global warming and Kyoto Conference.
 - Pollution and its types.
 - Policies related with environmental problems.
 - Sustainable development
 - Environmental legislation in India.
 - Concept of healthy environment
 - Eco club: Meaning, Characteristics & Importance.

Unit-II

3. Curriculum development and environmental education:

- Teaching learning strategies and evaluation techniques in environmental education.
- Planning of environmental education in school, colleges and universities.
- Role of electronic media, mass media and computers in environmental education.
- Curriculum development: India explainer, formal and non-formal approach.

4. Managing environmental disasters:

- Meaning, types, causes and effects of different disasters.
- Managing environmental disaster at community and individual level
- Rescue from disaster: Principles governing rescue, rescue process
- Relief for disaster: preparatory phase of relief ,planning immediate relief, execution of relief.

Practicum/Sessionals

Any one of the following:

- i. Prepare a scrap file along with suggestion of pupil-teacher related to environmental articles and news.
- ii. Project report on local environmental problem.
- iii. Conducting discussion (class level) on disaster management and prepare a report on it.

Suggested Readings:

Ali Khan, S. & Sterling, (1998). *Sustainable development education: Teacher education specification*, London, Education for sustainable development Panel.

Allaby, M. (1996). *Basics of Environmental Science*. New York: Routledge.

Aptekar, Lewis (1914). *Environmental Disasters in Global perspective*. New York G.K. Hall; Toronto: Maxwell macmillan.

Burton, Ian, Robert W. Kares and Gilbert F. White (1993). *The environmental as Hazard*. New York: the Guildford press.

Dani, H. M. (1996). *Environmental Education*. Chandigarh: Punjab University Publication Bureau.

Huckle, J. & Sterling, S. (eds) (1996). *Education for sustainability*, London: Earthscan.

Kaur, T. N. (1999), *Environmental Concerns & Strategies*, New Delhi: Ashish Publication House.

Laeq Futehally (1994) *Our Environment*. India: National Book Trust

- Lambert, P.R.(2000). *Education for sustainable development : a new role for subject association, education in science* ,208.pp.8-9
- Pankaj Shrivastava & D.P. Singh (2002). *Environment Education*, Anmol publication Pvt. Ltd.
- Pelling, Mark (ed.)(2003).*Natural Disasters & development in a globalizing world* . London: New York; Routledge.
- Trivedi, P.R.(2000). *Encyclopedia of environmental Pollution Planning & Conservation*; New Delhi: A.P.H.Co.
- Verma V.A. (1972). *Textbook of Plant Ecology*, Delhi: Euolcary Publication. Warburton D.(ed.)(1998). *Community & Sustainable Development*, London, Earthscan.

Course-11 (optional)
(ii) PEACE EDUCATION

Max. Marks :50

Time: 1.30 Hours

(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.
- ii. Q.No 1 will be compulsory and will carry 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- to understand the concept of peace education.
- to acquire the knowledge about peaceful mind makes peaceful world.
- to understand the philosophical thoughts for peace.
- understand the nature of conflicts and their resolution.
- to develop the ability to use various methods and techniques for teaching peace education.
- adopt peace education in the curriculum.
- imbibe the knowledge, attitude and skills needed to achieve and sustain a global culture of peace.
- understand the dynamics of transformation of violence into peace.

Course Contents

Unit -1

1. Introduction of Peace Education

- Meaning, Concept and need of Peace Education.
- As a universal value
- Aims and Objectives of Peace Education.
- Role of Social Agencies: Family, Religion, Mass Media, Community, School, NGO"s, Government Agencies in promoting peace education.
- Current Status of Peace Education at Global Scenario.

Unit-2

2. Peace In The Indian Context

- Role of Religion in propagation of Peace. Mother-Theresa, Vivekananda, Gandhian Philosophy in promoting Peace Education. Role of Great personalities in promoting Peace.
- Challenges to Peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization.
- Strategies and Methods of teaching Peace Education- Meditation, Yoga, Dramatization , Debate and etc.
- Democracy and Peace, Secularism and Peace, Culture and Peace.

Practicum/Sessionals

Any one of the following:

- i. Prepare a Role Play of Great Personalities who worked/ contributed towards Peace.
- ii. Organize an activity in schools to promote Peace.
- iii. Write a report on Gandhi and Peace.
- iv. Write about the contribution of any two Noble prize winners for Peace.
- v. Prepare an album of Indian Philosophers and write their thoughts on peace.

References

Adams.D (Ed) (1997). *UNESCO and a culture of Peace: Promoting a Global Movement*. Paris UNESCO.

Taj.H. (2005). *National Concerns and Education*, Neelkamal Publications.pvt.Ltd Taj.H (2005). *Current challenges in Education*, Neelkamal Publications.pvt.Ltd Bhargava.M. & Taj.H (2006). *Glimpses of Higher Education*. Agra-2: Rakhi Prakashan, <http://www.un.org/cyberschoolbus/peace/content.html>.

Course-11(optional)
(iii) HEALTH, PHYSICAL AND YOGA EDUCATION

Time: 1.30 Hours

Max. Marks :50
(Theory: 40,Internal: 10)

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.
- ii. Q.No 1 will be compulsory and will carry 8 marks. There will be two short-answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.

Learning Outcomes:-

After the transaction of the course, student teachers will be able to:

- explain the concept of Health, Physical and Yoga Education along with their roles for a healthy Individual.
- under stands the basis of Diet and Nutrition.
- acquaint themselves with ways and means to protect pollution and Global Warming.
- understand correct posture
- understand and apply various ways and means for the safety and security of the child.

Course Contents

Unit-I

1. Health ,Yoga and Physical Education:

- Concept of Health and factors affecting Health
- Concept and types of Yoga.
- Physical Education and its objectives.
- Role of School and society in developing a healthy individual through the programmes of Health, Yoga and Physical Education.

2. Food and Nutrition:

- Diet, Food, nutrition
- Balanced diet, its functions and components.
- Types of food according to Yogis and Yogic Diet
- Malnutrition –causes and prevention

Unit-II

3. Safety and Security

- Communicable diseases- modes, Prevention and control.

- First Aid in case of Wounds, Hammerages, Fracture, Dislocations, Sprain, Strain and Bites
 - Health Hazards
 - Pollution: Types, causes and prevention
 - Water conservation, management and recycling
 - Global warming
 - Personal and Environmental Hygiene
- 4. posture and Physical Fitness:**
- Postural deformities and their Management through Yogic and other exercises
 - Physical Fitness –Elements, importance.

Practicum/Sessionals

Any one of the following:

1. A) Prepare a Medical report of a school student.
B) Report of common first aid emergencies in school.
2. Performing & Reporting any five advance yoga asana.

References:

Anderson, C.R. *Your guide to health*.

Bucher, C.A. (1964) *Foundations of Physical Education*, New York: Mosby and company. Catharine Ross Benjamin Caralleso, Robert, J. Cousino (2009). *Modern Nutrition in health and diseases*.

Holmes, A.C. *Health in developing countries*.

Kang Gurpreet singh & Deol NishanSingh.(2013). *An Introduction to Health and Physical*

Education, 21st century publications, India.

Piper, B. (1999). *Diet and Nutrition: A guide for students and practitioners*.

COURSE 11 (Optional)

(iv) GUIDANCE AND COUNSELLING

Time: 1.30 Hours

Max. Marks :50
(Theory: 40,Internal: 10)

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.
- ii. Q.No 1 will be compulsory and will carry 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.

Rationale

The course on “Guidance and Counselling” is designed to introduce the student teacher to the study of concept of Guidance and Counselling, assessing an individual with testing and non testing techniques of guidance and organization of guidance services in the schools.

Learning Outcomes

After transaction of the course, student teachers will be able to:

- explain the concepts of guidance and counseling.
- describe educational, vocational and personal guidance.
- understand the need of assessing an individual.
- familiarize with testing and non-testing devices of guidance.
- get aware of the organization of guidance services in the schools.

Course Content

UNIT-I

1. INTRODUCTION TO GUIDANCE

- Meaning, Nature and Scope
- Principles of Guidance
- Types of Guidance : Educational, Vocational and Personal Guidance (Meaning, Need and Importance, Objectives)

2. COUNSELING

- Concept of Counselling, Need & Importance of Counselling
- Types of Counselling : Directive, Non-Directive and Eclectic
- Meaning and Characteristics
- Process of Counselling

UNIT-II

3. STUDYING AN INDIVIDUAL

- Need and importance of Studying an individual
- Testing and Non-testing devices for the study of an individual
- Testing : Interest Inventories and aptitude tests
- Non-Testing : Interview, Questionnaire Cumulative record card, Anecdotal record, Rating scale

4. GUIDANCE SERVICES AND THEIR ORGANIZATION IN THE SCHOOLS:

- Types of Guidance services
- Role of School personnel in organizing guidance services
- Role of Teacher as a counselor.

Practicum/Sessionals

Any one of the following

- i. Make a study of a guidance centre. Prepare a report.
- ii. Prepare a cumulative record card of a student studying at secondary level.
- iii. Prepare a report on the guidance services organized by school personnel.

Suggested Readings:

Bhatia K.K (2002). *Principles of Guidance and counseling*, Ludhiana : Kalyani Publishers.

Gibren, R.h and Mitchell, M.H (2003). *Introduction to counseling and guidance*, New Delhi: Pearson Educaiton.

Pandey, K.P (2000). *Educational and Vocational Guidance in India*, Varanasi: Vishwa

VidyalayaPrakashan.

Robinson (2005). *Principles and Procedures in Students counseling*, New York : Harper & Row.

Sharma, R.A (2008). *Fundamental of Guidance and counseling*, Meerut: R LalI Book Depot. Sidhu, H.S (2005). *Guidance and Counselling*, Patiala : Twenty First Century.

Strong, R. (2005). *Counselling Techniques in colleges and secondary school*. New York: Harper.

Course EPC-1
Reading and Reflecting on Text.

Max. Marks :50

Time: 3 Hours

(External: 40,Internal: 10)

Learning Outcomes

After the transaction of the course, student-teacher will be able to:

- Read and respond to a variety of texts in different ways: personal, creative & critical
- Get involved in the readings interactively-individually and in small groups and enhance capacities as active readers and writers.
- Comprehend and think reflectively on spoken or written texts.
- Read critically and analyze course readings and pedagogical experiences.

COURSE CONTENT

Existing	Corrected
Unit 1 <ul style="list-style-type: none"> • General Orientation <ul style="list-style-type: none"> • Communication- concept and type of communication, overcoming barriers of communication. • Identifying and describe some differences in phonemic system of language spoken by learners (in first and second language). <ul style="list-style-type: none"> a. Engaging with narrative and descriptive accounts. The selected text could include stories or chapter from fiction, dramatic incidence, vivid descriptive accounts, or even well produced trip stories. <p>Suggested Activities:</p> <ol style="list-style-type: none"> i. Exposure (native speaker) to give students by using ICT followed by discussion. ii. Narrating/describing a related account from one's life experience (in front of a smaller group) by student -teacher. iii. Re-telling the account – in one's own words/from different points of view (talking turns in a smaller group). iv. Discussion of chapter character and situation sharing interpretation and points of view (in a small group) v. Writing based on text, e. g. summary of scene, extrapolation of a story, converting a situation into a dialogue, etc. (individual text). Unit II <ul style="list-style-type: none"> • Engaging with popular subject- based expository writing (educational and writing) Spelling and punctuation. • The selected text could include articles, Essays and biographical writing with themes 	<p style="text-align: center;">Unit 1</p> <p>1. Text and Reading Types of Texts: General: Literary or non-literary; Narrative, expository, technical & persuasive. Education: Descriptive, conceptual, historical, policy documents, narrative texts, expository texts, ethnographies.</p> <p>2. Text and Reflection</p> <ul style="list-style-type: none"> • Text structure, language, genre, context, socio-cultural diversity. • Reflection in Reading: Pre-reading, Post-reading. • Previews the text and make predictions, makes connections to personal experience or other texts, asks clarifying questions, identify difficult sentences or passages, restates in own words, reacts to the text by using language laboratory. <p>Unit 2</p> <p>3. Communicative Reader- Interactive reading (Individual and groups) Concept and relevance of communicative reader.</p> <p>4. Expressive Reflections a) Concept of reflective writing b) Critical appreciation of the text: Note taking, critically reviewing the text.</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> i. Ways of reading: pre-reading and post reading ii. Read a book, a journal Article, or a chapter and write personal responses

Existing	Corrected
<p>that are drawn from the subject area of the students, teachers (various sciences, Mathematics, social sciences, language.)</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> Attending the writing style, subject specific, vocabulary and perspective or reference frame in which different topic are presented- (group discussion). Writing a review or a summary of the text, with comments and opinion. <ul style="list-style-type: none"> Engaging with journalistic writing Student teacher will select newspaper/magazine articles on topics of contemporary issues. Analyze the structure use of articles by identifying sub-heading, keywords, sequencing of ideas, use of concrete details and statistical representation. Articles on topics of interest for write collage magazine/wall. <p>Unit III</p> <ul style="list-style-type: none"> Engaging with subject – related reference books. <ul style="list-style-type: none"> Sequence of Activities <ol style="list-style-type: none"> Students teacher (in small group) will make a choice of a specific topic in their subject area which they could research from a set of available references books. Search relevant references books from library/internet source and extract relevant information. Makes notes on these ideas in some schemative form (flow diagram/mind map) Plan a presentation with display and oral comments. Make presentation to whole group. 	<p>and summarize.</p> <ol style="list-style-type: none"> 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. Make a list of reading books of diverse texts and classify them under headings. Conduct interactive group reading session (small groups). Narrating/describing a related account from one's life experience (in front of a smaller group). Discussion of characters and situations – sharing interpretations and points of view (in a smaller group). Read a book and identify the text structure, language, genre, context, socio-cultural diversity. Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making). Explain the gist of the text/topic to others (in the larger subject group) Discussion of the theme, sharing responses and points of view (small group discussion). Conduct debates/discussions, role-playing, dialogues on educational policies and documents on them by using language laboratory.

EPC-2

Drama and Art in Education

Max. Marks :50

Time: 3 Hours

(External: 40,Internal: 10)

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- develop aesthetic sensibilities in students to learn the use of art in teaching-learning.
- shape student consciousness through introspection and imagined collective experiences

1. Drawing and Painting

- Representational Drawing and painting from nature – plants, foliage, flowers, birds and animals etc. (medium – pencil, pen & ink, crayon, water-colour- any two medium)
- Perspective Drawing.
- Still-life study (medium – pencil, pen & ink, crayon, water colour, oil-colour, acrylic colour – any two medium).
- Composition Painting – (Crayon, Water-colour, Oil-colour – any two medium).
- Arrangement printing with leaf, finger, cork, stamps, cardboard, jute and bandage texture– any two medium.
- Monotype surface-printing, Thread-print, Stencil-print, spray-print, Simple block making and print – Potato-cut-print, vegetable print with lady finger, Simple block making and print – Potato-cut-print, vegetable print with lady finger, – any two medium.

2. Creative Art /Drama

- Creative pictorial or geometrical design – Water colour / Pastel colour.
- Surface design – Floor decoration (Alpana, Rangoli), Wall decoration.
- Poster-Design (Monochrome / multi-colour).
- Simple lettering for communication, calligraphy.
- developing narratives in visuals, composition of an imagined situation
- telling a story through comic strips, creating a collage using images, bits cut- out from old magazines, news paper etc.
- Collecting and arranging rare photographs, photo print on various theme.
- Understanding the Drama as a medium of instructions and its role in effective teaching. It should be based on the lesson from particular subjects of teaching: One Act Play, Skit, Mono Acting, Voice Play, Storey Board etc. should be implemented as one of the effective teaching aid.
- The prospective teacher will prepare minimum TWO lessons through drama. The contents will be from or based on the lesson to teach in the class.

Course EPC 3

Critical Understanding of ICT

Time: 3 Hours

Max. Marks :50
(External: 40,Internal: 10)

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- acquire knowledge of computers, its accessories and software.
- acquire the skills of operating a computer in multifarious activities and integrate technology into classroom teaching learning strategies.
- demonstrate the use of MS Windows
- develop skill in using MS-Word, Power points and Spread sheets.
- acquire skill in accessing world wide web and Internet and global accessing of information.
- Interact with ICT and its integration in education.
- select and use effectively ICT tools and relevant software applications for specific purpose in teaching learning process.

COURSE CONTENTS

1. ORIENTATION TO ICT

- **ICT:** Meaning, Importance and Tools of ICT
- **Computer Fundamentals:** Basic anatomy, types and applications, Input-Output devices, Storage devices.
- **MS-Windows:** Basic components of Windows, Control Panel, Program Manager, File Manager, Accessories, Paint Brush, notepad.
- **MS Word:** Concept of word processing, Entering Text, Selecting and Inserting text, editing text, Making paragraph, Getting help, moving and copying, searching and replacing, formatting character and paragraph, handling multiple documents, Manipulation of tables and foot notes, table of contents and index, sorting, formatting sections and documents.

- **MS Excel:** Basics of Spreadsheet, creating and saving a worksheet, Manipulation of cells, Columns and Rows, editing and formatting a worksheet, embedding charts, use of simple statistical functions, sort and filter.
- **MS Power point:** Basics of power point, creating a presentation, the slide manager, preparation of different types of slides, slide design, transition and animation and presentation of slides, printing the slides and handouts.
- **Multimedia:** Components of Multimedia, Textual Information, Animation, Digital Audio, Digital Video, MS-Publisher, Photo Draw.

2. DIGITAL SHARING AND EXCHANGE OF INFORMATION

- **Internet:** the world-wide web, websites and web browsers, Internet connectivity, browsing software, URL addresses, Search engines, Exploring websites and downloading materials from websites, E- mail – Sending, receiving and storing mail, handle attachments, Chatting, social networks, participate in discussion forum and blogging.

3. ICT TOOLS AND ITS INTEGRATION IN EDUCATION

- Over-head Projector
- LCD Projector
- T.V.
- Camera
- Visualizer
- Interactive Boards
- CD/DVD Player

Hands On Training:

- i. Administrative use – Letter correspondence and E-Mail
- ii. Construction of a Portfolio and Question paper of teaching subjects
- iii. Creating learning materials – handouts

- iv. Data processing, storing and retrieving simple financial transactions of the school such as school budget and accounting.
- v. Tabulation of Bio data of staff and students of the school in which the student teacher is attached for practice teaching.
- vi. Students progress record – Tabulation and graphical representation of results of an academic test.
- vii. Multimedia presentation on a topic relevant to the Optional Subjects
- viii. Prepare transparencies on a topic relevant to the Optional Subjects

A softcopy of above activities should be presented at the time of external examination.

Suggested Readings

- 1. Copestake, S. (2004). Excel 2002. New Delhi: Drem Tech Press.
- 2. Hahn, H. (1998). The internet- complete reference. New Delhi: Tata McGraw Hill Publication.
- 3. Intel Education & NCTE. (2007). Hand book for teacher educators. Bangalore: NCTE.
- 4. Leon, A. M. (2001). Computer for every one. New Delhi: Vikas Publishing house.
- 5. Petzold, C. (1998). Programming windows. USA: Microsoft Press.
- 6. Sundararajan, K. (1998). Internet. Chennai: Kannadhasan Publications.
- 7. Stone, E. (1996). How to use Microsoft Access. California: Emeryville.
- 8. Simon, C. (1995). The way microsoft windows 95 works. USA: Microsoft Press.
- 9. Srinivasan, T. M. (2002). Use of Computers and Multimedia in education. Jaipur: Aavisakar Publication.

EPC-4 Understanding the self

Max. Marks :50

Time: 3 Hours

(External: 40, Internal: 10)

Existing	Approved & Included
NIL	<p>Objectives</p> <ul style="list-style-type: none"> • To enable the student teacher to discover oneself. • To orient the student teacher the significance of knowing oneself. • To understand the process of identity formation. • To examine the effects of stereotyping and prejudice. • To equip student teachers with skills for empathetic listening and self expression. • To evolve as a progressive and flexible teacher. <p>Course Content</p> <p>General Orientation</p> <ul style="list-style-type: none"> • Concept of self and self identity • Exploring oneself: Self identity; Potential of self; fear; aspiration • Factors affecting self identity: Social, Cultural, Gender, Religion & Language. • Role of teacher as a facilitator in self exploration of pupil teacher. <p>Suggested Activities:-</p> <p>(i) Self expression through varied forms: Poetry, Aesthetic Representation (painting, Poster Making, sketch & Cartoon making)</p> <p>(ii) Critically evaluate oneself as a „Prospective teacher“ (Self Appraisal Report)</p> <p>(iii) Write a self reflective accounts of significant experiences</p>

Existing	Approved & Included
	<p>and prejudices.</p> <p>(iv) Role play and Paired activity for empathetic listening.</p> <p>(v) Critically reflects on one's teaching-learning practices.</p> <p>(vi) Yoga sessions</p> <p>(vii) Conducting workshop on following issues:</p> <ol style="list-style-type: none"> Self Awareness Self Identity Sharing life turning incidents Meditation workshop Gender biasness Stereotyping and prejudice Marginalization Role of media in dealing with above issues. <p>Suggested Readings:</p> <p>Brooksfield, S.d.(1995). Becoming a critically refelective teacher. San Francisco. CA:Johm Wiley & Sons.</p> <p>Duval. T.S., & Silvia, P.J(2001). Self awareness and causal attribution: A dual systems theory. Boston: Kluwer Academic.</p> <p>Phillips, A.g., & Silvia. P .J. (2002). Self-awareness, self evaluation and creativity. Personality and social psychology Bulletin, 30. 1009-1017.</p> <p>Gurol.A (2010). Determing the relective thinking skills of pre-service teachers in learning and teaching process. Firat University. Turkey.</p>

Schedule for School Internship Programme

Existing	Approved & Included
NIL	<p style="text-align: center;">First Year</p> <p>Duration: Four (04) Weeks</p> <ul style="list-style-type: none"> • Observation of school functioning in terms of Teaching- Learning process and related tasks. • Observation of classroom teaching undertaken by school teacher and assisting the teacher in Teaching-Learning process. • Developing teacher sensibilities and skills under the mentorship of school Head/ school teacher/ faculty • Development of Learning Material • Understanding the Diverse needs of the learners • Report of School Based activities undertaken during the period : CEC; School Record; Time Table <p style="text-align: center;">Second Year</p> <p>Duration: Four (16) Weeks</p> <ul style="list-style-type: none"> • Observation of various School Activities/ functioning of the particular school allotted to the pupil Teacher – (one week) • Supervised Delivery of lessons in the school : 180 (90 in each pedagogy paper) • Peer Observation : 1 daily • Criticism lesson: 4 (2 in each pedagogy subject) • Organization of co-curricular activities • Maintenance of school record • Community Based activities • Note : lessons to supervised by school Head/ school teacher/ faculty

List of Contributors

**Development of Draft Syllabi - B.Ed -2 year course as per NCTE curriculum
frame work 2014**

K.U.K

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ADARSH SUBHASH TAYAL COLLEGE OF EDUCATION, HANSI
ANNUAL CALANDER B.Ed. 1st Year 2015

Prayer- 20 Minute-Guru vandana Prayer, Patriotic Song - National Anthem Co-curricular Activities- Every Saturday (Last Period) Cultural, [Physical- Work & Other Activities

Sr. No.	MONTH/WORKING DAY	ACTIVITIES IN CLASS ROOM	PRACTICAL WORK/EVALUATION WORK	SEMINAR/WORKSHOP/EXTENSION LECTURE	DAY OF CELEBRATION	HOLIDAY
1	JULY/26 WORKING DAY		Preparation of New Admission		11 JULY- WORLD POPULATION	04 SUNDAY 01 HOLIDAY 18 JULY- ID-JUL-FTR
2	AUGUST/25 WORKING DAY	ALLOTMENT OF ROLL NO. DIVISION OF SECTION REGULAR CLASS	WELCOME TO STUDENTS	ORIENTATION & STUDENT ASSEMBLY, DEMONSTRATION LESSON BY LECTURER	15 AUG- INDEPENDENCE DAY	05 SUNDAY
3	SEPTEMBER/25 WORKING DAY	REGULAR CLASSES			05 SEP- TEACHERS DAY OR SEP-WORLD LITERACY DAY 14 SEP- HINDI DIWAS	04 SUNDAY 02 HOLIDAY 23 SEP- HARYANA HEROS DAY 25 SEP- ID-JUL-JUHA
4	OCTOBER/23 WORKING DAY	REGULAR CLASSES	PRACTICAL WORK EPC-1 & EPC-3	ORIENTATION WORK SHOP SKILL	02 OCT- GANDHI JAYANTI 24 OCT- UNITED STATE ORGANISATION DAY	04 SUNDAY 03 HOLIDAY 13 OCT- MAHARAJA AGARSEN JAYANTI 22 OCT- DUSSEHRA 27 OCT- MAHARSHI VALMIKI JAYANTI
5	NOVEMBER/22 WORKING DAY	REGULAR CLASS FORMULATION OF HOUSES TUTORIAL GROUND & NOMINATION OF HOUSES IN CHARGES	PRACTICAL WORK EPC-1 & EPC-3	EXTENSION LECTURE	01 NOV- HARYANA DAY 11 NOV- NATIONAL EDUCATION DAY, 14 NOV- BAL DIWAS	05 SUNDAY 03 HOLIDAY 11 NOV- DIWALI 12 NOV- GOVERDHAN POOJA 25 NOV- GURJUNANAK BIRTHDAY

6	DECEMBER/25 WORKING DAY	REGULAR CLASS, TALENT COMPETITION	PRACTICAL WORK EPC-1 & EPC-3		01 DEC- VISHVA AIDS DIWAS DEC- HUMAN RIGHT DAY	04 SUNDAY 02 HOLIDAY 25 DEC- CHRISTMAS DAY 26 DEC- UDHAM SINGH BIRTHDAY
7	JANUARY/26 WORKING DAY	REGULAR CLASS, LESSON PLAN CHECKING	MICRO TEACHING 18/01/2016 TO 29/01/2016		12 JAN- SWAMI VIVEKANAND JYANTI, 14 JAN- MAKAR SANKRANTI 23 JAN- SUBHASH JYANTI 26 JAN- REP. DAY	05 SUNDAY
8	FEBRUARY/19 WORKING DAY	REGULAR CLASS, EDUCATION TRIP, POST MAKING SLOGAN WRITING & POETRY RECITATION	TEACHING PRACTISE 08 FEB TO 06 MARCH CONDUCTION OF UNIT TEST, PRACTICAL WORK EPC-1 & EPC-3	EXTENSION LECTURE	28 FEB- NATIONAL SCIENCE DAY	04 SUNDAY 03 HOLIDAY 12 FEB- BASANT PANCHAMI 22 FEB- GURU RAVIDAS JYANTI
9	MARCH/23 WORKING DAY	REGULAR CLASS & MID TERM EXAM PREPARATION	INTER HOUSE QUIZ COMPETITION		15 MARCH- WORLD CONSUMER DAY	04 SUNDAY 04 HOLIDAY 04 MAR- MAHARSHI DAYANAND JYANTI, 07 MAR- MAHA SHIV RATRI 23 MAR- SHAHEEDI DIWAS 24 MAR- HOLI
10	APRIL/22 WORKING DAY	REGULAR CLASS & CHALK BOARD WRITING COMPETITION	MID TERM EXAM 06/04/2016 TO 15/04/2016	NATIONAL SEMINAR		04 SUNDAY 04 HOLIDAY 13 APR- VAISAKHI 14 APR- DR. B. R. AMBEDKAR JYANTI 20 APR- MAHAVEER JYANTI
11	MAY/25 WORKING DAY	REGULAR CLASS, ANNUAL GET TOGETHER, PRIZE DISTRIBUTION FUNCTIONS FINAL EXAM PREPARATION	PRACTICAL WORK EPC-1 & EPC-3		01 MAY- WORLD LABOUR DAY	05 SUNDAY 01 HOLIDAY 09 MAY- LORD PARSHU RAM JYANTI

EXISTING PLAN OF THE BUILDING FOR ADARSH SUBHASH TAYAL COLLEGE OF
EDUCATION FOR - B.ED. SITUATED AT JIND ROAD HANSI -125033 DISTT. HISAR (
HARYANA) BEARING KHASRA NO. 409/23/2, 24/2 & 412/4/1,3 MIN.

AREA STATEMENT

G. TOTAL AREA = 8440 SQ. FT. OR = 7690 SQM.

OR = 13 KANAL = 19 MARLA

COVD. AREA ON G.F. = 30368 SFT. OR = 3183 SQM.

COVD. AREA ON F.F. = 7895 SFT. OR = 741 SQM.

COVD. AREA TOTAL = 41064 SFT. OR = 3844 SQM.

