

SELF STUDY REPORT
of
SURJEET MEMORIAL COLLEGE OF EDUCATION,
VILL-MALWAL, FEROZEPUR
for
Accreditation Cycle II



Submitted to
National Assessment and Accreditation Council
P.O. Box No. 1075, Nagarbhavi
Bangalore, Karnataka -560072



SURJEET MEMORIAL COLLEGE OF EDUCATION

Recognized by National Council for Teacher Education, Ministry of Human Resource Development, Govt. of India
Accredited with Grade 'B' (CGPA 2.80) by National Assessment and Accreditation Council, Bangalore
Affiliated to Panjab University, Chandigarh & Approved by Govt. of Punjab

Ref. No. SMCE/ _____

Date _____

Certificate of Compliance

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

This is to certify that Surjeet Memorial College of Education, Vill-Malwal, Distt-Ferozepur, Punjab fulfils all norms

1. Stipulated by the affiliating University and/or
2. Regulatory Council/Body [such as UGC, NCTE, AICTE, MCI, DCI, BCI, etc.] and
3. The affiliation and recognition [if applicable] is valid as on date.

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

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

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the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn.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

Date: 25-03-2017
Place: Malwal (Ferozepur)


Principal
Surjeet Memorial College
of Education
Principal of the Institution
(Dr. Mrs. Ripenjeet Kaur)

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Declaration by the Head of the Institution


I Dr.(Mrs.) Ripenjeet Kaur certify that 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.

Place- Malwal (Fzr)

Dated- 25-03-2017


Principal 25/3/17
Surjeet Memorial College
of Education
MALWAL FEROZEPUR

Signature of the Head of the institution

with seal

SSR- Surjeet Memorial College of Education, Malwal (Ferozepur) 2017

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NAAC, P.O. Box 1075, Nagarbhavi, Bangalore, Karnataka

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Computer Laboratory of

Surjeet Memorial College of Education, Malwal (Fzr)

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Part-I INSTITUTIONAL DATA
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A. Profile of Institution

B. Criterion wise Inputs

Profile of the Institution

1. Name and address of the institution: Surjeet Memorial College of Education, Village- Malwal, P.O-Piareyana, Ferozepur- Moga Road, Distt. - Ferozepur, Punjab (142052) India

2. Website URL:- www.surjeetmemorialgroup.com

3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal Dr.Ripenjeet Kaur	07508200471,	01632-250092	smcollege2006@yahoo.co.in
Vice-Principal Dr.Navdeep Kaur	08146874477	01632-250092	smcollege2006@yahoo.co.in
Self - appraisal Co-ordinator Dr.Navdeep Kaur	08146874477	01632-250092	smcollege2006@yahoo.co.in

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal Dr.Ripenjeet Kaur	09888185184	07508200471
Vice-Principal Dr.Navdeep Kaur	08146874477	08146874477
Self - appraisal Co-ordinator Dr.Navdeep Kaur	08146874477	08146874477

4. Location of the Institution:

Urban Semi-urban Rural Tribal

Any other (specify and indicate)

5. Campus area in acres:

5 Acres

6. Is it a recognized minority institution?

Yes

No

7. Date of establishment of the institution:

Month & Year

MM	YYYY
08	2006

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

Panjab University, Chandigarh

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

Month & Year

2f

MM	YYYY
	NA

Month & Year

12B

MM	YYYY
	NA

10. Type of Institution

a. By funding

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

b. By Gender

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

c. By Nature

- i. University Dept.
- ii. IASE
- iii. Autonomous College
- iv. Affiliated College
- v. Constituent College
- vi. Dept. of Education of Composite College
- vii. CTE
- Viii. Any other (specify and indicate)

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

Yes No

If yes, has the institution applied for autonomy?

Yes No

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

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

(Additional rows may be inserted as per requirement)

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

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

1. NCTE Jaipur vide Letter No. F.NRC/NTCE/F-7/4829 Dated: 13.08.06
2. NRC / NCTE /PB-552/ 2008/55624-30 Dated: 8.08.08
3. NRC / NCTE/PB-319 /PB-552/2015/105727 Dated:- 27.05.2015

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated Vision

Yes

Mission

Yes

Values

Yes

Objectives

Yes

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

Yes

If yes,

a) How many programmes?

One

b) Fee charged per programme

Rs. 1,25,000/-

3. Are there programmes with semester system

Yes

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

Yes

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

Two

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

D.Ed.

B.Ed.

10 methods, 3 Options

M.Ed. (Full Time)

M.Ed. (Part Time)

Any other (specify and indicate)

6. Are there Programmes offered in modular form

No

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

Yes

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

8. Are there Programmes with faculty exchange/visiting faculty

Yes

Number 4 per year

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

• Heads of practice teaching schools

Yes

• Academic peers

Yes

• Alumni

Yes

• Students

Yes

• Employers

Yes

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

Nearly 1 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

Number 01

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

√

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

Yes √

Criterion II: Teaching-Learning and Evaluation

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

a) Through an entrance test developed by the institution

b) Common entrance test conducted by the University/Government

√

c) Through an interview

d) Entrance test and interview

√

e) Merit at the qualifying examination

√

f) Any other (specify and indicate)

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

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

a) Date of start of the academic year

b) Date of last admission

c) Date of closing of the academic year

d) Total teaching days

e) Total working days

3. Total number of students admitted (2016-17)

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	16	40	56	05	09	14	11	31	42
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

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

If yes, how many?

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

a) Unit cost excluding salary component

b) Unit cost including salary component

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	83.90%	50.00%	74.00%	45.00%

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

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

Yes No

8. Does the institution develop its academic calendar?

Yes No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	78.94%	26.31%	03.6%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

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

11. Practice Teaching at School

a) Number of schools identified for practice teaching

b) Total number of practice teaching days

c) Minimum number of practice teaching lessons given by each student

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

No. of Lessons In simulation

No. 7+7

No. of Lessons Pre-practice teaching

No. 5+5

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

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

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

Programmes	Internal	External
D.Ed.		
B.Ed.	30.00% approx.	70.00% approx.
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper

02

) Number of assignments for each paper

04 for teaching

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

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

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

Yes No

Number 01 Compulsory paper

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

Yes No

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

Compulsory

Optional

Both

Criterion III: Research, Consultancy and Extension

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

Number	03		%
--------	----	--	---

2. Does the Institution have ongoing research projects?

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

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

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

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

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

02 at college level (Well Being, Values)

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

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

<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>

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

Yes No

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

a. Ph.D.

b. M.Phil.

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

Yes No

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

	Yes	No	Number
International journals	√		15
National journals - referred papers Non referred papers	√		41
Academic articles in reputed magazines/news papers	√		02
Books	√		23

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

Yes	√	No	
-----	---	----	--

Number	23
--------	----

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

	Faculty	Students
National seminars	88	50
International seminars	18	---
Any other academic forum	30	100

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

Self-instructional materials	√
Print materials	√
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	√
Digitalized (Computer aided instructional materials)	√
Question bank	√

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

Yes No

If yes, indicate the nature of the post.

Full-time Part-time Additional charge

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

Yes No

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

Yes No

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

07

16. Does the institution provide consultancy services?

Yes No

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

Free of Cost

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

Local level	<input checked="" type="checkbox"/>
State level	<input checked="" type="checkbox"/>
National level	<input checked="" type="checkbox"/>
International level	<input checked="" type="checkbox"/>

Criterion IV: Infrastructure and Learning Resources

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

9677 sq.mts

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

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

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

20 computer + 3 laptops

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

50,000/-

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

30,000/-

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

20,000/-

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

500000/-

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

Yes No

9. Total number of posts sanctioned - NA Open Reserved

	M	F	M	F
Teaching				
Non-teaching				

10. Total number of posts vacant -NA Open Reserved

	M	F	M	F
Teaching				
Non-teaching				

11. a. Number of regular and permanent teachers Open Reserved(Gender-wise)

	M	F	M	F
Lecturers	1	7		1
Readers				
Professors				

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

	Open		Reserved	
	M	F	M	F
Lecturers		7	----	01
Readers	---	---	---	---

	M	F	M	F
Professors	----	---	---	---

c. Number of teachers from Same state

All

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	1:7
M.Ed. (Full Time)	
M.Ed. (Part Time)	

13. a. Non-teaching staff

	Open		Reserved	
Permanent	M	F	M	F
	M	F	M	F
Temporary	03	00	---	03

b. Technical Assistants

Permanent	M	F	M	F
Temporary	M	F	M	F
	01	01	---	---

14. Ratio of Teaching - non-teaching staff

2:1

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

44,78,093/-

16. Is there an advisory committee for the library?

Yes No

17. Working hours of the Library

On working days

8 hrs

On holidays

10:00 to 2:00 closed on national Holidays

During examinations

8hrs

18. Does the library have an Open access facility

Yes	√	No	
-----	---	----	--

19. Total collection of the following in the library

a. Books	10,000
- Textbooks	8245
- Reference books	1755
b. Magazines	14
e. Journals subscribed	
- Indian journals	19
- Foreign journals	Yes
f. Peer reviewed journals	Yes
g. Back volumes of journals	Yes
h. E-information resources	
- Online journals/e-journals	Yes
- CDs/ DVDs	Yes
- Databases	Yes
- Video Cassettes	Yes
- Audio Cassettes	Yes

20. Mention the

Total carpet area of the Library (in sq. mts.)	560 sq.mts
Seating capacity of the Reading room	110

21. Status of automation of Library

Yet to intimate	
Partially automated	√
Fully automated	

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

Circulation	√
Clipping	√
Bibliographic compilation	√
Reference	√
Information display and notification	√
Book Bank	√

Photocopying	√
Computer and Printer	√
Internet	√
Online access facility	√
Inter-library borrowing	√
Power back up	√
User orientation /information literacy	√
Any other (please specify and indicate)	

23. Are students allowed to retain books for examinations?

Yes	√	No	
-----	---	----	--

24. Furnish information on the following

Average number of books issued/returned per day 70

Maximum number of days books are permitted to be retained

by students

15
08

by faculty

Maximum number of books permitted for issue

for students

04
06

for faculty

Average number of users who visited/consulted per month

300

Ratio of library books (excluding textbooks and book bank

facility)to the number of students enrolled

100:1

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

20% according to the need

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

	2013-2014	2014-2015	2015-2016
--	-----------	-----------	-----------

	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	120	23980/-	135	37745/-	161	46676/-
Other books						
Journals/ Periodicals	15	3000	16	3500	18	4500

Criterion V: Student Support and Progression

1. Programme wise “dropout rate” for the last three batches

Programmes	2013-2014	2014-2015	2015-2016
D.Ed.			
B.Ed.	03	02	01
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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

Yes	√	No	
-----	---	----	--

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

15

3. Does the institution offer Remedial instruction?

Yes	√	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes		No	√
-----	--	----	---

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

	UG		
	2013-2014	2014-2015	2015-2016
Pass percentage	100	100	100
Number of first classes	132	121	28
Number of distinctions	48	40	06

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

Exam	2013-2014	2014-2015	2015-2016
NET	01	03	01
TET	01	02	01
CTET	02	02	01
Any other (specify and indicate)			

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

Financial Aid	2013-2014	2014-2015	2015-2016
Merit Scholarship			
Merit-cum-means scholarship	----	08	04
Fee concession			
Loan facilities			
Any other specify and indicate			

(Additional rows may be inserted as per requirement)

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

Yes		No	√
-----	--	----	---

Only first aid facility is available

9. Does the institution provide Residential accommodation for:

Faculty	Yes		No	√
Non-teaching staff	Yes		No	√

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

Yes	√	No	
-----	---	----	--

If yes, number of students residing in hostels

Men	xxx
Women	xxx

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

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

Gymnasium

12. Availability of rest rooms for Women

Yes	√	No	
-----	---	----	--

13. Availability of rest rooms for men

Yes	√	No	
-----	---	----	--

14. Is there transport facility available?

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	√		02	√		05
Inter-university		√			√	
National		√			√	

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State	---	
Regional	01	02 Medals (Gold)
National		
International		

18. Does the institution have an active Alumni Association?

Yes	√	No	
-----	---	----	--

If yes, give the year of establishment

2008

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

Yes	√	No	25
-----	---	----	----

20. Does the institution regularly publish a college magazine?

Yes No

21. Does the institution publish its updated prospectus annually?

Yes No

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

	2012-2013 (%)	2013-2014 (%)	2014-2015 (%)
Higher studies	35%	35.3%	44.19%
Employment (Total)			
Teaching	40%	48.9%	50.8%
Non teaching			

23. Is there a placement cell in the institution?

Yes No

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

2012-2013	2013-2014	2014-2015
06	18	14

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

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

Criterion VI: Governance and Leadership

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

Yes No

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

Governing Body/management	06 per year
Staff council	Weekly
IQAC/or any other similar body/committee	Four
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	As per the requirement Two

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

Loan facility	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Medical assistance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Insurance	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

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

2013-2014	2014-2015	2015-2016
01	01	01

5. Furnish the following details for the past three years

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

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

Year	2013-2014	2014-2015	2015-2016
National	06	07	07

International	02	03	04
---------------	----	----	----

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

2013-2014	2014-2015	2015-2016
02	03	04

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

2013-2014	2014-2015	2015-2016
02	02	03

e. Research development programmes attended by the faculty

2013-2014	2014-2015	2015-2016
02	03	05

f. Invited/endowment lectures at the institution

2013-2014	2014-2015	2015-2016
yes	yes	yes

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

a. Self-appraisal

Yes	√	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	√	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes	√	No	
-----	---	----	--

d. Combination of one or more of the above

Yes	√	No	
-----	---	----	--

e. Any other (specify and indicate)

Yes		No	
-----	--	----	--

7. Are the faculty assigned additional administrative work?

Yes		No	√
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If yes, give the number of hours spent by the faculty per week

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

Grant-in-aid	N.A
Fees	17,70,600
Donation	N.A
Self-funded courses	N.A
Any other (specify and indicate)	11,47,961

- F.D Interest
- Library Fund
- Book Publication Income

9. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget		
% spent on the salary of faculty	4478093	8256292.00
% spent on the salary of non-teaching employees		
% spent on books and journals	72000	80000
% spent on developmental activities (expansion of building)		
% spent on telephone, electricity and water	77325	78005
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	19186	22035
% spent on maintenance of equipment, teaching aids, contingency etc.	4570	5500
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	34745	25067
% spent on travel	11217	12908
Any other (specify and indicate)		
Total expenditure incurred	6330542	11585490

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

Surplus in Rs.

1,12,106/-

Deficit in Rs.

34,11,981/-

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

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

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

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

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

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

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

Any other (specify and indicate)

	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes No

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

Yes No

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

Yes No

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

Yes No

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

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

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

Yes No

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

Yes No

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

Yes No

Criterion VII: Innovative Practices

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

Yes No

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

Yes No

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

	Category	Men	%	Women	%
a	SC	01	1.78%	05	8.92%
b	ST	--	--	--	--
c	OBC	05	8.92	03	535
d	Physically challenged	--	--	--	--
e	General Category	03	8.92	37	66
f	Rural	09	16.07	18	32.14
g	Urban	06	10.71	23	41

h	Any other (specify)				
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4. What is the percentage of the staff in the following categories?

	Category	Teaching	%	Non-Teaching	%
a	SC	--	--	--	--
b	ST	--	--	--	--
c	OBC	01	6%	--	--
d	Women	14	88%	04	50%
e	Physically challenged	--	--	--	--
f	General Category	01	6%	04	50%
g	Any other (specify)				

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

Category	At Admission		On completion of course	
	2015-2017	2016-2018	2015-2017	2016-2018
a	07	06	07	06
b	--	--	--	--
c	01	08	01	08
d	--	--	--	--
e	28	42	25	39
f	12	26	12	25
g	24	30	21	28
h	Any other (specify)			

Part-II

EVALUATIVE REPORT

(A) Executive Summary

(B) Criterion- Wise Analysis

A. Executive Summary

It is a matter of great pleasure and honour for us to present the self study report for 2nd cycle of reaccreditation. It gives opportunity to review and analyse the progress of the college after first accreditation. The vision of the institution is to

transform into an institution of excellence for the development of human capital as efficient teaching community and this is reflected in all the policies, programmes and practices of the institution.

The essence of various aims and objectives of Surjeet Memorial Educational Society is upliftment of society through service by arousing social conscience of the people. The society expresses its concern for working creatively, selflessly and with dedication. It holds the belief in high esteem that by making the people socially responsible, a responsible society can emerge and vice-versa.

Surjeet Memorial Educational Society has been founded in the memory of Late S. Surjeet Singh, Father of S. Rajinder Singh Brar, Chairman of the Society who was the eminent personality and worked for upliftment of education in the society. The society was registered in 2000 with its main objective to organize educational institutions and Surjeet Memorial Sr. Sec. School, Malwal was started in the same year.

Surjeet Memorial College of Education was established in the sacred memory of Late. S. Surjeet Singh Brar in 2006 by Surjeet Memorial Educational Society owing to the untiring endeavor of S. Rajinder Singh Brar, Chairman and Mr. Navjot Singh Brar, Secretary of the society and college managing committee. The vision of the college is to make profound difference in the lives of rural students by empowering them to attain their full potential through quest of knowledge, acquisition of skills, development of character and self-esteem to meet the challenges in the globalised and competitive world of 21st century.. It is for the attainment of these objectives, we need to give to society the quality teachers, committed to their work and having a passion for teaching.

Keeping this vision in mind; and the persistent need and demand of the people of Border and Backward area of District Ferozepur; Surjeet Memorial College of Education was established by Surjeet Memorial Educational Society which is a student friendly institution marches with a mission 'Education is light' working for the upliftment of rural and border area students, producing dynamic and competent secondary school teachers; with ingrained human values equipped with enviable competencies and dedicated to the progress of society through preservation, creation and application of knowledge in entering global scenario. Apart from this, society is also running Surjeet Memorial Senior Secondary School, Since 2000 on Ferozepur-Moga road, Malwal, Ferozepur, S.M. International Convent School, Ferozeshah, Since 2012 and also planning to start M.Ed. classes shortly.

College was granted recognition of 100 seats by NCTE Jaipur vide Letter No. F.NRC/NTCE/F-7/4829 Dated: 13.08.06 and affiliation for 100 seats by P.U. Chandigarh Letter No.MISC./A-4 9643 Dated: 17.08.06.Ours is the first Education College in Ferozpur which is self-financed and co-educational.

Initially, there was one unit of 100 B.Ed. students, subsequently one more unit of B.Ed. units was added in 2008 by Recognition Letter No. F. NRC / NCTE /PB-552/ 2008/55624-30 Dated: 8.08.08 by NCTE and Grant of affiliation for 200 seats by P.U. Chandigarh vide letter no. MISC. A-4/7827 Dated: 14.08.08. This phenomenal rise clearly indicates the commitment of management and faculty which provides an environment of belongingness and value laden work culture. Now it has been running with two units of 50 seats each according to 2014 regulations.

The college is housed in an excellent own building in pollution free environment on the main Ferozpur-Moga G.T. Road which is a rural, Backward and Border area of the Ferozpur Dist .

It has modern class rooms, well equipped laboratories, library, auditorium, conference hall. The laboratories are continuously upgraded with all the latest innovations and gadgets. The college also has standard language lab, facilities for indoor games, vast play fields and well maintained lawns. College has a spacious rich library with high quality text books, reference books, national and international journals, magazines, news papers and internet facilities.The college has well qualified staff.

With the onset of the training the college tries its level best to impart skills, develop attitude and reconstruction of aptitude. A strenuous training is given to the students which is reflected in their behavioural change during their stay in the college as well as when they join as teachers in various institutions. Different activities in the class room and outside the classroom lead them towards sound professionalism and help them to grow professionally as a teacher in their life. A sense of honour is incorporated in them while their stay in this college that they feel proud and elevated that they have become TEACHERS. The inspiring force is our Motto “Education is Light” the society.

This college has been successful in setting the trends in qualitative teacher education by its innovative strategies. The strenuous professional training through intellectual deliberations and extra –curricular activities lead to the development of attitude, aptitude and skills which ultimately develop a pride in them for

becoming a TEACHER. The college was accredited by NAAC in the year 2010. A tremendous growth has taken place since then and now. Its growth and contribution has been meeting our mission and vision of its founders. The governing body of the managing committee decided to get the institution reaccredited through cycle II.

Self appraisal report for this purpose has been prepared by seeking information and reports from all the faculty members. A committee has been constituted to prepare this SAR with a senior faculty as its coordinator. The required information has been collected and duly filled in the proforma with all the supporting documents.

B.CRITERION- WISE ANALYSIS:

Criterion I: Curricular Aspects

1.1 Curricular Design and Development

- State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self

development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

Ans:- Surjeet Memorial College of Education is the pioneering institution with vision to produce pool of quality teachers by combining global trends with value based education. The institution is striving hard to help would be teachers to explore their potentials, to the best of their capacity so that they may transform their hidden potentials to develop a holistic personality with productive thinking and may become effective facilitators for the better future of the country.

Our Vision

We are guided by the vision of making profound difference in the lives of rural students by empowering them to attain their full potential through quest of knowledge , acquisition of skills, development of character and self- esteem to meet challenges in the globalized and competitive world of 21st century.

Our Mission

Surjeet Memorial College of Education, a student friendly college marches with a mission “Education is Light” , working for the upliftment of rural and border area students, producing dynamic and competent secondary school teachers; with ingrained human values; equipped with enviable competencies and dedicated to the progress of society through preservation , creation and application of knowledge in entering global scenario.

Objectives

Objectives of the institution which address the major consideration (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self-development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.) are as follows:-

- To uplift the rural, border and backward area students
- To produce dynamic teachers who can meet the global trends and challenges
- To produce competent and dedicated secondary school teachers
- To produce teachers with good human values
- To work for the welfare and progress of society
- To develop required Teaching skills, Life skills, Communication skills, ICT, Problem solving skills, Manipulative skills, Drawing skills, Inquiry skills and counseling skills etc

- To develop self esteem and all constituents of balanced personality among teacher trainees.
- To empower the student to face the challenges of the competitive world boldly
- To produce teachers who act locally and think globally
- To produce self employable teachers
- To inculcate environmental values among future teachers
- To develop a sense of community/social service among future teachers
- To motivate the students for solving their problems related to education with the help of research process.
- To develop intellectually and academically the teachers through enriched curricular and co-curricular activities by conducting literacy-competition, seminars, workshops, extensions lectures, different competitions and preparing students for competitive Exams like UGC NET, PSTET, CTET, etc.
- To achieve academic excellence by continuous assessment in the form of objectives type questions (MCQs), written assignments, participation in discussion in the class, term papers, project work and attendance etc.
- To peep out the synergetic platform in morphing the students to get able into professionals and entrepreneurs by organizing the programs such as career counseling and guest lectures by renowned persons for imparting training of soft skills and yoga to help potential teachers to develop a wholesome personality.
- To conduct additional unit test, sectional examinations, for poor by performing students' provisions of remedial teaching and conducting extra classes for slow learner is available in the college. The disadvantaged are guided and supported for enhancement through home assignment and regular guidance. The institute provides concession and scholarships to the economically poor and marginalized students. To organize programmes on Pulse Polio campaigns, awareness rallies, NSS camps, Blood Donation camps, AIDS awareness, Human rights, Tree plantation and celebration of important events in the college.
- To maintain ambience and ecology of the college campus, maintain clean lawns for the beautification of the campus.

- 1.1.2. Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).**

Ans: Although there is no direct role of the college in curriculum development process, however, the college puts forward suggestions for making improvements/changes in curriculum as and when it is desired by the University. Curriculum is developed by affiliating Panjab University, Chandigarh and its academic bodies as per NCTE norms and from time to time feedback is given by the college faculty members to the members of board of studies. The same is circulated to the affiliated colleges by the university. College Principal & Staff members attend various curriculum revision Workshops and participated actively.

Curriculum feedback is one of the key components of IQAC which can play a significant role in inviting suggestions from the students. For this suggestion boxes are put up in the institute. Feedback on curriculum is also collected from the students of the college at the end of each academic session with the help of a questionnaire. Available resources for teaching and learning and methodologies are listed and selected as per the cultural, economic, social, intellectual needs and background of the learners at institutional level and activities are planned accordingly.

Parents, old students and all the employees of the college also play active and contributory role in this regard through PTA, Alumni and IQAC meetings. The academic schedule of the college is connected with the institution's vision, mission and the objectives.

College Principal Dr. (Mrs.) Ripenjeet Kaur is also working as added member of faculty of Education in Panjab University, Chandigarh and Dr. (Mrs.) Navdeep Kaur Gill is a member of Board of Studies.

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

Ans: New curriculum is developed by Panjab University, Chandigarh and the members of board of studies with the help of experts after conducting various workshops on curriculum development as per NCTE norms 2014 taking into consideration of global trends in teacher education, Curriculum is modified to meet the emerging needs and prepare the students for employment at national and global level as following:-

- Global trends like curriculum feedback are one of the components of IQAC which is collected from students through suggestion box and questionnaire which is filled by the students. Internship programme in practice teaching in schools, community related work and work experience programme have been incorporated in the curriculum.
- In B.Ed course, paper C-1 has topics like role of home, school and society in cognitive, conative and affective development and well being. In paper C-2 having topics like impact of globalization, privatization, liberalization and satisfaction on education, role of RAMSA and SSA in education. Paper C-3 (Understanding discipline and school subjects), paper C-4 (School Management), paper C-9 (Learning and Teaching), Paper C-10 (Assessment for Learning), Paper C11 (Language across the curriculum), Paper C-12 (Understanding of ICT) , Yoga and sports, Art and drama in education , Paper C-19 (Knowledge and Curriculum), paer C-20 (Creating Inclusive School), paper C-21 (Guidance & Counseling), Paper C-22 (Understanding the Self), Paper C-23 (Reading & Reflecting on Text), Elective Subjects:- Gender School and Society, Health & Physical Education, Peace Education, Vocational and Work Education, Environmental Education and School Library Services and revised bloom taxonomy for the instructional objectives are incorporated.
- Teacher educators use different teaching methods, devices, strategies, models and techniques with the latest means of educational technologies to meet the global trends. For moral upliftment healthy practice of Sukhmani Sahib Path and Shri Akhand Path, Langar making traditions by the students is really a boost for students and staff. Morning assembly with new thoughts and latest news is conducted by student teachers.
- Display boards are decorated on different themes related to recent global trends.
- Library subscribes for latest books, journals and magazines.
- Celebration of important national and international days to fulfill the global trends/demands
- Use of ICT skills in teaching learning process
- Fine Arts competitions based on different themes and related to National and International days.

- Teaching of different crafts in B.Ed. curriculum also develops the different types of skills among the students.
- Value based co-curricular activities also encourage the pupil teachers to groom their personality in B.Ed curriculum.

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

Ans: Institution ensures thrust on national issues like environment, value education and ICT by the following:-

Environment: -Some topics related to environment are taught through many papers in B.Ed. curriculum has Paper-I, Teaching of Science, having topics related to environment. Besides, environment education introduced is an optional paper (E – 5) :

- Extension lecture on the topic: depletion of ozone layer, Environment pollution (Soil, water, air and noise pollution) delivered by experts.
- Time to time conduction of survey on issues like women education, human rights, drug addiction and environment awareness.
- The college under the Eco club organizes various activities which are related to environmental education like tree plantation, lectures from eminent persons regarding environmental issues and quiz competition.
- Organization of one or two day NSS camp in the campus making students aware about cleanliness and beautification of the campus
- By establishing gardening club and planting of sapling in the college campus
- A project on Waste Management was carried out by students and staff of the college in nearby villages for sensitizing people with concern for the environment.
- The college has been organizing rallies and street plays on social and environmental issues such as Gender sensitization, cleanliness hygiene, drugs addiction, women education and road safety rules etc in nearby areas.
- Extension lectures on different topics related to environment.
- By celebrating “Haryali Diwas” in the college campus every year
- Pots are placed for serving water to birds.

Value Education:-

- “Value Education the essence of life” Book published with ISBN No. 978-9385446-57-3 is published.

- Visit to orphanage, old age homes, special schools and slums are arranged.
- Celebration of national festivals to foster social, cultural, religious and regional integration.
- Peace Education is a component of Paper E-6 in B.Ed. curriculum which helps the students to understand different types of values
- A minor research project at college level was conducted to see the impact of B.Ed. curriculum on value enhancement of B.Ed students (Pre-test, Post-test)
- Theme based morning assemblies are organized by the college for inculcating values among students
- Quotation board laden with quotes on values in corridor is put up
- Our college participated in series of Inter-College competitions held at Satyam College of Education, Moga on theme "Peace Education".
- Our college organized Fine Arts Competition on the theme "Peace Education".
- Extension lectures on Moral Values/Value crisis etc. are organized by the college from time to time as follows:-
- Teachers as well as Principal deliver special lectures on values in morning assembly and classrooms.
- Thought of the day based on moral values is read and explained by the students daily (Roll number series) in Morning Assembly.
- Moral value based 'Thought of the day is daily written on the Black board which is placed at a strategic place in the college campus.
- Students of the college control traffic on the road when the school is over to develop civic sense among pupil teacher.

ICT education:

- Understanding of ICT as a new subject is introduced in two-year B.Ed curriculum as it is the need of the hour.
- To foster creativity and imagination as the students are engaged in the various experiences like preparation of lesson plan by using animation. All the pupil teachers are motivated and instructed to prepare power point presentation for their lesson planning and how to use internet in teaching-learning process.
- Extension lecture is conducted by the experts on ICT.
- Use of Internet by students for preparing their lesson plans
- Teachers also use Internet for preparing their notes and lectures

- Use of OHP, LCD projector and PowerPoint presentation in teaching-learning process is made compulsory for students as well as teachers.
- College Library is partially Computerized
- Inter-com facility is also available in the college which connects the Management, Principal, Staff, Office, Library and Canteen with each other
- E-mail facility to for communication with the stake holders or the other college or establishments
- Organistaion of Seminar/Workshops/Extension Lectures in regard of Importance of ICT.

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

Ans: Through internet, we are connected with National and International universities for comparing our curriculum with their curriculum. Innovative curriculum of the National and International universities is discussed with the staff members in the staff meetings.

- Use of Internet by student for preparing their lesson plans
- Teachers also use Internet for preparing their lessons, notes and lectures
- Use of OHP and LCD projector and PowerPoint presentation in teaching-learning process is made compulsory for students as well as teachers
- For encouraging maximum use of computer, campus has been provided with wi-fi facility.

1.2 Academic Flexibility

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

Ans: For reflective teaching

- Firstly, theoretical orientation of pupil teachers regarding B.Ed. curriculum, Scheme of activities is followed in energy academic session.
- Teachers use different types of teaching methods (Lecture method Discussion method, Assignment Method, Demonstration Method, Problem solving method, Project method etc.)
- Use different techniques and devices (Seminars, Assignments, Explanation, Illustration, Brain storming etc.) demonstration of two macro lessons in each subject and micro lessons in five skills is given by the teachers, five pre practice macro lessons are planned in each teaching subject prepared by the students.

- Simulated teaching practice technique in the college and after full experience & satisfaction students are sent to the actual class room situation in different practicing schools for gaining experience in real situation teaching.
- Teachers use latest technology like OHP and LCD Projector while teaching.
- Teachers are sent to the different colleges and institutions to attend seminars, workshops and conferences for their professional growth, which helps them in updating and improving their teaching skill. The teachers share their experiences with other teachers to enable them to share new knowledge and experiences.
- The institution provides appropriate teaching-learning experiences through diverse teaching methodologies like action research report prepared by students.
- Seminars, assignments, project work, etc. provide variety of experience to the students.
- The practical part of each paper of also making the teaching as well as learning more reflective.
- Recorded lessons of the students are shown to the pupil teachers to acquaint them with required skills.
- Feedback regarding RCEM (Regional College of Education, Mysore) approach, Herbartian approach, Constructivist approach, Concept attainment model, Cooperative learning, Revised bloom Taxonomy, etc. is provided to the pupil teachers.
- Brain storming seminars are helpful in tutorial lecture on issues like gender sensitivity, value education, adjustment pattern, etiquettes and manners, discipline, personality development, intelligence, general manners and decision making, etc. and make pupil teacher more reflective in thinking and action. Two week Pre-internship (during first and second semester) programme is held in different practice schools.
- The school teaching practice phase can be divided into two blocks. In the first block of 7 weeks, student teachers may be engaged with students 'of either Upper Primary or Secondary classes; and in the second block of 7 weeks in reverse order. With the permission of higher authorities (DEO and school principals) the convenient small groups of student teachers are attached to a school and he/she undertakes such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. During this

period, he/she teaches minimum of 60 lessons in each pedagogic subject under the supervision of the mentor teacher and respective teacher educators.

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

Ans:- As there is no flexibility in the operational curriculum, still our institution provide variety in learning experience by the following ways:-

- Students are given freedom to opt any medium (English, Hindi, Punjabi) of their choice for their expression.
- Students are given to choose subject of their own choice.
- Some parts of curriculum are covered through different activities like extension lecture, workshop, project work and seminar etc.
- Freedom to complete the project work and practical work assigned by the teachers.
- Organization of activities and functions in school as well as in the college.
- Our college arranges different types of crafts like Candle making, Flower making, soft toy making, useful materials from waste products etc.
- Our college visit to Pushpa Gujral Science City, Kapurthala every year.
- In the field, college students visit to NIFD (National Institute for Fashion Designing), Dev Samaj College of Education, FzrCity (for Cooking and Fine arts), D.A.V.CollegeFzr Cantt (For Guidance and Counselling, Beauty skill), NatrajAcademy (for Dance).
- Visit to Special Schools and Employment Exchange also gives good experiences to the students.

Campus Experience:

- The college has a very well equipped library. It provides a wide range of books for course work and for additional reading. The facility of the book bank scheme is available for pupil teachers.
- Our students also participate in competitions like zonal and inter-zonal level college youth festival skill-in-teaching competition, On the Spot Teaching Aid Preparation competition, talent search programmers, best making out of waste competitions etc. which are based on the curriculum so as to give them different learning experiences.
- Competitions for beautification of campus, Blood donation camps are organized by the college. Cultural activities (Rangoli, poster making, on the spot teaching aid

preparation, collage making, creative writing, debate, poem recitation) are organized in the campus.

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

Ans: Panjab University introduced a new subject in session 2014-2015 “Communication and Employability Skills” in the B.Ed. Curriculum. Mock interviews are conducted in small groups to prepare to pupil teachers to face interview in their real life. Teachers provide proper guidance to students to make curriculum vitae. In this subject student writes and analyses the articles also. In this lecture, teachers give knowledge about TET to the student sand they also discuss about its syllabus. The main aim of these activities is improvement of communication skill of pupil teachers.

Following are the value added courses introduced by the institution :

- **Communication skills:-** Establishment of language lab (for verbal skill), for written communication skills, inter and intra college essay, story & poem writing competitions are held, for verbal communication skill different types of competitions like poem recitation, debate, declamation, elocution, speech competition etc. are organized in the college. Plycards have been prepared by students. Feedback regarding RCEM approach, Herbartian approach, Constructivist approach, Concept attainment model, Cooperative learning method, Revise bloom Taxonomy, etc. is provided to the pupil teacher. Workshops on communication skills and job opportunities have been conducted.
- **Life skills:-** Counseling cell is available in the college having a qualified counselor. Teachers also help in sorting out the emotional problems of the students, extension lectures are delivered on topics like etiquettes & manners etc. Institution provides healthy environment in the development of life skills by conducting a skit and drama on etiquettes and manners, seminar on skill of stress management and time management is also conducted. Besides the academic achievements, every adult needs various soft skills and life skills for successful job career and private life. The college also organizes lectures on various health related issues. Extension lecture on the topic, “Health and Hygiene” was conducted by Science Society. The college also organizes one day yoga programmes during NSS Camps.

- **ICT skills:-** For up gradation of ICT skills institution has ICT as compulsory (C-12) for all students, compulsory use of ICT for students as well as for teachers, use of Internet by the students and teachers, use of OHP and LCD projector in teaching-learning process. The students are also involved in online learning and use ICT for preparation of Assignment and lesson plan. In this regard college has organised 7 days workshop to develop ICT skill.

- **Community Orientation:-**

Social surveys are conducted in the community as well as their different components are analysed. In this process awareness drives and rallies are also held to make the community aware of different diseases like Swine flu, Health and Hygiene, Global Trends, Rights and Duties, Education for all, Traffic rules, Beti Bachao, Beti Padhao and Aids awareness Celebration of different days and festivals. Blood donation camp, dental checkup camp, etc. are also conducted.

- **Social responsibilities:-**

Social problems related to students are solved by the counselor as well as by the teachers.

Different duties are assigned to the students for developing social responsibilities.

For development of civic sense in our B.Ed. students are assigned the duty of Traffic Control during the peak traffic hours on the road near the School/Colleges.

The institution organize various competitions (Poster making and Slogan writing), Extension lectures, Skits and Bulletin board decoration competition for addressing the burning issue of the society. Social survey is a main part of curriculum. The curricular activities like teaching learning experiences, practice teaching, seminars, workshops, Debate, quiz etc. emphasize and facilitate responsible democratic, social and citizenship values among pupil teachers. Representatives of various sections of B.Ed. classes are democratically elected to handle the class responsibility whenever necessary. The college has even compulsory uniform for the students to maintain and inculcate uniformity in them.

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

- i. Interdisciplinary/Multidisciplinary**
- ii. Multi-skill development**

- iii. **Inclusive education**
- iv. **Practice teaching**
- v. **School experience / internship**
- vi. **Work experience /SUPW**
- vii. **Any other (specify and give details)**

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

Ans:

Interdisciplinary/Multidisciplinary

- Our B.Ed curriculum is such that students from science background get an opportunity to study psychology, philosophy, education technology, art and drama, sports and yoga, understanding discipline and subjects, ICT and language across the curriculum. Understanding discipline and school subjects), paper C-4 (School Management), paper C-9 (Learning and Teaching), Paper C-10 (Assesment for Learning), Paper C11 (Language across to the curriculum), Paper C-12 (Understanding ICT) , Yoga and sports, Art and drama in education , Paper C-19 (Knowledge and Curriculum), paer C-20 (Creating Inclusive School), paper C-21 (Guidance & Counselling), Paper C-22 (Understanding the Self), Paper C-23 (Reading & Reflecting on Text), Elective Subjects:- Gender School and Society, Health & Physical Education, Pece Education, Vocational and Work Education, Environmental Education and School Library Services
- Institution has interdisciplinary approach in the curriculum. Inter disciplinary approach helps the teachers to correlate one subject with other subject of the B.Ed. curriculum. Different methods of teaching are also interchangeably used. Teachers quote examples from other subjects in their teaching subjects, they also maintain correlation in subject matter by giving example of their daily life.
- College provide various combination in pedagogy courses like Science with language, Mathematics with language, Political Science, Economics, Sociology, History, Geography, Commerce, Physical Education, Music, Fine Arts, Computer Education, Home Science and Social Studies with language and with other combination like Mathematics with Economics, Economics with Commerce and Science with Mathematics are opted by the students according to their choices.

- Apart from interdisciplinary students from multidisciplinary are also adjusted having a combination Computer with Mathematics. For example:- a B.Tech holder student get such combination.

Multi-skill development:

Multi-skills are developed among the students through different crafts

- Skill of drying & preserving leaves, flowers and seeds respectively
- Drawing Skill
- Gardening craft develops technical skills, hand work skill and skill of using different agricultural implements
- Interior decoration craft helps the students to decorate their houses to develop skill of handling the apparatus and skill of appreciations
- Other skills are counseling skill, problem solving skill, skill of solving class room problem, communication skill, life skills etc. are also developed
- Skill of using appliances correctly
- Skill of organizing & planning activities
- Skill of time and event management
- Constructive skills
- Skill of maintaining good inter-personal relations
- Reading skills by conducting morning assembly with latest news and thought of the day.
- Aesthetic skills by organizing inter school and college competitions.
- Social skills by visiting orphanage and school for special children.
- Expert talks and discussions develop skills like patience, listening, speaking, analyzing the situation etc. among the students.
- Different clubs like Science club, Maths club, Language club etc. organize various activities that develop team skills, leadership skills, literary skills and skills like pictorial explanation and sequential development of concepts etc.

Inclusive education

- All the able and disabled students are involved in all the aspects of curricular, co-curricular and extracurricular activities organized in college. The main aim is to provide inclusive, quality education and equal opportunity for all, to end all forms of discrimination (To maintain equity)

- Exceptional children are provided education along with the normal students. This will help them to develop their potentialities upto their maximum. This will help to remove complexities
- Inclusion of disabled children in the normal classes will not only help them to keep pace with the normal students but also help them to develop positive self-concept and help to bring such children in the mainstream of the society
- In our Institution, Mentally Exceptional children like gifted and creative are helped by issuing more books, assigning more duties as compared to the normal children
- For educationally backward children, extra classes are arranged to meet their challenges
- For economically weak students our institution provides free uniform, book bank facility, scholarship and other concession
- The college has 3% of reserve seats for physically handicapped students for B.Ed course.

Practice teaching

- Pre-internship programme for a week in first-two semesters is conducted.
- For good teaching practice firstly theoretical orientation about lesson planning is given by college-teachers
- Demonstration of ten micro-lessons in five micro skills and two macro lessons are given by college teachers
- Further five preparatory practice lesson plans in each teaching subject are prepared by each student which are thoroughly checked by teachers educators to minimize errors.
- The prospective teachers organize various curricular activities like debate, competitions, calligraphy, speech, essay writing competitions along with the regular teaching under the supervision of teacher educators.
- Tree plantation and activities like rallies and street plays on environmental and social issues are an important feature of school experience program.
- During teaching practice students are also asked to undertake action research in their respective schools. At the end of teaching practice at school, report along with Action Research report is prepared and submitted by the prospective teachers.

- Simulated teaching practice is held in the college, after complete satisfaction students are sent to actual class-room teaching in different schools for teaching practice in real situations.
 - Workshops are conducted for the preparation of teaching aids every year. A 7 days workshop is also conducted on ICT and fine arts skill.
 - 12 schools of Ferozepur district has been taken for teaching practice programme. The school teaching practice phase can be divided into two blocks. In the first block of 7 weeks, student teachers may be engaged with students 'of either Upper Primary or Secondary classes; and in the second block of 7 weeks in reverse order. With the permission of higher authorities (DGSE, DEO and school principals) the convenient small groups of student teachers shall be attached to a school and he/she shall undertake such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. During this period, he/she shall teach minimum of 60 lessons in each pedagogic subject under the supervision of the mentor teacher and respective teacher educators.
- ii) Nomination of Mentor Teachers: During the internship different teachers of the schools may be nominated as mentor teachers. The role of the mentor teacher would be to share his/her professional experiences, present model lessons, assess student teachers' performance, and provide on-site guidance and support during internship.
- iii) Identification of supervisors: The faculty members of the parent institute would be allotted to different schools as supervisors during the internship period. The supervisor shall coordinate the activities of the mentor teachers of the school; and assess student teachers' performance, and provide on-site guidance and support during internship at least twice a week. **Activities for Student teachers:** Student teachers shall undertake the following activities during this period:

Phase I. Planning and Facilitating Teaching Learning

(A) Preparing and delivering 120 lesson plans in two teaching subjects - (60 + 60)

- Macro Lesson Plans-40
- Diary form Lesson Plans- 07

- ICT Based Lesson Plans- 05
- Unit Test Based Lesson Plans- 04 (Preparing blue print & conducting unit tests)
- Lessons Plans based on Models of Teaching - 04

(B) Peer teaching observation - **20 +20** in each subject

Phase II. Assessment of students' performance:

- Preparation of CCE activities on the basis of self conducted unit tests of one class in one school.

III. Participation in School Activities

- Participation in organizing co-curricular activities i.e. Literary, Dramatics, Fine arts and sports (any two).
- PTA/PTM/SMC

Records to be submitted by a Pupil teacher:

- Teaching Practice file (Both teaching subjects)
- Assessment record (CCE)
- Record of Participation/organization of school activities

Phase – III

Post-Practice and Evaluation

Duration: 1 Week

The following activities shall be organized in the Post Practice phase:

- Presentation of brief report by each student teacher on his/her internship experiences.
- Inviting feedback from cooperating schools.

Evaluation (Total- 250 marks)

The weight age to different components of internship shall be assigned as under:-

- Assessment by concerned teaching subject school mentor teacher and teacher educator – **50 marks (25+25 in each subject)** on assessment **performa - A**
- Internal assessment on the basis of submitted records- 30 in each teaching subject (**30+30 in each subject =60**)

- External assessment: Final Skill- in-Teaching lesson in each subject to be conducted in the parent college (**70+70 in each subject =140**) under the supervision of external Internship Programme Coordinator appointed by the university.
- Breakup of external evaluation for each teaching subject (70 marks) is as follows:
 - Written Lesson - 10 Marks
 - Presentation - 40 Marks
 - Teacher Traits - 10 Marks
 - Teaching aids - 10 Marks

School experience

Students gain confidence and improve their teaching with macro teaching using micro-skills. They teach the students and gain experiences about teaching in real situation.

Teaching practice becomes more reflective through following ways:

- Preparing Blue print of question paper
- Analysis of result of the test
- Report writing
- They also learn how to solve different types of classroom problems through action research
- It enables the students to plan, manage & organize activities in the schools
- Experience of interaction with school teachers & school students.
- Preparation of time table and design of the school's lay out (School Plant)
- Maintaining different types of records & registers
- Counseling Students
- How to come at the level of school children while teaching(shifting from student to teacher while teaching)
- Conducting Morning Assembly and organizing extension lectures
- Preparing time table.
- Conduction theme based morning assembly.
- Conducting competitions and organizing functions.
- Maintaining teacher's diary.
- College has the collaboration with the following 12 schools for teaching practice.

Sr. No.	Name of the Schools
1.	Surjeet Memorial School, Malwal
2.	Govt.Girls. Sr. Sec School, Ferozpur City
3.	Govt. High School, Pyareana
4.	Govt. Sr. Sec School, Satiyewala
5.	D.A.V. Sr. Sec. School, Ferozpur Cantt
6.	D.C.M. Jain School, Ferozpur Cantt
7.	Govt.Boys. Sr.Sec. School, Ferozpur City
8.	Dev Samaj Model School, Ferozpur City
9.	Govt. Sr. Sec School, Bazidpur
10.	Sai Public Sen.Sec. School Ferozpur City
11.	Dayanand Model High School, Ferozpur Cantt
12.	S.M. International Convent School, Ferozeshah

Work experience /SUPW

- Institution organizes various types of competitions in the college for the all round development of students
- College has introduced various crafts like Gardening, Interior decoration, Candle Making, Photography, Clay Modeling, Art and Painting and Photography etc. which help students to develop creativity and get experiences of working with hands. College follows the slogan ‘Dignity of Labour’.
- Gardening club is also established in the college. In this club students get the experience of manual work and come close to nature
- College organizes various competitions with the co-operation of students as well as encourages the students to participate in inter-college and intra college competitions related to work experience. Students get opportunities to practice various skills under compulsory crafts subjects like gardening, computer craft, environmental education, health and physical education, candle making, card board making and interior decoration etc.
- Dignity of labor is developed through these crafts among the students and these crafts enable them to earn and pursue a vocational supportive activity.

- Students learn to work in a team, to act patiently, to listen to others, to act rationally and to co-operate with others. They are evaluated on the basis of their performance in internal as well as external examinations.

Any Other

- Micro teaching workshops are conducted every year which include demonstrations of micro skills, and lesson planning before the commencement of teaching practice.
- Relevant training is provided by mentors in the preparation of different type of lesson plans, time table, attendance registers, question papers, and blue prints.
- Practice sessions for writing, checking and correction of lesson plans and simulated teaching are organized by the college.
- Prospective teachers are guided to organize various co-curricular activities in school.

List Of Competitions Organized In The College :

Heritage Competitions

- Phulkari
- Dasuti
- Pakhi making
- Mehndi
- Crochet work
- Knitting

Fine Arts Competitions

- Rangoli
- Poster making
- Cartooning
- Still life
- Landscaping competitions
- Tile Painting
- Flower Making
- Gift Wrapping

- Mural Making
- Clay Modelling
- Glass Painting
- Envelop Making
- Fresh and Dry flower arrangement
- Pot painting
- Candle making
- Card making

Literary Competitions

- Literary competitions like Essay, Story, Poem writing competitions in Hindi, Punjabi & English languages were organized in our college.
- Our college students sent their papers on “Rashtriya Ekta Ke Sandarbh Mein Bhartiya Bashaon ki paraspar najdiki ka sawal” to Panjab University, Chandigarh.
- Inter school and Inter College competitions are organized in the school.

Inter-House Competitions

- Our college organizes inter-house Quiz, Cricket, Display Boards Decoration competition every year.
- Preparation of Teaching Aids & Skill in Teaching Competitions is organized in different teaching subjects.
- Workshops are conducted in every session before starting the teaching practice. Teachers and experts demonstrate the skills to make teaching effective during these workshops.
- Internet-Wi fi facility is available for teachers as well as for students. Use of ICT in teaching- learning process, revision of question bank and curriculum, Organization of workshop regarding new curriculum, achievement test, construction of time table and blue print construction etc. At the end of internship and teaching practice the head and faculty of practice teaching schools provide constructive feedback to pupil teacher.

1.3 Feedback on Curriculum

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

Ans: -

Feedback on Curriculum: - Institution encourages feedback and communication from students Alumni, Employers, Community, Academic peers and other stakeholders with reference to curriculum

By Students

- Self-prepared questionnaire
- Through suggestion box
- Through free access to the principal's office
- Interaction of principal with students from time to time
- Through verbal conversation
- Through tutorial groups interaction.

By Alumni: - Alumni association has been formed. A feedback Performa is available in the college to get feedback from old students. Once a year alumni meeting is organized to have the feedback. Whenever alumni visit the college they give verbal as well as written feedback.

By employers

- Through Suggestion Box
- Advisory committee meetings
- Staff Meetings
- Through free access to principal's and management's office
- Through appraisal Report
- Through Written, Oral form and telephonically
- Maintaining better inter personal relation
- Democratic environment
- Respecting the opinion of others.

By community

- Visitor's Book
- Feedback Proforma
- Interacting with teachers, Principal and management on different occasions

By Academic peer

- Feedback proforma

- Visitor's Book
- Suggestion Box
- Oral suggestion
- Telephonically Conversation

By other stakeholder

- Feedback Proforma
- Visitors Book
- Suggestion Box
- Oral & telephonic conversation

IQAC also collects suggestions from all faculty members related to important issues on curriculum development and methodologies.

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

Ans: Yes, interpretation and analysis of feedback taken from all stake holders is reviewed, analyzed and areas of improvement are identified by the principal as well as member of management. College administration tries its best to implement the positive inputs. Panjab University, Chandigarh frames the curriculum for B.Ed. course. Feedback is given by the teacher educators regarding the difficulties and obstacles faced in implementing the curriculum through discussion. The units and courses that need modification, improvement and additions are recorded in faculty meeting of the institution and conveyed to Panjab university authorities like the 'board of studies' and ' Faculty of Education'. The institution has no authority and powers to modify, improve and make additions to the existing curriculum. Feedback is discussed at workshops organized by the university to frame the syllabus. Changes brought out are as follow:-

- Development of Question Bank and revised every year according to B.Ed Curriculum.
- More Books in Punjabi Medium and Hindi medium
- More Educational research journals, and surveys
- Compulsory use of ICT in teaching and learning
- Development of curriculum transaction (of compulsory and teaching papers) unit-wise

- Workshop on the preparation of Blue print of question paper and 7 days workshop on curriculum transition are organized in institution.

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

Ans:- Designing and restructuring of courses mainly lies on the affiliating university. The college, however, makes significant contribution in the curriculum design and development through staff members, whenever the curriculum is to be modified or there are suggestions regarding curriculum transaction, the institution sends suggestions and feedback to Panjab University. This is done by discussion in faculty meeting and feedback is conveyed through the Principal to member of the board of studies and department of Education, Panjab University, Chandigarh as Principal Dr. (Mrs.) Ripenjeet Kaur is member of faculty of Education & Dr. (Mrs.) Navdeep Gill is the Member of Board of Studies.

1.4 Curriculum Update

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

Ans: Curriculum update

Ans.: B.Ed syllabi has been revised and upgraded by NCTE and Panjab University, Chandigarh and significant changes have been made during last five years.

- During session 2014-15 Semester System was introduced in B.Ed. examinations. Division of marks for internal and external marks was also modified to some extent.
- Another major change in B.Ed curriculum from the year 2015 is the change of the duration of B.Ed course from one year to two year course.
- There has been a thorough revision in the course outline with addition of many new subjects and redefining of many.

New Subjects like Language Across the Curriculum, Understanding Disciplines and Subjects, Participation in Sports and Yoga, Pre-Internship 1 &2 (Two weeks), Learning and Teaching, Drama and Art in Education (EPC-II), Knowledge and Curriculum, Creating Inclusive Schools, Gender School and Society, Understanding the Self (EPC-III), Reading and

Reflecting on Text (EPC-IV), and Optional Subjects i.e. Peace Education, Vocational and Work Education have been introduced.

- Subjects Philosophical and Sociological Bases of Education, The Learner Nature and Development, Teaching Learning process and Evaluation, ICT Skill development, Methodology of Teaching and Teaching practice have been redefined as Contemporary India and Education, Childhood & Growing up, Assessment for Learning and Understanding of ICT (EPC-I), Pedagogy of school subject I & II, School Internship (16 Weeks) and major additions have been made in the syllabus of the other subjects.
- New work experience based subject Performing Arts has been added in the subject Simple Expressional Competencies.
- Duration of School Experience Program has been increased from 45 days to one semester of teaching practice and 20 days of observation in schools.
- All these changes are in accordance with the current scenario of education and emerging trends and demands of the social and educational structure. It will help the students to widen their mental horizons and develop a broader perspective. The two year course will hopefully make teacher training more comprehensive, intensive and relevant.

Curriculum was revised in session 2014-15, 2015-16 and 2016-17. The way it helps in quality improvement and satisfaction among students given subject wise as under.

(annexure-) syllabus

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

Ans: The College Committee sends suggestions made by our advisory committee to the University for modifying the syllabus.

At Institution Level: The College has taken measures to cater to the global market needs based on the true assessment of strength and services offered in the campus. To develop the required skills, brainstorming sessions are held for the faculty to design the tools in the area of spoken English, use of computers and providing in depth knowledge in the respective subjects. The college has designed some special courses like communicative English skills and soft skills to prepare to students for the dynamic employment market. The college organizes seminars, workshop, group discussions and field visits to enrich the curriculum. Feedback taken from practicing schools by following ways

- Workshops of principals and teachers are conducted from time to time to break isolation of college education from school and how to improve the quality of teaching in schools, positive inputs given by the head and teachers were incorporated in practice teaching i.e.
- Lessons are planned according to the syllabus of practicing school and consultation with their teachers.
- Alumni of the college also share work experience and acquaints us with demands of job market which is conveyed in the syllabus revision workshop held by affiliated university to time to time.

1.5 Best Practices in curricular Aspects

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

Ans: For quality enhancement of curriculum aspects, the following steps are taken:

- Curriculum transaction has been done unit wise in all subjects
- Revision of feedback proforma
- Revision of question Bank in all the subjects
- Built of pantry
- Compulsory use OHP and LCD by student and teacher
- Professional education interest form filled by the teachers and feedback given to them
- More books are added in the library
- Internet and Photostat facilities in the library
- Leave facility for Ph.D work.
- Acted as judges and resource person in various institutions.
- Research paper and articles publication motivates students for research work.
- For the professional growth and development faculty members are motivated to participate in workshops, conferences and seminar at state/National/International level, by presenting papers.
- The college has forms its own Grievance Redressal cell to solve difficulties and problems of the students.

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

Ans: Best practice planned and implemental as follow:-

- Syllabus for B.Ed has been revised as it has become a two year course and the subjects of B.Ed course have also being changed. New subjects are introduced. Teaching practice duration has been increased by six months. All these changes are in accordance with the current scenario and demands of the modern competitive society.
- Revision as curriculum Transaction is an innovative practice in the college. It enabled teachers to analyses the course contents minutely. Further, this practice helped faculty to plan and organize their teaching effectively. It directly helps in improvement of the teaching-learning process to make it fruitful.
- Revision of question bank in all compulsory as well as teaching subjects for better performance/quality performance of student in house examination as well as in final examination and also helps teacher educators for preparing quality question papers. Highlights the fact that in every session more than 50% students of our college were placed in university merit list scoring more than 70% Marks.
- Theme based assembly: Weekly theme based assembly is organized in this college. It enhances value among the students of the college. Topic is announced on previous day- Students as well as teachers deliver the lecture on same theme.
- Motivate the students to participate in co-curricular activities
- Video recording of macro and micro teaching lessons plan for better learning.
- Through feedback proforma
- By using different methods of teaching in teaching-learning process.
- By demonstration of Model lessons in two or three subjects by best alumni.
- Recorded lessons (as Audio/Visual aid) of alumni.
- Bridging gap between theory and practice.
- Computer assisted teaching and learning.
- By arranging extension lectures of eminent educationalists.
- Well-equipped class room
- Wifi campus
- Arrangement of excursion, field trips
- Arrangement for students to go to special schools.
- Participation in syllabus revision workshops

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to *Curricular aspects* and how have they been acted upon?

Ans: The main evaluative observations and suggestions made in first assessment and accreditation report with reference to curricular aspects are enlisted underneath along with how they have been acted upon by the college during these years.

- Academic programme attempts to meet laid down objectives of teacher education.
 - College is working hard to achieve the objectives of teacher education with the best efforts of teacher educators and management.
- Curriculum of Panjab University, Chandigarh is adopted.
 - As the affiliating body of college is Panjab University, Chandigarh and NCTE, Jaipur, so college follow the curriculum developed by P.U.Chd., after conducting various workshops. In these workshops teachers and principal actively participated and give their views in this regards. Principal Dr. Ripenjeet Kaur as a member of faculty of education, Panjab University, Chandigarh participated in such curriculum revision meetings and provides suggestion for the frame. Dr. (Mrs.) Navdeep Gill is the member of board of studies.
- 4 elective and 9 methods subjects are available.
 - Now due to change in duration of course of B.Ed, there are 04 electives and 10 methods subjects.
 - Value added courses are yet to be introduced.
 - Peace Education paper is added.
 - As being affiliated to Panjab University, Chandigarh the affiliating bodies do not allow any other course in college except B.Ed. So, at own level college organizes various personality development, ICT and fine arts skill development programmes like seminar, extension lecture and workshops.
- Feedback collected from students and others in formal and informal ways.
 - College collects feedback from students, parents, alumni members and other stake holders through different ways and tries to solve all the problems and difficulties for the betterment of prospective teachers.
- Suggestions and feedback sent to academic council of university.
 - Suggestion and feedback as forwarded to academic council of Panjab University, Chandigarh for reforms in curriculum.

- Feedback more focused on curriculum transaction rather than curriculum development.
- Designing and restructuring of courses mainly lies on the affiliating university. The college, however, makes significant contribution in the curriculum design and development through staff members, whenever the curriculum is to be modified or there are suggestions regarding curriculum transaction, the institution sends suggestions and feedback to Panjab University. This is done by discussion in faculty meeting and feedback is conveyed through the Principal to member of the board of studies and department of Education, Panjab University, Chandigarh as Principal Dr. (Mrs.) Ripenjeet Kaur is member of faculty of Education & Dr. (Mrs.) Navdeep Gill is the Member of Board of Studies.
- Curriculum revised in 2008-2009
 - Curriculum is revised recently during 2015-2016, 2016-17 and the duration of B.Ed. course is increased to two years and semester system examination is adopted and many new papers are introduced and old one are changed in new form.
- The institution has no role in curriculum update
 - The institution is affiliated to Panjab University, Chandigarh and recognized by NCTE, Jaipur, which are statutory bodies and finalize the curriculum. Due to these reasons college itself cannot develop and apply the curriculum. But the staff members and principal actively participated in curriculum revision workshop as conducted by Panjab University, Chandigarh worthy Principal Mam being as the member of faculty of Education Dr. Navdeep Gill as the member of board of studies also directly participated in the process of curriculum revision.
 - College staff members and Principal herself attended workshops.
- Model lessons by best alumni demonstrated and their recorded lessons shown.
- College E.T resource centre keeps the record of best delivered lessons for their new students.

2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

Ans:-

- Establishment of the Internal quality assurance cell (IQAC) in the college. It plays an important role in the enhancement and sustenance of quality of curriculum transaction and development. IQAC is continually working toward quality enrichment and all round development of pupil teachers and teachers educators.
- Principal, Dr. Ripenjeet Kaur being the member of faculty of education & Dr. (Mrs.) Navdeep Gill is the member of board of studies in Panjab University, Chandigarh actively attend the meeting and give suggestions related to curriculum enhancement. Other staff members also actively attend and participate in workshops related to curriculum development.
- Feedback is obtained in the prescribed proformas from students, alumni members, staff members, stake holders and heads practicing schools. 12 schools of nearby area are taken for practice teaching. The principal calls for regular meeting with staff and students to analyze the feedback taken and send the same to authorities.
- Institution organizing rallies to create awareness among students and villagers.
- Responsibilities to organize various types of curricular and co-curricular activities are given to students to promote their social skills.
- To achieve the objectives of all round development of students the institute organizes many seminars, workshops, talent hunt programmes, visits and conferences.

CRITERION II: TEACHING-LEARNING AND EVALUATION**2.1 Admission Process and Student Profile**

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

Ans. This college is self-financed college and follows the guidelines for admission process given by federation of self-financed college of education (Punjab), Punjab Govt. and Panjab University Chandigarh.

Admission in B.Ed. Course, till session 2009-10 was done on the basis of centralized entrance exam, conducted by one of the three universities (Panjab University, Chandigarh, Guru Nanak Dev University, Amritsar and Punjabi University, Patiala) of the state, on rotation basis for a period of three years. The policy for admission criteria and reservation (equity) etc. are fixed by Punjab Government in consultation with universities of the state. However from session 2010-11 entrance test has been waived off and admission was done on basis of merit of qualifying exam i.e. B.A./B.Sc./B.Sc.(Hons.)/B.Com etc. The centralized admission process has been conducted online by authorized University. Admission criterion, reservation policy and other directions are given by the Punjab Government. The eligibility, testimonials verification, subject combinations are to be verified by the institution, which is authenticated by the university. Eligibility for B.Ed candidates who have at least 50% marks either in the Bachelor's Degree or in the Master's Degree or any other qualification declared equivalent, are eligible for admission to the programme, the reservation in B.Ed. seats and relaxation in the qualifying marks in favour of the reserved categories is as per rules of Punjab Government. Any candidate with 50% or less marks is not eligible. Admission to the B.Ed course is done through the online centralized counseling and for the session 2016-17 Entrance Test was conducted for this purpose. For admission to this course, any student who is not appeared in entrance test is admitted through the merit list prepared during the online centralized counseling. The minimum eligibility for admission to this course is 50% marks for general category and 45% marks for reserve category at graduation level. Eligibility, division of seats and reservation of seats is according to the latest notification issued by Punjab Govt., Department of Higher Education and NCTE/ affiliating university norms.

Equity for B.Ed

The Punjab Government has formulated the admission policy on the principles of equity. One university out of three, Panjab University, Chandigarh, Punjabi University, Patiala and Guru Nanak Dev University, Amritsar conducts the counseling on rotation basis. Then for each subject merit list is allocated category wise. From this merit order list, candidates are selected, as per quote mentioned above. Moreover, if a sufficient number of concerned candidates belonging to reserved category are not available, the vacant seats are offered to candidates in general category. In the same way if seats under 15% other state quota remains vacant, are converted to 85% state categories and vice-versa.

Criterion for admission:-

The institution has a total capacity of 100 seats for the course of B.Ed. (The admission to which is sought through the merit prepared by one of the three universities of Punjab conducting state level entrance test).

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

Ans. The college advertises relevant and important information about the programs offered and courses through the use of various means as listed below:-

- The college prospectus and advertisements in leading National as well Regional Newspapers published in Hindi, English and Punjabi.
- Further, popular local television channels are also used for the similar purpose. Detailed and elaborate information is provided about the subject-combinations in the college, the number of total seats and further their allocation in various subject combinations. In short a general overview of the B.Ed. course offered by the college is given to the prospective candidates, seeking admission in the college.
- The college prospectus or the information brochure contains history of College, location of the College, facilities available, infrastructure, library rules and regulations and all the details as regards the different subjects (both compulsory, teaching subjects and optional subjects) a trainee would study during the B.Ed course. The important details regarding each subject such as its syllabus, distribution of marks, as internal marks/external marks, marks in theory/practical, basis of internal assessment, criteria for academic prizes,

etc. are enshrined in the college prospectus, to avoid confusion amongst the trainees. The college prospectus also throws light upon the general rules and regulations to be followed by each student taking admission in the college. The information of different societies, clubs and committees and their in-charge lecturers is given. The code of conduct for students, those taking the hostel facility and visitors is mentioned too. The prospectus contains academic as well as the college calendar of various activities as well as the list of the university holidays. It also contains the college prayer which is recited daily during the morning assembly conducted in the college. This prospectus is given to each student at the time of admission. The college prospectus is updated every year.

- Apart from these means, the college website (www.surjeetmemorialgroup.com) is also used to disseminate information about the programs of College. The website shows details regarding the B.Ed. course offered by the college. Further, it displays the information like the college faculty, achievements of the college in various academic as well as co-curricular activities at different levels, basic infrastructure of the institution and college calendar etc.
- Help desk established by the college
- Notice board of the college.

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

Ans. Admission procedure is quite transparent. Besides all this admission is done through entrance test, online centralized counseling and left over seats are filled according to the norms given by the statutory bodies. The college follows the admission criterion which ensures that it is equitably applied to all the applicants seeking admission in the college. The college follows the rules and regulations framed by National Council of Teacher Education and the norms laid down by PanjabUniversity, Chandigarh. The reservation policy for admission in the college is strictly as per rules and regulations framed by the Punjab Govt. College makes different committees to scrutinize the candidature in all respects according to the admission guidelines and finally grants the admission, which is later verified and

confirmed by the university. Following committees are made to implement admission criteria in spirit.

1. Counseling panel for completion and help to choose teaching subjects.
2. Certificates verification committee.
3. Eligibility verification committee.
4. Final approval by the Principal.

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

Ans. The college adopts various strategies to retain the diverse student population admitted to the institution. To retain the diverse student population admitted to the institution, a democratic and conducive environment is provided to the students, individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged are treated affectionately with great care.

- **Diversity on the basis of academic status:**
 - Extra classes are arranged.
 - Question Banks in different subjects are prepared and specifically given to educationally poor students.
 - Guidance and counseling club works toward betterment of students
 - Tutorial system is followed.
 - The college ensures use of varied methodologies, which cater to the diverse needs of students of different academic and intellectual background. Academic achievers are felicitated for encouragement and remedial teaching is arranged for academically weak students.
- **Diversity on the basis of economic status :**
 - College gives free uniform and other concessions`´´.
 - Book bank facility in the college library.
 - Scholarships are awarded to needy students.
 - For the economic upliftment of the students, scholarship is awarded to the student belonging to SC/ST and OBC categories.
- **Diversity on basis of Gender:**

- The leaders amongst students are chosen for Houses, Section-wise representatives both from male and female trainees.
- Grievance redressal cell is also in existence to solve the problems of the students
- **Diversity on the basis of Language:**
- A Language Laboratory is there in the College which is used to develop linguistic skills amongst students from rural areas.
- **Diversity on the basis of Physically Challenged:**
 - The entrance of college has a ramp.
 - Provision of handles near black boards for support.
 - Most of the college infrastructure is on ground floor.
- Moreover, different cultural and religious festivals are celebrated to cater the needs of the students belonging to the diverse cultural backgrounds
- **Linguistic Diversity:-** As far as linguistic diversity is concerned we offer hindi, Punjabi and English as medium of instructions. We have different combinations of subjects and students free to choose from diverse combinations.

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

Ans. Yes, there is provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes. For this general talks and orientation programmes are conducted for the students to test their teaching potential, identify and diagnose their specific problems in teaching skills and remedial training is provided. The institution conducts micro and macro teaching workshops to develop teaching skills among the students. Before talent search programme, student's potential for different activities is assessed and proper guidance is given to students by their teacher in-charges. One day talent search programme is organized to assess the potential talent of the students in different activities to promote them for Youth Festival.

2.2 Catering to Diverse Needs

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

Ans. The college engages the students in different activities to realize the objective of creating an overall environment conducive to learning and development of all students which are given below:

- By providing democratic environment in classrooms so that students can discuss freely their views
- The College is located in a pollution free and peaceful environment in the lap of nature.
- Students can discuss problems related to teaching learning process with their teachers without any hesitation.
- Motivational environment is created by encouraging discussion amongst students and their creative participation in classes for effective learning and for all round development.
- By providing due recognition and rewards for their brilliant performance in all the activities.
- Providing various opportunities in both academic and co-curricular fields for all round development of students by organizing and participating in various competitions.
- Well qualified and dedicated faculty members to provide congenial and academic atmosphere in college.
- Well-equipped labs for effective training of learners.
- Rich library and displaying of new arrivals
- Teachers are kept updated by providing opportunity to attend seminars, conferences, workshops, refresher courses etc.
- Feedback and appreciation is provided to students on their accomplishments.
- Intellectual activities like extempore speech, quiz, debate, declamation, poem recitation contribute to the intellectual development of the students.
- College provides various opportunities in both academic and non academic field, like debate, teaching competitions, skill in teaching, youth festival, games, trips, tours and N.S.S camps etc.
- For moral and value inculcation college conducts regular moral lectures, personality development workshop camps, without which our learning remains hollow.

- Institution strives hard to improve the quality of teaching learning environment by exploring all resources at disposal.

The college involves the students in various activities to cater to the needs of learners having diverse needs:

A. In the cognitive domain

- Declamation contests.
- Debates
- Groups Discussions.
- Seminars in Classrooms.

B. Development of aesthetic sense

- Fine arts competitions.
- On the spot preparation of teaching aids competition.
- Workshops related to art, craft and drawing.
- Decoration of Bulletin Boards(House Wise)
- Cleanliness and beautification of Campus
- Decoration of Multipurpose Hall
- Interior Decoration as craft

C. For the social aspect:

- Survey in Slum areas
- National Service Scheme Camp
- Visit to orphanage and special children school
- Celebration of important days like Non-violence Day, National Education day
- Various social awareness drives associated to Education, health and hygiene
- Blood donation camps
- Donation as contributions to help the needy in social sectors.

D. For the physical development

- Games and sports competitions are organized in the college.
- Students' participation in University level athletic meet.
- Student's participation in college annual athletic meet.
- Organization of Yoga Camps in the college at regular intervals.

- Yoga classes are integral part of B.Ed. Curriculum.
- Physical Education as a compulsory component in B.Ed. curriculum

E. To promote dignity of labour

- Drives as cleanliness, beautification and decoration of college campus.
- Gardening craft as one of the crafts in the College
- Students water the plants in the College Campus

F. Moral aspect:

- Daily morning assembly.
- Weekly theme based Morning Assembly
- Celebration of different days having moral relevance as Non-Violence day, National Education day, Human Rights Day, etc.
- Extension lectures by concerned delegates on moral issues.
- Extension lectures by principal and staff members on 'Good Human Values' and Inculcation of values among pupil teacher.
- Announcement of Thought of the day daily during morning assembly explaining the underlying thoughts and its display on a standing blackboard in written form.
- Observing morally important days like Mat-Pita Santaan Diwas.

G. To promote cultural values

- Talent hunt programme
- Competition of preparation of teaching aids of all teaching subjects
- Fine arts competitions
- Photography competition
- Heritage competitions.
- Participation in youth festivals.
- Moreover feedback is also invited from students to identify the shortcomings if any and same are addressed by IQAC.

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

Ans. The institution provides various opportunities in curricular and co-curricular activities to cater to the diverse learning needs of the students as.

- The college has guidance and counseling cell to deal effectively with the diverse learning needs of the students. Requisite guidance is provided to slow learners as well as intelligent.

- Talent hunt programme
- Art and painting competitions.
- Celebration of various important days.
- Teaching aid preparation competitions
- Skill in teaching competitions
- Sports and games competitions.
- Literary competitions
- Organizations of seminars and workshops

a. Backward Students:

- The students who are educationally poor are taught through different methods and improved techniques of teaching, teaching aids like charts, models, concrete objects, transparencies etc are used specially for these students.
- Special and extra time apart from classroom is given to these students.
- Remedial coaching is provided to students who show poor performance
- Periodic appraisal of learners through careful observation
- Question bank facility for educationally backward students.

b. Intelligent students

- Suggestions to collect additional information for all subjects using library and internet.
- Use of technologically advanced techniques to teach.
- More number of books than other students are issued from library.
- Special guidance is given to advance learners
- Assignments to prepare handouts on different issues/ topics
- Besides above all, to realize the potentiality of students, the college follows the procedure of comprehensive and continuous evaluation which is carried out throughout the session for the assessment of students.
- Very informative books, journals, newspapers and encyclopedias are available in the college library

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

Ans. For understanding the **Role of Diversity**, participation in cultural activities, debates, discussion, visits, excursions, tutorial system and various system activities are envisioned in the curriculum of the college :

- During teaching practice where they come in contact with student of different social, economic, cultural and religious background.
- Role of heredity and environment in individual difference; a topic in compulsory paper helps them to understand diversity in learning.
- The student teachers are trained to be sensitive to individual needs and individual differences. Student teachers undertake Case Studies and Action Research to identify & understand issues and challenges of teaching & learning under the supervision of staff.
- Student teachers are given maximum exposure to handle class situations during teaching practice and are guided to organize class and co-curricular activities by involving all students to help them understand role of equity in teaching & learning.

For understanding the **Role of Equity** the following activities are envisioned in the curriculum of the college :

- Students are divided into four houses, groups and sections, irrespective of their diverse backgrounds.
- Dress code is compulsorily implemented in the college.
- Criteria for internal assessment is described to the students in advance to have unbiased evaluation of learners.
- Democratic environment is provided in classrooms, so that the students can discuss their problems with teachers without any hesitation. Equal opportunities are provided to all students to take part in various activities and competitions of their interest and choice.
- Human rights education, constitutional provision related to education, agencies of education and sociology though paper contemporary India & Education bases of education, understanding the individual difference of the students and modification of the behavior of the individual through the paper Childhood and growing up, classroom

management for diverse needs through School Management , to provide them appropriate guidance according their needs by guidance and counseling and etc. are directed at realizing the diversity and equity in society.

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

Ans. The institution takes diverse steps to ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse students needs for this reason the faculty in college is appointed according to the qualifications prescribed by University Grants Commission (UGC), National Council for Teacher Education (NCTE), Punjab Govt. and Panjab University, Chandigarh. For this purpose interviews are conducted by panel of experts provided by Panjab University, Chandigarh. Some means to ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs are listed below:

- On the basis of educational qualification, teaching experience of teacher educator
- Through direct and indirect (CCTV cameras) monitoring system
- Self-appraisal Performa filled by teacher educators.
- Teacher Appraisal Performa filled by students once during the session.
- Use of suggestions box to get feedback from students.
- Conveyance of ideas and suggestions by students to the Head of the institutions directly.
- Moreover constant motivation and reinforcement is also given to them to update their knowledge through participation in various seminars, conference, workshops related on these issues.
- Methods like demonstration, discussion, project, problem solving, brainstorming, assignment and lecture method etc. are used by our teacher educators.
- Teacher educators are prepared to manage diverse learning needs of students through visit to schools of different kinds, orientation to different teaching methods, and demonstrations by experienced teachers.
- During meetings with school Heads, the educational needs of the schools and the policy directions are communicated. School teachers are oriented about

guiding and assessing student performance. Workshop on Life skills has been organized by the college to equip prospective teachers with knowledge & skills to handle varied students needs.

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

Ans. The various practices that help student teachers in development of knowledge and skills related to diversity and their inclusion and application in classroom situation in an effective manner are as follows:

- Assignments/projects are given to students to promote the use of modern techniques and scientifically advanced methods.
- Organization of micro teaching demonstration lessons in College by teacher educators.
- Demonstration of 2 micro teaching lessons in any of 5 skills per student, one each of two teaching subjects, simulated teaching and team teaching are being organized.
- Students are encouraged to organize various activities in the college and duties / responsibilities are assigned accordingly under the supervision of the staff.
- College provides a compulsory subject in B.Ed course i.e. “Creating And Inclusive School” which acquaints them with the diverse needs of differently abled child.
- During practice teaching programme teacher educators mentor the trainees in skills of attending diversity in the classroom.
- Question bank facility for educationally weak students.
- Tutorial groups of students to discuss individual problems having ratio of 1 : 15 as teacher educator to the B.Ed. trainees
- Compulsory use of Audio visual aids, LCD projector, over head projector in discussion lessons of students.
- Motivating students to submit articles for college magazine (Hindi, English, Punjabi)
- Help in seeking additional information through the use of well-equipped college library.

2.3 *Teaching-Learning Process*

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

Ans. A congenial environment is provided to all the students in the college for active learning. Innovations in teaching learning process play an important role in effective learning of students. Such as:

- Micro-teaching
- Simulated teaching
- Role playing
- Internship in teaching practice.
- Engagement of students in different projects like slum area service, community work, N.S.S camps etc.
- In practicum, action research, different types of art, craft and preparation of teaching aids competitions are organized.
- Innovative students are involved in preparing individual projects which are then displayed in exhibition on appropriate occasion.
- All the students have to conduct a social survey which promotes self learning.
- Self made learning aids are encouraged during practice teaching for complete involvement in teaching process.
- Participation in various competitions like Talent Hunt, Skill-In-Teaching competitions, Youth Festivals and University Athletic Meet.
- Students are motivated and encourage to utilize well equipped and computerized library for extensive learning. Special library period are allotted in time table, besides this students are also asked to visit library during their free periods. Research material, magazines, newspapers, journals, encyclopedias and school text books are also available in library.
- Practicals are integral part of every paper and under the guidance of teacher students perform different practical.

- Access to internet is also provided to the students under the able guidance of well qualified and trained teachers. Information of website related to research and course content is given to the students time to time.

2.3.2 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?

Ans. To make learning student-centered, students are involved in an assortment of activities like:

- Teaching learning is made student centered taking in view the needs and interest of the students
- Use of ICT, through various activities related to preparation of teaching learning material and extension of class content through online learning by consulting different websites is encouraged and ensured
- Student teachers are encouraged to participate in various curricular and co-curricular activities to help them to shed their shyness and bring out their hidden talents to the front
- Tutorial groups and Guidance & Counseling cells are established to solve the student teachers academic, personal, career and social problems.
- Student-teachers are motivated to visit library regularly to keep themselves updated by reading newspapers, magazines, journals, reference books & periodicals etc. Regularity, punctuality and discipline is maintained in the college by a body of student teachers i.e. Student Council and Discipline committee.
- To make the teaching learning process more interactive, participatory and interesting teacher educators keep sight on their methodology.
- Rehearsal through simulated teaching
- Organization and participation in competitions to ensure equal and unbiased performance of college students.
- Seminars/discussions in classrooms on topics included in curriculum.
- Tree plantation and Celebration of Hariyali Diwas.
- Compulsory participation of students in any 10 activities of the college of their choice.

- Various crafts are introduced in the curriculum for skill development
- To beautify the college campus through the organization of one day/two day N.S.S. camp.
- Participatory learning activities like trip, excursion, group discussion, assignments, class test, morning assembly, projects, competitions, celebration of national days, festivals, annual functions, cultural activities, athletic meet, seminars, conferences are organized by the institution time to time.

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

Ans. Institution promotes teaching of different subjects by using different approaches and methods like inductive-deductive approach, communicative language teaching approach, situational approach and discussion method, lecture-cum-demonstration method direct method, project method, problem solving method. Tours, excursions, seminars are also arranged for the students to make the programme more comprehensive and student friendly. Moreover, teacher educators modify their teaching methods and strategies after assessing entry behaviour of the students. Internship approach is used for practice teaching. After going through pedagogical analysis of methods, course, lesson planning and practice of teaching skills through micro teaching and simulated teaching, students go for real teaching in local schools. We use various models of teaching like information processing model, enquiry training model and social learning model. Teaching is done through smart class rooms, projects, assignments, seminars, group discussions and brain storming sessions in teaching subjects. The next day the teacher delivers the lesson in a manner which ensures maximum student participation and uploads the class notes along with the PPT and videos (if any). Questions for evaluation are uploaded and the students attempt these questions. The assignments are reviewed by the staff and peers.

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

Ans. Yes, additional training in models of teaching is provided to the students. Models like Aube's Advance Organizer Model, Bruner's concept attainment model, Taba's Inductive Thinking Model, Suchman's Mastery learning model, Enquiry Training Model are taught by the teachers. As these are included in the compulsory paper, so only theoretical knowledge is

given to the students and they try to incorporate this methodology and techniques in their lesson plans. Demonstration lesson in each skill and in each teaching subject is presented before the student teachers by the teacher educators. Besides, all the student-teachers are well oriented about various kinds of methods and strategies in the theory of their respective teaching subjects. Efforts are made on to train the students to teach through e-learning material. Student teachers have to prepared and delivered 120 lesson plans in two teaching subjects-(60+60)

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

Ans. Yes, the student teacher uses micro teaching techniques for developing teaching skills. The student teachers use different / important micro teaching skills for development of teaching skills. The skills that are generally rehearsed are as follows:

- Skill of introducing a lesson.
- Skill of black board usage.
- Skill of reinforcement
- Skill of questioning
- Skill of fluency in questioning.
- Skill of class room management.
- Skill of stimulus variation.
- Skill of explaining
- Skill of illustrating with examples.

The students of the college have to prepare 10 micro lesson plans, 5 in each respective teaching subjects in five teaching skills of his/her choice. Each student delivers and develops two micro teaching lessons in each teaching subject from 5 skills of his/her own choice.

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

Ans. The Process and schedule of practice teaching in schools according to the university syllabus is as follow:

Phase I. Planning and Facilitating Teaching Learning

(A) Preparing and delivering 120 lesson plans in two teaching subjects - (60 + 60)

- Macro Lesson Plans-40
- Diary form Lesson Plans- 07
- ICT Based Lesson Plans- 05
- Unit Test Based Lesson Plans- 04 (Preparing blue print & conducting unit tests)
- Lessons Plans based on Models of Teaching - 04

(C) Peer teaching observation - 20 +20 in each subject

Phase II. Assessment of students' performance:

- Preparation of CCE activities on the basis of self conducted unit tests of one class in one school.

III. Participation in School Activities

- Participation in organizing co-curricular activities i.e. Literary, Dramatics, Fine arts and sports (any two).
- PTA/PTM/SMC

Records to be submitted by a Pupil teacher:

- Teaching Practice file (Both teaching subjects)
- Assessment record (CCE)
- Record of Participation/organization of school activities

Phase – III

Post-Practice and Evaluation

Duration: 1 Week

The following activities shall be organized in the Post Practice phase:

- Presentation of brief report by each student teacher on his/her internship experiences.
- Inviting feedback from cooperating schools.

Evaluation (Total- 250 marks)

The weight age to different components of internship shall be assigned as under:-

- Assessment by concerned teaching subject school mentor teacher and teacher educator – 50 marks (25+25 in each subject) on assessment **performa - A**

- Internal assessment on the basis of submitted records- 30 in each teaching subject (**30+30 in each subject =60**)
- External assessment: Final Skill- in-Teaching lesson in each subject to be conducted in the parent college (**70+70 in each subject =140**) under the supervision of external Internship Programme Coordinator appointed by the university.
- Breakup of external evaluation for each teaching subject (70 marks) is as follows:
 - Written Lesson - 10 Marks
 - Presentation - 40 Marks
 - Teacher Traits - 10 Marks
 - Teaching aids - 10 Marks

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

Ans. The process of internship shall be carried out in the three phases as describe below:

Phase 1: Pre-Practice-Student teacher will learn to write micro, macro diary,ICT, test based and teaching model based lesson plans. Every student teacher should go through simulated teaching practice in each teaching subject. Workshop on development of audio visul aids be organized during this week. Necessary orientation programmes for mentor Teacher and Heads of the selected schools be organized by the institute.

Phase 2: Teaching Practice-The school teaching practice phase can be divided into two blocks. In the first block of 7 weeks , Student teacher may be engaged with students' Of either Upper Primary or Scendary classes;And in the second block 7 week in reverse order.With the promision of higher authorities (DGSE,DEO and school Principal). The convenient small groups of student teacher shall be attacted to the school and he/she shall undertake such duties as areassigned to him /her by the Head Master/Principal of the school in all school related activities. During this period , He /she shall teach minimum of 60 lessons in each pedagogic subjects under the supervision of the mentor teacher and respective teacher educator.

Phase 3: Post-practice and evalution shall be done.

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

Ans. Yes, the practice teaching sessions/plans are developed in partnership, co-operatively involving the school staff and mentor teachers.

- The Lesson Plans are prepared by students in accordance to the syllabus of the class allotted to them for the practice teaching.
- The time of the day to be spent for teaching practice is decided under the guidance of school staff and Principal.
- The co-operative schools are requested for cooperation in practice teaching for the number of days as per the curriculum framed for B.Ed.
- The schedule of division of students in varied co-operative schools is done keeping in view the requirements if any of particular subject teacher(s) by school staff.
- The organization of cultural programme at the conclusion of Practice teaching in school is done with the co-operation and under the guidance of school staff and mentor teachers.
- The school staff helps the pupil teachers to make them aware of many problems of schools students. They also inform the pupil teachers and teacher incharge about the basic needs of school students in general, knowledge of any particular student with special needs, the syllabus covered in the classes etc.
- Additionally, the student teachers sometime convey important and relevant details or information about the school students to the schools authorities.
- The exchange of such information many a times proves to be helpful in making the Teaching-learning process effective and efficient and solving many school teachers problems.

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

Ans. To prepare the student teachers for managing the diverse learning needs of students in schools, proper and adequate knowledge in both practical and theoretical form is imparted. It may be listed as follows:-

- The students are taught concepts like individual differences in the paper named Childhood and Growing up (C-1).
- To understand features, ideals, values and diversities in Indian Education through the paper named Contemporary India and Education (C-2).
- To understand the nature, changes in disciplines and subjects in terms of social, political and intellectual context through the paper named Understanding Discipline and Subject (C-3)
- To develop practical skill in organizing school programmes and activities through the paper named school management (C-4).
- Information about advanced and Modern scientific techniques to solve various class room problems and to be applied during practice teaching is given paper named Learning and Teaching (C- 9).
- To understand, analyze, manage and implement assessment data through the paper named Assessment for Learning (C-10).
- To promote an understanding of language characteristics of learners, language usage, socio-cultural aspects of language learning, language as a process and the functional use through the paper named language across the curriculum (C-11).
- To promote integration of technology in class room teaching learning strategies through the paper named understanding of ICT(C-12).
- Practical and scientific technique to solve class room problems-Action research is taught to students before going for teaching practice.
- To acquire conceptual understanding of ideology and the curriculum through the paper Knowledge and Curriculum (C-19).
- To identify and utilize existing resources for prompting inclusive practices through the paper named Creative and Inclusive School (C-20).
- Important and relevant information about guiding students is given through the paper named Guidance and Counseling (C-21).
- To encourage future teachers to develop the capacity for self-regulation and conflict resolution through paper Understanding the Self (C-22-A*)
- To enable student teacher to enhance their capacities as readers and writers trough (C-22-B*)

- To observe and develop strategies and skills for manifestations of Gender, School and Society (E-1), Health and Physical Education (E-2), School Library Services (E-6) and Environment Science (E-5)
- In addition to this they are given practical training in the form of activities.
- Assembly program for self-expression, punctuality, and management of students is conducted.
- Socially Useful Productive Work (SUPW) taught, helps the student teachers to develop skill and craftsmanship in school students.
- Through club activities and house activities integration, team spirit and tolerance is developed in students.
- The community services and the field trips help the student teachers to interact with the students of different sections of society.

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

Ans. The students are encouraged to use technology in practice teaching.

- Students are compulsorily told to use LCD projector and overhead projector during simulated teaching in the college.
- Good lessons in various teaching subjects are recorded and shown to other students to promote the use of technology in practice teaching.
- Students are motivated to make the use of technology to prepare their teaching-aids to be employed for practice teaching.
- The students are issued overhead projector and LCD Projector to prepare effective lesson for various skill-in-teaching competitions.
- By providing the material for the preparation of Teaching Aids.
- In compulsory subject Understanding of ICT Skill Development, students are trained to use computers for making powerpoint presentations.
- Workshops on internet literacy are held to encourage the trained to use their lesson preparations.

- During the Practice Teaching the students are required to present their Lesson plans in the following formats- Diary Format, Evaluation plan, ICT Format.

2.4 *Teacher Quality*

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

Ans. Yes, the practice teaching plan developed in partnership, cooperatively involving the school staff and mentor teacher. Before the commencement of teaching practice incharge teachers from the college visit the respective schools with permission of D.E.O and hold meetings with the school staff and principal to discuss about various activities to be conducted during teaching practice. Teaching Practice is planned with co-ordination of nearby schools. In schools subject teachers are consulted about syllabus to be covered during teaching practice. From this session teaching practice is during third semester, during first two semester there is pre-school or pre-internship programmes of two week in each semester. This enables the students to know about students, basic fundamentals of teaching, school resources and maintenance of different school records. Third semester will be full internship period for six months where students will teach actual class room situations. The teacher supervisor and school subject teachers observe them and give their suggestions for improvement of practice teaching. Head of the schools also gives feedback on Feedback Performa regarding teaching practice session on teaching strategies of pupil teachers, use of audiovisual aids by pupil-teacher, discipline maintained etc.

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

Ans. Teacher to student ratio is 1:12. This decision is based upon various criterions like:-

- *Type of practice teaching school, whether, middle, secondary level or higher secondary.*
- Number of Teacher educators mentoring the trainees.
- The location of the school
- The transport facilities availed by trainees.
- The strength of the identified practice teaching schools.
- The time provided by practice teaching schools for teaching practice.
- Convenience to students suffering from any physical disability.
- The medium of instruction adopted by trainees for practice teaching.

- The medium of instruction of the practice teaching schools.

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

Ans. The feedback to the students during practice teaching is provided by the following methods:-

- Written comments by teacher educators and/or school staff on lesson plan files.
- Verbal suggestions and hints for improvement by teacher educators and/or school staff.
- A check list is also used for giving feedback to students.
- Observation by Peer group is also used for performance evaluation.
- Collective feedback to students in the Multipurpose Hall by teacher educators, in-charge of teaching practice in different school after daily discussion lessons.

To ensure that the feedback given through these means is effectively applied for performance improvement of trainees, the following steps are taken:-

- The earlier performance's comments of trainees written in lesson plan files are compared with the recent performance during practice teaching.
- Discussion lessons are arranged in the college immediately after the completion of practice teaching.
- After practice teaching, all the students are assembled in college and elaborate discussions about general mistakes committed by trainees during practice teaching are done.
- During this assembly of students, suggestions for improvement are given by all the subject teachers.

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

Ans. It is done through the direct interaction among the teacher educators, Principal and teachers of co-operative schools. Besides, the school principal and teachers of various practice teaching schools are invited in college for discussion on burning issues. The outcomes of these are further given to the teachers to update their knowledge about policies and educational needs of schools. Pupil teachers are updated on policy directions by way of following channels:-

1. Members of IQAC discusses and deliberates on the policy directions and convey it to the teacher in- charge & who further convey to the student teacher.
2. Extension lectures are conducted on relevant subjects.
3. Display relevant information on notice board.
4. Provision of relevant journals in the library.
5. Implementing directions at the earliest.
6. Providing information on sources for policy updating.

Changing Educational needs of the schools are communicated through following activities:-

- Extension lectures by resource persons, heads of the institutions, and officials of the education department, research workers in the area of school learning and teachers of the schools.
- Self experience in the schools during practice teaching.
- Encouraging students to locate such information from print and electronic source.

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

Ans. To keep pace with the recent developments in the school subjects and teaching methodologies, the institution adopts various measures:-

- Through direct interaction with school teachers and Principals.
- By reading different newspapers, magazines, journals related to recent trends in education at school level.
- Inviting school teachers to deliver talks or conduct workshops
- Purchasing latest books on school subjects for the library.
- By attending various seminars, conferences and workshops on recent trends of development of school curriculum and methodology.
- As per as students are concerned they are also benefitted from the activities taken by the teacher educators. Besides these, they are encouraged to explore printed and electronic media (internet) for updating themselves.

2.4.6 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.?)

Ans. The institution ensures personal and professional career development of the teaching staff by various means:-

- Organizing/Motivating the college staff to attend/participate in seminars, conferences and workshops.
- Special journals and magazines are subscribed in the college library for the personal and career development of teaching-staff.
- The teaching staff is motivated for membership in various associations related to personal and professional development.
- The staff members engaged in further study or research are given study leave specially to advocate their professional development.
- The college ensures the provision of recent study material in college library.
- Two staff members have done Ph.D and three staff members have been enrolled for Ph.D programmes.
- In addition to the above, the teacher educators engage themselves in informal discussion based on their respective subjects. This provides them opportunities of professional development in the form of peer learning.
- Faculty members of the institutions are collaborating with the faculty of other educational institutions for their professional development programme.

Table showing faculty development programmes attended:-

Name	Course	Number
Dr. (Mrs.) Ripenjeet Kaur	General Orientation Programme	One
Mrs. Reetu Sharma	Pre Ph.D Course Work	6 months
Mrs. Anita Rani	Pre Ph.D Course Work	6 months
Mr. Avtar Singh	Pre Ph.D Course Work	6 months
Ms. Navpreet Kaur	Pre Ph.D Course Work	6 months

Staff members who attended seminars/ workshops/ conferences or presented papers.

Name of the Teacher	No.of State/National/International Seminars/ Workshops/ Conferences attended
Dr.(Mrs.) Ripenjeet Kaur	40
Dr. (Mrs.) Navdeep Kaur Gill	55
Dr. (Ms.) Rajni Uppal	02
Mrs. Reetu Sharma	02
Mrs. Anita Rani	41
Mrs. Malti Sharma	04
Mrs. Manjit Kaur	07
Mr. Avtar Singh	17
Ms. Rekha	33
Mrs. Geeta Sharma	08
Ms. Malti	02

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

Ans. The staff members are appreciated for their good performances through various means:-

- The staff members are given appreciation certificate for their appreciable performances by the college principal as well as the managing committee.
- The teacher in-charges along with student taking part in various competitions and for good performance are given due recognition in the college during morning assembly and various cultural programs in the college.
- The news along with photographs and details of competitions is published in leading national as well as regional newspapers in Hindi, English & Punjabi.
- The college magazine is also used to highlight the appreciable performances of the College faculty during the session.
- College annual report too carries relevant information of considerable contributions/ achievements of staff during the session.

- Study and duty leave is sanctioned for professional growth.
- Financial support is given for professional development programmes.
- Provision of compensatory leave for putting extra time for college.

2.5 *Evaluation Process and Reforms*

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

Ans. The college has established Internal Quality Assurance Cell (IQAC). This cell takes care about each and every facility and problems related to students and staff members. Grievance redressal cell is also in existence to resolve the grievances of students and teachers.

The barriers to student learning are identified through the following means:-

- Keen and careful observation of the students in the institution.
- Identified through class tests, unit tests and house tests.
- Appraisal by parents, staff and Principal
- Careful observation by college faculty and the Head of College
- Self-appraisal by teachers
- Suggestion box in the college
- Direct conveying of barriers by parents, students to the Head of College
- By interviewing the students
- Through tutorial groups of students

After the identification of barriers and problems, these are communicated to Grievance Redressal Cell and Guidance and Counseling cell working under the auspices of IQAC. Redressal of these problems is worked out with help of higher authorities, keeping in the view the commitment to provide conducive environment, better infrastructure, and access to technology and ensuring teacher quality. Some of the features help to enhance learning in the college are as under:-

- College is situated away from the city which provide lush green environment to the student and teachers.
- All the labs and class rooms are well equipped
- ICT resource center has twenty computers with wifi internet connections
- Variety of Psychological tests is available for research in Psychology Resource Center

- Well stocked and computerized library with books of famous authors including additional knowledge, references, journals, encyclopedia etc. Library has approx.10000 books in all.
- All the staff members are well qualified full filling the requirement of UGC
- IQAC works effectively to ensure and provide good teaching learning environment for student teachers
- Feedback is collected from the students, teacher and parents to cope up with the needs of present time.
- There are committees and clubs to resolve the problems of students related to different aspects
- Problems related to students performance and addressed by different provision like remedial classes, assignments, tutorials and discussions
- Principal, teaching and support staff play vital role to eliminate the barriers of learning.
- Small action research projects are also carried out on this issue.
- Placement of past out pupil teachers is also a vital source of feedback on institution performance and barriers.

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

Ans. The college uses an assortment of assessment/ evaluation processes as:-

- Mock tests/ oral tests, weekly tests/snap tests in the classrooms
- Assignments submitted by the students for the compulsory and teaching papers
- Attendance in class
- Result of terminal examinations conducted twice a year
- Overall classroom behavior in/outside, with other employees, fellow students, teachers.
- Participation in co-curricular activities
- Final examinations
- Maintaining discipline in the college campus
- House examination conducting once a semester

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

Ans. To convey the assessment/evaluation outcomes the following measures are adopted:-

- Attendance of student is told immediately after the completion of a month
- The marks obtained by students in various tests are discussed in the classroom and methods of improvement are suggested
- The results of the students during house tests are sent through report cards at the students' residential address
- The award winning performances of students in college are published in Newspapers
- The winners of various positions in the activities in College are given due recognition at the Annual Prize Distribution function of College.
- Remedial classes are organized to cover up the shortcomings of slow learners and students with poor performance in the concerned subject areas after each house test
- Class incharges are also made aware regarding the performance of every student of their class in each subject through staff interactions.
- Similarly, best attempted assignments are kept as model work by the students.
- College magazine and prospectus is also used for highlighting the performance of pupil teachers.

These outcomes are effectively used for improving the performance of the students and curriculum transaction. The common mistakes committed by students are attended resourcefully.

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

Ans.

- ICT is used to store and save all the marks of internal assessment and final examinations of students and to record attendance of students.
- ICT is used during assessment and evaluation of Teaching Practice of student teachers.
- CCTV monitoring is also one of the means of evaluation in order to ensure proper and fair evaluation

- Preparing Student Information Database
- For all instructions related to assessment
- Preparing Question Bank
- Preparing question papers for cycle tests, internal examinations and remedial tests
- Internal assessment format
- Preparation of Award lists
- Preparation of Evaluation charts for various activities
- Preparing result sheets
- Analysis of results
- Online submission of internal assessment to the University
- Performance in micro and macro teaching is assessed through video recording and feedback is provided.
- Some teachers are using projector for conducting tests/quiz.

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

Ans: To ensure transparency in the teaching, learning and evaluation processes:-

- All the students are trained by their subject teachers to prepare their proper power point presentations
- College has wifi connectivity. Faculty and students have an easy access to it
- Transparency in evaluation system
- Promotion of faculty empowerment activities and programmes
- Expansion of library and making it fully computerized
- Introduced the use of LCD projector, OHP, Computer, INTERNET
- As regards the evaluation the institution has sustainable practices in teaching/ learning and evaluation which have the greatest impact on performance, leading to quality enhancement in teaching- learning and evaluation of good institutional performance.
- Report cards are dispatched to students' residential address.
- The answer books are returned to students after checking by the staff.

- Checklist for evaluation of various teaching skills.
- Examinations on demand by the students who missed them for one reason or the other.
- Examinations on demand by the students who feel the need to improve their score in prior examinations.
- Development of Question Bank in different compulsory, teaching and Optional subjects for better teaching and learning.
- Introduction of smart classes is a step towards inclusion of integrated technology in training programme.
- Remedial classes for weak students and challenging assignments for bright students

The institution has a fair admission policy which ensures equal opportunities to students from different academic, economic, cultural, religious, social and linguistic backgrounds. Student database is prepared to identify diverse needs of students. To make learning more active and

student centered, small groups of students are constituted to practice constructivist approach of teaching. Participatory and Student centered learning is ensured by use of group techniques like brain storming, Group discussions, buzz sessions and learner centered methods like Gamification, Dialogue Method , Project Method, Problem Solving method, Experience based learning and Collaborative learning strategies are practiced. Models of Teaching like Flander's Analysis and Suchman's Inquiry Training Model are practiced in different teaching subjects. The institution has introduced feedback mechanisms from all stakeholders and the suggestions, thus obtained are implemented in the curricular planning. The performance of students is continuously assessed through CCE and students are timely communicated about the results.

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

Ans. Yes, the institution reflects on the best practice in the delivery of instruction, including: compulsory use of

- LCD projector
- Overhead Projector
- Computers

- Internet
- Number of journals and books in library has been increased as students and staff members reference material for their research work
- Staff members are encouraged by the principal to carry out research work, attend and participate in seminars, conferences and workshops and get their papers published from time to time
- Library periods are given to every section under the supervision of an incharge.
- Three staff members are pursuing Ph.D. with due permission of college authorities.
- In micro teaching and practice teaching feedback is sought from peer group.
- More computers and a smart board have been added
- Wi- Fi campus
- National seminars, conferences, workshops and are organized by the college almost every year.
- Mentorship programme
- Consultancy service for community
- Student friendly instruction are imparted by coming down to the level of the students
- Relating instruction to the real life situations for the all round development of student teachers
- Teacher educators use different methods of teaching according to the present needs of the students and requirements of the curriculum
- Proper orientation of student teacher at starting of the new session by the faculty members
- Organisation of special workshop for skill development of students and faculty members.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

- 1. What are the main evaluative observations/suggestions made in the first assessment report with reference to *Teaching Learning and Evaluation* and how have they been acted upon?**

Ans:-Observation/Suggestion are following:-

- All students for B.Ed course admitted through state level CET by the Panjab Govt. through one of the three universities.
- Reservation policy of the Punjab University adopted in admission process.
- Every year college prospectus and advertisements in leading national and regional newspapers published.
- Students grouped into four houses irrespective of their diverse backgrounds
- Catering to the diverse needs of students is to be made more specific
 - The Principal and all the staff members try their best through different ways to cater the diverse needs of students. Detail is provided in SSR.
- 7 micro teaching skills practice by the students two lessons per each skill
 - Now it is changed to 5micro skills .
- 200 students accommodated in 8 schools for practice teaching
 - 36 students accommodated in 12 schools for practice teaching
- 'Modals of Teaching is to be conceptualized.
 - Lessons Plans based on four different types of Models like Concept Attainment, Inquiry Training, inductive Thinking Model and Basic Teaching Model of teaching are to be conceptualized according to the B.Ed syllabus.
- Management encourages teachers to participate in Seminars, Conferences and Workshops
- Of the 15 teachers 5 regular/permanent
 - Now out of 15 teachers 12 are regular
- Only the Principal is Ph.D. 8 M.Phil, and 3 registered for Ph.D.
 - Principal and 2 staff members are Ph.D and 4 register for Ph.D.
- Institution adheres to the norms of evaluation set by the Panjab University
- Evaluation system includes external and internal assessment as 80:20 in each subject.
 - Now it is changed to 70:30
- Question bank prepared and made available in the library

2.What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

Ans:- In order to ensure quality sustenance and enhancement following measures are taken by the institute: -

- Number of journals and books in library has been increased as students and staff members need reference material for their research work
- Staff members are encouraged by the principal to carry out research work, attend and participate in seminars, conferences and workshops and get their papers published from time to time
- Library periods are given to every section under the supervision of an incharge.
- Three staff members are pursuing Ph.D. with due permission of college authorities.
- Wi- Fi campus
- National seminars, conferences, workshops and symposium are organized by the college almost every year.
- Mentorship programme
- Consultancy service for community
- Organisation seven day workshops for development of ICT and Fine arts skills and also on curriculum transaction.
- Semester system is introduced by Panjab University, also the duration of B.Ed course has been increased form one year to Two years.
- Principal Dr. Ripenjeet Kaur elected as the member of faculty of education, Panjab University, Chandigarh and Dr. Navdeep Kaur is selected as a member of board of studies.
- Application of ICT is encouraged in teaching learning process through various activities.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION**3.1 Promotion of Research****3.1.1 How does the institution motivate its teachers to take up research in education?**

Ans. The institution motivates its teachers to take up research in Education by following ways:

- The college has **rich library** which caters to the research needs of teachers by providing :-
- Research journals
- Research books
- Internet facility
- References
- Encyclopedias
- Surveys

Other ways to motivate teachers are: -

- Encouragement to college faculty to attend/ participate in seminars, conferences and workshops conducted by professional and education organizations.
- Financial support is given, duty leave is sanctioned for participation of faculty in seminar/ workshop/conference.
- Encourage teachers to attend research related activities and to visit various rich libraries like Panjab University Library, Panjabi University Library, Maharishi Dayanand University Library, Lovely Professional University Library etc.
- The institution organizes seminars /coferences(State and National Level) /Workshops and Stimulates the Teacher to take up Reaserch by Providing the required research exposure.
- Teachers are also provided with special facility such as their work load is reduced, they are provided with special leaves for attending the course work/research work for example. Dr.(Mrs.) Ripenjeet Kaur, Dr. (Mrs.) Navdeep Kaur, Mrs. Reetu Sharma, Mrs. Anita Rani and Mr. Avtar Singh were provided with special study leave facilities for attending the course work and also their teaching load was reduced.

- Requirement of teachers demands regarding psychological tests are fulfilled
- Research committee
- Psycho laboratory
- Guidance from Principal
- Research section in the college magazine where teachers contribute their research work
- The faculty member registered for degree of Doctorate in Education are Mrs. Reetu Sharma, Mrs. Anita and Mr. Avtar Singh

Research Supervision

The research is further promoted by faculty member by supervising the students at M.Ed Level For example Principal Dr.(Mrs.) Ripenjeet Kaur, Dr. (Mrs.) Navdeep Kaur and Dr. (Ms.) RajniUppal have supervised research dissertation atM.Ed level.

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

Ans. Some thrust areas of research prioritized by the institution are matching with objectives of the college are as follow:-

- Values
- Teacher effectiveness
- Educational problem of first generation learners
- Mental health
- Environmental awareness
- Professional growth of teachers
- Use of ICT in Education
- Teacher Education
- Primary Education
- Secondary Education
- Higher Education
- Quality of Education
- Educational psychology
- Inclusive Education
- Education in rural area
- Emotional Intelligence
- Sprtiual Intelligence
- Teaching Learning Process

- Case Studies
- Impact of Science and Technology in modern era
- Well-being and personality structure

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

Ans. Yes, as the action research is one of the compulsory components of the teaching practice and pupil teachers take any one problem which they feel as grave and try to solve the problem with action research. Various problems identified by pupil teachers for action research during teaching practice are poor personal hygiene, wrong pronunciation, Spelling Mistake, absenteeism, etc.

For instance:-

Example No.:- 1

Identification of problem:

A problem of poor hygienic habits was observed in some of the students of practice teaching schools.

Measures taken by student teachers:

Before the Morning assembly nails, ears, handkerchief and uniform was checked, School students were specially directed to wash hands before and after taking eatables during school recess. For this reason, it was ensured that soap and water facility is available in the school.

Impact / Outcomes

After the application of techniques applied by student teacher under the guidance of teacher educator, it was observed that the identified students developed clean hygienic habits.

Example No.:- 2

Identification of problem:

A problem of untidy/ disorderly classroom environment was observed in some classes of practice teaching schools.

Measures taken by student teachers

The student teachers identified the problem and tried to solve through action research, were specially instructed to use dustbins placed in the school in general or the classrooms in particular. For this purpose, the provision of dustbins was ensured in the school.

Impact / Outcomes

After the application of techniques used by student teachers under the guidance of teacher educator, it was observed that students developed good habits to keep their classrooms neat and tidy.

Some of the Problems faced by the students and faculty are as follow:

- Pronunciation problems of English Language
- Study on the bag burden of the school students
- Causes of stealing among students
- Problem of handwriting
- Problem of discipline
- Problem of adjustments
- Problem in identifying the symbols of various elements and compounds in science.

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

Ans. Internaional/National/State Level Conference /Seminar / Workshop attended by faculty members since 2010 are:-

Workshop Attended By Faculty Members:

1. Dr. Ripenjeet Kaur (Principal)

S. No.	Title of the paper presented	Date(s) of the event	Organised by	Whether International/ National/ State/ Regional/ University or College Level
1	Globalisation and Developing Societies:	06.12.2005	Dasmesh Girls College of	National Seminar

	Challenges and Response		Education, Badal	
2	Conceptualization of Well-being	22.05.2009	Bawa Nihal Singh B.Ed. College, Muktsar	National Seminar
3	Reforms in secondary Education	12.09.2009	Surjeet Memorial College of Education, Malwal	National Seminar
4	Quality Concerns in Higher Education	12.09.2009	Surjeet Memorial College of Education, Malwal	National Seminar
5	Teacher Education & Sustainable development	25.03.2010	Babe Ke College of Education, Moga	International
6	Exceptional Children & Inclusive Education	29.03.2010	Dashmesh Girls College of Education, Badal	National Seminar
7	Inclusive Education, “ Challenges & Opportunities”	29.01.2011	Guru Gobind Singh College of Education, Talwandi Sabo	National Seminar
8	A step towards stress-free learning	26.02.2011	Surjeet Memorial College of Education, Malwal	National Seminar
9	Environmental Awareness	09.03.2011	Moga College of Education for girls, Moga	National Seminar
10	Education for Sustainable Development	13.03.2012	GGs Khalsa college of Education, Kamalpura	State Level Seminar
11	Concept & Importance of M-Learning	09.02.2013	Surjeet Memorial College of Education, Malwal	National Seminar

12	Understanding the concept of continuous & Comprehensive Evaluation at School Level.	20&21.03.2014	Desh Bhagat University, Mandi Gobindgarh	National Seminar
13	Real Place of Women in Indian Society: As Goddess or exploited female	18 & 19.10.2014	Baikunthi devi Kanya Maha Vidyalaya, Agra	National Seminar
14	Student Friendly Schools: A Need of the Hour	15.11.2014	Surjeet Memorial College of Education, Malwal	State Level Conference
15	Constitutional Provision for Women & Place of Women in Indian Society	23 & 24.01.2015	Lala Jagat Naryan Education College, Jalalabad (W)	International Conference
16	Workshop	5&6.02.2015	Bhutta College of Education, Ldh.	International Conference
17	Workshop	07.02.2015	D.A.V. College of Education, Abohar	University Level Workshop
18	Education for Sustainable Development	13.02.2015	Department of Education, Pbi. Uni.Regional Centre, Bathinda	National Seminar
19	Modernisation of Agriculture	14.02.2015	K.L.S.D. College, Ludhiana	National Seminar
20	Discussed on Present B.Ed. Syllabus	18.02.2015	Khalsa College of Education, Sri Muktasr Sahib	State Level Seminar
21	Role of Teacher in Inculcation of	19.02.2015	B.K.M. College of Education,	National Seminar

	Values		Balachaur	
22	Crime against Women	5 & 7.11.2015	Baba Khajandas College of Management Technology, Ludhiana	International Conference
23	Modernization of Agriculture	5 & 7.11.2015	Baba Khajandas College of Management Technology, Ludhiana	International Conference
24	Present Scenario of teacher education in India	5 & 7.11.2015	Baba Khajandas College of Management Technology, Ludhiana	International Conference
25	Impact of Westernization on Indian Culture	18.01.2016	Sant Baba Bhag Singh Memorial Girls College of Education, Sukhanand (Moga)	National Seminar
26	“Parwasi Kahani da Visha-Vastu- Vednaton Sanvedna tak”	17.02.2016	DAV College For Women, Ferozpur Cantt	National Seminar
27	ICT, Fine Arts & Hertiage	08 th March to 15 th March 2016	Surjeet Memorial College of Education, Malwal	7 Days Workshop
28	Curriculum Transcaction	04.03.2017 to 10.03.2017	Surjeet Memorial College of Education, Malwal	7 Days Workshop

Dr. (Mrs.)Navdeep Gill

National/International Seminars/Workshop/Conference attended:

S. No	Title of the paper presented	Date(s) of the event	Organised by	Whether International/ National/ State/ Regional/ University or College Level
1	Conceptualization of Well-being	2009	Bawa Nihal Singh B.ed College,Muktsar	National Seminar
2	Value Oriented Teacher Education	2010	Babe Ke College of Education MUDKI (FZR)	Joint International Conference
3	Uniformity in Lesson Plan Format	2015	D.A.V.college of education, Abohar	Workshop
4	ICT, Fine Arts and Heritage	2016	Surjeet Memorial College of Education FZR.	7 DAY Workshop
5	Curriculum Transaction	2017	Surjeet Memorial College of Education FZR.	7 DAY Workshop

(b) Papers presented at State/ National/International Seminars/Workshop/Conference

S. No	Title of the paper presented	Date(s) of the event	Organised by	Whether International/ National/ State/ Regional/ University or College Level
1	Concept & Dimension of mental Health	2008	Satyam College of Education, Moga.	National Seminar

2	Dimension of mental Health	2008	Moga College of Education for Girls GHAL KALAN	State Seminar
3	Privatization of Education: Means to Quality Assurance in Education.	2009	Surjeet Memorial College of Education FZR	National Seminar
4	CAI	2009	Babe Ke College of Education, Daudhar, Moga.	National Seminar
5	Privatization of Education	2009	Babe Ke College of Education MUDKI (FZR	National Seminar
6	Need of Quality in Distance Education in 21 st Century.	2010	Department of Distance Education ,Punjabi University, Patiala.	National Seminar
7	ICT 21 st Century	2010	Guru Ram Dass B.ed. College,Jalalabad	National Seminar
8	Exceptional Children Inclusive Education.	2010	Dasmesh Girls College of Education, Badal(Muktsar)	National Seminar
9	Educational Development Inequality and Challenges	2011	S.K.college of Education, Moga.	National Seminar
10	Environmental Challenges in 21 st	2011	Moga College of Education for Girls GHAL KALAN	National Seminar
11	Stress Mangement	2011	Surjeet Memorial college of Education	National Seminar
12	Quality issues in School Eduaction	2011	Dasmesh Girls College of Education, Badal(Muktsar)	National Seminar

	Causes of Privatization	2012	L.L.R.M. College Of Education. Moga	National Seminar
13	Ict in 21 st Century.	2012	L.L.R.M. College Of Education. Moga	National Seminar
14	Participatory Role Of Teacher Trainees in Quality Enhancement.	2012	RIMT College of Education ,Mandi Gobindgarh.	National Seminar
15	Education For Sustainable Development.	2012	Guru Gobind Singh Khalsa Colege of Education For Women,Kamalpura.(Ludhiana)	State Seminar
16	Eduation and Sustainabilty Responding to Global Challenges.	2013	Moga College of Education for Girls GHAL KALAN	National Seminar
17	Discussion on various component of B.ed	2013	B.C.M.College of Education,Ludhiana	Seminar on revised curriculum
18	Quality Education	2013	Department of Education & Community Srevice,Punjabi University,Patiala	National Conference
19	Role of NAAC in Promoting Quality In Higher Education	2014	Moga College of Education for Girls GHAL KALAN	National Seminar
20	Role of Agencies	2014	Department of Education & Community Srevice,Punjabi University,Patiala	National Conference
21	“E” Commerce	2014	Baikunthi Devi Kanya Mahavidyalay	national Seminar

			a AGRA	
22	Concept of Child Friendly School	2014	Surjeet Memorial College of Education FZR	State Level Conference
23	Value education	2015	Guru Ram Dass B.ed. College, Jalalabad.	National Seminar
24	Constitutional Provision For Women	2015	Lala Jagat Naryan Education College, Jalalabad	International Conference
25	Problem encounter by researchers	2016	Dev samaj college of education ,FZR.	National Seminar
26	Globalization And Indian Education System	2016	Sant Baba Bhag Singh Memorial College Of Education ,Moga.	National Seminar
27	Types of Discrimination in workplace and their legal protection in India	2016	Moga College of Education for Girls GHAL KALAN	National Seminar
28	Punjabi Maatbhumidi Mahatta	2016	D.A.V College For Women, Ferozepur cantt.	National Seminar
29	Work-Life Balance	2016	D.A.V College For Women, Ferozepur cantt.	National Conference
30	Teacher and society	2016	D.A.V College of education ,Fazilka	National Seminar
31	Punjabi bhasha de dash ate desha	2016	Dev samaj college of education ,FZR.	National Seminar

Dr. (Mrs.)Rajni Uppal

S. No	Title of the paper presented	Date(s) of the event	Organised by	Whether International/ National/ State/ Regional/

				University or College Level
1.	Paradigms of Teacher Education in Present Context	2013	Shukdeva Krishna College of Education for Girls Moga	National
2	Revised P.U. B.Ed Curriculum	2013	B.C.M College of Education, Moga	Conference

Mrs. Anita Rani

Attended Seminar/Workshop/Conference

S. No	Title of the paper presented	Date(s) of the event	Organised by	Whether International/ National/ State/ Regional/ University or College Level
1	Transforming Rural Punjab into knowledge Economy	2009	Dashmesh Girls College of Education, Badal (Muktsar)	National Seminar
2	Innovative Pedagogical Practices : Promotion of Teaching & Learning	2009	Babe Ke college of Education, Daudhar (Moga)	National Seminar
3	Uniformity in Lesson Plan Format	2015	D.A.V Collge of Education, Abohar	One day workshop
4	ICT & Fine Arts Skills	2016	Surjeet Memorial College of Education Malwal , Ferozepur	7 days workshop
5	Curriculum Transaction	2017	Surjeet Memorial College of Education,	7 Days Workshop

			Malwal	
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Paper Presentation

S. No.	Title of the paper Presented	Date(s) of the event	Organized by	Whether international/national/state/regional/university or college level
1	Higher Education: Global Issues	2014	Punjabi university Patiala	National conference
2	Inclusive education	2016	DAV College for Women, Ferozpur Cantt	National conference
3	Realising inclusive education through student friendly schools	2014	Surjeet Memorial College of Education Malwal, Ferozpur	State Level conference
4	Role of media in present scenario	2011	Dev Samaj College of education for women Ferozpur	College Level
5	Gender in equality	2012	Lala Jagat Narayan Education College	National Seminar
6	An overview on mobile learning	2013	Surjeet Memorial College of Education	National Seminar
7	Problem of teacher education	2013	Saint Sahara college of education, Sri Muktsar Sahib	National Seminar
8	Inclusive education: Role of community special education needs	2015	Guru Ram Dass B.Ed College Jalalabad	National Seminar
9	Impact of Globalization on culture'	2016	Sant Baba Bhag Singh Memorial Girls College of Education	National Seminar
10	Flexibility of career	2016	Moga college of	National Seminar

	development		education for girls, Moga	
11	Researches for promoting excellence M Teacher Education	2016	D.A.V College for women, Ferozepur Cantt	National Seminar
12	wks G{wh ns/ tk; G{wh d/ nzso-;zpzX	2016	D.A.V College for Women, FerozepurCantt	National Seminar
13	Role of teacher in promoting quality Research	2016	DevSamaj College of Education for Women, Ferozepur	National Seminar
14	Real Place of women in Indian society	2015	Lala Jagat Narayan Education College	International Conference
15	xo'rh ns/ ;e{bh Gk;ak dh ftf dne wjZssk	2016	Dev Samaj College of Education for Women	National Seminar

Mr. Avtar Singh

Presented Paper in National/International Seminars & Conferences

S. No.	Title of the paper Presented	Date(s) of the event	Organized by	Whether international/national/state/regional/university or college level
1	Value Oriented Teacher Education	2010	Babe Ke College of Education, Mudki (FZR)	(Joint International Conference)
2	Value Crisis: A challenge for Education.	2014	Lala Lajpal Rai Memorial college of Education Dhudi Ke (Moga)	(National Seminar)

3	Higher Education & Civil Society in 21st Century	2014	Punjabi University Patiala	(National Confernces)
4	Human Rights Education-A Quest in Human Identity	2014	Babe Ke College of Education Daudhar (Moga)	(National Seminar)
5	:- Ajj di Aurat-Sathiti, samaseava ate sambhavnava	2015	Lala Jagat Narayan Education College. (Jalalabad) (W.)	(International Conference)
6	Globlization and Punjabi Society	2015	Punjab University Constituent College Mohan Ke Hithar, Guru Har Sahai, Ferozepur	National Seminar
7	Value Crisis & Improvement in Education and Various fields of society	2015	Guru Ram Das B.ed College. Jalalabad (W.)	National Seminar
8	Requirement of flexibility in career	2016	- Moga College of Education for Girl, Ghall Kalan, Moga	National Seminar
9	Maat Bhumi ate Vaas Bhumi, Antar Sambandh	2016	DAV College for women, Ferozepur Cantt (Pb)	National Seminar
10	Role of Research in Promoting Quality in Education	2016	Dev Samaj College of Education for Women Ferozepur	National Seminar

			City	
11	Masle Punjabi Maa Boli de	2016	Dev Samaj College of Education for Women Ferozepur City	National Seminar

Participated in National/International Seminar, Conference & Workshop

S. No.	Title of the paper Presented	Date(s) of the event	Organized by	Whether international/national/state/re gional/university or college level
1	Perspective In Information and Communication Technology	2010	Guru Ram Das B.ed, College Jalalabad(W))	National Seminar
2	Punjab Di Virasat:- Samkalin Parsangikata	2013	Punjabi University Patiala	29th International Punjabi Development Conference
3	Punjabi Alochna da Sarvekhan ate Mulakan	2012	Punjabi University Patiala	First Punjabi National Conference
4	Punjabi Pehchan: Punjabi Bhasha, Sahit ate Sabheachar de Havale Nal	2012	Punjabi University Patiala	First Punjabi Dicepora Conference
5	Sufism and Composite Culture & Punjab	2012	Punjabi University Patiala	2nd International Conference
6	Punjabi Kahani: Prapita ate Sambhavnava	2012	Punjabi University Patiala	2nd World Punjabi Literature Conference
7	ICT & Fine Arts Skills	2016	Surjeet Memorial College of Education Malwal,	7 days Workshop)

			Ferozepur	
5	Curriculum Transaction	2017	Surjeet Memorial College of Education, Malwal	7 Days Workshop

Mrs. Malti Sharma

S. No.	Title of the paper Presented	Date(s) of the event	Organized by	Whether international/national/state/regional/university or college level
1.	Inculcation of Values in Moral & Social Context	2014	LLRM College of Education Dhudike Moga	National
2	Improving Child-Friendly Schools	2014	Surjeet Memorial College of Education Malwal, Ferozepur	State Level conference
3	Working Women 's Emerging Security Threat	2015	Lala Jagat Narayan Education College	International Conference
4	Higher Education & Civil Society in 21st century	2014	Punjabi university Patiala	National conference

Mrs. Manjit Kaur

S. No.	Title of the paper Presented	Date(s) of the event	Organized by	Whether international/national/state/regional/university or college level
1.	Environment Education in the Perspective of Teacher Education	2014	Babe Ke College of Education Daudhar ,Moga	National

2	Inculcation of Values in Moral & Social Context	2014	LLRM College of Education Dhudike Moga	National
3	Increasing Aggression & Demand for Luxuries among youth: who is Responsible	2014	Baikunthi devi Kanya Maha Vidyalaya, Agra	National
4	Human rights Education-A Quest in human Identity	2014	Babe Ke College of Education Daudhar (Moga)	(National Seminar)
5	Need of Quality Training at Pre-Service & In-service Teacher Education	2014	Moga College of Education for Girls	National
6	Role & Responsibilities of Teachers in Student Friendly Schools	2014	Surjeet Memorial College of Education Malwal, Ferozepur	State Level conference
7	Gender Equality: Yet a Distant Dream	2015	Lala Jagat Narayan Education College	International Conference

Ms. Rekha Mehta

Papers Presentations at National & International Level:

S. No.	Title of the paper Presented	Date(s) of the event	Organized by	Whether international/national/state/regional/university or college level
1.	Value Oriented Education- Need of the Nation	2013	Lala Jagat Naryan Education College	Inter-National
2.	Paradigms of Teacher	2013	Shukdeva Krishna	National

	Education in Present Context		College of Education for Girls Moga	
3.	Environment Education in the Perspective of Teacher Education	2014	Babe Ke College of Education Daudhar ,Moga	National
4.	Inculcation of Values in Moral & Social Context	2014	LLRM College of Education Dhudike Moga	National
5.	Need of Quality Training at Pre-Service & In-service Teacher Education	2014	Moga College of Education for Girls	National
6.	Inclusive Education	2015	Guru Ram Dass B.Ed. College	National
7.	Quality Enhancement for Preparing Academic Workforce	2016	Moga College of Education for Girls	National
8.	Role of Teacher in Promoting Quality Research	2016	Dev Samaj College of Education for Women	National

Conferences / Workshops Attended:

S. No.	Title of the paper Presented	Date(s) of the event	Organized by	Whether international/national/state/regional/university or college level
1.	Modern Trends in Chemical Science	2005	DAV College Jalandhar	National Level Conference
2.	Realizing Inclusive Education through Student Friendly	2014	Surjeet Memorial College of Education	State Level Conference

	Schools		Ferozpur	
3.	Impact of social media on youth	2016	DAV College for Women Ferozpur	National Level Conference
4.	ICT, Fine Arts & Heritage	2016	Surjeet Memorial College of Education, Malwal Ferozpur	7 Days Workshop
5	Curriculum Transaction	2017	Surjeet Memorial College of Education, Malwal	7 Days Workshop

Dr. (Mrs.) Geeta Sharma

Conference/National Seminar

S. No.	Title of the paper Presented	Date(s) of the event	Organized by	Whether international/national/state/regional/university or college level
1	Need of Psychological Intervention in global society	2016	D.A.V College for Women, Ferozpur Cantt	National Conference
2	Preparation of effective research proposal	2016	Dev Samaj College of Education for women, Ferozpur City	National Seminar
3	Paradigms of Teacher Education in Present Context	2013	Shukdeva Krishana College of Education, Moga	National Seminar
4	ICT & Fine Art Skill	2016	Surjeet Memorial College of Education, Malwal, Ferozpur	7days workshop
5	Curriculum transaction	2017	Surjeet Memorial College of	7days workshop

			Education, Malwal, Ferozepur	
6	Yoga and Physical Fitness	2015	Banaras Hindu University	National Level

Conference/ Seminar/ Workshop organized by the faculty members in college campus:-

S.No.	Topics	Date(s) of the event	Level
1	A step Toward Stress free Learning	26.02.2011	National Level Seminar
2	Concept and importance of M-Learning	09.02.2013	National Level Seminar
3	Student Friendly Schools: A Need of the Hour	15.11.2014	State Level Conference
4	ICT & Fine Art Skill	7days 8 th to 15 th March 2016	State Level Workshop
5	Curriculum transaction	7 days 03 rd to 11 th March 2017	State Level Workshop

Before the teaching practice, Every year these activities are organized by the institution:

- Organized a workshop for school principals to improve teaching practice.
- Organized a workshop on “HOW TO PREPARE TEACHING AIDS”.
- Organized a workshop on “HOW TO PREPARE LESSON PLANS”.
- Organized a workshop on “HOW TO PREPARE BLUE PRINT OF A QUESTION PAPER”.
- Organized a workshop on “HOW TO PREPARE QUESTIONS FOR QUESTION BANK”.
- Organised a workshop on “use of interactive board”.
- Organised a workshop on “Micro Skills and Demonstartion Lessons”.
- Organized a workshop on “CONCEPT ATTAINMENT FOR EFFECTIVE TEACHING”.

- Preparation of different type of lesson plans i.e. Diary based, ICT based and on Concept Mapping
- Workshop on CCE was organized by Mrs. Amarjyotimangat and Mr. Paranjeet Singh. Aims of workshop was to impart knowledge to pupil teachers regarding CCE and also how to fill CCE performas.
- Organised a workshop on ICT, Fine Arts & Craft Heritage.
- Workshop on Curriculum Transaction.

3.2 Research and Publication Output

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

Ans. The instructional materials used by the institution are given below:

- OHP (Slides)
- Charts
- Models
- CDs
- LED & LCD Projector
- Power Point Lesson Presentation
- Play Cards
- Digital Cameras

Other developed material are :-

- Transparencies in all the subjects
- Development of Question Bank
- Recorded Model Lessons of previous students
- Development of check list to observe the lessons
- Curriculum transaction.

For enhancing the quality of teaching and learning our institution has done the following efforts:-

- Well-equipped laboratories like computer lab, science lab, E.T lab, Audio-visual aid room and art room are used by the teachers and the students for practical work

- Equipments, gadgets, specimens and models are issued to students from time to time
- Student teachers are also motivated to deliver their lessons through PPT. Teachers also develop their lessons with the help of computers
- Teaching aids like models, charts, flash cards in all teaching subjects are prepared by pupil teachers during their teaching practice
- Every year exhibition & Workshop of teaching aids is organized in the college
- Pupil teacher of the college also prepare teaching aids and participate in zonal and inter-zonal skill in teaching and on the spot preparation of teaching aid competition organized by Panjab University, Chandigarh.
- The power point presentations, transparencies, models and charts for class room teaching have been developed by the faculty members and students
- Recordings of best lessons delivered by alumni and winners of zonal and inter-zonal skill in teaching competition are also kept in E.T lab

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

Ans The facilities available with the institution for developing instructional materials are given below:

- A Rich Library having 10000 books, 1755 reference books, 19 Journals, 09 Magazines, 06 News papers & e-journals
 - Internet Facility
 - LED & LCD Projector
 - OHP's Transparencies
 - Surveys
 - Encyclopedias
 - Research Books
 - References
 - Different Educational CDs are provided to teachers on demand.
 - Psychological test
 - Wifi campus
 - Provision of Well Maintained Art & Craft Resource centre is available for development of instructional material.
- Expert advise and counsltancy is arranged by the college if needed so.

- The college also gives permission to research scholars from other institutions to collect data from our institution and avail the facility provided here.

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

Ans. The institution developed the ICT/technology related instructional materials during last 5 years are:-

- OHP's Transparencies
- CDs based lesson plans
- Power Point presentations
- CDs based on Micro Lessons/skills
- The faculty and student extensively use computer, internet, LCD, OHP etc. for preparation of instructional material
- All the students prepare power point presentation and transparencies being a compulsory part of their teaching subject

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

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

Ans. Organised By The Institution:

- Organized a workshop for school principals to improve teaching practice.
- Organized a workshop on "HOW TO PREPARE TEACHING AIDS".
- Organized a workshop on "HOW TO PREPARE LESSON PLANS".
- Organized a workshop on "HOW TO PREPARE BLUE PRINT OF A QUESTION PAPER".
- Organized a workshop on "HOW TO PREPARE QUESTIONS FOR QUESTION BANK".
- Organised a workshop on "use of interactive board".
- Organised a workshop on "Micro Skills and Demonstration Lessons".
- Organized a workshop on "CONCEPT ATTAINMENT FOR EFFECTIVE TEACHING".
- Preparation of different type of lesson plans i.e. Diary based, ICT based and on Concept Mapping

- Workshop on CCE was organized by Mrs. Amarjyotimangat and Mr. Paranjeet Singh. Aims of workshop were to impart knowledge to pupil teachers regarding CCE and also how to fill CCE performas.
- Organised a workshop on ICT, Fine Arts & Craft Heritage.
- Workshop on Curriculum Transaction.

Workshop Attended By Faculty Memebrs:

Dr. Ripenjeet Kaur

S. No.	Title of Workshopc.	Date(s) of the event	Organised by	Whether International/ National/ State/ Regional/ University or College Level
1	Redefining Literacy in the Emerging Digital Society	5&6.02.2015	Bhutta College of Education, Ldh.	International Conference
2	Uniformity in Lesson Plan Format	07.02.2015	D.A.V. College of Education, Abohar	University Level Workshop
3	ICT, Fine Arts & Hertiage	08 th March to 15 th March 2016	Surjeet Memorial College of Education, Malwal	7 Days Workshop
4	Curriculum Transaction	04.03.2017 to 10.03.2017	Surjeet Memorial College of Education, Malwal	7 Days Workshop

Dr. Navdeep Gill

S. No.	Title of Workshopc.	Date(s) of the event	Organised by	Whether International/ National/ State/ Regional/ University or College Level
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1	Conceptualization of Well-being	2009	Bawa Nihal Singh B.ed College,Muktsar	National Seminar
2	Value Oriented Teacher Education	2010	Babe Ke College of Education MUDKI (FZR)	Joint International Conference
3	Uniformity in Lesson Plant Format	07.02.2015	D.A.V.college of education, Abohar	Workshop
4	ICT, Fine Arts and Heritage	08 th March to 15 th March 2016	Surjeet Memorial College of Education FZR.	7 DAY Workshop
5	Curriculum Transaction	04.03.2017 to 10.03.2017	Surjeet Memorial College of Education FZR.	7 DAY Workshop

Mrs. Reetu Sharma

S. No.	Title of Workshopc.	Date(s) of the event	Organised by	Whether International/ National/ State/ Regional/ University or College Level
1.	ICT, Fine Arts& Heritage	08 th March to 15 th March 2016	Surjeet Memorial College of Education, Malwal, Ferozepur	7-Day Workshop
2	Curriculum Transaction	04.03.2017 to 10.03.2017	Surjeet Memorial College of Education, Malwal	7 Days Workshop

Mrs. Anita Rani

S.	Title of	Date(s) of the	Organised by	Whether International/
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No.	Workshopc.	event		National/ State/ Regional/ University or College Level
1	Uniformity in Lesson Plant Format	Feb, 7th 2015	D.A.V Collge of Education, Abohar	One day workshop
2	ICT & Fine Arts Skills	From March 8th to March 15th 2016	Surjeet Memorial College of Education Malwal , Ferozepur	7 days workshop
3	Curriculum Transaction	04.03.2017 to 10.03.2017	Surjeet Memorial College of Education, Malwal	7 Days Workshop

Mr. Avtar Singh

S. No.	Title of Workshopc.	Date(s) of the event	Organised by	Whether International/ National/ State/ Regional/ University or College Level
1	ICT & Fine Arts Skills	8 March to 15 March, 2016	Surjeet Memorial College of Education Malwal, Ferozepur	7 days Workshop)
2	Curriculum Transaction	04.03.2017 to 10.03.2017	Surjeet Memorial College of Education, Malwal	7 Days Workshop

Ms. Rekha

S. No.	Title of Workshopc.	Date(s) of the event	Organised by	Whether International/ National/ State/ Regional/
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				University or College Level
1.	ICT, Fine Arts & Heritage	8 March to 15 March, 2016	Surjeet Memorial College of Education, Malwal Ferozepur	7 Days Workshop
2	Curriculum Transaction	04.03.2017 to 10.03.2017	Surjeet Memorial College of Education, Malwal	7 Days Workshop

Dr. (Mrs.) Geeta Sharma

S. No.	Title of Workshopc.	Date(s) of the event	Organised by	Whether International/ National/State/ Regional/ University or College Level
1.	ICT, Fine Arts & Heritage	8 March to 15 March, 2016	Surjeet Memorial College of Education, Malwal	7 Days Workshop
2	Curriculum Transaction	04.03.2017 to 10.03.2017	Surjeet Memorial College of Education, Malwal	7 Days Workshop

Ms. Malti

S. No.	Title of Workshopc.	Date(s) of the event	Organised by	Whether International/ National/State/ Regional/ University or College Level
1.	ICT, Fine Arts & Heritage	8 March to 15 March, 2016	Surjeet Memorial College of Education, Malwal	7-Day Workshop
2	Curriculum	04.03.2017 to	Surjeet Memorial	7 Days Workshop

	Transaction	10.03.2017	College of Education, Malwal	
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Training Provided To The Staff

- Training on “Continuous Comprehensive Evaluation” by Mrs. Amarjyoti Mangat
- Workshop on preparation of different types of lesson plan by Dr. (Mrs. Rajinder Sooch)
- Training on maintenance of school records and registers by the Ms. Madhurita, Principal, D.A.V. Sr. Sec. School, Ferozepur Cantt.
- Workshop on preparation of Blue Print by Dr. (Mrs.) Ripenjeet Kaur

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

Ans. Research Papers of Faculty Members Published in Various Journals

1. Dr. Ripenjeet Kaur

S. No	Title with Page No.	Journal	ISSN/ISBN No.
1	Study of Well-being among School Teachers	Vetri Education Vol.8 (1)	0973-8614
2	An Introduction to Personality Structure	Vetri Education Vol.8(1)	0973-8614
3	Study of Well-being among Teacher Educators	International Journal of Education Vol.2	Online 2347-4343
4	Knowing about Virtual Community for Learners	Parkash :A Light on Reasercher’s Realm Vol.1(2)	2348-0904
5	Real Place of Women in Indian Society: As Goddess or exploited female	Inquisitive Teacher Vol.1(2)	2348-3717
6	Value Preferences of Prospective Teachers	Vetri Education Vol.9(3)	0973-8614

7	Environmental Awareness – A step towards Greening World	Parkash :A Light on Reasercher’s Realm Vol.2(1)	2348-0904
8	Understanding Life Skills- A Need of the Hour	Parkash :A Light on Reasercher’s Realm Vol.2(1)	2348-0904
9	Study of Value Preferences of School Teacher	Edu-Research Vol. 5(5)	2348-6015
10	Value Education at School level	Utopia of Global Education Vol.1(1)	2393-946X
11	Human Rights Education & Media	Inquisitive Teacher Vol.2(1)	2348-3717
12	EQ of Teacher Educators	Edu-Research Vol. 6(6)	2348-6015
13	Parental Encouragement and Academic Achievement	Edu-Research Vol. 6(6)	2348-6015
14	Understanding the Concept of CCE at School Level	International Journal of Education Vol.4	Online 2347-4343
15	The Role of Communication Skills among B.Ed Students	Parkash :A Light on Reasercher’s Realm Vol.2(2)	2348-0904
16	Human Rights Education through Mass Media	Parkash :A Light on Reasercher’s Realm Vol.2(2)	2348-0904
17	Continuous & Comprehensive Evaluation at School Level	Gian Prabodh-The Awakening of Knowledge Vol.2(2)	2349-963X
18	Development of Critical Thinking in classrooms	Edu-Research Vol. 8(8)	2348-6015
19	Importance of Life Skills	Edu-Research	2348-6015

		Vol. 8(8)	
20	Study of Marital Adjustment of School Teachers	BCM Research Colloquium Vol.3(2)	2320-9321
21	Learning Experiences and outcomes of M.Ed Programme as Perceived by M.Ed Students	GRD Journal of Research Vol.1(2)	2395-5139
22	Teaching Critical Thinking in classrooms	GRD Journal of Research Vol.1(2)	2395-5139
23	Identification of Reading Difficulties among 8 th Standard students	Utopia of Global Education Vol.1(2)	2393-946X
24	Understanding the Concept of Continuous and Comprehensive Evaluation at School level	EDU-PSYCATIA An International Journal of Education and Psychology Vol.2(1)	2348-0785
25	Study of Religious Attitude and Home Environment	Parview a Quarterly Research Journal Vol.7(1)	2320-558X
26	Development of Teaching Skills Through Teaching Practice	Parkash :A Light on Reasercher's Realm Vol.3(1)	2348-0904
27	Study of Well-Being ,Learning Styles and Decision Making Styles of Prospective Teachers	Gian Prabodh-The Awakening of Knowledge Vol.3(1)	2349-963X
28	Portrait of Indian College Teacher	Annals of Art,Culture and Humanities Vol.1(1)	2455-5843
29	Education for Sustainable Development Goals	Journal of Research , Analysis and Development	2455-5835

		Vol.1(1)	
30	Education for Sustainability	South Asian Academic Research Journals Vol.6(3)	2249-7137

Dr. Navdeep kaur Gill (Assistant Professor)

(a) Research Papers published in National/International, Journals/Books;

Sr. No.	Title	journal	ISSN/ISBN No.
1	Occupational Stress among Teachers Teaching in Private Colleges	HEALTH AND FITNESS	0975-9409
2	Psychological Well-Being Among College Teachers	PSYCHO LINGUA	0377-3132
3	Optimistic Pessimistic Attitude in Relation to Mental Health	Indian Journal of Psychometry and Education	0378-1003
4	Occupational Stress in educational institution	PSYCHO LINGUA	0377-3132
5	Study of Psychological Well-Being Among College Students of Punjab	Journal of Advances & Scholarly researches in Allied Education	ISSN 2230-7540
6	Impact of Optimistic Pessimistic Attitude to Mental Health of students	Dev samaj college of education ,FZR.	PAPER ACCEPTED
7	Occupational Stress among Banks Mangers	The Summmit –A Peer Reviewed Journal Of Humanities & Social Sciences	ISSN:2394-5753

8	A Study of Value Among Students	EDU-RESEARCH	ISSN-2348-6015
9	Values among students b.ed students	PSYCHO LINGUA	ISSN-03773132
10	Job satisfaction of primary school teachers	EDU-RESEARCH	ISSN-2348-6015

Mrs. Anita Rani

Sr. No.	Title	journal	ISSN/ISBN No.
1	A Study of Mental Health in relation to academic stress and Gender	International Journal Edu-Research	ISSN-2348-6015 Vol-9, No 9.
2	Occupational stress among bank manager	International Journal Education in emerging Indian society	society ISSN No. 2394-439 X Vol No. II, No. 1.
3	A study of working and non working women in relation to their self and family variable	International Journal Edu-Research	ISSN-2348-6015 Vol-10, No 10.

Dr. (Mrs.) Geeta Sharma

Sr. No.	Title	journal	ISSN/ISBN No.
1	Yoga and its career avenues	Indian Journal of Sports Studies	National Journal 2229-3558
2	Holistic health and psychological wellness through meditation	Praachi Journal of Psycho-Culture Dimension	National Journal 0971-7064

3	Drugs- Gluping the Youth	Parkash- A light on researcher's realm	International Journal ISSN 2348-0904
4	Yoga for Stress Management	Gian Praboadh- The Awakening of Knowledge	International Journal ISSN 2349-0963X

Ms. Rekha

Sr. No.	Title	journal	ISSN/ISBN No.
1	A comparative study of work, motivation among govt. and private school teachers."	." VISION: Research journal of Education	National Journal ISSN 2230-9071.
2	A comparative study of job satisfaction among college physical education lectures of Kurukshetra University , Kurukshetra & Punjab University, Chandigarh.	ACADAMICIA: An international multidisciplinary research journal, Published by South Asian Academic Research Journals	International Journ ISSN 2249-7137
3	A comparative study of adjustment among college physical education lectures of Kurukshetra University , Kurukshetra & Punjab University, Chandigarh	Journal of Health and Fitness	National Journal ISSN 0975-9409
4	A Study of Attitude towards Physical Education among Engineering, B.Ed. and Management College Students	Journal of Health and Fitness	National Journal ISSN 0975-9409
5	Role of Home Environment on Adjustment of Secondary School Students	". Parkash: An international Referred/Juried BI-Annual Educational Research Journal,	International Journal ISSN 2348-0904.
6	Home Enviornment of Secondary Schools of FerozepurDistrict of Punjab	Educator Sector	National Journal ISSN 2321-0478

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

Ans. Awards received by the faculty members are as:

- Princiapl, Dr.(Mrs.) Ripenjeet Kaur was honoured at Dashmesh Girls college of Education, Badal at Zonal Youth Festival
- Princiapl, Dr.(Mrs.) Ripenjeet Kaur was honoured at Dev Samaj College for Women at Zonal Youth Festival

Patents received by the faculty members for the following:-

1. Dr. Ripenjeet Kaur has authored the following books

S. No	Title of book	ISBN No.	No. of authors
1	Value Crisis & inculcation of Values among Students	978-93-8014-552-5	1
2	Environmental Education (Eng)	978-93-83911-08-0	1
3	Population Education (Eng)	978-93-83911-09-7	1
4	Impact of well-being on Personality Structure	978-93-83911-12-7	1
5	Parwasi Punjabi Kahani Savendena (Feelings of Punjabi Migrants)	978-93-83916-14-2	1
6	Well-being –its concept & related variables	978-93-83911-26-4	1
7	Education & Development	978-93-83911-48-6	1
8	Theoretical aspect of well-being and Personality structure	978-93-83911-11-0	1
9	Value Education the Essence of Life (As Co-Editor)	978-93-85446-57-3	4

10	Environmental Education (Pbi)	978-93-83911-49-3	1
11	Population Education (Pbi)	978-93-83911-50-9	1
12	School Management (As Co-Author)	978-93-83911-07-3	1
13	Language Proficiency & Communication (As Co-Author)	978-93-83911-52-3	2

Dr. (Mrs.) Navdeep Gill**Published Books**

S. No	Title of book	ISBN No.	No. of authors
1	Education of Children with special Needs	978-93-83911-04-2	2
2	yk; io{osK tkb/ pZfunK dh f;Zfynk	978-93-83-911-06-6	2

Mrs. Anita Rani**Published Books**

S. No	Title of book	ISBN No.	No. of authors
1	Education of Children with special Needs	978-93-83911-04-2	2
2	yk; io{osK tkb/ pZfunK dh f;Zfynk	978-93-83-911-06-6	2

Ms. Rekha Mehta**Published Books**

Sr.No.	Title	ISBN No.	No of author
1.	Teaching of Mathematics	978-93-83911-21-9	2
2.	Guidance& Counseling	978-93-83911-15-8	4

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

Ans.

At present the major research projects under process are as follows:

- Comparative Study of self concept among orphanage and children with natural parents.
- Environmental awareness among prospective teachers
- Teaching effectiveness of Govt. and Private school teachers
- Attitude towards marriage among B.Ed. teacher trainees
- Attitude towards dowry system
- Attitude toward two year B.Ed Course
- Change in attitude of pupil teacher towards teaching profession after attending 6 months teaching practice.

3.3. Consultancy

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

Ans Yes, the Principal provided consultancy services as a guide in educational research work for submission of dissertations. The institution encourages its faculty to provide the consultancy services to schools and other educational sector. College is having guidance and counseling cell which is open for all. Under the working pattern of this guidance cell orientation programmes, career talks, health guidance programmes are organized. Institution also collaborate with teaching practice schools to provide expert guidance and counseling services to the school students. Students and parents especially in villages are ignorant about the options available to the students after their schooling. So the guidance by our faculty members after gauging the potentialities of the students at various intellectual level proves a boon to the community.

- M.Ed. (PanjabUniversity, Chandigarh)
- M.Phil (KurukshetraUniversity, Kurukshetra)
- M.Phil (Vinayka Mission University,A.P.)

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

Ans. Yes, the faculty of the institution is competent to undertake consultancy. The areas of consultancy of staff members are as follows:-

- Available Job opportunities
- Creating awareness among farmers.
- Healthy life skills.
- The faculty provides assistance for the research work to students.
- The pupil teachers are also helped to use ICT effectively.
- The students are inspired to follow healthy living practices, practice yoga and exercise.

The available expertise is publicized through various activities. The pupil teachers are the major sources to convey the message to their home and community. In addition to these, the teaching practice schools also play a vital role in this. Besides, there is an expert counselor in the institution who provides counseling to B.Ed. students as well as to members of the community and give guidance in different areas (Educational, Personal, Vocational, and Marital). All the faculty members are also competent to give guidance in different areas.

- Lectures on general topics and social issues like female feticide, drug addiction, dowry system is also delivered by our faculty members to eradicate these evils from the society.
- Various platforms are used to publicize and spread the message of consultancy such as: Use of mass media like Newspapers, cable T.V.
- Besides, college website is also uploaded with the latest information from time to time.

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

Ans. No, these services are provided on honorary bases. A word of appreciation is more than money.

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

Ans. N. A.

3.4 Extension Activit es

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

Ans. The local community has been benefited from the institution by extension activities as follows:

- Monetary help to terror victims of Mumbai
- Invites Principals and teachers of practicing schools on Seminars, Extension Lectures
- Schools' heads are invited for final skill in teaching practical where they identify student teachers for their schools (Placement services)
- Awareness campaign are organized by distributing jute bags, paper bags and best out of waste products in nearby villages and community peoples are made aware against the use of polythene
- Every year, a campaign for tree plantation is carried out in teaching practice schools and awareness about environment hazards is generated among student teachers.
- Honoring the Principals of co-operative schools on Annual Prize Distribution function in college
- Exhibition of Teaching aids for school students
- Celebration of National, International days in schools
- Organization of Inter-school competitions in our college
- Organization of dental care camp
- Donation and gifts to orphan children
- Donation and gifts to Red Cross Society at Faridkot for special children
- Donating A.V. Aids to co-operative schools
- Serving Langar to community at Shri Bazidpur Sahib Gurudwara
- Extension lectures by the college teachers as well as pupil teachers in practicing school during teaching practice on topics (Values, Etiquettes, Manners, Personal hygiene, etc.)
- Social Survey as the integral part of B.Ed. curriculum where the students go to the slum areas nearby the institution and pupil teachers give them training on how to prepare artificial flowers, soft toys and make best out of waste material etc

- By organizing NSS camps (Cleanliness drives)
- Organizing exhibition of photographs, heritage and cultural items for school children
- Awareness rallies and drives related to education, environment, health and hygiene
- Written material on Swine Flu.
- Serving of langar on Religious Ceremonies to school children
- Our pupil teachers help practicing schools in organizing functions
- Various events like Save girl child, International Women day, Birthday of freedom fighters, Essay writing competitions on Empowerment of women etc. are organized involving different sections of communities through various NGO's

Outreach Programmes :

- Blood Donation Camp in collaboration with CivilHospital, Fzr.(GO)
- Dental Camp in collaboration with All India Dental Association(NGO)
- Visit to Orphanage and donating gifts (NGO)
- Visit to School of Special Children and donating gifts.
- Donation of teaching aids and other gifts to different practicing schools
- Donation for Prime Minister's Relief Fund for terror victims

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

Ans.

- On celebration of Mat Pita Santan Diwas the parents are invited and they give feedback to college on different aspects.
- On college functions, Principals of co-operative schools are invited and they give suggestions as well as feedback.
- Extension services from the renowned personalities of the society.
- Community representatives, parents and alumni of the college are invited from time to time and they give useful feedback to the college regarding our strength and weakness.

- Doctors from different hospitals like Genesis Institute of Dental Sciences & Research are invited to guide the students on topic concerning health and hygiene.
- The experts in these fields share their experiences and perceptions with the pupil teachers which helps them to update their knowledge and widen their mental horizons.
- The heads and teachers of the school provide guidance and feedback to the pupil teachers which enhance quality in their teaching. Also the students learn how to maintain discipline, honesty, punctuality and regularity.
- Linkage with the schools and colleges provides placement opportunity to the pupil teachers.
- Visits to School for Special Children and employment exchange provide first - hand experience to the students.

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

Ans. In our college the counselor guides the students to render in -valuable services and indirectly contributing to community development. Collaboration with communities MOU's with GO's and NGO's.

In order to the strengthen the relationship between community, school and college institute intends to organize various programmes like:

- The college is planning to bring adequate awareness among them about the suffering humanity and inculcating in them the habit helping and serving the poor and needy. For these activities such as service to orphanage, old age homes, blind schools etc. are proposed.
- Special programmes are arranged to give the awareness to students about health and precautionary measures against aids, swine flu, dengue fever etc.
- Tree Plantation
- Women empowerment
- Women Welfare schemes
- Creating awareness among men/women in remote area.
- Eradication of social evils like female feticide.
- College is interested to take up more nearby areas to make aware about people for literacy and girl/women.

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

Ans Minor research project- Survey of educational problems of first generation learners of the locality.

- During teaching practice students and staff members were made aware regarding types of drugs, their psychological effects, and symptoms of drug addicted person.
- They also made aware regarding various traffic rules, women right, values etc.
- Free coaching, books and uniform is provided by students to the needy and poor students.

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

Ans. Institution develops social and citizenship values and skills among its students through the following ways:

- The institution works like a family unit and all work together.
- Celebration of National and International days
- Celebration of Mat Pita SantanDiwas with this celebration the students express gratitude towards their parents for the love and sacrifice they made
- Visit to orphanage home
- Visit to slum areas for social survey
- Visit to special children school
- N.S.S. camps are conducted every year for developing dignity of labour, brotherhood, caring for downtrodden and neat & clean habits
- Participation in group activities, seminars, discussions and project work as an important component of B.Ed. curriculum
- Theme based Morning assembly is conducted by pupil teachers in which they take all the responsibilities.
- The College has even compulsory uniform for the student to animation and inculcates uniformity in the student.
- College has permanent displayed flex boards on Good Manners
- By extension lectures (lect. Related to Traffic Rules)
- Formation of student council

- Celebration of Various festivals.
- Small group interactions are held in tutorial.
- Through gardening – beautification of campus is maintained and aesthetic sense is developed.
- Various crafts such as gardening, computer, candle making, interior and home craft are prescribed in syllabus to develop skills among the students.
- Celebration of National days.
- Formation of college students’ committees
- Celebration of Human Rights, Non-Violence, National Youth days etc.
- Awareness rallies and drives
- Educational trips and tours
- Organizing community langar

3.5 Collaborations

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

Ans : Our college is affiliated to Panjab University, Chandigarh which is university of international repots

- Some of the college lecturers are members of professional organization like Council for Teacher Education (CTE) and All India Association of Educational Research
- College teachers are motivated to attend and participate in national level seminars, conferences and workshops for their professional growth in other institutions
- Resource persons from other universities are invited to deliver extension lectures
- With the collaboration of Panjab University, College Development Council institution organized one day national seminar on M-Learning: Revolution in Education on 9 February 2013. Panjab University, College Development Council provided grant for this purpose.
- Principal Dr. Ripenjeet Kaur is added member of Faculty of Education in Panjab University, Chandigarh. She is also member of S.R.S.D Memorial Shiksha Shodh Sansthan a Registered Educational organization wide Regd.No.409/14 and Membership No.SRSD/PB/F217/2015, member of Editorial Board of the Journal “Inquisitive

Teacher” –A Peer Reviewed Referred by Annual Research Journal with ISSN -2348-3717, member of PSYCHO-LINGUISTICS ASSOCIATION OF INDIA with Membership No.788(2020) , member of IJPE , Harprasad Institute of Behavioral Studies Vide Membership No.520(2020), member of Praachi Psycho-Cultural Research Association Vide Membership No. 602(2020) , member of Shikhamitra an Educational Magazine and member of World Science Congress ,Kolkata .

Benefits resulted out of such linkages are:-

- Educational Research Journals are subscribed which help the teacher educators in research to give the latest information
- Helpful for paper presentation in various seminars in / outside the college(national / state/ district)
- Helpful to get the knowledge of new concepts and techniques in educational field and thus help them in making teachers knowledgeable and well equipped

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

Ans: Yes, the institution has linkage with “Dashemsh Candaian Sikh Society Canada and Vishav Gurmat Parchar Sabha”. Sr. Gurdev Singh Dhaliwal, Retired Principal, Canada honored brilliant students and had given extension lecture on moral values many times since establishments of college.

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

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

Ans: The college has linkage with UGC, NCTE, ISSR, Panjab University library etc. All these linkages have significantly contributed to the following aspects:

- **Curriculum development:-** NCTE and Panjab University has conducted curriculum revision workshop and all the faculty members actively participated and contributed in these workshops.
- **Teaching:-**using new techniques of teaching becomes effective and reflective.
- The linkages with schools provide us a necessary platform for teaching our students.
- **Training:** Various training programmes are organized with the help of latest trends like extension lectures, workshop for skill development of teachers. ICT training, curriculum & co-curricular activities, teaching practice, interaction with expertise's and continuous/ comprehensive evaluation makes the teacher training programme excellent and multifarious.
- **Practice teaching:-**opportunities to the students for practice teaching in institution of other districts. Interaction with the staff of different organization help the pupil teaches to remove a number of doubts in mind about 'How' and 'When' to use educational technology, in class.
- **Research:-**The linkages with UGC,ICSSR,and Panjab University library help in promoting the research culture and provide financial support to organize seminars, workshops and conference etc.
- **Extension:** Our faculty members attend various seminars and conferences in different colleges at the district, state as well as national level. Our college organized national seminar on "M-LEARNING: REVOLUTION IN EDUCATION" and also organized a State Level Conference on "STUDENT FRIENDLY SCHOOLS- A NEED OF THE HOUR".
- **Consultancy:-** The teaching practice schools are like a nursery to nurture the teaching skills of our students and in return the students of B.ED provide guidance and counseling service to the school students.
- Teacher educators and pupil teachers get the opportunities to listen to the views of educationists.
- **Publication:** Teachers send articles and research papers to be published in national and International journals.

- **Student Placement**: Students are selected in various schools of other districts and states.

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

Ans: Linkages of the institution with the schools sectors are as below

- College is linked with schools during teaching practice to consult and plan about the time-table, lesson plans and syllabus of the school for teaching practice
- Feedback from school Principals and school teachers for improving teaching practice
- By organizing Inter-school competitions in our college
- By donating different gifts and teaching aids to schools
- By inviting principals of practicing school in college functions
- By honoring the Principals on Annual Prize Distribution function
- By organizing Exhibition of Teaching aids for school students
- By celebrating national, international days in schools
- By organizing extension lectures of college teachers and as well as pupil Teachers in schools (eg. Traffic rules, personal hygiene, hand washing)
- College teachers are invited by school to act as judge in various school competitions.

(Institute-community networking)

- Various functions organized in the college, the members of community are invited (like Doctors, Lawyers, magicians, educationalist, computer personnel, sports personnel, Traffic police, consumer forum members, motivators, social workers and placement officials) for extension lecture
- Religious activities like (Akhand Path) are organized in our college and members of community are invited. Langar is served to the school students as well as other members of community
- Heritage exhibition is organized for community as well as for school students.
- Celebrating Lohri with school students
- Photography exhibition is organized for community viewing
- Dental camp is also organized for the benefit of community

- Visit to slum area as the important component of B.Ed. curriculum.
- Celebration of Maat Pita SantanDiwas (Parents were invited)
- Principals, various experts, parents (members of community) come and they give feedback and suggestions in visitor's book.

All these activities directly or indirectly help in strengthening of institute – school – community networking. The list of schools mention below which are associated with the college:-

1. Surjeet Memorial Sen.Sec. School, Malwal
2. S.M. International Convent School, Ferozshah
3. Govt. High School, Staiyawala, Ferozepur
4. Govt. Sr. Sec. School, Piyareana, Ferozepur
5. Govt. Sr. Sec. School, Manasingh Wala, Ferozepur
6. Govt. Sr. Sec. School for Girls, Ferozepur City
7. Govt. Sr. Sec. School for Boys, Ferozepur City
8. D.A.V Sr. Sec. School, Ferozepur Cantt
9. Dayanand Model High School, Ferozepur Cantt
10. Dev Samaj Model High School, Ferozepur City
11. D.C.M Sen. Sec. School, Ferozepur Cantt
12. H.M.D.A.V Sen. Sec. school, Ferozepur City

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

Ans: Yes, Faculty members of the college are actively engaged in school activities

- Faculty members deliver extension lectures in the schools and Share views with the school teachers about new methodologies of teaching, innovations in the field of education and school curriculum
- College faculty design different types of module in teaching practice. Firstly, the objectives are defined and activities are organized based on Teaching Learning Process and objectives are achieved
- College faculty actively engaged in seeking time to be taken for school teaching practice, subjects to be taught and the session of the day to be spent in school teaching practice and activities to be organized in the schools

- College faculty is also engaged in helping in action research (a practical and scientific method to solve class room problems)
- Heads and teachers of schools help in evaluation of teachers' target. They are also invited as judge to evaluate discussion lessons and give suggestions.
- To evaluate the teaching practice done by B.Ed. trainees the school teachers are requested to appraise the trainees' performance and give comments on lesson plan files to make improvement in teaching practice
- Further, the time table for teaching practice is prepared keeping in mind the views and suggestions given by the school faculty.
- At the conclusion of the teaching practice in the school the cultural programme is organized in accordance with the planning and the facilities provided by the different teaching schools.

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

Ans: The college faculty collaborates with school

- Through teaching practice.
- Through extension lectures in schools.
- Organization of activities in college for school students (games and other competitions).
- Celebration of different days for school students in college campus.
- Organizing exhibitions for school students (Heritage, Photography and Teaching Aids).
- Organization of workshop based on teaching practice.
- **The collaboration with other colleges:-** Through extension lectures.
- Participating as well as organizing seminars, conferences, workshops.
- Inter-college, zonal and inter-zonal competitions.
- Performing final examination duties in other colleges (Theoretical as well as practical examiners)
- **The collaboration with university faculty is through**
- Selection panel
- Inspection team

- Flying squad team members in examination and through with the coordinators of examinations.
- As paper setters in final University examination
- On the spot evaluation of final theory papers
- As research scholars they come in contact with University faculty.

3.6 Best Practices in Research, Consultancy and Extension

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

Ans: Although college is not having M.Ed. class still, Principal motivates the staff to conduct research work and for this she provides proper guidance. Institution tries to enhance the quality of research and extension activities as following:-

- By granting study leave and needed relaxation is given from time to time for conducting research.
 - Suitable environment is provided to them (reading room for staff in the library).
 - Psychological tests are provided to teachers on demand.
 - M.Ed., M.Phil. Dissertations, Research Journals, Encyclopedias, Surveys, books, references are provided.
 - There is a research section in college magazine.
 - For consultancy a well qualified and trained counselor is appointed by the college.
 - Free consultancy services to research scholars.
 - For extension activities: - financial assistance is provided by the college.
 - Provides free access to internet, scanner, printer and library equipped.

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

Ans: Although college is not having M.Ed class but college follows many good practice in research and extension. College encourages its faculty to undertake research work 3 teachers are Ph.D and 4 are pursuing. The institution motivates the teachers for participation and paper presentation at national and international seminar.

- Vocational and career guidance is provided by the institution to the students o 10th, +1 and +2 students in the teaching practice schools by the faculty members.
- Red ribbon club and legal literacy club also actively participate and involve the students and faculty in social activities.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to *Research Consultancy and Extension* and how have they been acted upon?

Ans:-

- Management encourages teachers to undertake research by way of sanctioning study leave.
 - Also by reducing workload.
- Thrust areas for research identified.
 - Emotional, spiritual, educational, wellbeing, personality, etc.
- Action research a compulsory component of the curriculum whiles the teachers yet to undertake action research.
 - Teachers undertake action research for the improvement of Teaching Learning Process in Teaching Practice Schools as well as in college. Different action research is mention in the report.
- Instructional material prepared by the teachers.
 - Teachers prepared question bank as well as completed transaction of B.Ed class.
- One publication to principal's credit.
 - Principal credit 6 books as co-author and 11 books as main author
- Teachers, yet to develop teachers research culture.
 - All the staff members as well as principal of the college is indulged in research work and publish research paper in various national and international journals and present various papers in national and international seminars.
- Consultancy in true sense yet to be initiated.
 - College faculty & Management tried the best to provide quality consultancy services at their own.
- In nearby slum area students impart training in art & craft

- Environmental and educational awareness rallies organized
 - In nearby villages and slum areas students impart training in different crafts and make people aware through rallies every year.
- Proper mechanism of organising and conducting need based extension activities need to be developed
 - Proper mechanism of organising and conducting need based activities is developed through many activities such as Celebration of National and International Days, Mat-Pita Santan Diwas, Various festivals, National Youth days, Visit to orphanage homes, visit to Slum areas, Visit to Special Children Schools, etc.
- Collaboration with professional organisation yet to be established (with Dev Samaj College of Education, Ferozepur, Genesis and other institution).
- Apart from linkage with practicing schools and other college of education collaboration in true sense may be initiated.
 - Collaboration with different professional organisation is developed to visiting their campus and attending different types of seminars/ workshops and participating in Zonal and Inter Zonal Youth & Heritage Festival. Also developed through organising in the college competitions Zonal Level Skill in Teaching Competitions.

In the previous assessment report few suggestions regarding Research, Consultancy and Extension were made which are:

College has established a research committee headed by the principal and composing of five senior faculty members is creating and promoting research mindedness among the teacher educators and research scholars. Comprehensive global exposure through national and international publications is provided to faculty. Moreover, they are also encouraged to conduct action research and pilot projects pertaining to various issues related to education and society.

Now college has 3 research scholars, 3 faculty members are doing Ph.D. Faculty members have focused on the development of instructional material. Many text books have been published by the faculty members. To reduce the load of a single faculty member regarding extension services faculty work load has been divided among all the faculty members.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

Ans:-Quality Sustenance and enhancement measures undertaken by the institution are;

- Wi-Fi Campus
- Addition of LCD projectors and smart board
- Use of ICT
- Collaboration with National organizations and Universities
- Participation of Faculty in seminars and Publications
- Three Faculty Members have Completed Ph.D
- Four faculty members are Pursuing Ph.D.
- Alumni Association
- Extension lectures and expert advice is given by faculty on the invitation of schools
- Publication of various books and research papers in reputed national and international journals by all the faculty members
- Publication of book by the institution and the staff
- College organise one day national seminar on M-Learning:Revolution in Education.
- Self sponsored workshop's, conference, seminar & Extension lectures by the college.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES**4.1 Physical Facilities**

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

Ans. Yes, the college has an excellent infrastructure that is more than adequate to impart quality education as per NCTE norms. The institution has been rendering a unique service to the society by imparting Teachers training to the students since 2006. The ecofriendly college campus is spread over five acres of land on Ferozepur, Moga, G.T. Road highway (Malwal) Ferozepur, near a single canal. The institution has following infrastructural facilities:-

- **Principal's Office:-** It is spacious and well furnished.
- **Administrative office:-** Well occupied with communication facilities and sufficient storage area for official records.
- **Library and Reading Room with wi-fi connectivity and total seating capacity of 80 students.**
- **Multipurpose hall with spacious seating capacity.**
- **Five class rooms with spacious and well ventilated having comfortable seating arrangement.**
- **Resource centers:-** Maths Resource center, S.St Resource center, Health and Physical Resource center, Art and craft Resource center.
- **Labs:-** Well equipped Language lab, Educational Technology lab, Science lab, Computer Lab and Psychology Lab
- **One Reception room with washroom.**
- **One office with wash room**
- **Staff Room:-** Well equipped having comfortable seating arrangement with attached wash room.
- **Two store rooms**
- **Hygienic canteen for students**
- **Open stage for various functions**
- **Neat and clean washrooms for Boys and Girls**

- **Parking facilities for vehicles**
- **Guidance and placement cell**
- **First aid room**
- **Separate girls and boys common room.**
- **Dark Room**
- **Teaching aid room**
- **Seminar/conference hall come smart room**
- **Entrance Lobby**
- **pantry**
- **Lawns**
- **Play grounds having**
 - Handball Court
 - Badminton Court
 - Football Court
 - Volleyball Court
 - 200 mtr track
 - Kho-Kho
- One college car for emergency problems and for the use of staff.
- Transport facility (College bus).
- Hostel facility
- Facility for Photostat
- 24 hr supply of electricity and Generator facility
- Drinking water supply with RO

The campus of the college is surrounded with lush green floral and beautiful gardens hence the overall atmosphere of the college is very cool and refreshing.

Space for Expansion:- The college has 100 seats in B.Ed course. The built up area can be increased to keep pace with growth and can accommodate more courses in the campus. Amount invested for the development of infrastructure is Rs.8317236.49 Up to 2015-16 as per Balance sheet attached herewith. (annexure-__)

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

Ans. The institution always plans to develop the infrastructure to keep pace with the changing educational scenario in the era of academic excellence. All future needs both short term and long term are identified by the college advisory committee, which work under the headship of the principal. The demand is put before the college managing committee for its approval which insures that infrastructure is well maintained and strengthens by making proper use of available necessary material and human resources. All the labs are upgraded from time to time with latest equipments. Library too is, upgraded by purchasing new text books, journals and other materials like e-journals on regular basis to keep pace with recent advancements. Smart board is available for students to help them use technology in teaching and learning. Wifi facility is also available in the campus. CCTV systems are installed in the whole campus to monitor all the activities of the institute.

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

Ans. Following infrastructure facilities are available for co-curricular and extra co-curricular activities:

- Multipurpose Hall Well equipped, well-furnished and spacious multipurpose hall to organize seminars, workshops, conferences, morning assemblies and talent hunt.
- Playground for outdoor games like volley ball, kho-kho, badminton, basketball, handball, cricket, hockey, etc.
- Room for indoor games like carom board, table tennis, chess, ludo etc.
- In Art room: pots, colours, brush, drawing boards and durries for floor sitting are available
- Musical instruments like Tabla, Harmonium, Chimta, and Dafli are available.
- Big stage in the lawn is also utilized for various co-curricular activities like Zonal /Inter-Zonal Skill-in-Teaching competitions, Lohri celebration, Sports meet, Convocation etc.
- Sufficient number of black board for black board writing and SEC works.
- **Gymnasium with Jogger, Twister, Tread mill, weight Lifting sets, etc.**
- Public addressal system, LCD projector, etc.

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

Ans. Surjeet Memorial College of Education is running B.Ed course only. The entire infrastructure is meant only for B.Ed Course. But college shares its infrastructure with other institutions as below:-

- Sports facilities, canteen and the language lab are shared by sister institution.
- Conducting university examinations.
- College infrastructure is also shared by Government and Non-government organizations for organizing different activities like Voter's awareness campaign, Beti Bachao Beti Padhao Campaign, etc.

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

Ans Facilities available to ensure health and hygiene of the staff and the students are:

- Separate girls and boys common room for their rest
- Well ventilated staff rooms with sofa sets, lockers, microwaves, etc.
- Separate wash room for girls, boys and staff members with mugs, buckets, dustbins and soap.
- Hygienic canteen facility
- First aid room
- Maintenance of first aid kit
- Sports room
- Provision of clean filtered water
- College organizes eye checkup camp, dental checkup camp and blood donation camp each year

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

Ans No, Now there is no hostel facility available in college as all the students are day scholars who belong to nearby areas but there was a hostel facility for the students in the college campus earlier.

- Capacity: 20 students
- Number of rooms : 5
- Occupancy details: four seater
- Wash rooms & Mess facility

- 24 hrs Supply of water and electricity.
- Facility of vehicle in case of emergency.
- Indoor and Outdoor games and provision of magazines and newspapers in Hostel.
- Once a month, hostel students are taken to Bajidpur Sahib Gurudwara.
- Internet facility
- Facility of T.V in common room
- A lady warden to take care of hostlers
- Tied up with Amar and Bhagi hospitals for medical urgency

4.2 Maintenance of Infrastructure

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

The college is very vigilant for maintenance and upkeep of its infrastructure. Sufficient funds are made available for their maintenance. Details of the budget allocated during last five years (annexure-___).

Year	Allocatios for maintainance of all	Spent on maintainance of all	Unspent/ overspent
2015-16	3,00,000	1,27,033	1,72,967
2014-15	2,60,000	3,94,358	-1,34,358
2013-14	15,00,000	6,34,646	5,65,354
2012-13	18,00,000	7,31,828	10,68,172
2011-12	20,00,000	5,43,451	14,56,549

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

Ans. The institution has an effective mechanism for the maintenance and optimum utilization of infrastructure

- In language lab, classes are organized for B.Ed. students as well as students of the Surjeet Memorial Sen. Sec. School for developing linguistic skills.

- During the days of examinations, functions, seminars, workshops the physical facilities are optimally utilized.
- ICT resource center is freely used by pupil teachers during college time. Latest information is provided by computer teacher to the students.
- Interior decoration and gardening activities are also helpful for developing a sense of dignity of labour among students.
- A good library is a source of inspiration for students and staff members.
- The members of staff and students obtain maximum information and benefits from it. Library is open for students during college time and even during summer and winter break.
- Health and sports periods are allotted in time table during which students use the sports ground and sports material for indoor and outdoor games.
- Utmost care is taken to avoid wastage and damage of the property for maintenance of available infrastructure. Regular white washing, cleaning of drains, cleaning of equipments of various resource centers, technical services of computers, printers, generators, furniture, water filters, etc. is done periodically.

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

Ans. The institution takes ample care and consider the environment issues associated with infrastructure as follows:

- The college is located in the pollution free peaceful environment.
- The college has green lawns
- Well ventilated and spacious class rooms.
- Proper lighting
- NSS camps are organized for the cleanliness and beautification of the campus.
- Ban on the use of polythene bags in college campus.
- Provision of Dustbins in the campus
- Environmental club of the college has been working on creating awareness regarding environmental issues:
 - By making people aware about the importance of cleanliness
 - Conducting awareness drive in teaching practice schools
 - Tree plantation with in and outside the college campus

- Various seminars in collaborations with local schools are being conducted time to time to create environmental awareness among students.
- Organizing various competitions like slogan writing, poster making and best out of waste in tune with Swachh Bharat Abhiyan.

4.3 Library as a Learning Resource

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

Ans. The institution is having a qualified librarian as well as is having one restorer. The library is partially computerized. It has adequate holdings in terms of books, journals, e-journals, magazines, newspapers and reference books.

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

Ans. The library resources available to the staff and students are :

Sr. No	Name of Items	Numbers
1.	Total no of books	10000
2.	Titles	6895
3.	Reference books	1805
4.	Encyclopaedias	63
5.	Dictionaries	85
6.	Journals	19
7.	Magazines	09
8.	Having internet access for the readers	02
9.	Photocopy service (Scanner)	01

4.3.3 Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make

acquisition decisions? If yes, give details including the composition and functioning of library committee.

Ans. Yes, The institution has a systematic mechanism to review the library through computer and register. The institution has a library committee which plans developmental activities of the library including library expansion, purchase of new books, periodicals, magazines and other library reforms. The committee also looks into any problem or grievances related to library that the students teacher are facing. The library committee is composed of members listed below who try their best to render it user friendly.

Composition of library committee:

Sr.No	Name	Designation in committee
1	Dr.(Mrs.) Ripenjeet Kaur	Principal
2	Mrs. Narinder Kaur	Librarian
3	Mrs. ReetuShrama	Member
4	Mr. Avtar Singh	Member

The following significant initiatives have been taken by the committee:

- i. To issue books
- ii. Maintenance of books
- iii. Display of new arrivals on the display board
- iv. Recommend the librarian to subscribe for new journals
- v. Recommend the librarian to procure latest edition in all subjects
- vi. Providing information to the students about Journal, Magazines, and Books.
- vii. Maintenance and procurement of Accession Register.
- viii. Maintenance of scrap book to college activity (newspaper clippings).
- ix. Maintenance of scrap book related having varied type of articles.
- x. Maintenance of book bank register.
- xi. To maintain Library visitor's register (students)
- xii. Conducting interview of students who wants to avail Book Bank facility

- xiii. Dates on which books are taken back from the students after annual examination
- xiv. Writing off the lost books.
- xv. Stock verification at the end of the year
- xvi. Ensuring that library is equipped with latest books on G.K, Competitive books (UGC/NET, SLET, TET, CTET, PTET, PO and SSC) like Competition Success Review, Art and Craft books etc.
- xvii. Provides book bank facility to need student
- xviii. Recommending best library user award for motivating students' visit to the library

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

Ans. Yes, the library was partially computerized, using SOUL software. The records of the books are also maintained in the computer. Due to some problems software is changed and Library management software naming MAC will be used for this purpose.

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

Ans. The institution library has :

- Internet service for the readers
- Photocopy service

Staff and students frequently use the above mentioned facilities according to their needs.

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

Ans The institution use Soul software which is designed by INFLIBNET Centre

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

Ans. The working days and hours of the library are :

On working days	9:00 a.m – 4:00 p.m
On holidays	10:00 p.m-2:00 p.m
During vacation	11:00 a.m-1:00 p.m

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

Ans. The jackets of new arrival books are displayed on the bulletin /display boards.
Journals /Magazines are displayed on two periodical stands

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

Ans. Yes, the institution has a book bank in its library.
Applications are invited from the students who want to avail the facility. Library committee conducts the interview and books are issued to the needy students under book bank facility for full academic session.

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

Ans. As far as physically handicapped/ challenged students are there, special care and consideration in the library is provided to them. All the necessary help is extended to them for issuing required books and comfortable seating in the library. Library as well as reading room is on the ground floor so that they can have easy access to the library. Library restorer attends to their needs.

4.4 ICT as Learning Resource

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

Ans. Yes, there is one computer lab consisting of various hardware and software like:

Hardware	Software
Monitor	MS word
Audio cassettes	MS Power Point
OHP	MS Excel
LCD	MS Paint VLC Media Player
DVD	Window 10
Headphone	Adobe Reader

Printer	Adobe Photoshop
Speaker	Mozilla firefox
Amplifier	Google Chrome
Cordless Microphones	Anti Virus Software
Tape Recorder	
Camera	
Handicam	
Television	
Laptop	
Slide Projector	
LED	

The institution ensures optimum utilization of ICT facilities to the maximum possible extent both by faculty and students. They use ICT facilities for:-

1. Research purposes
2. Teaching learning purposes
3. Presentation of model lesson by teachers and students
4. Use of ICT in class room in the form of PPT
5. For co-curricular activities
6. Maintaining database and data processing regarding admission record of students
7. Preparing question papers
8. Assessment record of students
9. Maintaining college website

All these facilities are provided to the students as well as to the staff members whenever required.

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

Ans. Yes, there is a provision in the B.Ed. curriculum in Semester-II (C-12) Understanding of ICT is introduced in the college for imparting computer skill to all the students. Major skills included :

- M.S. Office
- Skill of using internet
- Preparation of simple documents

- Typing skill
- Sending and receiving e-mails

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

Ans. The teachers of the institution make use of technology like LCD, Laptops to deliver some of the topics of their curriculum. It is compulsory for the teachers to deliver at least 10 lectures using these technologies.

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

Ans : For developing lesson plans :

- The student teachers use CD's, DVD's, slides and transparencies.
- For evaluation and preparation of teaching aids computers, OHP, LCD Projectors are used.
- For college, zonal and inter zonal level competitions

4.5 Other Facilities

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

Ans. The institution share its facilities with other schools like:

- Institutions classrooms, multipurpose hall, play ground and canteen is used by student of Surjeet Memorial Sr.Sec Public School, Vill. Malwal Distt. Ferozepur.
- Models and charts are donated to Co-operative schools
- Potted plants (by gardening craft students) are also donated to other schools.
- Stationery material and furniture is donated to the orphanage, needy children and to school for special children.

4.5.2 What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available with the

institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

Ans. The college has educational CD's Markers, Audio Cassettes, TV, OHP, LCD, DVD Players, Models, Charts, VCR, Laptop, Computers. The concerned teacher issues Audio, Visual Material according to the needs of students from time to time for their curriculum course, teaching practice and competition also. The student teachers are encouraged to use the resources in the institutions in the form of teaching aids for developing their lessons. The teacher educators also use these aids in their demonstration lessons to make their lessons affective and interesting.

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

Ans. There are various well equipped laboratories available with the institution like

- Language lab
- Science lab
- Education technology lab
- Psycho Lab
- Math's Lab
- Computer Lab

According to the academic growth of the students various additions have been made in different labs like addition in tests in psychology lab, purchase of equipments related to language lab. Purchase of new computer for computer lab etc.

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

Ans. Facilities available in the institution are

- One multipurpose hall having seating capacity of 300 persons, a concrete stage and public addressal system for organizing various functions
- Sports room, provision of indoor games and playground for outdoor games.
- Musical instruments like Harmonium, Tabla, Casio, Guitar, etc.
- Transport facilities
- College car for the use of staff members/emergency problems
- Bus facility for students of rural as well as urban areas

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

Ans. Yes, the classrooms are equipped with the latest technologies

- Provision of OHP, Flannel Boards in the classrooms
- Provision of electric connection in classrooms
- E.T lab with smart board, LCD projector, LCD T.V, computer digital camera and video camera for recording
- Wi fi campus
- Generator facility is available for uninterrupted power supply

4.6 Best Practices in Infrastructure and Learning Resources

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

Ans:

- Audio visual aids
- Computer assisted instructions
- Project method
- Demonstrations method
- Teaching through language lab
- Field experiences/Surveys
- Access to internet for electronic information.
- E.T lab with smart board, LCD projector, LCD T.V, computer digital camera and video camera for recording

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

Ans. The institution believes that use of PPT is a very effective communication tool in teaching learning process. PPT makes the content covered to be demonstrated in a very articulate manner. It becomes very easy for the learners to understand the topic by the live demonstration. The Innovative practices related to the use of ICT for enhancement in quality education are as follows:

- Making lesson plan through ICT
- Lesson delivery through PPT
- Preparation and use of slides
- Collecting information through internet
- Increasing use of projectors for class rooms and seminars/workshops
- Sharing of experiences and information through e-mail, facebook and blogs
- Trainees are encouraged to use ICT in teaching practice and other related tasks

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

Ans. A. Best Practice in Infrastructure:

- Infrastructure of the building is according to environmental issues like plantation, airy building with proper light, drainage system and fire extinguisher system.
- Generator facility is available for electricity to avoid power cuts.
- Intercom facility for effective communication and time saving.
- Facility of water cooler with Aqua Guard
- One car and one motorcycle are available to meet emergency problems.
- College buses for transport facility of students and staff
- Ramps for physically challenged students

B. Learning Resources:

- Teaching through power points presentations
- CAI used to develop lesson
- LCD Projector is used to deal with the specific topics by teacher educators as well as students.
- Question Bank
- Wifi campus
- Well-equipped resource center with latest technology
- The college library is enriched regularly with latest books
- The institution ensures availability of qualified faculty and non-teaching staff needed to achieve the stated objectives and the work load. Policies and practices encourage the faculty to be engaged in a wide range of professional and administrative activities.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under *Infrastructure and Learning Resources* in the previous assessment report and how have they been acted upon?

Ans:-

- Spacious building and premises
- Adequate facilities for learning (Library, laboratories and classrooms) are available.
- Separate wash rooms for staff, girls and boys; separate rest rooms for girls and boys.
- Hostel and canteen facility available.
- College keeps its campus clean and green
- Adequate budget allocation made for maintenance
- The infrastructure is optimally utilized
- 6834 books including 3132 titles
 - 10000 books including 6895 titles
- 10,000 books including 4895 titles and References books 1800 available
- 19 national level journals subscribed
 - International & e-Journal are made available
- Library partially computerized
- References books 458
 - Reference books 1805
- Book bank (100 books) made available for needy students.
 - Book bank 250 books) made available for needy students.
- Library has three computers with internet facility and a photocopier.
- A computer lab with 19 computer and 3 laptops
 - A computer lab with 20 computer and 3 laptops
- Training in computer skills imparted to all the students as a part of curriculum.
- College has a good education technology lab with 1LCD, 2 slide projectors, 5 OHP, 1 digital camera, 1 handy cam, 1 T.V., 1 DVD players.

- College has a good education technology lab with 3LCD, 1LED,2 slide projectors, 5 OHP, 1 digital camera, 1 handy cam, 1 T.V., 1 DVD players.
- ICT is put to optimal use for transaction of lessons.
- Models, charts, potted plants donated to co-operative schools.
- For the additional intake, equipment's and computers added to the respective labs.
- Indoor and outdoor games facility available.
- Own transport, generator and intercom facility available.
- Students can retain the library books till the exams are over.
- Library and book bank have open access.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?

Ans:-Other quality sustenance measures undertaken by the institution since the previous assessment are:-

- Rich college library with Photostat and internet facility
- Library is added with more books and journals every year
- Renovation of college canteen with more facilities
- Digitized library and computer lab occupied with 20 computer
- No plastic zone and no use of tobacco
- E-journals have been made available in the library
- Interactive board has been installed in the class room
- Wifi facility is made available to both students and staff
- Question bank is updated according to new syllabus
- Pantry is also added

CRITERION V: STUDENT SUPPORT AND PROGRESSION**5.1 Student Progression**

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

Ans. The Institution assesses the students' preparedness for the programme and ensures that they receive appropriate academic and professional advice through:-

- Entry behaviour of pupil teachers is assessed at the time of admission by college admission committee.
- In our college there is provision of orientation programme before the commencement of the academic session. Top rankers of the previous years are also invited to interact with students. In this orientation students are given the detailed information regarding the academic and non-academic activities of the course.
- Proper guidance is provided to the students regarding their queries of subject combination, eligibility criteria for particular teaching post, choice of optional subjects etc. The main purpose behind this orientation programme is to prepare students mentally for all the forthcoming activities of academic session.
- Discussion sessions are also held in the class rooms.
- 'Talent Hunt' is also organized to identify and assess interest of the students in co-curricular areas.

Academic advice is ensured through:-

- Seminars and assignments
- Club activities, cell activities, four house activities and committees
- E-resources
- Library services
- Staff meetings
- Feedback from the students
- By counseling from the counselor

Professional advice is ensured through:-

- Micro & Macro lessons by teachers
- Recorded lessons of old students
- Demonstration lessons by the alumni
- Tutorial groups to identify the ability of students
- Feedback proforma filled by practicing schools

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

Ans. The Institution is located in peaceful and calm area. The Institution provides ‘Eco-friendly’ environment to the students. Most of our students are from rural areas and our college provides them platform for removing stage phobia and develop confidence among the students. So, our college helps to draw out best abilities, skills and qualities from the students. The campus environment promotes motivation, satisfaction, development and performance as follow:

Motivation ;

- Library with suitable infrastructure
- Congenial and democratic college environment
- Classrooms well ventilated, airy with comfortable furniture
- Appreciation and rewarding of the students in the morning assembly as well as during Annual Prize distribution function
- The clean, green and serene campus environment motivates the teacher trainees to improve their performance.
- The Tutorial system, Co-scholastic activities through various clubs, Extension services, SUPW, Enhanced library facilities, Participation in University and Inter-university competitions, ICT based teaching, Celebration of important days and Awareness programmes ensure the performance improvement of students.
- Feeding Media with achievements stories of students
- Encouragement to participate in the co-curricular activities
- Principal’s taking personal interest / supervision in all the college activities
- Through extension lecturers and workshops by experts. Table 3 (5.1.2)

Table-

Sr. No.	Name of the resource persons	Topic
1	Dr. Khushwinder Kumar	Concept Based learning

2	Dr. D.R.Vij	Qualities of an effective teacher
3	Dr. Aradhana	Learning of students with disability
4	Mr. Bernie Mayer	Celebration of Peace day to Peace week
5	Mrs. Sania	Mental Retardation
6	Dr. Gurinder Singh	Disease free Body Stress free Mind
7	Dr.(Mrs.) Aradhana	Stress Management
8	Mrs. AmarJyoti Mangat	Continuous Comprehensive Evaluation (CCE)
9	Dr.Rameshwaram	Value Education
10	Dr.Dhillon	Skin Diseases
11	Dr.Ambuj Sharma	Human Rights
12	Mr. Deepak Sharma	Career Talk
13	By Ayurvedic officers	Diabetes
14	Dr. Ambuj Sharma	Rethinking Examination System
15	S. Gurdev Singh Dhaliwal	Values
16	Mr. Parwinder Singh, G.G.S. Study Circle	Traffic Rules

Satisfaction:

- Their educational, vocational, personal and financial problems are immediately solved by office, Staff members as well as by an expert counselor.
- Their grievances, suggestions are immediately redressed.
- Student's individuality is respected.
- Genuine needs and demand are immediately fulfilled.
- Provision of suggestion / complaint box.
- Democratic atmosphere.
- Water cooler along with water purifier.
- Hygienic college canteen.

Development:

- Provision of Ample opportunities for students to practice and participate in curricular and co-curricular activities for holistic development of personality.
- Indoor and outdoor games
- Competitions (Inter college and intra-college)
- Indoor and outdoor games
- Annual sports day is celebrated every year
- Zonal level and Inter Zonal level Skill-in-Teaching; and On the Spot preparation of teaching aid competition and Youth festival.
- Fine arts/ music competitions
- Participation in Panjab University Annual Athletic Meet of Colleges of Education
- Rich library with books and other material.
- Compulsory participation of students in at least 10 curricular and co-curricular activities.
- Guidance and Counseling services by the experts.
- Participation in seminars and workshops.

A Healthy campus environment is created to motivate the students through following practices:-

Club/ Cells /Associations:

- **Alumni Association:** The College has established an alumni association in year 2007. Since then every year it holds alumni meets at the college campus with the aim to foster and bridge the interaction between the institution and its alumni.
- **Placement Cell:** Institute has formally established placement cell in the session 2008 in the college campus. The cell acts as a connecting link between the students and the recruiting agencies.
- **Mathematics Club:** Mathematics club is originated in college to promote mathematical activities. Maximum number of students is encouraged to participate in the activities. Mathematics related activities are arranged by this club.
- **Student Council:** The council acts as an interface between students and administration. The suggestions and problems of the students are forwarded to the administration by the council.

- **N.S.S. Unit:** In the camp students actively participate in society related activities and clean their surroundings. Students who are the member of the N.S.S. arrange various types of activities for other students.
- **Science Club:** Science club is established for the development of scientific attitude among the students. Various scientifically relevant days like ozone day ,world AIDS day etc are also celebrated in the college which is arranged by the students and incharge of science club.
- **House Activities:** House activities are also performed in the college. House leaders are selected for organization of house activities. Inter house activities are organized for the development of leadership qualities among students.
- **Suggestion Box:** There is a suggestion box in the college with the help of which students can give their suggestions regarding the college.

Performance: -

- Appraisal of students by teachers through unit tests and terminal tests (twice in a session) & guidance is given accordingly
- Report cards are sent to their parents.
- Remedial and enrichment classes.
- Immediate feedback system.
- Question bank in all the compulsory and teaching subjects for performance improvement.
- Assignments.
- Prizes are awarded to students at the time of Annual function. Various programmes and activities are organized to develop the abilities of student teachers and to prepare them for teaching profession.

Effect of healthy environment of the campus can be seen in the form of results of the institution:-

- In 2010-2011 the pass percentage was 100%. Total number of students appeared were 198 out of which 40 were merit holder and 155 students got first division.
- In 2011-2012 the pass percentage was 100%. Total number of students appeared were 189 out of which 54 were merit holder and 133 students got first division.

- In 2012-2013 the pass percentage was 100%. Total number of students appeared were 199 out of which 56 were merit holder and 143 students got first division.
- In 2013-2014 the pass percentage was 100%. Total number of students appeared were 180 out of which 48 were merit holder and 132 students got first division.
- In 2014-2015 the pass percentage was 100%. Total number of students appeared were 161 out of which 40 were merit holder and 121 students got first division
- In 2015-16 the pass percentage was 100%. Total number of students appeared were 34 out of which 06 were merit holder and 28 students got first division.

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

Ans. Gender wise dropout rate and reasons are as follows:

Table-

Session	No. of dropouts	Gender	Reason
2010-2011	Nil	-	-
2011-2012	01	Female-01	Marriage
2012-2013	01	Male-01	Health Problem
2013-2014	03	Female-02	Female-Health Problem
		Male-01	Male- Got Job
2014-2015	02	Female-01	1.Health Problem
		Male-01	2.Migrated to Canada
2015-16	01	Female-01	Got govt. job

Mechanism adopted by the college to address this issue:-

- Creation and generation of awareness on 'Health and hygiene' through extension lectures
- The placement cell provides special counseling to the pupil teacher about the need and importance of completing their requisite qualification before

entering into the world of work, as mid session dropout can affect their long term success and professional growth.

- Sometimes counseling of parents is also conducted to let their daughters complete their education before getting them married to avoid after marriage disputes.
- Counseling is given to students to solve family/academic/psychological problems and economically weak students are helped through fee concessions, installment facility and Book bank facility

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

Ans. Services provided are:

- ‘Employment News’ is present in the college library.
- Facilities for enabling the students to prepare and compete for their competitive examinations such as PSTET, CTET, NET, etc.
- Provision of special lectures in the assembly by faculty prior to the test.
- Communication and employability skills are developed by conducting workshops on resume preparation, job applications, ICT and fine arts skills are also developed.
- All the pupil teachers are motivated to speak on the stage to develop their confidence to face any interview or competition.
- Extension lecture on ‘Career Talk’ by Deepak Sharma
- Extension lecture delivered by Mr. Som Sethi and Mr. Sanjeev Verma of SBI Life Insurance of Career Guidance.
- Extension lectures delivered by Anoop Kumar of ICICI on the topic “Jobs In Banking Sector” (insurance):
- Old students have the accessibility to use the college library.
- Old students (now pursuing M.Ed.) are permitted to get required data for dissertation writing from the college students.
- Latest information regarding NET, TET, Higher educational courses, job opportunities, vacancies in govt. and private sector is displayed on the notice board.

- Teachers personally encourage and guide students for competitive exams.
- Students are given training in writing their resume for applying jobs in different schools and colleges.
- The institute arranges educational visits for all round development and enabling them to compete for the jobs and progress to higher education.
- Old students can get guidance in dissertation writing.
- Information and guidance for jobs by guidance and counseling cell.

Table-

Exam	2013-2014	2014-2015	2015-2016
TET	01	02	01
NET	01	03	01
CTET	02	02	01

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

Ans. The students of our institution are placed in government and private sectors. On the basis of available data, 35% students of 2012-2013 are getting higher education, 40% have got job in private sector. In the session 2013-2014, 35.3% students are getting higher education, 48.9% have got job in private sector. In the session 2014-2015, 44.19% students are getting higher education, 50.8% have got job in private sector. As shown below:-

Table-

Session	Further study	Teaching as a career
2012-2013	35%	40%
2013-2014	35.3%	48.9%
2014-2015	44.19%	50.8%

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

Ans. Yes, we provide library facility even after they leave the college.

- Books are issued.
- They come to consult the library.
- A.V. Aids are donated to them for their school where they are employed.
- Psychological tests are issued from psychology lab.
- Invite them to participate in college activities.
- They are invited to deliver lessons to new students. Our college provides library, latest equipments and computer lab and electronic resources like overhead projector, LCD Projector and internet facilities to the students.
- The alumni can use these facilities for reading purpose by showing their library card. They can borrow books with permission from the principal after depositing security fees.
- Some of our many ex-students are pursuing Ph.D. and M. Phil. Our college always helps those students as college psychology lab has many thesis and dissertations.

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

Ans. Yes, the institution provides placement services.

- During teaching practice, resumes of trainees are forwarded to the principals of practicing schools
- ‘Employment news’ available in the library
- Placement cell is formed in the college. In this cell cuttings of news papers and pamphlets of job opportunities are pasted.
- Every year placement fair is organized by our college.

Table-

Session	No. of students benefited (private jobs)
2013-2014	18 out of 200 students
2014-2015	14 out of 200 students

The college also takes initiative for the placement of B.Ed. students by organizing Placement Fair every year. Some of the Education Institutions where most of our B.Ed Students have been placed are as follows:-

1. Dev Samaj Model High School, Ferozepur City.
2. Surjeet Memorial Sen. Sec. School, Malwal, Ferozepur.
3. S.M. International Convent School, Ferozeshah, Ferozepur.
4. D.C.Model International School, Ferozepur City.
5. St. Josph Convent School, Ferozepur Cantt.

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

Ans:-

The main difficulty faced by the placement cell is that-

- The students do not inform the college about their joining the jobs. The college itself has to ask from students from time to time about the institution they have joined. Many of them change their contact numbers.
- Sometimes School/Institution which student wants to join is far apart from their home. So, parents not allow them to do job.

The Institutions overcome these difficulties in the following ways:-

- As placement register is maintained by our college so when the alumni comes to over college for receiving their DMC's and Degrees their contact numbers are noted in the register with their job status.
- Also through our networking sites we try to contact our old students.
- Through telephonic conversation placement cell try to convince the parents and family of the students.
- The number of teacher trainees passing out with B.Ed degree every year is more than number of jobs available.
- Though every attempt is made and problems are overcome to successfully carry on the role of placement cell, yet the college faces difficulties in smoothly gaining the objectives of the cell. Beginning of the session in schools occur in March/April, but our session gets to its completion in June and because of this, our student teachers are unable to join the jobs in schools in March/April. To overcome this difficulty, college seeks demand of the school in midterm and tries to provide competent teachers.

Students of last session are given priority in next session as per the requirement of the school.

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

Ans. Yes, the institution has arrangements with practice teaching schools for the placement of student teachers

- Head of practice teaching schools are invited for final skill in teaching examination so that they can identify the students for placement in their schools.
- College placement cell has maintained connectivity with the schools and other organizations. Resumes are sent to concerned institutions.
- Job fair is organized on the request of nearby schools from where new appointments are made
- Requirements are taken from the schools and accordingly students are sent for placement.
- During teaching practice most of the participating schools and their management offer job opportunities to the efficient and skillful pupil teachers. The information related to job vacancies is collected from head of the school where the practice teaching is conducted. The bio-data of pupil teacher is sent to practice teaching schools after completion of course.
- Most of the teaching practice schools are Govt. funded and the appointments are made through Department of Education or Ad-hoc basis from PTA fund.

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

Ans. The main resources provided by the institution to the placement cell are:-

- In our college there is a placement cell. A faculty member works as placement coordinator and Principal of the college is the chairman of the cell. One non-teaching staff member helps the coordinators as members of the placement cell.
- The college provides financial support for necessary expenses of the cell like stationary, invitation and enquiry letters to school managements, Xeroxing, Postage, and Hospitality etc.

- A separate room for placement cell
- Display board with latest information, cuttings and pamphlets from the newspapers
- E-mail facility
- Stationery
- Phone facility
- Finance according to the requirements.
- The College provides its ICT resources like computers, telephone, LCD projector, Laptop, Printer and internet connectivity etc. for its placement cell.

5.2 Student Support

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

The curricular & co-curricular programmes are planned keeping in view needs, background & abilities of the learner and objectives of the institution. The curricular framework is developed as per guidelines of affiliating body i.e. Panjab University, Chandigarh.

Curricular and cocurricular activities, methodologies to be used are discussed and planned before commencement of academic sessions. The institution develops academic calendar based on the university calendar in the beginning of the session in which tentative dates of the activities are mentioned with the consultation of college advisory committee and staff members. It is revised every year. Students are informed about the curricular & co-curricular activities during orientation programme held in the beginning of the session. Feedback and suggestions are sought from staff, students & practicing schools to evaluate the curricular framework and identify gaps if any. The issue faced and relevant suggestions are discussed and reviewed, implementation and revision in curricular framework is done accordingly.

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

Ans. 3% seats are reserved for physically challenged students as per the policy of government. Institution provides special attention in the following ways.

- Classes are arranged for them on the ground floor.
- For B.B writing support handles are provided so that they can write easily on the black board.
- Physically challenged students are assigned with sitting duties during function.
- Special attention is paid to them in all activities by all the staff members.
- Special facilities like ramps are provided for easy access to the library and classroom.
- Teaching practice is organized in their neighborhood schools.
- For surveys and N.S.S. programmes, their duty is report writing.
- Table duties and paper work are assigned during co-curricular activities.

The Institute so far had very few physically disabled students. But whenever such students are admitted, full care for their needs are taken. Help is provided to fill their exam forms; faculty members discuss dissertation topics with them at their convenience; the Librarian also personally takes care of the requirements of their books. All the stakeholders including the non-teaching staff assist the physically challenged and differently abled Pupil teachers in the best possible way. Their lessons are assigned in schools that are suitable to them. If necessary, prompt medical services are provided. Extra time is allotted during the examination for completion of papers. After the university examinations, the placement department communicates job opportunities to them. Practice lessons are organized in the schools that are located near the campus.

5.2.3 Does the institution have mentoring arrangements? If yes, how is it organized?

Ans. Yes, the institution has mentoring arrangements. The college makes special group of students with each mentor. They discuss their problems clarify their doubts and even share their experiences. The mentors group is broader and multipurpose concept. For

each mentor group, a college teacher is designated and works as its mentor for that academic year. The mentor has a closer relation with the students. The mentor creates an informal environment in which the pupil teacher feel encouraged to discuss their needs and circumstances openly. Trust and rapport are established for the development of the mentor and pupil teacher relation. The Guidance and Counseling cell also plays role of a mentor for pupil teachers throughout the academic year. The college also organizes face to face interaction with the experts.

- Students are divided into sections maximum strength of students is 50 per section. Further they are divided into four houses named on river names like: Sutlej, Ravi, Chenab and Beas.
- Tutorial groups are also formed to pay individual attention to the pupil teachers and to solve their study related and personal problems. They are motivated to participate in curricular as well as co-curricular activities.
- Senior faculty members act as mentor of newly appointed teachers. Our principal madam assigns duty to senior faculty with new member to make them familiar with college atmosphere and rules.
- Also the subject teachers provide guidance to the students for preparation of micro, macro and discussion lesson plans.
- For mentoring, experts are invited in the college as resource persons. Different extension lectures, discussions, national seminars and workshops are organized in the college.

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

Ans. The Institution provide democratic environment, challenging and cooperative work culture to the faculty. The main provisions which support and enhance the effectiveness of the faculty in teaching are:-

- The working environment of the college is conducive for the overall development of the faculty as well as the student teachers.
- National seminars and workshops are conducted in the institution on various topics on current issues of education.
- When university/other institutes arrange any lecture from eminent persons, the college sent the faculty member for participation.

- Faculty meeting are regularly conducted for planning, implementation and feedback on curriculum transactions.
- Regular use of PPT in the classroom by the faculty members makes the teaching learning effective. There is a provision of unlimited internet access to the faculty members for updating knowledge.
- Our college students are divided into four houses. These houses organizes a number of college activities like morning assembly, cultural activities, community oriented programmes, campus development.
- Feedback from pupil teacher is taken at the end of the academic year. Peer evaluation is useful as it assists in getting inputs about quality faculty teaching and provides an insight to one's own strengths and weaknesses.

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

Ans. Yes, the institution has its web site. Its address is www.surjeetmemorialgroup.com which is frequently updated and provide information regarding:-

- Introduction, Accreditation, Mission and Vision, Values and Objectives, Management, Chairman Desk, Principal Desk, The Tribute, Faculty and Staff, Audit Report, Contact us-9872119407.
- Learning resources: resource centre, library, multipurpose hall, sports facility.
- Services: Placement services, Guidance and Counselling Cell, Grievance Redressal cell, student support
- Faculty member's profile
- Academic calendar
- Photo gallery of various activities
- Press notes
- Alumni
- NSS Camp

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

Ans. Yes, the institution has a remedial programme for academically low achievers identified on the basis of class test and house test score.

- In library question bank facility is provided. In this question bank, questions related to each paper in easy as well as short form are provided for their convenience.
- Extra coaching is also provided to weak students.
- Instruction in mother tongue
- Team teaching
- Additional tests
- Progress report is discussed with the parents
- Individual attention is given by the subject teachers to help them to solve their problems

5.2.7 What specific teaching strategies are adopted for teaching?

Ans: a) Advanced learners

- Advanced learners are associated with slow learners to help them in teaching of computers.
- They are also motivated to attend and participate in seminars, conferences, workshops and write articles for college magazines.
- Extra books are issued to them.
- They are provided with different assignments and project work so that they are motivated to consult different books.
- They are asked to prepare handouts.
- The advanced learners are encouraged to perform better. They are asked to take part in extra-curricular activities and co-curricular activities often as team leaders.
- Teacher provides extra material to advanced learners.
- Topics which are easy to understand are taught through various methods and approaches like:-
 - Cooperative learning.
 - Debates
 - Discussion method
 - Power point presentation
 - Individual attention is given toward advanced learners by teachers

b) Special care to Slow Learners is provided

- For teaching slow learners individual attention is paid to them.
- In Library, facility of question bank is provided.
- Further, these students are evaluated through mock tests and oral tests in classroom
- Each slow learner is attached with advanced learner
- Problems affecting their performance are discussed with their parents
- Extra time is given to submit their assignments and projects.
- Difficult topics are re-taught by teachers
- Personal, academic and social counseling sessions are organized
- Problems related to difficult topics are or other concerns are tackled in the tutorial groups.
- Teachers provide remedial classes to slow learners.
- Teachers with the help of audio-visual aids make their concepts clear by showing animations and live projects.
- Regular class tests are organized for feedback and improvement.
- The faculty members monitor the progress of slow learners throughout the year.

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

Ans. Guidance and Counseling services are provided through guidance and counseling cell to solve the academic, vocational, financial, recreational and personal problems of the pupil teachers formally and informally according to their requirement in the following ways.

- The students discuss their problems frankly with the counselor.
- Their problems are kept confidential and record of their problems and their suggested solutions are maintained by the counselor.
- Tutorial group system in 1:15 ratio is maintained to guide them and to council them.
- Selection of combination of teaching subjects
- Guidance is also given by teacher educators according to the requirements of students.

- Guidance pertaining to health and hygiene
- Occupational and vocational services by cells made in our institution.
- Organization of extension lectures and workshops
- Placement service through placement cell of the college

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

Ans. Students give their grievances to their class representatives and then class representatives tell or give the grievances in written form to the teachers and teachers try their best to solve their grievances and if not possible give it to the grievance redressal cell which is functioning under the supervision of the principal as well as two senior staff members. A suggestion box is provided in the college for dropping in complaints and grievances in writing. The complaints or grievances are entertained with great care. It does justice in three tiers.

For students:

Tier I- house incharge

Tier II- students advisor

Tier III- staff counselling of the principal, student advisor, staff members

The number and details of grievances of the students redressed during the last two years by grievance redressal cell are given below:

1. Fee relaxation was also given to students because which had financial problems or were below poverty line.
2. Counselling service was provided to one of the students in the last session to solve his personal adjustment problem.
3. Books were provided to needy students for whole session from our book bank of the library.

5.2.10 How is the progress of the candidates at different stages of programs monitored and advised?

Ans. The college adopts continuous comprehensive system of evaluation and the teacher in-charge keeps the record of each and every student for analyzing and monitoring the performance of the students,

- The students are monitored throughout the academic session. Their progress at different stages is monitored and appropriate advices are given using the following approaches:
- **Preparatory evaluation approach:** It is the initial stage of the programme. At this stage entry behavior of the learner is checked. The orientation regarding the syllabus is given to them.
- **Informative evaluation approach:** In class room teaching learning process, and through observation students are assessed for their ability to answer the question asked the teacher.
- **Formative evaluation approach:** At this stage, the programme of the students is monitored by activities, class tests, teaching practice session, house tests etc. On the basis of the performance of the students, feedback is provided to the students.
- **Discussion lesson:** Their performance in practice teaching is likewise monitored by the teacher educators in terms of remarks related to personality linguistic, body language, clarity of voice, method of teaching, B.B.writing skills, teaching & Lesson Plan, etc.
- **Summative approach:** At the end of the programme, annual examination is conducted by Panjab University, Chandigarh to assess the progress of the respective students. The Pupil teachers are equally encouraged (and sometimes, even compelled) to take part in co-curricular activities.

5.2.11 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?

Ans The Process and schedule of practice teaching in schools according to the university syllabus is as follows:

The process of internship shall be carried out in the three phases as describe below:

Phase 1: Pre-Practice-Student teacher will learn to write micro, macro diary,ICT, test based and teaching model based lesson plans. Every student teacher should go through simulated teaching practice in each teaching subject. Workshop on development of audio visul aids be

organized during this week. Necessary orientation programmes for mentor Teacher and Heads of the selected schools be organized by the institute.

Phase 2: Teaching Practice-The school teaching practice phase can be divided into two blocks. In the first block of 7 weeks , Student teacher may be engaged with students' Of either Upper Primary or Scendary classes;And in the second block 7 week in reverse order.With the promision of higher authorities (DGSE,DEO and school Principal). The convenient small groups of student teacher shall be attacted to the school and he/she shall undertake such duties as areassigned to him /her by the Head Master/Principal of the school in all school related activities. During this period , He /she shall teach minimum of 60 lessons in each pedagogic subjects under the supervision of the mentor teacher and respective teacher educators.

Phase I. Planning and Facilitatng Teaching Learning

(A) Preparing and delivering 120 lesson plans in two teaching subjects - **(60 + 60)**

- Macro Lesson Plans-40
- Diary form Lesson Plans- 07
- ICT Based Lesson Plans- 05
- Unit Test Based Lesson Plans- 04 (Preparing blue print & conducting unit tests)
- Lessons Plans based on Models of Teaching - 04

(D) Peer teaching observation - **20 +20** in each subject

Phase II. Assessment of students' performance:

- Preparation of CCE activities on the basis of self conducted unit tests of one class in one school.

III. Participation in School Activities

- Participation in organizing co-curricular activities i.e. Literary, Dramatics, Fine arts and sports (any two).
- PTA/PTM/SMC

Records to be submitted by a Pupil teacher:

- Teaching Practice file (Both teaching subjects)
- Assessment record (CCE)
- Record of Participation/organization of school activities

Phase – III**Post-Practice and Evaluation****Duration: 1 Week**

The following activities shall be organized in the Post Practice phase:

- Presentation of brief report by each student teacher on his/her internship experiences.
- Inviting feedback from cooperating schools.

Evaluation (Total- 250 marks)

The weightage to different components of internship shall be assigned as under:-

- Assessment by concerned teaching subject school mentor teacher and teacher educator – **50 marks (25+25 in each subject)** on assessment **performa - A**
- Internal assessment on the basis of submitted records- 30 in each teaching subject (**30+30 in each subject =60**)
- External assessment: Final Skill- in-Teaching lesson in each subject to be conducted in the parent college (**70+70 in each subject =140**) under the supervision of external Internship Programme Coordinator appointed by the university.
- Breakup of external evaluation for each teaching subject (70 marks) is as follows:
 - Written Lesson - 10 Marks
 - Presentation - 40 Marks
 - Teacher Traits - 10 Marks
 - Teaching aids - 10 Marks
- For the guidance after the practice lesson is over, the guiding teacher and the student deliberate on feedback for further improvements in the next practice lesson.
- Student's diary is maintained by students during practice teaching in which they write their daily experiences of teaching in school.
- Follow up support during practice teaching schools:-
- In the teaching practice teacher educator observe the lesson and the ratio is 1:12.
- Follow up work is looked after by the experienced teachers delivered by pupil teachers of different practice teaching schools/ teacher educators/ peer.

5.3 Student Activities

5.3.1 Does the institution have an Alumni Association? If yes,

- (i) List the current office bearers
- (ii) Give the year of the last election
- (iii) List Alumni Association activities of last two years.
- (iv) Give details of the top ten alumni occupying prominent position.
- (v) Give details on the contribution of alumni to the growth and development of the institution.

Ans. Yes, the institution has an Alumni association. Current office bearers are:

S. Rajinder Singh Brar (Chairman)

Dr.(Mrs.) Ripenjeet Kaur (Ex-Offico)

S. Navjot Singh Brar (Secretary)

Ms. Pimardeep Kaur (Executive Member)

Ms. Priyanka (Executive Member)

Ms. Reenu (Executive Member)

Ms. Rajni Viridi (Executive Member)

- Year of the last election was 2016
- Activities of the last two years are-
 - Member of Alumni Association shares their experiences with the present pupil teachers.
 - From time to time alumni association gives feedback for the development and improvement of different aspects of B.Ed. programme.
 - Alumni also help in the placement of students.
 - On 4th September 2016 an extension lecture was delivered on Teacher's Day regarding the role of teacher in students' life.
 - Second meet was concluded.
 - A new executive body was formed.
 - On 14th November 2016 an extension lecture was given on Life of Jawaharlal Nehru.
 - Tree plantation was done to promote clean and green environment.
- Details of top ten alumni occupying prominent positions.

1. Amninder Kaur, SDM
 2. Jagmeet Singh, Assistant Professor, Baba farid College, Bhatinda
 3. Amandeep Sharma, Lecturer (Physics), Guru Nanak College, Ferozepur city
 4. Manpreet Kaur, Lecturer,(Pbi.), Guru Nanak College, Ferozepur City
 5. Harjinder Singh, Assistant Professor, Govt. College, Zira Ferozepur
 6. Tajinder Kaur, Mistress (Fine Arts), Govt. Model School, Gudda Dhandi, Ferozepur City
 7. Sonam Grover, Lecturer, Dev Samaj College for Women, Ferozepur City
 8. Gagandeep Singh, Assistant Professor, Babe ke College of Education, Mudki
 9. Reenu Sachdeva, TGT, Saint Joseph Convent School, Ferozepur Cantt
 10. Rajni Viridi, TGT, D.C. Model Sr. Sec. School, Ferozepur Cantt.
- Contribution of the Alumni to the growth and development of the institution is as follows :
 - The most important contribution of alumni to growth and development is their valuable time in spite of their regular busy schedule. They visit college from time to time to participate in general meetings and other functions & activities of the college. They also donate books for the college book bank.
 - Alumni Association of session 2013-2014 and 2014-2015 donated two steel almirahs for library and one clock for the staff room.
 - It also helps to provide a database of all alumni with information about their employment and nature of their present work, contacts and address and e-mail id. Such information helps the present students to contact the alumni for suitable placement.

5.3.2 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.

Ans. Institution encourages and motivate the students to participate in extracurricular activities including sports and games in following ways:-

- Weightage in internal assessment is given to students according to their participation and achievements in different activities.
- Refreshment/diet is provided to the students who participate in different activities.
- Financial assistance is also provided for purchasing material for participating in extracurricular activities.
- During morning assembly in the college, the participants and prize winners in different activities are honored.

Detail of achievements of the students is as following:

(Competition held in our college)

List of Prizes during last two sessions is as follow:

Table-

Session	Item	Position
2013-2014	Decoration of Bulletin Board	Ist Chenab House 2 nd Satluj House
	Celebration of HINDI DIVAS	1 st Roll No. 25 2 nd Roll No. 13
	Heritage Function Competition: Mehndi	Roll No. 09 (1 st), Roll No. 118 (2 nd), Roll No. 48 (3 rd)
	Rangoli	Roll No. 151 (1 st), Roll No. 06 (2 nd)
	Still Life	Roll No. 49 (1 st)
	Drawing	Roll No. 58 (1 st), Roll No. 23 (2 nd)
	Crochet	Roll No. 82 (1 st), Roll No. 175 (2 nd)
Session	Item	Position
2013-2014	Dasuti	Roll No. 52 (1 st), Roll No. 111 (2 nd)
	Knitting	Roll No. 102 (1 st)
	Phulkari	Roll No. 173 (1 st), Roll No. 95 (2 nd)
	Pakhi Making	Roll No. 102 (1 st)
	Card Making	Roll No. 48 (1 st), Roll No. 86 (2 nd)
	Quiz competition	1 st Chenab House, 2 nd Ravi House

	Voter Awareness Campaign: <ul style="list-style-type: none"> • Poster Making • Slogan writing • Speech 	Roll No. 07 (1 st), Roll No. 49(2 nd) Roll No. 175(1 st), Roll No. 110(2 nd) Roll No. 59(1 st), Roll No. 32(2 nd)
	On the spot preparation of Teaching Aids	Roll No. 02 (3 rd) Tg of S.S.T Roll No. 151 (1 st) Tg of HINDI Roll No. 170 (3 rd) Tg of ENGLISH
	Best athlete Boy Girl	Roll No. 34 Roll No. 70
	Poster making Competition	Roll No. 140 (1 st), Roll No. 66 (2 nd)
2014-15	Literary Items Creative writing Poem Recitation Poem writing Debate Elocution Quiz	1 st Roll No. 157(Pbi.) 2 nd Roll No. 148(Pbi.) 1 st Roll No. 23 (Pbi.) 1 st Roll No. 75(Pbi.) 1 st Roll No. 116 1 st Roll No. 116 1 st Ravi House, 2 nd Beas House
	Heritage Mehndi Phulkari Dasuti Crochet Pakhi making Knitting photography	1 st Roll 34 1 st Roll 107 1 st Roll 103 1 st Roll 39 1 st Roll 13 1 st Roll 97 1 st Roll 01
	Decoration of Bulletin Board	1 st Beas House, 2 nd Sutlej House

	Fine Arts Competitions Collage Cartooning Still life On the spot painting Rangoli Clay modeling	1 st Roll 131, 2 nd Roll 64 1 st Roll 100 1 st Roll 64 1 st Roll 100 1 st Roll 30, 2 nd Roll 51 1 st Roll 129, 2 nd Roll 157
2015-2016	Fine Arts Competitions Collage Cartooning Still life On the spot painting Rangoli	1 st Roll 26 1 st Roll 26 1 st Roll 25 1 st Roll 26 1 st Roll 09, 2 nd Roll 08
	Literary Items Creative Writing Poem Recitation Debate Elocution	1 st Roll No. 03 1 st Roll No. 33 1 st Roll No. 33 1 st Roll No. 16
	Heritage Mehndi Phulkari Dasuti Pakhi making Knitting photography	1 st Roll 08 1 st Roll 18 1 st Roll 18 1 st Roll 26 1 st Roll 20 1 st Roll 24
	State Level Inter College Competition of Science held at Dev Samaj College for Women, Ferozepur City Cartooning Model Presentation	2 nd Roll No. 24 3 rd Roll No. 13 & 16

2016-17	Voter Awareness Competition Poster Making File Decoration Salogan Writing Speech Poem Recitation	1st Roll No. 17, 2nd Roll No.19 1st Roll No. 08 & 2nd Roll No.09 1st Roll No. 03, 2nd Roll No.40 1st Roll No. 16, 2nd Roll No.07 1st Roll No. 19, 2nd Roll No.33
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Table-**List of Prize Winners of competitions held in other colleges P.U. Zonal/ Inter-Zonal Level competitions**

Session	Name of Item and College	Position
2013-2014	Zonal Youth and Heritage Festival held at G.G.S College of Education, Gidharbaha	1 st Prize in Quiz 1 st Prize in Knitting
	Inter-Zonal Youth and Heritage Festival held at Doraha College of Education	1 st Prize in Knitting
	Zonal Level Skill in Teaching Competitions held at D.M College of Education, Moga	3 rd Prize in Tg. of Computer Education
	Zonal Level Skill in Teaching Competitions held at S.D.S College of Education Loapon (Moga)	2 nd Prize in Skill-in-Teaching of Physical Education
	Zonal Level Skill in Teaching Competitions held at Surjeet Memorial College of Education, Malwal, Ferozepur	1 st Prize in Skill-in-Teaching of Hindi, 1 st Prize in Tg. of Economics, 1 st Prize in Tg. Commerce 1 st Prize in Tg. Punjabi
	Zonal level Skill-in teaching	Tg. of Hindi.

	competition and On the spot of preparation of Teaching Aid Held at Surjeet Memorial College of Education, Malwal, Ferozepur	1 st Prize for (Preparation of teaching aid) Tg. of Punjabi. 3 rd Prize for (Preparation of teaching aid) Tg. of English. 3 rd Prize for (Preparation of teaching aid)
	Zonal level Skill-in teaching competition and On the spot of preparation of Teaching Aid Held at S.D.S College of Education Lopen (Moga)	Tg. of Phy. Edu. 1 st Prize for (Preparation of teaching aid)
	Inter-Zonal Level Skill in Teaching Competitions held at Dashmesh College of Education for Girls Badal	2 nd Prize in Skill-in-Teaching of Hindi Consolation Prize in Tg. of Economics
2014-2015	Zonal Youth and Heritage Festival held at Guru Ram Das B.Ed College, Jalalabad	2 nd Prize in Cartooning 2 nd Prize in Elocution 2 nd Prize in On the spot painting 3 rd Prize in Debate 3 rd Prize in Folk Song Individual Prize in Kaveshari
	Zonal Level Skill in Teaching Competitions held at Moga College of Education, Moga	1 st Prize in Tg. of Commerce 2 nd Prize in Tg. of Economics Consolation Prize in Tg. of Hindi
	Zonal Level Skill in Teaching Competitions held at Surjeet Memorial College of Education, Malwal, Ferozepur	1 st Prize in Tg. of History 2 nd Prize in Tg. of Social Studies 2 nd Prize in Tg. of Political Science
	Zonal level Skill-in teaching competition and On the spot of preparation of Teaching Aid Held at	2 nd Prize in Skill-in-Teaching of Social Studies, 3 rd Prize in Tg. of History,

	Surjeet Memorial College of Education, Malwal, Ferozepur	3 rd Prize in Tg. Political Science
	Zonal Level Skill in Teaching Competitions Held at Shukdeva Krishna College of Education, Moga	3 rd Prize in Tg. of English
	Inter-Zonal Level Skill in Teaching Competitions held at G.G.S College of Education, Gidharbaha	1 st Prize in Skill-in-Teaching of Commerce
	10th Mohanlal Bhaskar Art and Theatre Festival held at Manvata Mandir School, Ferozepur City	1 st Prize in Folk Song
	Inter-College competitions held at Satyam College of Education, Moga	1 st Prize in Cartooning 2 nd Prize in Essay writing 3 rd Prize in Poem Recitations
2015-2016	Zonal Youth Festival held at Dashmesh College of Education for Girls Badal	1 st Prize in Ennu Making
	Zonal Level Skill in Teaching Competitions held at LLRM College of Education, Dhudike, Moga	1 st Prize In Teaching of Computer Science
	Zonal Level Skill in Teaching Competitions held at Babe Ke College of Education, Daudhar, Moga	3 rd Prize in Tg. of Physical Education
	Zonal level Skill-in teaching competition and On the spot of preparation of Teaching Aid Held at LLRM College of Education, Dhudike, Moga	1 st Prize In Teaching of Computer Science (Preparation of teaching aid)
2016-17	Zonal Youth Festival held at Dev Samaj College of Education for Women, Ferozepur City	2 nd Prize in Pakhi Desiging 3 rd Prize in Collage Making 3 rd Prize in Poem Writing 3 rd Prize in Naala Making 3 rd Prize in Poem Recitation

Achievements in sports P.U Annual Athletic Meet (Colleges of Education)

Session	Event	Sex	Performance
2013-2014	10 th All India T-20 Championship, Held at Ajmer, Rajasthan	Boys	2 nd Position
	Inter College Athletic meet Organized by Panjab University, Chandigarh	Boy	1 st Prize in Shot-put (Gold Medal)
2016-17	Inter College Athletic meet Organized by Panjab University, Chandigarh	Boy	1 st Prize in 200 mts and 300mts race (Gold Medal)

Inter college competition was organized by our college on 20th Feb. 2017. Different colleges participated in this competition and the positions are:-

Items	Roll No.	Name of Students	College Name	Poistion
PPT	1007	Surjit Kaur	Baba Mangal Singh Institute	1 st
Mehndi	34	Lakshmi	D.M. College of Education, Moga	1 st
Pakhi Making	26	Preeti Rani	Surjeet Memorial College of Education, Malwal, Ferozepur	1 st
Poster Making	44	Kuldeep Singh,	Satyam College of Education, Moga	1 st
	46	Lalita	Satyam College of Education, Moga	2 nd
Pot decoration	213	Gurwinder Singh	D.M. College of Education, Moga	1 st

5.3.3 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.

Ans.

- House wise display of news, articles and other related material on the college wall-magazines and prizes are given to the best wall-magazine maintained by the respective houses.
- Out of these articles (displayed on the wall magazine) good articles are selected for college magazine.
- Best articles are given prizes.
- Students are also encouraged to contribute articles for ‘souvenir’ released on International Women’s Day.
- The major publications of the college are :
 1. Annual Publication of College Magazine (Noor)
 2. Release of souvenir on International Women’s Day.
 3. Question Bank in all the subjects
 4. Pamphlets on Swine Flue
 5. Handouts on different topics
 6. Play Cards for awareness drives and rallies
 7. Books publication with ISBN No
 8. Science materials, Art & Craft Materials are displayed at their concerned resource centre
 9. Intra Class bulletin board decoration competitions.

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

Ans. Yes, the institution has a student constitution. Student association 2016-2017:-

President	Mandeep Kaur
Vice-President	Sukhwinder Singh
Secretary	Komal
Members	Himanshu, Komal Rajput, Sumit, Amandeep, Baljeet Kaur and Shubam

- All the B.Ed. students are equally divided into four houses namely Sutlej, Ravi, Beas and Chenab.
- Each house selects or elects one male and one female student representative of the house and thus the student council comprises of four boys and four girls.
- Out of these eight, one head boy and one head girl is to be elected.
- Their responsibility is to organize all the major activities in the college full financial assistance is provided by the college managing committee.
- Beautification of college campus
- Maintenance of college discipline

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

Ans. Academic Activities:

- **Discipline Committee-** Teachers Incharge: Mr.Avtar Singh and Mrs. Geeta Sharma
- **First Aid and Sports Committee-** Teachers Incharge: Mrs. Geeta Sharma
- **Library and Book Bank Committee-** Teacher Incharge: Mr. Avtar Singh, Mrs. Reetu Sharma and Mrs. Malti Sharma
- **Seminar & Extension Lecture Committee-** Teachers Incharge: Ms. Rekha and Mrs. Geeta Sharma
- **Magazine Committee-** Teachers Incharge: Mrs. Reetu Sharma and Mrs. Anita Rani
- **Social Service Committee-** Teacher Incharge Mrs. Malti Sharma, Ms. Rekha, Mrs. Manjit Kaur and Mr.Avtar Singh
- **Research Committee-** Teachers Incharge: Dr. (Mrs.) Navdeep Kaur Gill and Ms. Rekha
- **Educational Tour Committee-** Teachers Incharge: Mr. Avtar Singh and Mrs. Anita Rani
- **NSS & Sports Committee:** Teachers Incharge: Mrs. Geeta Sharma and Dr. (Mrs.) Navdeep Gill
- **Internal Assessment Committee:** Teachers Incharge: : Dr. (Mrs.) Navdeep Kaur Gill, Mrs. Reetu Sharma and Mrs. Anita Rani
- **Purchasing Committee-** Teachers Incharge: : Dr. (Mrs.) Navdeep Kaur Gill and Mrs. Anita Rani

- **Alumni committee-** Teachers Incharge: Mrs.Malti Sharma, Mrs. Geeta Sharma and Mrs. Anita Rani
- **Grievance redressal cell-** Teachers Incharge: Dr. (Mrs.) Navdeep Kaur Gill and Mr. Avtar Singh
- **Co-curricular Activities Committee-** Teachers Incharge: Mrs. Malti Sharma, Mrs. Reetu Sharma and Mrs. Geeta Sharma
- **Youth Festival Committee-** Teachers Incharge: Mr. Avtar Singh and Mrs. Neetu Thakur
- **Red ribbon club:** In our institution Red ribbon club has aim of equipping students with correct information on HIV/AIDS prevention, its care and support. It also aims in building their capacities as peer educators in spreading message on positive health behavior in an enabling environment and increasing voluntary blood donation from youth.
- **Student council:** The college has a body concerned with welfare of students named as student council. The institution has a student association led by a student representative. The college provides a wide range of recreational activities for students to encourage holistic personality development.
- **Eco-friendly club:** People today, especially younger generation, are concerned about the environment. The ecofriendly club is meant by which students and youth can organize themselves to learn more about issue and also take action to improve their immediate environment. The club plays an important role in creating environmental awareness amongst the future generation.

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

Ans. Yes, feedback and suggestions are taken from old students, teachers, employers and society to improve the programmes

- For the growth and development of the institution through the interaction between the Alumni and the appraisal reports.
- Practice teaching appraisal by student teachers
- Practice teaching appraisal by school teachers

- Practice teaching appraisal by teacher educators
- Feedback is also collected from heads of the schools and is used to improve the preparation of programme.
- The technical committee of IQAC helps in this process of analysis. Such feedback from the students provides valuable inputs for improving the support service like library, hostel sports activities, transportation, courier service, Xerox etc.

5.4 Best Practices in Student Support and Progression

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

Ans. The college is committed to enhance total quality management. Some best practices are as follows:

- College makes arrangement for remedial classes, extra classes, extension lecture, workshops and seminars to empower the pupil teachers and help them to meet the needs of latest world trends in teacher education and world of work.
- The college provides following facilities to pupil teachers like:-
- Full financial assistance for participating in extracurricular activities.
- Refreshment is also given to the participants.
- Book bank facility for needy students.
- Scholarship and free uniform facility to needy
- Free stationary material and other concession to needy students
- Free trips to needy and deserving students.
- Extra books to advance learners from the library besides four books.
- Active placement cell
- Guidance and counseling cell
- Organization of morning assembly
- Visit to orphanage and old age homes
- Special classes for weak, slow learners and also for special learners

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under *Student Support and Progression* in the previous assessment report and how have they been acted upon?

Ans:-

- It was observed that student council not in place
 - Now college has formal and efficient student council comprise of 10 members the activities of this student council are:
 - Work as mediator agencies between the college authorities and the students for the welfare programmes maintenance and beautification of college campus
 - They also work to maintain discipline in the college.
 - They also provide their help in the organization of various curricular and co-curricular activities in the college.
- Dropout rate negligible and pass percentage between 96% to 100%
 - Now pass percentage is 100% with merit positions 06
- 25 to 38% students opt for higher studies and 42 to 55% opt teaching as career
 - 35 to 44.19% opt for higher studies and 40 to 50.80% opt teaching as career
- In the last two batches about 15 students are palced
 - In the session 2014-2015 14 students are placed. Due to two year B.Ed course there is no placement in the session 2015-2016.
- Placement Cell is active
 - Each slow learner is associated with one advance learner
- Grievance Redressal mechanism in place
- Career Guidance and Counseling in place
- A teacher observes 12 lessons per day
 - Now in the present scenario mentor teachers of the respective school observe the lesson and teachers of the college visit to school and got the feedback from the mentor teachers.
- Students are encouraged to participate in various cultural, co-curricular, activities and academic activities won many prizes and medals in Punjab university annual atheletic meets, P.U.Zonal youth festivals and Inter College Competitions
- Scholarship, Free Uniform, Free Trips facility for needy students
 - During session 2016-2017 all the students received fee concession.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?

Ans:-The institutions enhanced its placement services in such a way that various reputed schools organized interviews in the college campus. Placement Cell has collaboration with reputed schools and these schools contact the placement cell in case of availability of vacancy. Placement Cell has proper record of personal information of the students to contact the suitable candidate according to the requirements of the job. Placement Cell displays the „situation vacant“ advertisement on display board. Alumni Association activities have now become more social in its approach and functioning. The institution involves Alumni members in all important activities of the college. A Web Page of Surjeet Memorial College of Education, Malwal Ferozepur has been created on a social site so that more students can be connected easily and whenever required.

Students are made to participate actively in TQM (Total Quality Management) endeavours of the institution through student council. 02 students have cleared TET exam and 01 student has qualified Panjab Lecturer Exam. The college publishes prospectus and academic calendar. Financial support is given in the form of scholarship and fee concession. Educational trips are organized. Training is provided to the students in Fine Arts, Computer Knowledge and for extra-curricular Activities. Alumni Association is formed and many alumni have occupied prominent positions. Students' Association organizes competitions in several curricular, extra-curricular activities including wall magazines and posters. Institution conduct Athletic Meets and students participate at college, University, State and National Level Competition. College Publishes Magazine 'Noor' annually. Students are provided moral Education. There are different types of clubs and houses to organize various activities. The institutional Vision, Mission and Objectives are made known to the Stake holders in the Website and Prospectus. The management is highly committed to the institutional growth with its dynamism and transparency. The chairman and Principal play a vital role in the administrative and academic matters.

CRITERION VI: GOVERNANCE AND LEADERSHIP**6.1 Institutional Vision and Leadership****6.1.1 What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?****Ans**

Objectives of the institution which address the major consideration (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self-development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.) are as follows:-

- To uplift the rural, border and backward area students
- To produce dynamic teachers to meet the global trends and challenges
- To produce competent and dedicated secondary school teachers
- To produce student with good human values
- To work for the welfare and progress of society
- To develop required Teaching skills, Life skills, Communication skills, ICT, Problem solving skills, Manipulative skills, Drawing skills, Inquiry skills and counseling skills etc
- To develop self esteem and development of all constituents of balanced personality
- To empower them to face the challenges of the competitive world boldly
- To produce students who act locally and think globally
- To produce self employable teachers
- To develop self esteem and self confidence among the weaker sections especially women
- To inculcate environmental values among future teachers
- To develop a sense of community/social service among future teachers
- To equip future teachers with latest (ICT) technology and technical know-how
- To motivate the students for solving their problems related to education with the help of research process.
- To develop intellectually and academically the teachers through enriched curricular and co-curricular activities by conducting literacy-competition, seminars, workshops, extensions lectures, different competitions and preparing students for competitive Exams like UGC NET, PSTET, CTET, etc.

- To achieve academic excellence by continuous assessment in the form of objectives type questions (MCQs), written assignments, participation in discussion in the class, term papers, project work and attendance etc.
- To peep out the synergetic platform in morphing the students to get able into professionals and entrepreneurs by organizing the programs such as career counseling and guest lectures by renowned persons for imparting training of soft skills and yoga to help potential teachers to develop a wholesome personality.
- To conduct additional unit test, sectional examinations, for poor by performing students' provisions of remedial teaching and conducting extra classes for slow learner is available in the college. The disadvantaged are guided and supported for enhancement through home assignment and regular guidance. The institute provides concession and scholarships to the economically poor and marginalized students. To organize programmes on Pulse Polio campaigns, awareness rallies, NSS camps, Blood Donation camps, AIDS awareness, Human rights, Tree plantation and celebration of important events in the college.
- To maintain ambience and ecology of the college campus, maintain clean lawns for the beautification of the campus.

VISION:

We are guided by the vision of making profound difference in the lives of rural students by empowering them to attain their full potential through the quest of knowledge, acquisition of skill, development of character and self-esteem to meet challenges in the globalised and competitive world of 21st century.

MISSION:

Surjeet Memorial College Of Education, a student friendly college marches with a mission-Education isLight, working for the up-liftment of rural and border-areas students, producing dynamic and competent secondary school teachers with ingrained human values equipped with enviable competencies and dedicated to the progress of society through preservation creation and application of knowledge in entering global scenario.

VALUES

Social, moral, ethical, religious, aesthetic, theoretical and economic values are modesty, sensitivity, punctuality, neatness, patriotism, national integration, tolerance towards all religions, gender equality, dignity and scientific imparted by conducting various extension lectures by experts, rallies, theme based morning assembly, celebration of National and International days through various curricular, co-curricular activities and extra curricula activities.

Vision and Mission are made note to the various stock holders through:-

- They are known to various stake holders through College Magazine, Prospectus, New-papers, Souvenir, Staff meetings, Theme-based college morning assembly, web sites, etc.
- Purpose, vision, mission, statement are made available on different flex boards displayed in college campus
- Interaction of Principal with students, teachers, management, parents
- Vision and mission statements are displayed at the prominent places in the college campus

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

Ans. Yes, the mission includes the institution's goals and objectives in terms of addressing the needs of the society-

- Working for the upliftment of rural and border-area students
- Producing qualitative and dynamic teachers
- Inculcating human values
- Social sensitiveness
- Nation Building
- Teachers with global competencies
- Students are helped to lead a life of discipline and exploit their talent to their best to achieve academic, excellence, social success and become agents of social change contributing to nation development
- Discussion lessons by the student teachers to imbibe good teaching skills
- Teaching practice under the guidance of teacher educator enable them to develop these skills
- Skill in teaching competition provide the ground for the display of these skills

- They are taught to become good teachers through organization and participation in various curricular, co-curricular and extra curricula activities.
- The college has also been ensuring to achieve the goal strive, succeed and serve by engaging the students in the enduring activities by participating in NSS camps, community services and multi-facet activities of lions club.

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

Ans. **COMMITMENT OF MANAGEMENT:**

All the members of committee of management are well educated, work with dedication and passion

- Provide good infrastructure in the college
- Appointment of Qualified and experienced faculty members
- To produce competent, self-confident and dynamic teachers
- The college management committee formulates important policies for the effective transaction of teaching learning process and takes all crucial decision in-tune with the norms issued by NCTE, Panjab University, Chandigarh and Directorate General of Higher Education, Punjab.

List of Members of Managing Comittee

Sr.No	Name	Designation
1	S. Rajinder Singh Brar	Chairman
2	S. Navjot Singh Brar	Secretary
3	Dr.(Mrs.) Ripenjeet Kaur	Ex-Offico Member
4	Mrs. Satvir Kaur	Cashier
5	S. Surinder Singh	Member
6	Mrs. Reetu Sharma	Staff Representative
7	Ms. Rekha Mehta	Staff Representative
8	Mrs.Manjeet Kaur	Member
9	S. Ranbir Singh	Member
10	S. Jagtar Singh	Member
11	Mr. Sunil Kumar	Member
12	Mrs. Kiran Pal Kaur	Member

Leadership Role:

- The members of Surjeet Memorial Educational Society has a proper office that works from 9:00 am to 4:00 pm
- Even after these timings, if we need any type of assistance, it is unconditionally provided to us We are given a free hand to plan the college activities
- The management provides the full support as and when needed (Financial as well as moral)
- Dr.(Mrs)Ripanjeet Kaur has also been the member for Surjeet Memorial Educational Society, Surjeet Memorial College of Education, Surjeet Memorial Senior Secondary School and S.M. International Convent School, Ferozeshah. Since her inception and empowered by managing committee to take all the important decision pertaining to academic excellence as and when need and demand for the same arises.

Involvement for effective and efficient transaction of teaching and learning process:

- Meeting of members of managing committee with Principal
- Fulfill the needs and requirements related to Teaching Learning Process
- To check college records and registers for time to time
- Records related to Teaching Learning Process, (Teaching Practice records, examination records, college activities records etc)
- Feedback from the Principal as well as parents and students is taken by members of managing committee and Principal on different issues relating to teaching & learning

- **Financial Management Committee :**

The quality of Financial Management process is ensured by appointing a qualified and experienced Chartered Accountant who regularly audit all the accounts and make sure all the accounts are up to date.

- **Advisory Committee:**

All the important decision related to administrative and financial matters are taken by Advisory Committee of the management.

Once again we mentioned Besides college managing committee, college has different committee for the smooth effective efficient transaction of teaching and learning processes. Minimum two teachers are appointed as in-charges with pupil teachers as representatives, We append list of college committees:

Board Of Management:

- Chairman
- Secretary
- Managing Director
- Principal (Ex-officio)
- Two teachers Representatives.
- 4-5 other members from the community.

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

Ans. For the smooth functioning of the administration and college activities the management and the principal of the college ensure that various responsibilities are well defined and communicated among the members of both teaching and non-teaching staff. The principal assigns various duties pertaining to curricular and co-curricular, skill-in-teaching, health and physical education, teaching practice in school, seminar/workshops etc. rotation wise so that each faculty member can gain the necessary experience for his/her overall development. All these responsibilities are communicated through office orders and staff meetings. These office orders and minutes of meetings are countersigned by the principal and representative staff members. Apart from that such responsibilities are also documented in college prospectus.

- Special attention is paid by the principal of sharing responsibility, accountability, professional growth and development by participating in various seminar, conference and workshops.
- The head of the institution ensures that each faculty member is equally involved in extra-curricular activities and administrative work according to their competencies and sense of responsibilities.
- The management and head pays special attention to ensure that charges and responsibilities are duly revised and rotated.

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

Ans. The management and head of the institutions are always in interactive mode with each other. The head of institution and management committee get the feedback from the teachers, students, alumni and parents with regards to the teaching quality, curriculum, extra curriculum

activities and infrastructural demands. The head of the institution is the keen observer and keeps an eye on the functioning, accountability and performance of different committees constituted from time to time. She also checks various record and register, interact with coordinators of various committees, get feedback from them and present the same before the managing committee at management committee meetings, which are held frequently.

Apart from this, she adopts the following measures to get feedback on the college activities:-

- Questionnaire specially prepared for the purpose
- Self- appraisal proforma for teachers
- Appraisal of teachers by the students
- Appraisal of the institution by the parents
- Activity register
- Newspaper clippings related to the activities organized in the institution and achievements of the college
- Records of meeting register, Order book, suggestion box
- Contacts of Principal/Management with parents', interaction with students
- Members of managing committee are invited on different activities held in the college
- Written feedback received by principal is sent to management for reviewing
- Oral feedback is conveyed orally through intercom
- Direct supervision of the class room
- Use of CCTCV cameras for monitoring and performance analysis
- Last but not the least, the annual report comparing of the details of the activities undertaken by the institutions for total quality management is prepared and sent to management for review and feedback.

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

Ans The college has a well-defined and developed formal and informal mechanism to identify and address the barriers in the way of smooth functioning of the college and in the realization of vision/mission and goal of the institution. The college tries to identify and overcome the barriers through following:-

- Involvement of the college staff and allocation of duties according to their potentialities
- Indirect observation through CCTV cameras
- From the IQAC committee

- Feed Back proformas from the students, teachers, parents and old students
- Through college advisory committee
- Interaction with students and parents
- Acute observations and suggestion box
- Self-appraisal and introspection

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

Ans. The management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes through following ways.

- Democratic environment prevails in the college and staff members work like a family unit.
- College management has democratic administration where there is total decentralization of powers.
- Resources like OHP,LCD, Internet facility provided to the teachers on their demands.
- Sending and supporting them to different national and college seminars and providing financial assistance to staff for the purpose
- Personal involvement of the management in college
- By Appreciating, rewarding, honoring them at different occasions
- By providing positive inputs
- Ensuring proper grades, service security, timely released of salaries and P.F
- By providing them opportunities for their professional growth and development by allowing and encouraging them to pursue higher education programme (Ph.D) as well as organizing extension lectures, seminars, workshop and encourages them to participate and present their papers.
- Upgrading laboratories and library
- Stimulating the faculty to participate in the refresher courses under UGC scheme. TA/DA is also provide is the same
- Essential facilities such as transport, hostel and support facilities are provided to staff if needed

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

Ans. 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 is as follows :

- Good Interpersonal interaction with emotional bonding with the staff members
- Meetings of Principal with students in Morning Assembly, Classrooms and Corridors
- Appreciation of other achievements, understanding their difficulties Rendering academic and professional guidance
- Genuine courtesy and respect for others and others opinion
- Give direction, issuing instructions and re-defining area of work
- Principal encourages the teacher to take decisions by supporting and guiding them
- Helping employees and encouraging them to participate various syllabus orientation seminars and workshop being organized in various institution .
- Desire and determination to perform
- To enlarging and refining the map of college development
- Allocation and utilization of resources upto optimal level according to the needs and demands of the curriculum
- Library is an important resource for scholarly success. Staff members can purchase books from online book stores with the consent of principal and library committee
- Staff members are also motivated to attend book fairies and exhibition to purchase the books
- The Principal provides various resources required by the different committees of the college. She provides sufficient resources available for laboratories, library, and clubs, various cells, programmes and activities so that the students gain necessary skills.
- The Principal has positive and vibrant vision.
- She regularly monitors the use of resources made available in the institution

6.2 Organizational Arrangement

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

Ans. Meetings are held twice a month.

Academic Management-

College governing body- These committees take important decision with regard to smooth functioning of the college. The decisions are taken in a democratic manner with mutual consultation. These are implemented by bringing necessary changes and modifications, if the situation demands. The following are its members:-

Sr.No	Name	Designation
1	S. Rajinder Singh Brar	Chairman
2	S. Navjot Singh Brar	Secretary
3	Dr.(Mrs.) Ripenjeet Kaur	Ex-Offico Member
4	Mrs. Satvir Kaur	Cashier
5	S. Surinder Singh	Member
6	Mrs. Reetu Sharma	Staff Representative
7	Ms. Rekha Mehta	Staff Representative
8	Mrs.Manjeet Kaur	Member
9	S. Ranbir Singh	Member
10	S. Jagtar Singh	Member
11	Mr. Sunil Kumar	Member
12	Mrs. Kiran Pal Kaur	Member

- **IQAC:-**To ensure effective pedagogical practices and experience enriched curriculum implementation with special emphasis on TQM by comprehensive planning, review and feedback of the work done to control barriers in the way of total academic management, the college has constituted a five membered IQAC.

Sr.no.	Name	Designation
1	Mr.Navjot Singh Brar	Secretary
2	Dr.(Mrs.)Ripanjeet Kaur	Principal
3	Mrs.Navdeep Kaur Gill	Coordinator
4	Mrs.Reetu Sharma	Member(Faculty)
5	Mrs.Anita	Member(Faculty)
6	Ms.Rekha	Member(Faculty)
7	Mr.Avtar Singh	Member(Faculty)

8	Ms.Simran Gupta	Member (Rep.)
9	Ms.Sumandeep Kaur	Member (Rep.)
10	Ms.Seema	Member(Alumni Rep.)
11	Ms.Priyanka	Member(Alumni Rep.)
12	Mr.Jasmeet Singh	Member(Stakeholder Rep.)
13	Ms.Jagwinder Kaur	Member(Stakeholder Rep.)
14	Mr.Ramandeep singh	Member(Stakeholder Rep.)

- **Financial Management Committee :**

The quality of Financial Management process is ensured by appointing qualified and experienced Chartered Accountant who regularly audit all the accounts and make sure all the accounts are up to date.

- **Infrastructure Committee:**

College Managing Committee –needs are identified by staff members, Principal, and priority wise needs are fulfilled. Teacher Incharge : Mrs. Shilpa Sexsena , Mrs.Neetu Thakur and Ms. Priya.

- **Research Committee:**

Research Committee- Since the college has no M.Ed but still the research committee has been formed and it is compulsory for every teacher to complete a minor project at institution level and get it published in college magazine annual magazine. Teacher Incharge: Dr. (Mrs) Ripenjeet kaur,Dr.(Mrs.) Navdeep Gill and Dr.(Mrs).Geeta Sharma.

- **Extension and Linkages:**

Once a month extension lectures are organized with in consultation with the teachers. To prepare register of delegates, Principal of various colleges who delivered and attended the seminars , preparation of invitation cards, thanks letters , their refreshments, certificates , invitation to resource persons, receiving and noting of e-mails on themes of seminars to be published in the souvenir, gifts for resource persons. Teachers Incharge: House on duty.

- **College Advisory Committe** –Teachers Incharge : Dr. (Mrs.) Ripenjeet Kaur, Dr. (Mrs.) Navdeep Kaur Gill

- **Admission Committee-** Teachers Incharge: Dr. (Mrs.) Navdeep Kaur Gill and Mrs. Malti Sharma

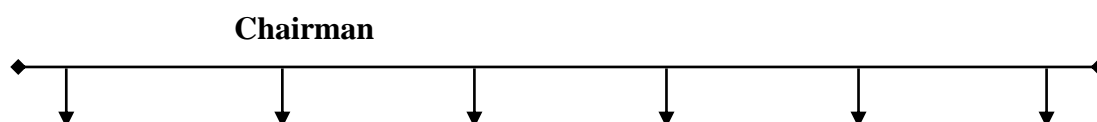
- **Discipline Committee-** Teachers Incharge: Dr.(Mrs.) Geeta Sharma

- **Time Table Committee-** Teachers Incharge: Mrs. Reetu Sharma and Mrs. Anita
- **Examination Committee-** Teachers Incharge: Mrs. Anita and Mrs. Reetu Sharma
- **Teaching Practice and Final Discussion Committee-** Teachers Incharge: Ms. Rekha and Ms Navpreet.
- **NSS and Sports Committee-** Teachers Incharge: Dr. (Mrs.) Geeta Sharma and Ms.Navpreet
- **Library and Book Bank Committee-** Teachers Incharge: Mrs. Reetu Sharma and Mrs. Malti Sharma
- **Magazine Committee-** Teachers Incharge: Mrs. Reetu Sharma and Mrs. Anita Rani
- **Educational Tour Committee-** Teachers Incharge: Dr.(Mrs) Geeta Sharma and Ms. Priya.
- **Internal Assessment Committee:** Teachers Incharge: : Dr. (Mrs.) Navdeep Kaur Gill, Mrs. Reetu Sharma and Mrs. Anita Rani
- **Purchasing Committee-** Teachers Incharge: : Dr. (Mrs.) Navdeep Kaur Gill and Mrs. Anita Rani
- **Refreshment Committee-** Teacher Icharge : Ms Malti.
- **Co-Curricular Activities-** House Incharges.
- **Alumni committee-** Teachers Incharge: Mrs. Reetu Sharma and Mrs. Anita Rani
- **Grievance redressal cell-** Teachers Incharge: Dr. (Mrs.) Navdeep Kaur Gill and Mr. Avtar Singh
- **Placement Cell-** Teachers Incharge: Mrs. Anita Rani, Mrs. Neetu Thakur and Mr. Avtar Singh
- **Press note committee-** Teachers Incharge: Mr. Avtar Singh.

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

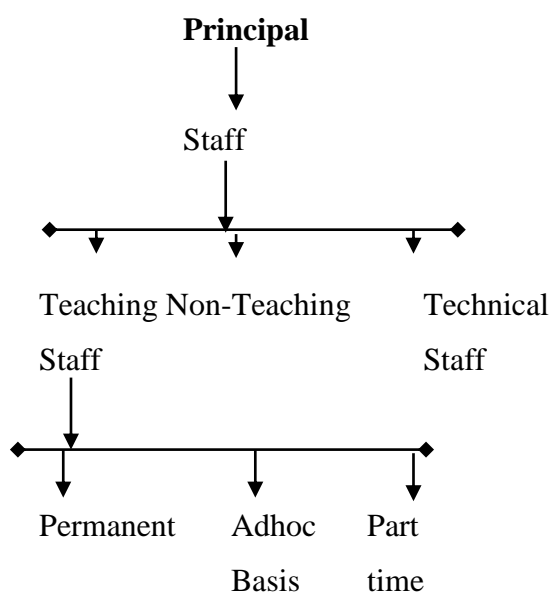
Ans

Management



Chashier Financial Secretary Principal Teacher's Teacher's
 Community Secretary (Ex-Office) Rep. Rep. Members

ACADEMIC



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

Ans. The management of the college has decentralized the power of the principal and further the principal decentralized the powers among faculty members in the form of different committees. Teachers are made the in-charges of various committees according to their skills expertise and previous experience. All the committees work under the guidance of principal and take decision accordingly. They are also appreciated for their work.

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

Ans. **Collaboration with other colleges:**

The institution collaborates with other colleges of the district and state.

- Our teachers attend extension lectures, seminars, conferences, workshop etc. Organized in other colleges and also faculty members of other institution are invited to attend functions organized in our college.
- Organizing inter school and inter college competitions for students different colleges and schools for celebrating important days e.g. international women day, hindidiwas, literacy day etc.
- Teaching practice a tie between institution and various nearby schools is established.

School personnel for quality improvement:

- Work-shop of schools principals is conducted by college to improve teaching practice:
 - Exhibitions, extension lectures of college lecturers in different schools
 - To break Isolation between colleges of education and schools, inviting the school Principals in college at different occasions
 - Feedback is taken from stakeholders for quality improvement

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

Ans. Yes, the institution uses the various data and information obtained from the feedback in decision making and performance and improvement. Therefore, following actions are taken:-

- On the basis of comments, observations and suggestion of the different committees improvement are made at different levels.
- Suggestions are invited from students through group discussions in tutorials and every efforts is made to work on these suggestions.
- Annual meeting of alumni is held where their suggestions regarding curriculum and infrastructure are discussed.
- Students give feedback at the end of session through a performa regarding curriculum infrastructure, faculty performance and overall teaching learning process.
- There is a permanent suggestion box in the college. Students give their suggestions regarding campus and teaching learning process. The box is regularly opened, its content is discussed and suitable actions are taken accordingly
- Feedback from Practicing Schools: The institution conducts meeting with the heads and the teachers of the concerned school for smooth implementation and execution thereby enhancing the quality of special training programs. Through these meetings an

idea about the expectations of the school is obtained. The institution tries to fulfill these expectations to the maximum in the best possible way.

- After every activity (Scholastic and Non-scholastic) organized by the college, suggestions from students are invited through group discussions in tutorials/house meetings and every effort is made to put these suggestions' into practice.
- Annual report of the college is sent to the management for further suggestions.

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

Ans. The entire faculty gets together and approaches each other for their work. The institution takes initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty by following ways.

- College works as a family unit.
- Teachers share their duties, combine classes
- Team teaching, discussions, staff meetings, library facility, equal distribution of work load among the staff members, duties are assigned according to the interest of the teachers when any activity is organized
- Sharing of knowledge and experience with each other in seminar/ conference hall/staff meeting

INNOVATIONS AND EMPOWERMENT OF THE FACULTY

- Teachers are motivated for collective research. Research Committee is formed in the college even though we have no M.Ed class
- Teachers attend and receive experiences by attending different seminars in different institutions, at district and state level they share their views with other staff members when they came back in the college
- Teachers are encouraged to attend seminars and functions organized at other colleges
- Study leaves and books are provided for their professional growth.
- Needs of teachers are immediately fulfilled
- Comfortable working conditions are provided
- Work load is accordingly to the norms.
- Internet facility is provided in the office for teachers' use
- Teachers are encouraged to write articles for college magazine

- Encouraged them to enroll for higher studies (three teachers are enrolled for Ph.D and six teachers completed their M.Phil degrees during their stay in the college
- Faculty members are also given study leave for professional growth like attending course-work as a requirement for completing their Ph.D.
- Management always appreciates and motivates the faculty members for paper presentations, article writing and actively engaged in research works.

6.3 Strategy Development and Deployment

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

Ans . Although college is not using any specialized MIS software package but management of information is adequate for management, principal and staff members to take decision pertaining to administrative and academic aspects. All the information related to administrative and academic aspects is collected manually and organized electronically on computer system.

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

Ans. **Human Resources**

- Human resources are allocated according to the interest and individual differences of the individuals
- According to the norms of regulating bodies.
- The college follows the rotation system for its human resources so that their experiences and competencies are put to the best use for the changes resulting from the action plan to best utilize the human resource.

Financial Resources

- Financial resources are allocated according to the need arising through the changes resulting from action plan or for extension activities
- Need and priority based allocation of financial resources .

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

Ans. The Human resources including teaching, non-teaching and supporting staff are employed according to NCTE (Punjab Govt.)/ P.U.Chd/ UGC Norms following a set and standard procedure framed by P.U.Chd. i.e. by publishing the post in leading

newspapers ; short listing and selecting the faculty through the university panel. Part time/ adhoc faculty is also selected through a panel comprising the principal, subject expert and management representative. The workload and salary is given as per UGC/NCTE/ Panjab University, Chd./ Punjab Govt. Norms. A panel comprising the principal and management representative of the college selects non-teaching and class fourth employees.

The financial resources for the salary of the staff are specifically year marked in budget and given top priority. Any further need to accomplish the mission and goal is managed by the college.

- The mission of providing quality training is achieved by conducting practice teaching, micro teaching, seminars, workshops and evaluating these on the parameter of high quality is ensured by conducting weekly tests, assignments, model examination.
- Various activities like cultural & social are included in the program to create awareness of the local & global problems.
- The institution provides a good infrastructure, well equipped labs for quality teaching and research work.

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

Ans. An academic plan and college calendar is framed in the beginning of the session in which tentative dates of activities are mentioned in the consultation with college advisory committee and other staff members (incharges of various houses and committees). The following main factors are kept in consideration for planning.

- Essential numbers of teaching days
- Required numbers of teaching practice days
- Number of teaching practice schools
- House tests and project works
- Educational tours
- Celebration of important days
- Sports and cultural activities
- Annual functions
- Organization of national and international seminars

- Vacation schedule
- Adjustment of holidays to working days.

SCHOOL TEACHERS

- Letters are sent to DEO to allow the college to practice their teaching in govt. aided schools.
- Consent of practicing teaching schools is taken and dates convenient for them and specifically subject pupil teachers needs and medium of instruction is asked for.
- School teachers are consulted for lesson planning, for organizing morning assembly and co-curricular activities in the school, observations of the teachings of the pupil teachers and giving feedback.
- A school teacher head of the school and supervisor observe the lesson and give necessary feedback for improvement. Principal of the college also visit these schools for strengthening relationship with the schools for its academic growth.

FACULTY

- Academic as well as college calendar is framed in consultation with the staff members.
- Duties are allocated according to the area interest of the faculty members.
- Opinions and suggestions by faculty are respected and given due weightage in every aspects of the planning.
- Different committees, clubs, tutorial incharges, are appointed so they plan independently
- All teaching as well as non-teaching faculty is involved in the process of planning

ADMINISTRATORS

- Administrators organize meetings once a month for planning about academic and other aspects of the college with Principal
- From time to time they conduct meeting with the staff and Needs and demands of the human resources are discussed and planned

- All the activities organized in the college whether academic or non-academic are organized in the consultation of administration and they are also invited on different occasions

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

Ans. The objectives of the institutions are displayed at college main site like:-

- Website of the college
- Prospectus of the college
- Display board in the college

Short term and long term objectives are discussed through:-

- Personal interaction of Principal with teaching, non-teaching and other employees
- Through order book, circulars, oral communication
- Writing and displaying the objectives of the college at prominent places of the college
- From time to time evaluation of the targets achieved and non achieved further individual feedback is given to the employees according to the nature of the duties and contribution.
- Vision and mission is displayed in the corridor of the college.
- Time to time value oriented sessions are organized to imbibe the spirit of the enthusiasm in the faculty members.
- The management and the Principal deploy the faculty and teacher trainees to achieve the objectives by organizing meaningful events, along with its

academic activities and co-curricular venture

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

Ans

- Starting from the immediate aims which lead to ultimate goals merging into the vision and mission, an action plan is prepared, which is implemented with great care and best possible inputs, effective strategies and full administrative support.
- Apart from the academic area reviews are also organized to check other areas like cultural, sports, skill-in-teaching and social sphere. Feedback from school is also kept in mind while planning for future goals.

- Interaction of the principal with the students in class rooms as well as in the morning assembly and to motivate and inspires students to attend class regularly. Condition of minimum attendance prescribed by Panjab University, Chandigarh is strictly followed. Absentees are warned and information is sent to their parents.
- Each and every student is fully involved in the total activities of the college by arousing challenges to overcome for success.

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

Ans

- It is compulsory for the teachers to use LCD and OHP at least on five topics of each compulsory subject and each teaching subject.
- It is also mandatory for the teacher to use LCD & OHP while delivering extension lectures at college level.
- It is compulsory for the students to prepare lesson plans by using LCD and OHP at college, zonal and inter zonal level competitions. They develop their lesson plans using internet also.
- Students prepare power point presentation in computer lab.
 - The computer Lab is well equipped with 20 computers and offers LAN facility and internet browsing. Projectors are available in the classrooms. Whole campus is fully WiFi. Free internet service is provided in the library, computer lab, faculty room, administrative room etc

6.4 Human Resource Management

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

Ans. Faculty development needs and career progression are identified as follows:

- According to the changes in the curriculum.
- According to New plans and policies.
- According to guidelines and circulars issued by NCTE and affiliating university from time to time.
- According to latest trends and needs in the society.
- According to norms fixed by Higher and regulatory bodies.
- Through personal interaction.
- Through self-appraisal proformas filled by the teachers.

- Faculty enrichment programmes like extension lecture, workshop and conferences etc. are organized to give exposure to the faculty.

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

Ans. Institution has the mechanism in place for performance assessment of faculty in the form of students appraisal, self-appraisal. Feedback from peers and suggestions from students are conveyed to the faculty and further inspire to improve accordingly observation by principal and members of the managing committee.

Performance assessment of research of faculty and staff:

Institution is not having M.Ed. class, so performance assessment in research area is not applicable still our teachers are actively engaged in minor research projects at college level. Research paper of faculty members are regularly published in the renowned journals.

Performance assessment of service of faculty and staff:

- Through there service books maintained in college office.
- Through observations by the administrator.
- Through the assessment of staff and faculty by the students
- Evaluation by the peers
- Through the no. of leaves and type of leaves availed
- Through self-appraisal.
- Students are free to communicate their feedback to Principal and management.
- Students can contact the Principal and grievance redressal cell incharge regarding their suggestions and problems.
- The college has an inbuilt mechanism to check the work efficiency of the Non-teaching staff. Work allocation is done at the beginning of the academic year. All the official communication is countersigned by the principal. The senior clerks check the works of juniors before the final papers are sent for approval by the authority. Frequent meetings are conducted by the principal to make the appraisal of the work done in the office by the members of Non-teaching staff.

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

Ans. The management recognizes the value of teachers and gives importance to the needs of teaching community of this college. The institute provides conducive friendly and democratic environment for efficient team work.

In order to enhance the work efficiency of teaching and non-teaching staff various welfare measure are also adopted.

- A free medical checkup camp is organized every year for students and staff members
- Study leave & incentive to staff for research, presentation of papers and participation in national and international seminars, conferences, workshops etc.
- Provident fund facility
- Summer and winter uniform for class 4th employees
- Staff car for performing college duty
- Accommodation for staff and faculty in college campus
- Service of qualified counselor
- Allocation of duties according to their interest
- Comfortable working condition
- Respecting the individuality
- Time table adjustment for study leave
- Feeding the media publishing news along with the photograph of the staff members in newspapers as well as in the college annual magazine for their achievement

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

Ans. Yes, the institution has conducted staff development programme for skill upgradation and training of teaching and non-teaching staff of the college through extension lectures and workshops as :

- **Extension lectures**

Sr. No	Name of the Person	Topic
1	Professor Sudeshwarsharma, member state commission; U.T administrative chairman	Impact of Consumer Laws of Society

	inspection committee juvenile courts, U.T. administration Chd.	
2	Mr. Bernie Mayer	Celebration of Peace Day to Peace week
3	Dr. Ambuj Sharma, H.O.D, FDeptt. Of Philosophy, Dev Samaj College for Women, Ferozepur	Rethinking of Philosophy in time of Globalisation
4	Dr. Gurinder Singh Sandhu	Disease free Body Stress free Mind
5	Dr. G.S Dhillon, Ex-S.M.O, Civil Hospital	Skin Disease
6	Mr. Parwinder Singh of Guru Gobind Singh Study Circle	Drug abuse and traffic rules
7	Dr. Ambuj Sharma, H.O.D, FDeptt. Of Philosophy, Dev Samaj College for Women, Ferozepur	Indians Democracy & the idea of social Justice: Reflection on contemporary peoples policies
8	Dr. Aradhana, H.O.D. of Psychology department in D.A.V. College, Ferozepur Cantt.	Stress Causes and Remedies
9	Dr. Rameshwar Singh, Counsellor at Red Cross Society	Realizing Importance of Inculcation value among the students
10	Dr. Ambuj Sharma, H.O.D, FDeptt. Of Philosophy, Dev Samaj College for Women, Ferozepur	Re-Thinking Examination System
11	Mr. Gurdev Singh Dhaliwal of Dashmesh Candian Sikh Society Canada & Vishav Gurmatah Parchar Sabha.	Values

Workshops on :

- Organized a workshop for school principals to improve teaching practice.
- Organized a workshop on “HOW TO PREPARE TEACHING AIDS”.
- Organized a workshop on “HOW TO PREPARE LESSON PLANS”.

- Organized a workshop on “HOW TO PREPARE BLUE PRINT OF A QUESTION PAPER”.
- Organized a workshop on “HOW TO PREPARE QUESTIONS FOR QUESTION BANK”.
- Organised a workshop on “use of interactive board”.
- Organised a workshop on “Micro Skills and Demonstration Lessons”.
- Organized a workshop on “CONCEPT ATTAINMENT FOR EFFECTIVE TEACHING”.
- Preparation of different type of lesson plans i.e. Diary based, ICT based and on Concept Mapping
- Workshop on CCE was organized by Mrs. Amarjyotimangat and Mr. Paranjeet Singh. Aims of workshop were to impart knowledge to pupil teachers regarding CCE and also how to fill CCE performas.
- Organised a workshop on ICT, Fine Arts & Craft Heritage.
- Workshop on Curriculum Transaction.

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

Ans. The institution follows all the directions issued by recognizing/affiliating authority i.e. NCTE/P.U. Chandigarh/Pb. Govt.

- Recruitment policy, Salary structure, Service conditions and other strategies are implemented and followed by the institution as per the norms.
- A free medical checkup camp is organized every year for students and staff members
- Provident fund facility
- Staff car for performing college duty
- Accommodation for staff and faculty in college campus
- Allocation of duties according to their interest
- Comfortable working condition

- Respecting the individuality
- Feeding the media publishing news along with the photograph of the staff members in newspapers as well as in the college annual magazine for their achievement

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

Ans.

- The basic criteria for selection of the Adhoc and part-time faculty is according to the norms of the NCTE/Panjab Univ., Chandigarh/UGC/Pb. Govt.
- Adhoc and part-time faculty is appointed directly by the Principal and Management Committee of the college.
- Regular staff is appointed through the panel of experts having one V.C. Nominee, (two subject experts appointed by the V.C.), Principal, Chairman of the college managing committee.

Part time, Adhoc and regular faculty differ on the basis of :

- **Salary structure**
 - a. Part-time : Rs. 8000 pm (as instructor)
 - b. Adhoc : Rs. 15,600 pm (M.A., M.Ed./M.A. in Education)
 - c. Regular : Full grade according to the norms (MA/MSc., M.Ed., UGC NET Cleared)
- **Workload**
 - a. Part-time : They have to stay in college for 4 hours only.
 - b. Adhoc and regular for 7 hours per day\ per week.

Appointment and workload is assigned according to the nature of the subject and regulatory bodies' norms.

Part-time and adhoc is appointed in case of non-availability of regular faculty.

6.4.7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars,

conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

Ans. The college has made many policies and provides resources to support and ensure the professional development of the faculty as:

- Financial assistance is provided to attend seminars, conferences and workshops etc
- All the faculty members are motivated to organize seminars and extension lectures in the college campus.
- Some of the staff members are members of CTE, Board of Studies , World Science Congress, member of editorial board of Journal S.R.S.D. Memorial Shiksha Shobh Santhan Agra (India), editorial member Inquisitive Teachers.
- Principal Dr. Ripenjeet Kaur is added member of Faculty of Education in Panjab University, Chandigarh. She is also member of S.R.S.D Memorial Shiksha Shodh Sansthan a Registered Educational organization wide Regd.No.409/14 and Membership No.SRSD/PB/F217/2015, member of Editorial Board of the Journal “Inquisitive Teacher” –A Peer Reviewed Referred by Annual Research Journal with ISSN -2348-3717, member of PSYCHO-LINGUISTICS ASSOCIATION OF INDIA with Member ship No.788(2020) , member of IJPE , Harprasad Institute of Behavioral Studies Vide Membership No.520(2020), member of Praachi Psycho-Cultural Research Association Vide Membership No. 602(2020) , member of Shikhamitra an Educational Magazine and member of World Science Congress ,Kolkata .
- Different types of research projects are assigned to the staff members according to their interest and specialization of the subject.
- The institute motivates the staff members for higher studies by providing study leaves and other benefits.
- Staff members are supposed to submit the photocopies of any degree/diploma and photocopies of certificates of programmes /seminars/workshops/Extension Lectures attended by them.

6.4.8. What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

Ans. The staff member of the college takes benefits of various facilities like free internet facility, photocopier, printout etc. are provided on free hold bases, Well-furnished staff

room. Apart from that the provision of maternity leave and study leave facility is also available.

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

Ans.

- The college website is maintained and update time to time provides all the information to staff, students and other stakeholders.
- There is grievance redressal cell to make suggestion and complaints if any.
- Principal also get feedback of students time to time to solve their academic or any other problems they face during their course.
- Suggestion box and complaint box are kept for collecting suggestion or complaints.
- The suggestions are discussed in the staff meeting for improvement
- Student and faculty can meet the principal to give their suggestion
- Problem regarding any staff members is observed, first of all the same is brought into the notice to the principal.

The stakeholders get the information through following resources:

- College prospectus, annual magazine
- College website
- E-mail Id and telephone of the institution

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

Ans. A Teacher Diary is maintained by each member of the staff in which a monthly abstract of the details of the work done regarding lesson plan. The college has provision for mentoring through tutorial and remedial teaching. The Time table has inclusion of all academic and non-academic activities. The work load of the staff is equally divided. All the staff members have additional responsibilities (house in-charge, class in-charge, club president etc.) along with their teaching assignments and also maintained their registers and scarp books of their activities. Some are editors of the college journal, magazine, cultural events, academics and practice teaching etc. Teachers are engaged in community development programmes and prepare the prospective teachers for various competitive exams.

6.4.11 Does the institution have any mechanism to reward and motivate staff members?

If yes, give details.

Ans. Yes, the institution has mechanisms to reward and motivate staff members as :

- Appreciation letters, Awards and mementos.
- Publishing news along with photographs in newspapers.
- Annual best teacher's award
- Regular and timely increment
- Study leaves
- Verbal appreciation in Morning Assembly and the staff meetings by the principal.

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

Ans. The institution does not get any financial support from the government. The only source of revenue and income of the institution is fees collected from the students.

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

Ans. No, college has not received any type of donation..

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

Ans. No, the operational budget of the institute is now not adequate to cover the day to day expenses. It is deficit by Rs. 3,41,19,818/- due to less no of students. For this balance sheet of last year is attached.

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

Ans. Gross receipts and donations from members of society. Separate balanced

Sheet is attached Annexure

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

Ans. Yes, the accounts are audited regularly. External audit is done by an independent Chartered Accountant and internal audit is done by accountant appointed by the institution. Yes No objections raised/pending as on date.

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

Ans. Yes, all the accounts are computerized including salary bills, annual expenditure and fee record of the students.

6.6 Best practices in Governance and Leadership

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

Ans. The significant best practices in Governance and Leadership carried out by the institution are as:

- Democratic environment and Decentralization of powers.
- Frequent interaction of college managing committee with Principal as well as with the faculty.
- Time to time motivation of the staff and faculty members by the managing committee and principal
- Establishment and running of book bank by the students
- Organization of awareness rallies on current problems/affairs
- Scholarship for poor and meritorious students
- Financial help to poor and needy students
- Placement service through college placement cell
- Immediate feedback by College Managing Committee to the Principal and staff and faculty members; and Principal's feedback to staff and faculty.
- Due considerations to needs and problems of the staff and administrators try to solve them according to the best of their ability
- Good interpersonal relation.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under *Governance and Leadership* in the previous assessment report and how have they been acted upon?

Ans:-

- Vision and mission of the institution well stated
 - Responsibilities communicated to staff through office orders and staff meetings
 - Management supportive in the improvement of the institution
 - Democratic environment and decentralization of powers
 - Many committee formed for management of various activities including calendar committee, library committee and examination committee
 - Road map with future plan and strategy yet to be prepared
 - Management and Staff members are working on road map with future plan and strategies
 - Performance appraisal of staff by the students, by self and through observations by principal and managing committee
 - Professional development programmes for teaching staff
 - Accounts are audited regularly
 - Budgetary provision adequate to meet routines as well as quality programmes
 - Areas of finance of the institution computerized
 - Supportive management
2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?

Ans:- Following measures have been taken:

- Decentralization of powers has been strengthened.
- IQAC has been strengthened.
- Infrastructural facilities have been strengthened.
- Innovative instructional facilities have been enhanced
- Feedback system has been strengthened.
- ICT related facilities have been strengthened
- Addition of more technology based amenities

- Enrichment of library with large books, national and international journals, e-books, e-journals with 24x7 internet facility.
- Three of our faculty members including Principal of the college are Ph.D Holders, and four teachers are enrolled in Ph.D course.
- The institution has developed democratic & participatory decision making mechanism in a horizontal network organization structure in an open liberal environment as its governing strategy.

CRITERION VII: INNOVATIVE PRACTICES**7.1 Internal Quality Assurance System**

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

Ans: Yes, college has established internal quality assurance cell in year 2011. Currents members of this cell are :-

Sr.no.	Name	Designation
1	Mr. Rajinder Singh Brar	Chairman
2	Mr.Navjot Singh Brar	Secretary
3	Dr.(Mrs.)Ripanjeet Kaur	Principal
4	Mrs.Navdeep Kaur Gill	Coordinator
5	Mrs.Reetu Sharma	Member(Faculty)
6	Mrs.Anita	Member(Faculty)
7	Ms.Rekha	Member(Faculty)
8	Mr.Avtar Singh	Member(Faculty)
9	Ms.Simran Gupta	Member (Rep.)
10	Ms.Sumandeep Kaur	Member (Rep.)
11	Ms.Seema	Member(Alumni Rep.)
12	Ms.Priyanka	Member(Alumni Rep.)
13	Mr.Jasmeet Singh	Member(Stakeholder Rep.)
14	Ms.Jagwinder Kaur	Member(Stakeholder Rep.)
15	Mr.Ramandeep singh	Member(Stakeholder Rep.)

Major Activities Undertaken:-

- Organization of faculty development programs like workshops, Extension lecture and National Seminar on Quality Assurance in Education
- Review of work of all committees and help them whenever needed
- Making sure that quality is maintained
- Providing good infrastructure
- Participation of students in State and University level competitions

- Collaboration with schools for quality enhancement of education provided in teacher training.
- Providing consultancy services to staff as well as students.
- Enhancement of linkage with stakeholders' viz-parents and alumni.
- IQAC evaluates the achievements, the goals and objectives of the institution.
- Successful execution of Academic Calendar.
- Addition of Books, Journals and magazines to Library.
- Promotion Research & Use of ICT.
- Monitoring and assessing the pupil teachers & faculty throughout the session so that the goals of B.Ed. program can be achieved successfully.
- IQAC has been ensuring the skill development of its non-teaching staff by giving them basic training in computer and accounting work.

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

Ans: The **mechanism used** by college to evaluate the achievement of **Goals and objectives** are –

- Self-appraisal by staff members
- Staff meetings
- Feedback procedure
- Minor research projects
- Old students opinions
- Parent's opinions
- Evaluation of teachers by students
- Periodic and continuous evaluation of students achievements through unit test, class test and position attained in university exams.
- Supervision of teachers activities by the Principal
- Faculty appraisal by the principal
- At the heads of the teaching practice schools level

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

Ans:The institution ensures the quality of its academic programmes through:-

- Continuous review of curricular programmes
- Continuous internal evaluation through unit test/ monthly test / Examinations

- College follows all the directions of regulatory bodies like NCTE and Panjab University, Chandigarh
- College has very competent and well qualified faculty members
- Infrastructure and learning resources are added and updated from time to time according to needs.
- Oral tests
- Observation
- Appraisal of teachers by students
- Suggestion box
- Timely observation of completion of curriculum
- By updating the Library with latest books based on current topics
- By providing facilities of latest technology like- OHP, LCD Projector in the college
- By providing OHP and Flannel board in each class room
- Conducting workshops and extension lectures on different topics by experts
- College provides remedial programmes for weak students and reinforcing programme for advanced learners
- Periodical visits to the practicing school are done by the in-charge of teaching practice and staff and they receive feedback from school students, guide teachers and heads of the practice teaching school.

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

Ans: 1. The institution ensures the quality of its **administration**:-

- By appointing qualified and experienced Principal and Staff members, according to the norms of NCTE and Panjab University, Chandigarh
 - Well qualified and trained librarian, clerical staff and computer instructor are also appointed to deal with the official matters
 - The IQAC supervises the entire administrative processes.
 - In the administrative section, each non teaching member has specific responsibilities and functions.
2. For the smooth functioning and administration of the college different committees are formed having two teacher-in-charges from IQAC who look after the duties of the committees where as principal acts as chief coordinator of all the committees. She

checks and monitors the functioning of these committees. The name of these committees are listed below :-

- College Advisory committee
- Admission committee
- Discipline committee
- Time table committee
- Examination committee
- Library and book bank committee
- Seminars and extension lecture committee
- Hostel committee
- Teaching practice committee
- Demonstration lesson committee
- Sports committee
- NSS committee
- Research committee
- College outreach committee
- Tour committee
- Magazine committee
- Grievance redressal cell
- Internal quality assurance cell

3. Norms established by Panjab University, Chandigarh and NCTE are followed:-

- There is decentralization of powers in hierarchal order of management and various committees
- Emphasized on team work
- Easy access to principal and management by staff members and students
- Team work is ensured while conducting activities in the college.

The quality of **Financial Management** is ensured by the institution:

- By appointing a qualified and experienced C.A, from time to time who audits all the accounts and make sure that all the accounts are up-to-date.
- Financial transaction are transparent
- College has well trained general office staff to ensure effective financial management.

- Residential accommodations for staff are provided.
- Provides CPF facilities for staff since joining.

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

Ans: Good practices are identified through:-

- Self-appraisal of staff members
- Feedback from students and staff members
- Discussion in the IQAC meetings
- Staff meetings
- Social service or social survey
- Project work
- Faculty development programmes are organized. Paper presentation is done on common topics.
- Extension lectures are organized and resource persons from other colleges are invited. Such activities are attended by faculty of the college.
- Training programmes like model preparation and teaching aid preparation are important.
- Publication of books, study materials and journal articles are contributed by faculty.

7.2 Inclusive Practices

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

Ans: The institution sensitizes teachers to the issues of inclusion and gives focus to these in the national policies and school curriculum through:-

- Organization of various extension lectures given by outside experts on special education related to B.Ed.
- Visits to different schools
- Awareness drives rallies
- Celebration of national and international days
- Library scrap book

- Social work and social surveys
- The institution has been admitting differently abled students to B.Ed course and has 3% reserved seats (according to Punjab Government Policy) for physically challenged students. Education is imparted to them along with the normal students in the same classroom. Adequate facilities and equipment like ramp and wheel chair are available for physically challenged students.
- The institution gives equal opportunities to all the students irrespective of social,religious, economic, cultural, gender differences or physical disabilities and all the students are dealt with equally by creating an environment of togetherness.
- Individual differences among the students are treated as a source of richness.
- The college gives equality of opportunity and treatment to students of all sections of society and an environment of inclusiveness is encouraged and created in the institution.
- The College is a Co-Educational institution and has created an environment of gender equity by giving equal treatment and opportunities.
- Linguistic differences of students are addressed and catered to in a common environment by making use of Three Language formula in classroom situations and other interactive situations making learning experiences rich and contributing.
- The college makes efforts to accustom the students from rural background to innovative approaches and use of Information Technologies. Students from rural and urban background are treated equally and mutual interactions are facilitated.

7.2.2 What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

Ans: Provisions in the academic plan for students to learn about :-

(a) Inclusion –

- Group activities
- Through social bodies
- Competitions (Poster Making, Chart Making,Candle Making etc.)
- Social service or social surveys
- Project works
- Extension Lectures
- Through Teaching Practices

- Visit to School for special children “Darvesh” and Special Resource centre(SRC)
- Case studies are also prepared to acquaint the student teachers about various exceptionalities, follow up and remedial programmes.
- Videos & films on the success stories of exceptional children are shown to these students in their tutorial groups to develop empathy.
- Daily morning assembly and special lectures are utilized to instill a sense of inclusion and acceptance of those facing deprivation.

(b) Exceptionalities:-

- To learn about exceptionalities there is a provision in the B.Ed curriculum like paper **C-20 Creating Inclusive School** as a compulsory subject for Education of Children With Special Needs
- Besides this there is provision of activities like visits to Darvesh school(Physically and mentally challenged children), case study , visit to Leprosy colony, Visit to Orphanage

(c) Gender differences :-

- Celebration of Lohri of girl child
- Celebration of International Women Day every year in college and inter college competitions are organized.
- The theme of Women empowerment is given as one of the themes for Bulletin Board Decoration competition in the college.

Impact on Learning:-

- Students will learn about group living and Social development
- Inclusion of democratic and cultural values
- Development of good human values
- Development of Emotional Integration, National Integration and International understanding

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

Ans: Various activities envisioned in the curriculum to create learning environment that foster positive social interaction, active engagement in learning and self motivation are :-

a. Positive social interaction

- Extension lectures on different topics which includes moral education and enlightening them of social and civic problems like knowledge of traffic rules
- NSS camp
- Social survey
- Akhand Path in college and inviting community and children of neighborhood schools
- Inviting celebrities and dignitaries from society in the college
- Blood donation camp in the college
- Organizing trips and tours
- Visits to different Schools, Colleges, Hospitals and orphanage etc.
- Organizing debates on social issues and other Fine Arts competition
- Assigning group projects
- Participation in group competitions
- Sending students to participate in inter-college Zonal, Inter-Zonal, University Level , cultural ,academic and sports competitions

b. Active Engagement – Various activities for active engagement:-

- **Curricular** - Weekly and Monthly tests, Snap tests , Examinations, seminars, class room discussions, teaching practice, preparation of teaching aids etc.
- **Co-curricular** - Morning assembly, celebration of important national and international days, birthdays of great leaders, trips, annual sports day, Farewell, Talent-Hunt and Quiz etc.
- Visit to slum areas and old age homes
- Participation in zonal, inter zonal Skill-in-Teaching, On the spot Preparation of Teaching Aids, Youth Festival, inter-college competition, University Annual Athletic Meet of colleges of education

c. Self-motivation:-

- Giving assignments and project work, creative writing competitions motivating the students towards the use of library, group discussion, sharing views with peers during morning assembly
- Meritorious students are honored in college Annual function.

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

Ans: The institution ensures that student teachers develop proficiency for working with children from

a) Diverse background through-

- Group living(Hostel Facility)
- Project work
- Trips and Tours
- Provision of Book bank faculty
- NSS activities
- Organizing important functions of different religions
- Making them to learn to respect the individuality
- Facility of fee concessions, installment and to avail state scholarship (Minority and category).
- Women grievance redressal cell address issues and needs of female students
- Remedial teaching is arranged for academically weak students
- Facilities are provided to rural students as per their needs

b) Exceptionalities –

1. Gifted –

- Extra work
- More activities
- Individual attention
- Tasks of responsibility

2. Slow learners

- Individual attention

- less work
- Extra classes
- Assigning assignments according to their ability.

3. Physically handicapped :-

- Individual Attention
- Providing facilities according to their disabilities
- Classes and Library on the ground floor
- Visit to special school (SRC)

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

Ans: The institution addresses the special needs of physically challenged and differently-abled students enrolled in the institution in the following ways-

- Facility of ramp in the college
- Assigning them sitting duties
- Providing handles close to black-boards for support
- Classes on ground floor
- Counseling from expert counselor in the college for developing self esteem
- Financial health
- Free Transport facility
- Extra time is allotted during the examination for completion of papers.
- Practice lessons are organized in the schools that are located near the campus.

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

Ans: Our college is a co-educational college and is situated in a rural and border area where gender sensitive issues and social paid attention by:-

- Creating awareness through seminars, extension lectures, social surveys, awareness drives and celebration of international women's day
- Guidance and counselling cell, Grievance redressal cells are established to look after the problems of students, teaching and non-teaching staff and are solved amicably.
- Creating awareness among the students through lectures in morning assembly.

The college maintains a Women Cell which arranges programs for women empowerment. Women empowerment is an important area of work and rallies, plays and other student related activities are organized every session to emphasise its importance.

Composition of woman cell

Dr.(Mrs.)Ripanjeet Kaur Brar	(Principal)
Mr Navjot Singh Brar	(Secretary)
Dr.(Mrs.)Navdeep Kaur Gill	(Teacher Member)
Mr.Avtar Singh(Assit.Prof.)	(Teacher Member)
Ms.Shakshi Arora	(Student Member)

Activities of Women Cell:

- It ensures a safe and conducive environment for all the women working or studying in the institution.
- To organize guest lectures creating awareness about the legal and social rights of women.
- To look up the matter of any complaint related to women issues.

7.3 Stakeholder Relationships

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

Ans: Stakeholder Relationships

1. The institution ensures the access to the information on organizational performance to the stakeholders in the following ways:-

(a) Academic performance

- Through suggestion box
- Old student's opinions (Written as well as oral)
- Self-appraisal Proformas
- Opinion of parents
- Student progress record of examination

- Newspapers (news related to success and achievement of the college)
- The academic results are displayed on the notice board and honour boards of the college.
- Social media sites like institution website, facebook, whatsapp group and committees display information about college activities.
- The access of administrative and organizational performance to the stakeholders is also passed on through conduct of periodical meetings of the stakeholders, parents and governing body.

(b) **Administrative performance**

- Through suggestion box
- Continuous review of official work and accounts

(C) **College Website:-** www.surjeetmemorialgroup.com

- College website is updated from time to time and stake holders can seek information from it.

(d) **Annual Report**

(e) **Students achievements in various co-curricular activities**

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

Ans: The institution shares and uses the information on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement through:-

- Staff Meetings
- Tutorial periods
- Houses
- Morning assembly
- Suggestion box
- Group discussions
- Meeting with various stakeholders, parents and alumni
- Feedback through alumni meet and parent teacher meetings
- Appraisal performance filled by students and teachers

- Reports of NCTE inspection committee and university inspection committee and DPI, Chandigarh.
- Visitor's book
- News about college in the newspapers
- Annual report every year
- The exchange of information about all the academic and administrative activities takes place with the help of college website.

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

Ans: Feedback mechanisms in vogue to collect, collate and data from students, professional community Alumni and other stakeholders on program quality are:-

- Suggestion boxes have been installed. Any Complaints/suggestions can be dropped in the Suggestion/ Complaint Box.
- Questionnaires
- Appraisal of teachers by students
- Opinion of staff representatives as well as classes representatives
- Appraisal of institution by students
- Through visitor's book
- Staff meetings
- Teacher self appraisal proformas
- Workshops and extension lectures
- Frequently visiting different classes and interacting with students by Principal
- Interaction of principal with student during morning assembly, in playground and in corridors also
- According to the feedback received, suggestions are tried to be incorporated and further feed back is given by the Principal to students, teachers & other stakeholders.
- Suggestions are welcomed in annual meetings of Alumni and Parent Teacher association.
- Visitor book is maintained to get feedback from professional community guests and University nominees.

Additional Information to be provided by Institutions opting for Re-accreditation**1. How are the core values of NAAC reflected in the various functions of the institution?**

Ans:- Contribution to National development and inclusive practices:-

Surjeet Memorial College of Education, Malwal, Ferozepur is committed to enhance quality in all its academic affairs and all activities and programs are envisioned and conceptualized to make Teacher Education Programs relevant to needs and demands of the global job market and evolving patterns of society. The institution has been striving hard to incorporate the core values of NAAC in all its practices, programs/strategies and functions:

i) Contributing to National Development

- Improving quality of teacher education programmes through networking, collaborations with practicing schools and other institutions of excellence.
- Contributing to research and development by developing research culture among staff and students.
- Adding to the nations repertoire smart teachers well equipped to meet needs of changing times.
- Developing skilled work force through faculty and student skill development programmes.
- Addressing national issues like digitalization, environmental issues, human rights, democracy, national integration, rural development, gender sensitization by involving teacher educators and trainees in comprehensive community service programmes and activities.

ii) Value system in students

- Visits to special schools, adult education centre, old age homes and orphanages.
- Field based group projects & surveys on health & hygiene, digital literacy and environment concerns etc.
- Theme based interactive weekly morning assembly.
- Extension lectures on moral education and value system.
- Participation in community development programmes through NSS camps, community service programmes and surveys.
- Tree plantation and cleanliness drives.
- Conducting rallies for awareness on social issues.
- Inclusion of games and sports in the curriculum.
- Hosting and participating in Panjab University intra and inter college Zonal and Inter Zonal Competitions.
- Requisite training in crafts & work experience.

iii) Developing Global competencies among students

- Skill development programmes for sharpening communication skills, inter personal skills and technical skills of the teacher educators and teacher trainees for enhancing employability.
- Evolving global culture in the campus by encouraging and organizing activities with international students of sister institutions.
- Exposure to latest and advanced learning techniques and global trends.
- Developing International outlook through International collaborations with academic organizations of other countries and exchange programmes.
- Participation in Massive Online Open Courses for upgrading knowledge and skills by becoming members of global learning community.
- Online learning and video conferencing facilities for wider knowledge construction.
- Use of Open Source Courseware for reflecting on global trends.

iv) Promoting use of Technology

- Enrolling of staff and students in online courses.
- Engaging in online learning management systems like modle.
- Upgrading teaching pedagogy by using ICT during the teaching learning process for class room teaching and lesson planning.
- Making extensive use of ICT in planning, developing and executing of academic programmes.
- Utilizing latest ICT & digitalized technology for research purposes by faculty and students.
- Provision of high speed internet connectivity and Wi-Fi campus.
- Using CLMS for Academic and administrative management.

v) Quest for Excellence

The college is open to changes suggested by its stake holders and keeps itself abreast with the latest developments in the field of teacher education. Digitization is imbibed in all academic and educational practices of the institution and global learning trends and techniques are practiced.

Linkages and collaborations with community, national and international organizations and stakeholders help in enhancing quality. Intensive engagement in research has added to quality enhancement and better practices. Practices like CLMS have added to quality management of academic & administrative affairs. **Providing global education in local context** is our institutional culture which keeps us moving into new possibilities.

Part-III

1. Good Practices
2. Appendices (A to L)

1. GOOD PRACTICES

IMPACT OF B.ED. CURRICULUM OF THE COLLEGE ON THE VALUE ENHANCEMENT OF PUPIL TEACHERS-I

The Context	<p>It was observed that the B.Ed. course provides diverse experiences for the all-round development trainees. Almost all these activities and experiences have a direct or indirect relationship with the value enhancement amongst pupil teachers. Hence, values are inculcated in the pupil teachers during the B.Ed. course. A test is level on the trainees to make note of their values at entry level (pre-test) at the time they joined B.Ed. course and at the terminal level (post-test) given after six months of joining the course. This study helps in analyzing the impact of B.Ed. curriculum on the value enhancement amongst B.Ed. trainees. Moreover, these trainees are the future teachers. It, therefore, adds to the significance of making a careful study of values prevalent amongst them. Further, first values are to be inhibited by the pupil teachers only then they can be inculcated among the school students.</p>
The Objectives	<ul style="list-style-type: none"> • The objectives of this study were to determine the level of values prevalent amongst B.Ed. trainers, the interest of B.Ed. Trainees towards varied values. • This study also helped in keeping a check on right values being inculcated and promoted among B.Ed. trainees. • To increase good values in relationship amongst pupil-teachers.
The Practice	<p>The best practice of the college is the implementation of values test on the B.Ed. Trainees. The result was found</p>

	very good.
Advantages and Disadvantages	<ul style="list-style-type: none"> • The impact of B.Ed curriculum of the college is that, this study helped in promoting good knowledge and values amongst the B.Ed Trainees. • Sometimes during this practice students don't understand theoretical aspect of various type of values.
Obstacles Faced/Problems Encountered	The obstacles faced during this practice were that sometimes students do not register correct or authentic response needed for this study. Further the trainees sometimes fail to understand the significance of this practice. Hence, they do not participate whole heartedly
Evidence of Success	The impact of the practice is that, this study helped in gaining an accurate knowledge of the values prevalent amongst the B.Ed. trainees. After having an idea about the level of values possessed by the B.Ed. trainees at the level, various Activities were planned in the college accordingly. An overview of the result of the post-test indicates that all the student-teachers experienced positive change in their existing value preferences, after attending the B.Ed. programme. It further showed significant impact of B.Ed. programme on theoretical and aesthetic values of student-teachers. The value preference pattern at entry level- was social, theoretical, religious, economic, aesthetic and political. Whereas emerged value preference pattern at terminal stage was social, theoretical, aesthetic, economic, religious and political, which is a desirable value preference pattern, expected by teachers
Resources Required	Resources required for this practice were Teachers Value Inventory by Singh and Ahluwalia (1994), the Manual of the Test and Seminar on values etc.

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ON DEMAND EXAMINATION AND DISPATCHING APPRAISAL REPORTS OF STUDENTS-II

The Context	<p>The college follows the tradition of conducting House Examinations twice in each session. The students who missed the chance to appear in any of these examinations, request the Hon'ble Principal for arranging special examinations for them.</p> <p>Additionally, some of the students who had already appeared in these examinations too showed keen interest towards this practice, for they wanted to make improvements than their earlier performance in academics.</p> <p>The report cards of the students are sent to their residential addresses to ensure that their parents /guardians too are aware of the performance of their child in the College.</p>
The Objectives	<p>The objectives of these examinations are:-</p> <ol style="list-style-type: none"> I. To help the students prepare for their final examinations; even if they missed a chance earlier. 2. This practice would enable students to channelize their efforts towards their

	<p>academic achievements.</p> <p>3. Further, the objective of sending student's report cards to their residential address is to make their guardians aware of their child's performance.</p> <p>4. This practice is done to promote accountability on the part of parents/guardians, as regards the performance of B.Ed. trainees; they have enrolled in this institution.</p> <p>5. This practice of special examination enabled educationally weak students to improve their performance in healthy way.</p>
<p>The Practice</p>	<p>The Practice is to conduct special examination on demand of students, who missed the opportunity of appearing in the examinations conducted earlier in the college. Hence, the syllabus for these examinations is given to the interested candidates. Besides, students who seek to improve their earlier performance too are motivated to appear in these examinations.</p> <p>The report cards of students are sent to their residential address along with the special comments/remarks by the tutorial in charge of the respective students.</p>
<p>Advantages and Disadvantages</p>	<ul style="list-style-type: none"> • Educationally weak students improved their knowledge, quality and status of marks. • The impact of the practice was found that we have shortage adequate time. Students some time fail to appear in the examination process

Obstacles Faced/Problems Encountered	<p>The obstacles faced in the proper conduct of this practice are the shortage of adequate time required for these examinations. Students sometime fail to appear again. In sending report cards, the major problem faced is the authentic receipt of report card by parents. The postal delay at times hinders this practice.</p>
Evidence of Success	<p>The impact of the practice was found to be positive. The students' academic achievements when compared with the previous session were found improved. These special examinations enabled their educationally weak students to improve their performance. These examinations proved to be a healthy practice to motivate the weak students to work harder for the achievement of good score on B.Ed course.</p> <p>Further, the Report cards helped the parents and guardians of the students to keep a check on their performance in this training course. These report cards also helped in making parents more accountable for the achievement of their sibling as they are informed about his/her performance in the college through these Report cards. The students too felt responsible and it added to the efforts made by the students as regards the attainment of good marks in each paper of B.Ed course.</p>
Resources Required	<p>The resources required for this practice are the answer-booklets, question papers, examination hall, invigilators, evaluators and Report Cards.</p>

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THEME BASED MORNING ASSEMBLY-III

The Context	<p>The need of the hour was felt to be requiring future teachers ingrained with essential skills like leadership and various necessary values. For this purpose, thematic morning assemblies were planned and conducted.</p> <p>A teacher has to play diverse role in the process of education. Such theme based assemblies were needed for the inculcation of good values and skills that play a pivotal role in the preparation of good teachers.</p>
The Objectives	<p>The objectives of theme based assembly are:</p> <ol style="list-style-type: none"> 1. The direct inculcation of good values and skills essential for a good teacher. 2. Besides, such assemblies are meant to promote the importance of the ideas related to the theme for the morning assembly. 3. It also motivates the students to show their

	<p>talent and exhibit intrinsic competence</p> <p>4. This practice helps the students a lot to get rid of hesitation and stage fear.</p>
The Practice	<p>The practice is to organize theme based morning assembly in the college, on each Saturday. Students are announced the theme for the assembly in advance. For instance, 'Non-violence' was given as one of the themes for the week in which fell the Martyrdom Day of Mahatma Gandhi. Students are motivated for active participation in these thematic Morning Assembly varies from 40-50 minutes. Not only students but Principal of the College and Staff members also share their views pertaining to the theme of Morning Assembly. Speeches, and Experiences etc. are generally the key features of such Morning Assemblies. Besides, important news (headlines) ones for the Day are also read during Morning Assembly by the College students.</p>
Advantages and Disadvantages	<ul style="list-style-type: none"> • The practice is good to prepare value-able and skillful teacher. • Theme of morning assembly is very important for students, teachers and society • Holidays to disconnect schedule of daily theme based morning assembly.
Obstacles Faced/Problems Encountered	<p>The obstacle faced by this practice is the paucity of time during the week days for allocating proper time to thematic Morning Assembly. Further, Holidays disrupt the schedule occasionally. Therefore, Saturday is the day specially allotted</p>

	for such Morning Assembly. In case of a holiday falling on Saturday the students are motivated to prepare themselves for the next Saturday.
Evidence of Success	The impact of theme based Morning Assembly was found positive. Students appreciated this practice. It was observed that students participation increased with the passage of time. Students reported that this practice helped them a lot to get rid of hesitation, stage-fear and develop effective communication skills.
Resources Required	The resources required for this practice were the Multipurpose Hall, Audio-System, LCD Projector, and Library' books, newspapers, magazines and journals for gathering information about the theme of Morning Assembly.
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QUESTION BANK FACILITY-IV

The Context	The practice was initiated keeping in mind that practice was specially meant for educationally weak students to improve their academic score in the B.Ed. course. The Question Bank as the name suggests, envisages all the questions of a particular paper, important from the point of view of Final Examinations conducted by the University. This practice was also meant to improve the quality of Question Papers prepared by the College Faculty
The Objectives	The objective of this practice is:- 1. To provide exhaustive questions of all the papers of the B.Ed. course, compulsory as well as teaching. 2. Further, the Question Bank is specially formulated to cater to the needs of

	<p>educationally poor students of the College.</p> <p>3. The question bank played a key role in improving the level of marks and performance of students.</p>
The Practice	<p>The Practice is to frame questions exhaustively, of both the compulsory papers as well as the teaching subjects of B.Ed curriculum. Hence, questions are framed unit-wise, as per the pattern laid down by the University for the Final Examinations of the B.Ed. course. The Question Bank contains the long answer and short answer type questions for each paper. Additionally, the questions that appear in the examinations of the previous years are marked to highlight their relevance</p>
Advantages and Disadvantages	<ul style="list-style-type: none"> • To provide exhaustive and important questions of all the compulsory and teaching subjects for the B.Ed trainees. • Question bank facility is very beneficial good practice for the weak students. <p>There are some disadvantages like:-</p> <ul style="list-style-type: none"> • Shortage of time to frame the large number of questions • Changing B.Ed syllabus to effect the arrangement of question in each paper/subject.
Obstacles Faced/Problems Encountered	<p>The obstacles faced to promote this practice are the shortage of time to frame the large number of questions. Also, students find themselves unable to cope up with these additional efforts in a short span to add to their academic score. The changes</p>

	in the B.Ed. syllabus too affect the arrangement of questions in each unit.
Evidence of Success	The Question Bank played a key role in improving the level of marks / performance of the students of the College in the Final Examinations conducted by the University. The positive impact of this practice was clearly visible through the comparison of the academic results of the students of the College in the Final Examinations, before and after implementing this practice. For, the session 2011-12 the number of students of the College who fell in the merit list of the final examinations conducted by the university were and the number of the students of the College for the session 2012-13 i.e. after implementing this practice was 92. This drastic rise in the number of students falling in the merit list of the university undoubtedly brings to light the positive and strong impact of this practice of the College.
Resources Required	Resources required for this practice were the syllabus for each paper, ten-year question papers of the University, record of the educationally poor students, computer and printer.
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YOGA CLASSES ON DEMAND AND COUNSELOR'S ROLE TO TACKLE
THE PROBLEM OF STRESS-V

The Context	<p>The college aims at producing dedicated, qualified and quality teachers. For the efficient achievement of this aim, the need was felt to make the environment in the college stress free for the trainees. Therefore, 10 days yoga camp was arranged in the College. Thereafter, the students gave the demand to continue with the Yoga classes. Yoga classes were arranged to tackle stress. The counselor appointed in the college too plays a pivotal role in the solving an assortment of problems the trainees face. Thus, relieving them from stress. Graduation is the minimum qualifying criteria to enroll in the B.Ed course. Therefore, it was analyzed that Yoga and counseling would be the most appropriate to handle and solve the stress related troubles faced by the students of the college</p>
The Objectives	<p>The objectives of this practice are:-</p> <ol style="list-style-type: none"> 1. To provide relief to students from stress. 2. To achieve this objective, physically applicable methods are propagated through Yogic Asanas and mentally relaxing techniques like counselling are applied. 3. The practice aims to create stress-free and congenial atmosphere for effective and active learning amongst the students of the college.
The Practice	<p>The practice involves arrangement of yoga classes on demand presented by the students of the college. The yoga classes are generally held on each Saturday or special week allotted for this practice. Students bring mats to seat themselves for practicing varied Yogic</p>

	<p>Asanas. The college faculty having sound knowledge of yoga and its exercise are employed for this purpose Further well-qualified counsellor has been appointed in the college to provide expert guidance to the students. Stress response check list is applied to the students of the College with Pre-Test(before regular Yoga Classes) and Post- Test (After 4 months of Yoga classes). The counselor has a separate guidance and counseling cell, where efforts are made to solve the problems of students through proper means. Records of all such activities are maintained for future reference.</p>
<p>Advantages and Disadvantages</p>	<ul style="list-style-type: none"> • To provide relief mentally and physically to the B.Ed students through yoga Asanas. • To provide stress free atmosphere to the B.Ed students and trainees. <p>There are some disadvantages like:-</p> <ul style="list-style-type: none"> • The lack of time to teach and practice various yoga Asanas. • Lack of motivation in the B.Ed students about practice of yogic Asanas.
<p>Obstacles Faced/Problems Encountered</p>	<p>The obstacles faced during this practice are the paucity of time to teach and practice various important Yogic Asanas and lack of motivation to practice these Asanas. Students sometime hesitate to discuss their problems freely with the counselor. To overcome these obstacles Saturday is specially allocated for the arrangement of Yoga classes for students of the college. Further, the counsellor appraises students about the procedure of the</p>

	counseling, assuring them that all their details would be kept confidential.
Evidence of Success	It was found that students felt relieved and relaxed through the Yoga classes. Generally, students reported that they practiced various Yogic Asanas at home and experienced relief from mental burden and stress. Most of the students facing different problem were reportedly found participating actively in the college activities and achieved good score in academics. The impact of the practice was such that not only the students but their family members too got motivated to avail the services of counselor in the college to solve their problems.
Resources Required	Resources required for this practice were the mats for students for seating, ground or multi-purpose hall of the College, trained teachers to teach Yogic Asanas, Stress response check list prepared by Escorts Heart Research Centre, Okhla, Delhi-110025, qualified Counsellor, Counselling Cell and record register
Contact Detail	Principal:- Dr.(Mrs.) Ripenjeet Kaur Contact:- 7508200471 College Address:- Surjeet Memorial College of Education, Vill.Malwal, Ferozepur (G.T. Road) E-mail:- smcollege2006@yahoo.co.in Telephone:- 01632-645092

INTERNAL EVALUATION SYSTEM TO MAKE EXAMINATION ON INTEGRAL PART OF TEACHING-LEARNING PROCESS-VI

<p>The Context</p>	<p>Some of the major problems relating to our Examination system are:-</p> <ul style="list-style-type: none"> • Examination have come to dominate the educational process • Passing examinations has become more important than acquiring any education • External examination encourages selective study because of stereotyped questions • The marks obtained in examinations are not a reliable and valid measure of student's performance • Escalation of use of unfair means in the examination halls leading to complex administrative problems. <p>It is under these contexts that college has adopted the following practices to make the prevailing examination system free from these shortcomings.</p>
<p>The Objectives</p>	<ul style="list-style-type: none"> • To replace them by a system of internal and continuous evaluation by teachers • To make the examination an internal and integral part of the teaching process. • To make into account a number of essential abilities such as drive and capacity for hard work, leadership and team work, motivation, quality of imagination, speculation, skilled use of hands, etc. by B.Ed trainees.
<p>The Practice</p>	<p>The best practice of the college is the implementation</p>

	<p>of 'Internal Evaluation System' on the B.Ed Trainees because Internal Evaluation system make examination an integral part of Teaching-Learning Process. The performance of a student who has registered on B.Ed academic programme is evaluated internally on a continuous basis by the concerned teacher educator for evaluating a student's performance. The teacher of B.Ed course will apportion marks to the mid-term test, semester-end examination and at least one more test of the following kinds: Written Test, home assignments, periodical quizzers, laboratory work, practical work of all subjects, seminar or any other assignments that the teacher considers necessary for assessing the student's performance. The record of such evaluation of students will be maintained by the concerned teacher in guidance of principal</p>
<p>Advantages and Disadvantages</p>	<ul style="list-style-type: none"> • The evaluation of the students has become internal as well as an integral part of the teaching-learning process. • The assessment of the students has taken into account a number of essential abilities such as drive and capacity for hard work, leadership and team-work, motivation, quality of imagination, speculation, skilled use of hands etc.
<p>Obstacles Faced/Problems Encountered</p>	<p>The obstacles faced during this practice were that continuous comprehensive evaluation with practical marks and other evaluation system based annual/semester system keeps the students, teachers and all</p>

	<p>other concerned persons busy throughout the year, leaving little time for extra-curricular activities for the students. This, sometimes, may deprives a student of the extra-curricular activities such as games and sports, cultural or literary activities. Complete internal assessment system has an inherent tendency for its dilution. Newly appointed teacher are not familiar with the system.</p>
Evidence of Success	<p>The impact of the practice was found to be positive continuous evaluation/ assessment being an important component of annual/semester, it encourages the students to work systematically throughout the course. There is increased self-reliance on the part of the students in respect of schedule, evaluation and performance improvement abilities that are not tested otherwise could be tested by this system. Students have the opportunity to discuss their answers through all accepted tools of internal evaluation. This adds to reliability and also transparency of the system. There is increased rapport and relationship between the teachers and the taught.</p>
Resources Required	<p>The Resources required for this practice are the group of qualified staff & dedicated teachers, clear content areas of all subjects, activities, linked with other subjects, good methods of teaching, good class-room organization, good lesson planning, frequency of tests, type of tests and internet facilities to all the students of B.Ed Trainees.</p>
Contact Detail	<p>Principal:- Dr.(Mrs.) Ripenjeet Kaur Contact:- 7508200471</p>

	<p>College Address:- Surjeet Memorial College of Education, Vill.Malwal, Ferozepur (G.T. Road)</p> <p>E-mail:- smcollege2006@yahoo.co.in</p> <p>Telephone:- 01632-645092</p>
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COMPREHENSIVE TESTIN SYSTEM-VII

The Context	<p>Semester system with Continuous internal evaluation was necessitated in order to tide over the annual system which tested the ability to memorize, remember and reproduce. Keeping in view the impact of inter-nationalization of education, it was necessary to reform the examination pattern. The practical or applied aspect of the knowledge has to be taken in to consideration. Along with modernization to curricular and course of study, skill training programmes have been added.</p>
The Objectives	<ul style="list-style-type: none"> • Assess the quality of learning of B.Ed trainees. • Bring about improvement in the effectiveness of the programmes. • Test of competency of the students in knowledge, skill and comprehension. • Provide two components of evaluation- namely continuous internal assessment and external assessment through pen paper exams. • Increase student mobility and employability • Include innovative methods of testing

	<ul style="list-style-type: none"> • Increase student satisfaction • Provide testing in four skills (Read, write, speak, comprehend) to enable the students to identify their comparative strength and weakness and learn to improve themselves.
The Practice	<p>The students' achievement in the learning process is evaluated through continuous internal assessment (CIA), summative examination in theory-each semester and at year-end examination in practicals. The proper ratio to implement between the theory and practical marks in the end of semester examination. Two centralized tests (Internal) per semester are made mandatory and the total of the two tests is taken as the test component mark.</p> <p>In comprehensive testing system by the college to organize seminar, quiz, assignments, practical examination, comprehension/listening test, open book assignment, oral tests, projects, survey, paper presentations and comprehensive viva the other components of the internal assessment vary from subject to subject. Some other skill-oriented components of Internal assessment:-</p> <ol style="list-style-type: none"> 1. Evaluation during group discussion 2. Videography of presentation of performance 3. Internship 4. Paper presentation 5. Reports on field trips/social visits 6. Power point presentation of seminar <p>Re-test:-Re-test is given to students who missed anyone of the tests because of any valid reasons, after scrutinizing the genuineness of the reason for absence. No minimum is required in CIA (Continuous Internal Assessment) and students are encouraged to perform better in the end semester examination. After the first test (Test One) each staff meets the students who got less</p>

	<p>marks and they are counselled and given remedial coaching.</p> <p>Transparency in Examination-CIA and End Examination:- Hundred percent transparency for both CIA and end examination for the students is ensured. The course teacher of each subject distributes the valued end semester answer scripts to the students for their scrutiny. Students are given the chance to clarify with the staff if they have any doubt regarding the marks allotment. Apart from this, through grievance cell students can request for any clarification.</p> <p>Course Teacher's Interference:- The course teacher influencing the external examiner by her suggestions/ recommendations is removed completely by allowing the external examiner to evaluate the paper without having any contact with the course teachers.</p>
<p>Advantages and Disadvantages</p>	<ul style="list-style-type: none"> • Examination results are published with one month of completion of the end semester examinations. • Corrected answer scripts of internal tests and end semesters examinations are given to the students in order to facilitate 100% transparency. • Students are satisfied with the existing examination system. The system is student friendly and student-centered.
<p>Obstacles Faced/Problems Encountered</p>	<p>It was formed that most of the units were left out and the model question pattern was not followed. In order to overcome this difficulty. It was decided to have internal question setting.</p>
<p>Evidence of Success</p>	<p>Students are satisfied with the existing examination system. The system is student friendly and student-centered. Examination reforms</p>

	implemented by Surjeet Memorial College of Education are successful because of the system with Continuous Internal Assessment and question paper that includes both subjective and objective elements. The examination system tests the competency of the students.
Resources Required	These require careful planning, automation of the examination section/committee and adequate staff.
Contact Detail	Principal:- Dr.(Mrs.) Ripenjeet Kaur Contact:- 7508200471 College Address:- Surjeet Memorial College of Education, Vill.Malwal, Ferozepur (G.T. Road) E-mail:- smcollege2006@yahoo.co.in Telephone:- 01632-645092

A. Mapping

Mapping of Academic activities of Institution (Semster-1st & 2nd)

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Admission	Blue	Blue																	
Orientation			Yellow																
Theory				Green	Green	Green	Green	Green	Pre-internship (2 weeks)		Green	Green	House Test		Green	Green	Green	Green	Final exam
Tutorial/Seminar	Once a week			Grey	Grey	Grey	Grey				Grey	Grey			Grey	Grey	Grey	Grey	
Sessional work Tests & Assignment				Red				Red				Red						Red	
Practical Work				C-1		C-2		C-3		C-4		C-5		C-6		C-7		C-8	
Preparation of pre-internship:								Blue											
Pre- Internship									Pre-internship (2 weeks)										
Co-curricular Activities				Orange	Orange	Orange	Orange	Orange			Orange	Orange			Orange	Orange	Orange	Orange	
Working with community				Grey			Grey				Grey					Grey		Grey	
Project work								Preparation of Youth Festival											
End-term Examination																			

Mapping of Academic activities of Institution

Weeks	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Admission																			
Orientation																			
Theory	Final exam	Green	Green	Green	Green	Green	Green	House Test		Green	Green	Pre-Internship (2 weeks)		Green	Green	Green	Green	Final Exam	
Tutorial/Seminar		Grey	Grey	Grey	Grey	Grey	Grey			Grey	Grey			Grey	Grey	Grey	Grey		
Sessional work Tests & Assignment			Red					Red							Red				
Practical Work			C-10			C-11				C-12					C-13				
Preparation of Pre internship:											Blue								
Pre-Internship												Pre- internship (2 weeks)							

Co-curricular Activities																			
Working with community																			
Project work																			
End-term Examination																			

Mapping of Academic activities of Institution (Semster-3rd & 4th)

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Pre-Practice Micro, Macro & Demonstration																			
School Internship																			
Final Practical																			
Post Internship																			
Theory																			
End-term Examination																			

Mapping of Academic activities of Institution

Weeks	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Pre-Practice																			
School Internship																			
Final Practical																			
Post Internship																			
Theory																			
Tutorials and Seminars																			
Sessional work Tests & Assignment																			
Practical Work																			
Co-curricular Activities																			
Working with community																			
Project work																			
End-term Examination																			

B. Scenario of Teacher Education in Punjab State

State of Punjab has a well-developed system of teacher education. Besides the university departments of education, government and government aided colleges there are private and self-financed college, which are catering quality teacher education

Teacher education system has tremendous growth and development during the last decade in Punjab. Teacher training institutes are being established to mould and chisel the students teacher with full knowledge, skills and care values of life so that they will be able to become responsible citizens and nation builders. The increase in number of colleges has resulted in more opportunities for people in the sector of employment and education.

The recent change in scenario of Teacher education is the change of duration of B.Ed course from One year to Two Year course as per recommendations of the Poonam Batra Committee. The duration of the B.Ed course, increased keeping in view the need for quality enhancement has resulted into change in teacher education scenario in state. The increased duration of the course has decreased the demand for B.Ed course in the region. Most of the colleges have reduced the number of seats in B.Ed course in accordance with new norms of NCTE. The change in the scenario is expected to enhance the much-needed enhancement in quality of Teacher Training Programme, the quality of which had undergone dilution to extent. The new norms and revised B.Ed course curriculum will hopefully make the Teacher Training Programme more fruitful and will reduce commercialization of Education in the Teacher Training sector.

C. COLLEGE ACTIVITY CALANDER 2016-2018

S. No	Program List	Date
1.	Path of Shri Sukhmani Sahib	Aug 16
2.	Orientation to New B.Ed. Entrants	Aug 16
3	Inauguration of B.Ed. Session	Aug 16
4	Orientation Programme for Faculty Members	Aug 16
5	Celebration of Independence Day	Aug 16
6	Convocation	Aug 16
7	Teacher's Day	Sep 16
8	Hindi Diwas	Sep 16
9	Literacy Day	Sep 16
10	Talent Search Programme	Sep 16
11	Celebration of Birthday of S. Bhagat Singh	Sep 16
12	Workshop & Exhibition of Teaching Aids	Sep 16
13	Gandhi Jayanti & Celebration of Birthday of	Oct 16
14	Lal Bahadur Shastri	Oct 16
15	Preparation of Youth Festival	Oct 16
16	Participation in Zonal Level Youth Festival	Oct 16
17	Extension Lecture	Oct 16
18	Class Seminar	Nov 16
19	Celebration of Children's Day	Nov 16
20	NSS Camp	Nov 16
21	Discussion of previous Year Papers	Nov 16
22	Extension Lecture	Nov 16
23	First Term Exam	Nov 16
24	Celebration of Sh. Guru Nanak Dev Ji Birthday	Nov 16
25	Dental Checkup Camp	Nov 16
26	Diwali Celebration	Nov 16
27	Visit to Orphanage	Nov 16
28	AIDS Day	Dec 16
29	Extension Lecture	Dec 16
30	Inter House Quiz Competition	Dec 16
31	Teacher Appraisal by Students	Dec 16
32	Final Exam (First Semester)	Dec 16
33	Winter Break	Dec 16
34	Lohri Celebrations	Jan 17
35	Republic Day Celebration	Jan 17
36	National Youth Day	Jan 17
37	Visit to Leprosy Colony	Jan 17
37	Extension Lecture on Oral Hygiene & Skin Problem	Jan 17
38	TB Awareness Drive	Feb 17
39	Class seminar	Feb 17
40	Inter-House Sports Competitions	Feb 17
41	Athletic Meet	Feb 17
42	Extension Lecture	Feb 17
43	Celebration of International Women's Day	Mar 17

S. No	Program List	Date
44	Blood Donation Camp	Mar 17
45	Social Survey	Mar 17
46	One Day Education Trip	Mar 17
47	Visit to Slum Areas	Mar 17
48	National Seminar	Apr 17
49	Discussion of Previous Year Papers	Apr 17
50	First Terminal Exam	Apr 17
51	Baisakhi Celebration	Apr 17
52	Teacher's Appraisal by Students	Apr 17
53	Final Theory Exams	May 17
54	Summer Break	
55	Workshop on Preparation of Teaching Aids	July 17
56	Exhibition of Teaching Aids	
57	Workshop on Preparation of different types of Lesson Plans	
58	Micro Teaching	
59	Simulated Teaching Practice	
60	Teaching Practice	
61	Celebration of different important days in their respective schools	Dec 17
62	Discussion Lesson	
63	Winter Break	
64	Lohri Celebrations	Jan 18
65	Republic Day Celebrations	Jan 18
66	National Youth Day	Jan 18
67	Visit to Blind Home	Jan 18
68	Extension Lecture on Moral Values	Jan 18
69	Drugs Awareness Drive	Feb 18
70	Class Seminar	Feb 18
71	Inter-House Competition	Feb 18
72	Bulletin Board Competition	Feb 18
73	Extension Lecture	Feb 18
74	Celebration of International Women's Day	Mar 18
75	Eye Check up Camp	Mar 18
76	One Day Education Trip	Mar 18
77	National Seminar	Apr 18
78	Discussion of Previous Year Papers	Apr 18
79	First Terminal Exam	Apr 18
80	Baisakhi Celebration	Apr 18
81	Teacher's Appraisal by Students	Apr 18
82	Final Exam (3 rd Semester)	Apr 18

**D. SURJEET MEMORIAL COLLEGE OF EDUCATION
FZR-MOGA G.T.ROAD, MALWAL, FEROSZEPUR
TIME SCHEDULE FOR THE SESSION 2015- 16 (Sem- 1)**

TIME	9:00-9:10	9:10-9:50	9:50-10:30	10.30-11.10	11:10-11:30	11:30-12:10	12:10-12:50	12:50-1:30	1:30-2:10	2:10-2:50	2:50-3:40
Course Code		C ₂	C ₁	C ₃		C ₅	C ₄	C ₇	Tutorial & Seminar	Practicals	

Period											
Sec-A	Morning Assembly	Contemporary India & Education Ms Anita Rani (1-6)	Childhood & Growing Up Dr.Navdeep Kaur Gill (1-6)	Understanding Disciplines & Subjects Mrs.Malti Sharma (1-6)	BREAK	School Management Mr. Avtar Singh (1-6)	Language Across the Curriculum (1-6) Mrs. Reetu Sharma	Pedagogy of School Subject -1 Tg. of S.St, Sociology, History, Pol.Sci Economics (Dr.(Mrs).Navdeep Gill) Tg. of Science (Mrs.Neetu)	Pedagogy of School Subject -2 Tg. of Eng. (Mrs.Reetu) Tg. of Pbi. (Mrs.Anita) Tg. of Hindi (Mrs.Geeta) Tg. of Maths (Mrs.Rekha)	Tutorial (1) Seminar (C ₁ ,C ₂ ,C ₃ ,C ₄ ,C ₅)	Practical (C ₁ ,C ₂ ,C ₃ ,C ₄ ,C ₅) - (1,2,3,4,5)
		Mrs. Manjit Kaur + Ms. Geeta Sharma (1-6)	Ms.Neetu Thakur (1-6)	Mr.Avtar (1-6)		Dr. (Mrs.) Navdeep Gill (1-6)	Ms.Rekha (1-6)	Tg. of Comp.Sci (Mrs.Malti Sharma)		Tutorial (1) Seminar (C ₁ ,C ₂ ,C ₃ ,C ₄ ,C ₅)	Practicals (C ₁ ,C ₂ ,C ₃ ,C ₄ ,C ₅) - (1,2,3,4,5)
Sec B											Participation in Sports & Yoga (Mrs.Geeta) (6)

Time Table In charge-
Dr.(Mrs.) Navdeep Gill , Mrs. Anita Rani

Principal

**SURJEET MEMORIAL COLLEGE OF EDUCATION, MALWAL,
FEROZEPUR
TIME TABLE FOR 2nd SEMESTER, SESSION-2015-2016**

TIME	9:00-9:10	9:10 – 9:50	9:50 – 10:30	10.30 – 11.10	11:10 – 11:30	11:30 – 12:10	12:10 – 12:50	12:50-1:30	1:30-2:10	2:10-2:50	2:50-3:40				
Course Code		C ₁₀	C ₁₁	C ₁₃		C ₁₂	C ₁₄	C ₁₅	C ₁₆		C ₁₇				
PERIOD		Learning & Teaching	Assessment for Learning	Drama & Art in Education (EPC-2) Mr. Avtar Singh (1-6)	BREAK	Understanding of ICT(EPC-1) Ms. Reetu sharma (1-6)	Pedagogy of School Subject -1	Tg. of Eng. (Mrs.Reetu)				Participation in yoga and sports (1-3)			
Sec-A	MORNINGASSEMBLY	Dr.(Mrs) Navdeep Gill (1-6)	Mrs. Anita (1-6)				Tg. of S.St, History, Pol.Sci, Economics, Commerce Dr.(Mrs).Navdeep Gill	Tg. of Pbi. (Mrs.Anita)				Tg. of Hindi (Ms.Geeta Sharma)	Tg. of Maths (Ms.Rekha)	Practicals C ₁₀ ,C ₁₁ ,C ₁₂ ,C ₁₃ ,C ₁₄ ,	Mrs.Geeta Sharma Library (4-6)
Sec B		Ms.Geeta Sharma (1-6)	Ms.Neetu Thakur (1-6)	Understanding of ICT(EPC-1) Ms.Rekha (1-6)			Drama & Art in Education (EPC-2) Mr. Avtar Singh (1-6)	Tg. Of Commerce				Tutorial (1)	Seminar C ₁₀ ,C ₁₁ ,C ₁₂ ,C ₁₃ ,C ₁₄ ,	Library(1-3) Participation in Sports and yoga Mrs.Geeta Sharma (4-6)	

Time Table In charge-
Dr.(Mrs.) Navdeep Gill , Mrs. Anita Rani

Principal

**SURJEET MEMORIAL COLLEGE OF EDUCATION
FZR-MOGA G.T.ROAD, MALWAL, FEROZEPUR
TIME SCHEDULE FOR THE SESSION 2016– 17 (Sem- 1)**

TIM E	9:00-9:10	9:10–9:50	9:50 – 10:30	10.30 – 11.10	11:10 – 11:30	11:30–12:10	12:10 – 12:50	12:50-1:30	1:30-2:10	2:10-2:50	2:50-3:40	
Course Code		C ₂	C ₁	C ₃		C ₄	C ₅	C ₆	Tutorial & Seminar	Practical		
PERIOD	MORNING ASSEMBLY	Contemporary India & Education	Childhood & Growing Up	Understanding Disciplines & Subjects	BREAK	School Management	Pedagogy of School Subject -1	Pedagogy of School Subject -2	Tutorial (1)	Seminar	(1-5)	Participati on in sports & Yoga C-7 (6)
Sec A												
Sec B		Ms Mandee p Kaur & Ms Priya (1-6)	Ms Neetu Thakur (1-6)	Ms Navpreet Kaur (1-6)		Ms Loveneet Kaur & Ms Rekha (1-6)	Tg. of Science (Mrs.Neetu)	Tg. of Pbi. Mrs.Anita		Particip ation in sports & Yoga C-7		Practicals
							Tg. of Hindi Ms.Priya	Tg. of Maths Ms.Rekha	(C ₁ ,C ₂ ,C ₃ ,C ₄ ,C ₅)	(6)	Ms.Geeta Sharma	(C ₁ ,C ₂ ,C ₃ ,C ₄ ,C ₅) - (1-5)

Time Table In charge-
Mrs. Reetu Sharma, Mrs. Anita Rani

Principal

SURJEET MEMORIAL COLLEGE OF EDUCATION
FZR-MOGA G.T.ROAD, MALWAL, FEROZEPUR
TIME SCHEDULE FOR THE SESSION 2016– 17 (Sem- 2)

TIM E	9:00-9:10	9:10–9:50	9:50 – 10:30	10.30 – 11.10	11:10 – 11:30	11:30–12:10	12:10 – 12:50	12:50-1:30	1:30-2:10	2:10-2:50	2:50-3:40
Course Code		C ₉	C ₁₀	C ₁₁		C ₁₂	C ₅	C ₆	Tutorial & Seminar	Practical	
PER IOD		Learnin g and Teachin g Mrs Reetu Sharma (1-6)	Assess ment for Learnin g Mrs.An ita Rani (1-6)	Language Across the Curriculum Mrs.Neetu Thakur (1-6)		Understan ding ICT Mr. Avtar Singh (1-6)	Pedagogy of School Subject -1 Tg. of S.St, Sociology, History, Pol. Sci Economics Dr.(Mrs). Navdeep Gill	Pedago gy of School Subject -2 Tg. of Eng. Mrs.Re etu	Tutorial (1) Seminar (C ₁ ,C ₂ ,C ₃ , C ₄ ,C ₅)	Participa tion in sports & Yoga C-16 (1-6) Ms.Geeta Sharma	Work Experience Programm e (C-13-B) (1-6)
Sec A											
Sec B		MORNING ASSEMBLY	Dr.(Mrs) Navdee p Kaur Gill (1-6)	Ms Rekha (1-6)	Mrs Priya (1-6)		Ms Navpreet Kaur (1-6)	Tg. of Pbi. Mrs.An ita	Tutorial (1) Seminar (C ₁ ,C ₂ ,C ₃ , C ₄ ,C ₅)	Participa tion in sports & Yoga C-16 (1-6) Ms.Geeta Sharma	Work Experience Programm e (C-13-B) (1-6)
					BREAK		Tg. of Science (Mrs.Neetu)	Tg. of Hindi Mrs.Ge eta			
							Tg. of Comp.Sci Ms Navpreet Kaur	Tg. of Math s Ms.Rek ha			

- **Gardening & Photography:-** Mrs. Reetu Sharma
- **Interior Decoration & Candle Making:-** Ms. Priya

Time Table In charge-
Mrs. Reetu Sharma, Mrs. Anita Rani

Principal

SURJEET MEMORIAL COLLEGE OF EDUCATION
FZR-MOGA G.T.ROAD, MALWAL, FEROZEPUR
TIME SCHEDULE FOR THE SESSION 2016– 17 (Sem- 4)

TIME	9:00-9:10	9:10– 9:50	9:50 – 10:30	10.30 – 11.10	11:10 – 11:30	11:30– 12:10	12:10 – 12:50	12:50-1:30	1:30-2:10	2:10-2:50	2:50-3:40
Course Code		C ₁₉	C ₂₀	C ₂₁		C _{22-A}	C _{22-B}		Tutorial & Seminar	Practical E-1 to E-6	C ₂₄
PERIOD		Knowledge and Curriculum Mrs Geeta Sharma (1-6)	Creative Inclusive Education Mrs.Malti Sharma (1-6)	Understanding the self Mrs.Neetu Thakur (1-6)		Guidance & Counselling Mrs.Malti Sharma (1-6)	Reading and Reflecting Mr. Avtar Singh (1-6)		Tutorial (1) Seminar (C ₁₉ ,C ₂₀ ,C ₂₁ ,C _{22-A} ,C _{22-B})	E5 Environmental Education Ms. Rekha	Participation in sports & Yoga C-16 (1-6) Ms.Geeta Sharma
Sec A											
Sec B	MORNING ASSEMBLY	Mrs Priya (1-6)	Ms Navpreet Kaur (1-6)	Mrs Geeta Sharma (1-6)	BREAK	Mrs Parveen Kumari (1-6)	Mrs. Shilpa (1-6)	Library Period	Tutorial (1) Seminar (C ₁₉ ,C ₂₀ ,C ₂₁ ,C _{22-A} ,C _{22-B})	E6 School Library Ms. Narinder Kaur	Participation in sports & Yoga C-16 (1-6) Ms.Geeta Sharma

- Gardening & Photography:- Mrs. Reetu Sharma
- Interior Decoration & Candle Making:- Ms. Priya

Time Table In charge-
Mrs. Reetu Sharma, Mrs. Anita Rani

Principal

E. Syllabus of 2016-2018:-

PANJAB UNIVERSITY, CHANDIGARH-160014 (INDIA)
(Estd. under Panjab University Act VII of 1947-enacted by Govt of India)

FACULTY OF EDUCATION
SYLLABI
FOR
BACHELOR OF EDUCATION (B.Ed.)
(Semester System)
REGULAR COURSE AND THROUGH CORRESPONDENCE
Two Year Programme
(Syllabus of Semester I-IV)
2016-2018

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APPLICABILITY OF REGULATIONS FOR THE TIME BEING IN FORCE

Notwithstanding the integrated nature of the course spread over four semesters in two academic years, the regulations in force at the time a student joins a course shall hold good only for the examinations held during or at the end of each semester,. Nothing in these regulations shall be deemed to debar the university from amending the regulations subsequently and the amended regulations, if any, shall apply to all students whether old or new.

B.Ed. Two Years Programme, Panjab University Chandigarh***Scheme, Outlines of tests, syllabi and course of readings for Bachelor of Education
(B.Ed.) General (Four Semesters) Examination, 2015-17***

NOTE:The present B.Ed. curriculum has been restructured, designed and developed as per National Council for Teacher Education Notification-2014, and is applicable w.e.f. the session 2015-16.

Preface

The new B.Ed. syllabus has been developed by the Board of Studies in Education, P.U. with the active participation and feedback from the Principals and faculty members of affiliated Colleges of Education, keeping in view the guidelines provided in 'Curriculum Framework for two year B.Ed. Programme' by NCTE and also to meet the requirements of school system of the region. The present syllabus of Two-year B.Ed course is the outcome of Panjab University sponsored 'Curriculum Development Workshops' organised in four colleges of education.

Consecutive workshops to further improve the syllabus were held in other colleges also in 2016. The rich contributions by all the invited resource persons from other universities and

teacher educators are duly acknowledged. The new syllabus integrates the study of subject knowledge, human development, pedagogical knowledge, and communication skills. The programme comprises three broad curricular areas: Perspectives in Education, Curriculum and Pedagogical studies, and Engagement with the field.

Transaction of the course requires a variety of approaches, such as, class teaching, case studies, discussions on reflective journals, observation records, student portfolios, observation of children/school students, interaction with community in multiple socio-cultural environments, close reading of original writings, tutorials, seminars, project/field work, term papers, individual or group assignments, and continuous engagement with the field.

Disability studies/inclusive education, intensive use of ICT, gender studies, participation in sports& yoga, cultural activities, educational tour and trips are integral part of the B.Ed curriculum.

The revised curriculum is an effort of all the teachers, principals and members of board of studies. Members of board of studies have taken extra efforts to revise and enrich the syllabi of all the four semesters in July and November, 2016 at Panjab University, Chandigarh.

Revised curriculum is a blend of pedagogical theory, professional ethics, teaching competence and innovative practices which will be helpful in producing effective, skilled and human teachers for all the subjects in the upper primary/high/secondary/senior secondary schools at local as well as global level.

1.1 Scheme outline of B.Ed. General in Semester I,II,III,IV:

Semester -I

S.No.	Course Code	Name of the Paper/Subject	External Marks	Internal Marks	Total Marks
1	C-1	Childhood & Growing Up	80	20	100
2	C-2	Contemporary India & Education	80	20	100
3	C-3	Understanding Disciplines and Subjects	40	10	50
4	C-4	School Management	40	10	50
5	C-5	Pedagogy of school subject-1	40	10	50
6	C-6	Pedagogy of school subject -2	40	10	50
7	C-7	Participation in Sports and Yoga		20	20
8	C-8	Pre-Internship- 1(2 Weeks)		30	30
		Engagement with Field			
		Total	320	130	450

Semester -II

S.No.	Course Code	Name of the Paper/Subject	External	Internal	Total
1	C-9	Learning and Teaching	80	20	100
2	C-10	Assessment for Learning	80	20	100
3	C-11	Language across the curriculum	40	10	50
4	C-12	Understanding of ICT(EPC-1)	40	10	50
6	C-13-A	Drama & Art in Education	25	00	50

		(EPC-II-A)	(practical)		
7	C-13-B	Work Experience Programme (EPC-II-B) (One from the following) <ul style="list-style-type: none"> • Candle Making • Cane Making • Clay Modelling • Gardening • Interior decoration • Photography • Art and painting 	25 (practical)	00	
8	C-14	Pedagogy of School subject-1	40	10	50
9	C-15	Pedagogy of School subject -2	40	10	50
10	C-16	Participation in Sports and Yoga	----	20	20
11	C-17	Pre- Internship -2 (2 Weeks) Field Engagement	----	30	30
Total			355	145	500

Semester-III

S.No.	Course Code	Name of the Paper/Subject	External	Internal	Total
1	C-18	School Internship (16 Weeks)	70+70+50 =190 PS-I+II + Assessment by School Advisor/ Panel	30+30=60	250

Semester -IV

S.No.	Course Code	Name of the Paper/Subject	External	Internal	Total
1	C-19	Knowledge and Curriculum	80	20	100
2	C-20	Creating Inclusive School	40	10	50
3	C-21	Gender School and Society	40	10	50
4	C-22-A*	Understanding the Self (EPC- III)	25	25	50
5	C-22-B*	Reading & Reflecting on Text (EPC -IV)	25	25	50
6	E1-E6	Elective (Options) (Any One from the following)	40	10	50
	E-1	(i) Guidance & Counselling			
	E-2	(ii) Health & Physical Education			
	E-3	(iii) Peace Education			
	E-4	(iv) Vocational and Work Education			

	E-5	(v) Environmental Education			
	E-6	(vi) School Library Services			
7	C-23	Participation in Community Service, Cultural activities, Educational Tour/Trip		30	30
8	C-24	Participation in Sports & Yoga		20	20
Total			250	150	400

* Common written exam will be held . Please see instructions at 1.3 (e).

Total Marks = Semester I =450 + Semester II= 500 + Semester III= 250 + Semester IV= 400

Grand Total = 1600

Pedagogy of School Subjects (any two) of the following (C-6/14,C-7/15):

1. Teaching of English	12. Teaching of Life Science
2. Teaching of Hindi	13. Teaching of Physical Science
3. Teaching of Punjabi	14. Teaching of Home Science
4. Teaching of Sanskrit	15. Teaching of Fine Arts
5. Teaching of History	16. Teaching of Music
6. Teaching of Geography	17. Teaching of Health and Physical Education
7. Teaching of Economics	18. Teaching of Agriculture
8. Teaching of Social Studies	19. Teaching of Computer Science
9. Teaching of Commerce	20. Teaching of Political Science
10. Teaching of Mathematics	21. Teaching of Public Administration
11. Teaching of Science	22. Teaching of Sociology

1.2.Rules and Regulations/Guidelines:

i) Admission to B.Ed. shall be made on merit on the basis of marks obtained in the qualifying examination i.e. graduation, or any other selection process as per policy of state govt/U.T. administration and the University.

ii) Eligibility:A person who possesses the following qualifications shall be eligible to join the course:

a) Candidates with atleast Fifty Percent Marks either in Bachelor's degree and/or in the Master's degree in Science/Social sciences/ Humanities/ Commerce/Home science/B.B.A/B.C.A, or Bachelors in Engineering or Technology with specialization in science and mathematics with 55% marks OR any other qualification equivalent thereto, are eligible for admission to the programme.

- b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per rules of the central/state government whichever is applicable.
- iii) Duration of B.Ed. programme shall be of Two academic years, spread over four semesters, which can be completed in a maximum of Three years from the date of admission to the programme.
- iv) There shall be atleast 200 working days each year exclusive of the period of admission and examination.
- v) The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- vi) Minimum attendance of student teachers shall be 80% for all course work and practicum, and 90% for school internship.
- vii) Minimum pass marks are 40% in each paper , Practical, and School Internship in each semester, however, the promotion from semester I to II and from III to IV shall be as per Panjab University policy for semester courses. Pass marks will be 40% in Aggregate.
- viii) Admission to B.Ed course is subject based. At the time of admission,each candidate shall opt for two teaching/pedagogical subjects, which has been studied at graduation/post-graduation level. The candidate must have studied the Major subject of the pedagogy combination for atleast 3 years at graduation level or two years at Master's level.The minor subject should have been studied for at least for one year/one semester.
- ix) The candidates having honours course shall opt for major subject in which they have obtained honours. The minor subject should have been studied atleast for one year/one semester.
- x) The candidates who have passed additional subjects at graduation level can opt for only those teaching subject, marks of which are taken into account for the purpose of calculating percentage of marks at graduation level.
- xi) B,Com./B.B.A./M.Com. graduates /postgraduates may opt for two teaching subjects- one is pedagogy of commerce and the other shall be pedagogy of economics/mathematics/any one language i.e. pedagogy of English/Hindi/Punjabi/Sanskrit.(B.Com/B.B.A. graduates shall be considered in commerce stream only, even they have passed additional arts subjects unless they have passed Masters in Arts)

- xii) B.C.A. graduates may opt for pedagogy of Computer science as one subject. The other subject shall be pedagogy of mathematics or any one language (English/Punjabi/Hindi/Sanskrit)
- xiii) B.E./B.Tech. graduates shall opt for any two subject combination out of pedagogy of Mathematics, Computer Science, Science , Languages.
- xiv) B.Sc.(Home Science) graduates shall opt for two pedagogy subjects. One is Pedagogy of Home Science, other may be subject studied at graduate level i.e. Science or any one language (English/Hindi/Punjabi/Sanskrit).
- xv) B.Sc(Medical) graduates shall opt for two teaching subjects out of the following:
- (a) Pedagogy of Science/ Life Science;
 - (b) Pedagogy of Physical Science;
 - (c) Pedagogy of any one language i.e. English/Hindi/Punjabi/Sanskrit.
- xvi) B.Sc(Non-Medical) graduates shall opt for two teaching subjects out of the following:
- (a) Pedagogy of Science/Physical Science;
 - (b) Pedagogy of Mathematics/Computer Science;
 - (c) Pedagogy of any one language i.e. English/Hindi/Punjabi/Sanskrit.
- Xvii) Arts Graduates may opt for any two pedagogical subjects one each from the following
- (a) and (b):
- (a) Pedagogy of Social Studies/Economics/History/Geography/Political Science/Sociology/Public administration/Fine Arts/Physical Education/Music/Home Science.
 - (b) Pedagogy of any one language i.e.English,Punjabi, Hindi,Sanskrit provided that the candidate has studied the subject at the graduation/post graduation level.
- xviii) Graduates with Fine Arts/Music/Computer Science/Home Science/Physical Education/Mathematics/Statistics/Quantitative techniques shall opt for any of these subjects with the other subject combinations available in the college.
- Teaching of Fine Arts shall be offered to a candidate who had taken up Fine Arts/Performing Arts/Fashion Design/Fashion Technology or B.A. with Diploma in Drawing and Painting or Arts and Craft Teacher’s course from a recognized institution.
- xix) Pedagogy of Social Studies shall be opted by those who have studied any one of these subjects at B.A./M.A. level i.e. History/Economics/Geography/Political science/sociology/Psychology/Education/Defence Studies/Religious Studies/Public Administration/Philosophy.

- Note:** 1. The candidates shall be given the required subject combination depending upon their availability in the college.
2. Candidates who have passed Shastri/Gyani/Parbhakar/Honours in a language/Elective subjects in languages can opt for two language combinations provided they have studied the other language for at least one year/one semester at graduation/post-graduation level.
 3. Pedagogy subjects shall be taught by the concerned teacher educators with specialization in the subject.
 4. Pedagogy of Health and Physical Education shall be taught by Asst. Prof. in Physical Education (M.A.Physical Education/M.P.Ed.)
 5. Pedagogy of Computer Science shall be taught by an Asst. Prof. in Computer Science(M.C.A./M.Sc.-IT/CS/M.Tech. or similar qualifications with B.Ed. preferably with M.Ed. But ICT components (EPC-I) may be taken up by Computer Instructor(PGDCA/M.Sc IT/CS/B.E./B.Tech.(CS) or higher qualification from a recognized institution.
 6. Pedagogy subjects selected at semester-I will remain the same in all the semesters.
 7. Use of all brands of non-programmable calculators having signs of addition, subtraction, multiplication and division and square root etc. only, is allowed in the examination centre but these will not be provided by the University/College. Radio, pagers/mobiles are not allowed in the examination hall.
 8. Pedagogy of Social sciences i.e. Teaching of Economics/History/Sociology/Potical science/Geography/Public administration are equivalent to Pedagogy of Social studies and vice-versa for the purpose of employment as S.St. teachers/TGT/PGT in schools.

1.3 Instructions for Paper –Setters, Examiners and students:

- i.) The external theory examination will be of Three hours duration for the subjects with maximum 100 marks(course code C-1,2,10,11,19) ; and Maximum time for the subject with maximum 50 marks (C-3,4,5,6,7,12,14,15,20,21,22 (A&B),E-1 to E-6)will be of Two hours duration.
 - (a) The Paper with 100 marks are divided into two parts- 80 marks for external written examination and 20 marks for Internal assessment. External question paper with 80 marks will have V units- First four units i.e. Unit-I,II,III,IV will have two questions each and the candidate will be required to attempt one question from each of the unit-I

to IV. Unit Vth will be compulsory with 4 short answer-type questions ($4 \times 4 = 16$) set from the whole syllabus of the paper. Each question will be of 16 marks.

- (b) The paper with maximum 50 marks i.e. course code C-3,5,6,7,14,15,20,21, and E-1,2,3,4,5, are divided into two parts- External written examination of 40 marks and internal assessment of 10 marks. The syllabus of some papers has three units and others have four units. The syllabus with four units will have external question paper with 4 units- Unit-I,II,III,IV, Each unit will have two questions and the candidate will attempt one question from each unit. Each question will carry 10 marks. ($4 \times 10 = 40$ marks).

The syllabus of a paper where there are three units, the question paper will have 4 units-Unit-I,II,III and IV. Unit I to III will have two questions from each unit of the syllabus and candidate will attempt one question from each unit, Unit IV of question paper will have two short answer questions from the whole syllabus, each question carry 5 marks, will be compulsory. ($3 \times 10 = 30 + 5 + 5 = 40$ marks)

- (c) C-4 and EPC-I (course code C-12) is assigned 40 marks for external examination and 10 marks for internal assessment. External written examination of 40 marks for 2 hours duration will be held. Question paper will have 4 units-Unit-I,II,III and IV. Unit I to III will have two questions from each unit of the syllabus and candidate will attempt one question from each unit, Unit IV of question paper will have two short answer questions from the whole syllabus, each question carry 5 marks, will be compulsory. ($3 \times 10 = 30 + 5 + 5 = 40$ marks)
- (d) EPC-II – A and B (Course code C-13-A and B) is assigned 25 marks each for external practical examination only. **External practical examination will be held by the external examiner appointed by the university for EPC-II –A- (Drama and art in Education) and EPC-II-B (Work experience Prograame) by choosing one craft.**
- (e) **EPC-III and EPC-IV (course code C-22-A and B) is assigned 25 marks for external examination and 25 marks for internal assessment. Common External written examination of 50 marks for 3 hours duration will be held for EPC –III & EPC-IV and two separate answer sheets will be provided for each paper i.e. EPC- III and IV. Each question paper will contain two units units-I and II and will comprise two questions of 10 marks each. Students have to attempt one question from each unit. Unit-III will be compulsory, will comprise of 2 short answer type questions with 2.5 marks each ($2 \times 10 = 20 + 2.5 + 2.5 = 25$)**

- ii.) Internal assessment will be based on the performance of the candidate in term paper, house test, class assignments, attendance, participation in discussions/seminars/tutorials,

related practical and sessional work. It will be assessed and prepared by the concerned teacher. The final list of internal assessment of all the papers in a semester will be prepared by a panel of 3 senior teachers moderated by the principal.

- iii) Assessment for Engagement with the field(Pre-Internship) will be based on the student's performance in various field related activities, practicals, project work, community related work, diaries, student portfolios, field observations, visit to a innovative pedagogy and learning centre, education resource centre etc.

Semester I

Course Code: C-I

CHILDHOOD AND GROWING UP

Total Marks:-100 (External assessment=80 + Internal Assessment=20)

Objectives of the Course:

After going through the course the teacher trainee will be able:

- To acquire theoretical perspectives and develop an understanding of dimensions and stages of human development.
- To gain an understanding of different methods and techniques for the assessment of Personality, Intelligence and Creativity of the Child
- To know and Develop an art of Well Being
- To reflect on the Individual differences based on Caste, Gender and Class,etc

Course Content:

Unit –I

1. Concept of human Growth and Development, Maturation, Principles and Factors affecting human growth and development.
2. Stages of Childhood & Adolescence period, Dimensions of Individual development - Physical, Cognitive, Language, Affective, Social, Moral and their inter-relationship.

Unit-II

1. Relevance & Applicability of various theories of development: Erickson (Psycho-Social), Piaget (Cognitive),
2. Role of Home, School and Society in cognitive, affective and conative development.

Unit –III

1. Intelligence:-Meaning, Theories(Howard Gardner's theory of multiple intelligence, Guilford's SOI), Measurement of Intelligence,
2. Concept of Emotional Intelligence. Dealing with Gifted & backward children.

3. Personality :-Concept,Factors responsible for shaping the personali, Assessment of Personality

Unit –IV

1. Concept of creativity , difference between creativity and intelligence ,Identification of Creative Child
2. Techniques and methods of fostering creativity: brain storming, problem solving ,Group discussion, play way, Quiz.
3. Motivation: Concept & types.

Practical work /Sessional work (Internal) :

Administration, scoring and interpretation of any two of the following:

- Intelligence test (individual /group test)
- Personality test
- Creativity Test- Verbal /Non-Verbal Test of Creative Thinking.

Suggested Readings:

- Johnson & Medinnus: Child Psychology –Behaviour &Development , Wiley International Editor
- Thompson , George G : Child Psychology: Growth Trends in Psychological Adjustment --The Times Of India Press Bombay
- Aggarwal J.C. :Child Development &The Process of Learning --Shipra Publication VikasMargShakarapur ,Delhi
- Tharpe Louis P --Child Psychology & Development --The Ronald Press Company, New York
- Grover Sarla--Child Development --Kiran Gupta Printwell Publication Tilak Nagar Jaipur
- Tandon R.K.-- Child Psychology --APH Publishing Corporation Darya Ganj , New Delhi
- Siddiqui,MujibulHasan-- Early Childhood Education-- APH Publishing Corporation Darya Ganj , New Delhi
- S.N. Reddy ,Reddy G. Narayana : Managing Childhood Problems--rjfKanishka Publication Distribution New Delhi
- Jerrsild ,Arthur T , Telford, Charlesw, Sawrey James M-Child Psychology --Prentice-Hall of India, Private Limited New Delhi
- Sharma, Ram Nath Sharma Rachna-Child Psychology , Atlantic Publication & distributors , Rajouri Garden New Delhi
- Hurlock,E.B 2005 Child Growth and Development Tata Mc. Graw Hill Publishing Company New York
- Hurlock,E.B 2006 developmental Psychology-A life Span Approach Tata Mc. Graw Hill Publishing Company New York
- Meece ,J S & ECCLES,JL 2010 Hand Book of Research on School ,Schooling And Human development New York , Routledge
- Santrock .J.W (2006) ChildDevelopment,Tata Mc. Graw Hill Publishing Company, New York
- Santrock .J.W (2007) Adolescence,Tata Mc. Graw Hill Publishing Company New York

- Burt,c.(1968) The Genetic Determination Of Intelligence, Bulletin of British Psychological Society, 21,11_18
- Garbarino ,J,(1982)Children and Families in the social Environment ,Aldine de Gruyter:New York
- Terman, Lewis M.,and Merrill M. The Stanford-Binnet Scales for measuring Intelligence, Mc. Graw Hill Book Co. Inc.,1943 Ch. 10
- Adler,a.,UnderstandingHuman Nature London:George Allen &Unvin 1927
- Ausubel,D.,(1958)Theory and Problem of Child Development, New York :Grune&Stratlon Inc.
- Montagu ,A The Direction of Human Development .New York :Harper &Row Publishers.inc.,1950
- Erikson, E., Childhood And Society .New York :W.W.norton& Company Inc. 1950
- Dollard,J. and Miller N.E (1950) CITED BY JESS Fiest ;Theories of personality: Holt – Rinchart AND Winston,New York
- Clark H.H& Clark E.V. (1977) Psychological And Language :An Introduction to Psycholinguistics New York
- Kail and Pellegrino J w.1985 Human Intelligence Perspectiveand Prospects.New York :Freeman
- Campbell (1980) The Sense of Well Being in Americans New York .MC. Graw Hill
- Obert,S.Feldman-(2009) Understanding Psychology Tata Mc. Graw Hill
- Dweck,C.(2006) Mindset:The New Psychology of Success Random House And L L C
- Parekh,B.C 2000 Rethinking Multi Culturalism: Cultural Diversity And Political Theory
- Piaget, J. (1997) Development And Learning
- Sharma,N(2003) Understanding Adolescence; N B T India
- Vygotsky, L 1997 Interaction between Learning and development.

Course Code: C- 2

CONTEMPORARY INDIA AND EDUCATION

(Total Marks:-100 (External assessment:-80 + Internal Assessment:-20)

Objectives

To enable Students:

- To understand features, ideals, values and diversities in Indian Education.
- To explain various educational bodies, commission and contemporary policies, programmes and documents for progress of education in India.
- To have insight into constitution of India in relation to education.
- To know and understand education in pre-independent and post independent India.

Course Content:

Unit-I

- a) Education-Concept (Indian and Western), Aims of Education.
- b) Impact of Liberalization, Privatization, Globalization on school education in India.
- c) Education- Social Stratification and mobility

Unit-II

- a) Salient features of Education in British period (Chapter Act-1813) Macaulay's Minutes (1835), Woods's Despatch (1854) Gokhale Bill (1912) Sergeant Report (1944).
- b) Major recommendations of Secondary Education Commission(1952-1953); Indian Education Commission (1964-66)

Unit-III

- a) Educational Policies- NPE 1986, Programme of action-1992, National Curricular Framework (NCF)-2005.
- b) Right to Education Act-2009 & Sarva Shiksha Abhiyan (SSA)
- c) Rashtriya Madhiyamik Siksha Abhiyan(RMSA)

Unit-IV

- a) Constitutional provisions of India in relation to Education
- b) Fundamental Rights and Duties, Directive Principles of state Policy.
- c) Measures to promote equality of opportunities through Educational programmes for special groups, socially disadvantaged and women.

Project Work / Sessional Work (Internal):

Each Pupil teacher will conduct any one of the following activities:

- Critical analysis of Sarva Shiksha Abhiyan (SSA) – A local level Survey
- Rashtriya Madhiyamik Siksha Abhiyan (RMSA) – A local level Survey
- A local survey on Mid-day Meal Program in Secondary School.

Suggested Books:

- Aggarwal, J.C. (1993): Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.
- Aggarwal, J.C. (2002): Development and Planning of Modern Education. Vikas Publishing House, New Delhi.
- B. C Rai: History of Indian Education. Parkashan Kendra, Sitapur Road, Lucknow.
- Bhatia, K.K, and Narang, C.L. (1996) : The Teacher and Education in Emerging Indian Society. Tandon Publications, Ludhiana.
- Bhatia, K.K, and Narang, C.L. (1992) : Philosophical and Sociological Foundations of Education. Doaba House, Delhi.
- Bhatt, B.D. (2005): Modern Indian Education. Planning and Development. Kanishka Publishers, New Delhi.
- Chaube, S.P. (1997): Philosophical ans Sociological Foundation of Education. Ravi, Noudarnalya, 5th rev. ed. Agra.

- Lakshmi, T.K.S. and M.S.Yadav, “Education: its Evolving Characteristics”, in New Frontiers in Education, Vol. XXII, No. 4, Oct-Dec., 1992
- Mathur, S.S. (1997): Sociological Approach to Indian Education. Vinod Pustak Mandir, Agra, 10th Ed.
- Mohanty, Jagannath: Studies in Distance Education, Deep and Deep Publication Pvt. Ltd., New Delhi, 2001.
- Pandey, R.S. (2001): Principles of Education. Vinod Pustak Mandir, Agra.
- Pandey, R.S. (1992): National Policy on Education, Horizon Publishers, Allahabad.
- Rao, Digumarti Bhaskara: Education for the 21st century, Discovery Publishing House, New Delhi, 2004.
- Safaya, R.N. and Shaida, B.D. (1983): Principles and Techniques of Education. Dhanpat Rai and Sons, Delhi.
- Sodhi, T.S. and Suri, Aruna (2006): Philosophical and Sociological Foundations of Education. Bawa Publication, Patiala.
- MHRD, Report of Education Commission 1964-66, Ministry of Education, Govt. of India.
- Ministry of Education, Govt. of India: Value Education Source Book (1994), NCERT, New Delhi.
- Oad L.K. (Ed). (1988) : Shisha ke Nutam Ayam, Rajasthan Hindi Granth Academy, Jaipur
- Ruhela & Vyas, (1969): Sociological perspectives in school education, Indian Publishers, Distributors, Delhi.
- Ruhela & Vyas, (1996): The Emerging Concept of Education in Human Values, Regency Publication, New Delhi.
- Gupta, V.K. (1998): Education in Emerging Indian Society, New Academic Publishing House, Jalandhar.

Course Code: C- 3

UNDERSTANDING DISCIPLINES AND SUBJECTS

Total Marks:-50 (External assessment:-40 + Internal Assessment:-10)

Objectives: The course will enable student teachers to

1. To reflect on the nature and ‘disciplinary role’ in the school curriculum.
2. To understand the nature, changes in disciplines and subjects in terms of social, Political and Intellectual contexts.
3. To study the relationship between academic disciplines and school subjects.

Unit-I Structure of the Disciplines

- a) Disciplines: Meaning, Types and Importance
- b) Core ideas of Developing Discipline: Meaning and organization
- c) Philosophical views in different disciplines by John Dewey & Krishna Murthy in modern context.

Unit-II Understanding the organization of School Subjects

- a) Nature, importance and historical perspective of Science, Social Science, Mathematics and Languages
- b) Changes in school subjects in terms of social, political and intellectual context
- c) Curriculum: Concept, Principles of curriculum construction.

Unit-III Analyzing relationship between school subjects.

- a) Correlation among different school subjects (Science, Social Science, Mathematics and Languages) and its effects on curriculum framework.
- b) Meaning of inter disciplinary approach to education and its effects on school subjects.
- c) Criterion of content for selection of school subjects in view of objectives and sources.

Sessional work (Internal)

Preparation of written report on Comparative analysis of any two disciplines and their branches (like natural sciences, humanities, social sciences, earth science, Bio sciences, and their branches etc.)

Suggested Readings:

- Butchvarov, P. (1970), The concept of Knowledge, Evanston, Illinois: Western University Press.
- Debra H. Martin, H. Pam C. & Lingard, B. (2007), Teachers and Schooling: making a difference. Australia: Allen and Unwin.
- Gardner, H. (1993), Creating Minds, New York: Basic Books.
- Noddings, N. (2007), Critical Lessons: What our schools should teach, Cambridge University Press.
- Ornstein, Allen C., Edward F.P. & Stacey B.O. (2006) Contemporary issues in curriculum, Allyn & Bacon.
- Bruner, J.S. ((2006) In Search of Pedagogy, Vol-I & II, (he selected works), London: Routledge.
- Kneller, G.F., (1963) Foundations of Education, London and New York: John Wiley & Sons, Inc.
- NCERT (2005), National Curriculum Framework, New Delhi.

SCHOOL MANAGEMENT**(Total Marks:-50 (External assessment:-40 + Internal Assessment:-10)****Objectives:**

After the course, pupil teachers will be able to:

- Understand the Concept and operational aspects of school management.
- Enlist the physical resources of the school and their maintenance.
- Understand the importance of social life in school and the role of administrators and the Teachers.
- Become successful teachers in future.
- Develop practical skills in organizing school programmes and activities.

COURSECONTENTS**UNIT-I: Organization and Management**

- (a) School as an organization: Meaning, objectives, need, scope, types and principles of school organization, administration and management.
- (b) School Plant: importance, Essential characteristics, selection of site and Maintenance of different School Components.
- (c) Institutional Planning: Meaning, objectives, advantages and characteristics of Institutional planning.

UNIT-II: Essential Facets of School Organization

- (a) Leadership: Concept, Need &Development of Leadership Qualities among teachers and students.
- (b) School Time Table: Importance,types and principles of time table construction.
- (c) Discipline, Concept, Bases of Discipline, Causes of indiscipline and its remedial measures. Rewards and punishment as techniques of maintaining discipline.

UNIT-III: Quality Enhancement and Management in Schools

- (a) Supervision: Meaning, aims, principles, areas, types and procedures of supervision,Role of Educational Administrators (at school level, Block, District, State level)
- (b) School Records and Registers: Importance, types and essential requirements and maintenance of school records.

- (c) Co-curricular Activities: Meaning, importance, principles of organizing co-curricular activities-Morning Assembly, NSS/NCC, Fieldtrips.

Practical work/ Sessional Work (Internal)

Each Pupil teacher will conduct any one of the following activities:

- Preparation of an institutional plan.
- Construction of Time Table of a school.
- Maintenance of any school register.

Suggested readings:

- Bhatia, K.K., Singh, Jaswant (2002). *Principles & Practice of School Management*. Ludhiana: Tandon Publications.
- Bhatnagar, R.P. and Verma, I.B. (1978). *Educational Administration at College Level*. Meerut: Loyal Book Depot.
- Dash, B.N. (1996). *School Organisation Administration & Management*. Hyderabad: Neel Kamal Publications Pvt. Ltd.
- Khanna Jyoti, Nangia Anita, (2015), *Co-Curricular Activities in Schools*, Tandon Publications, Ludhiana.
- Sachdeva, M. S. (2001). *School Management*. Ludhiana: Bharat Book Centres.
- Sodhi, T.S. and Suri, Anaina (2002), *Management of School Education*. Patiala: Bawa Publication.
- Sharma, T.S. (2005). *School Management and Administration*. Patiala: Shaheed-E-Azam Printing Press.

SEMESTER- I: TEACHING OF SCHOOL SUBJECTS

Course Code: C-5&6

PEDAGOGY OF SOCIAL STUDIES-I

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Objectives of teaching Social Studies:

- To acquire a conceptual understanding of the nature of Social Studies
- Plan lessons, Units based on different approaches to facilitate learning of Social Sciences.

- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes
- To acquire basic knowledge and skills to analyze and transact the Social Sciences
- To sensitize and equip student teachers to handle social issues
- Realize her/his role as facilitator in enhancing Social Sciences learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in Social Sciences.
- Develop learning materials on selected units to facilitate learning in Social Sciences.
- To understand different ways of assessing learner performance and providing additional support to the learners
- Reflect upon her/his own experiential knowledge in the process of becoming a Social Science teacher.

Course Outline

UNIT I: Concept of Social Studies

1. Concept and scope of Social Studies, Distinguish between Social Studies and Social Science
2. Correlation of Social studies with Social Science, languages, Mathematics, Arts and Science.
3. Aims and Objectives of teaching Social Studies at upper primary (6-8th class) and Secondary (9-10 class) Level.

Unit - II: Methods of teaching Social Studies

1. Methods of Teaching: Lecture, Discussion Method, Problem Solving Method, Project Method, Source Method, Socialised recitation method.
2. Devices and Techniques of Teaching: Explanation, Supervised Study, Jurisprudential Enquiry, Dramatization, Description, Brain-Storming and Field Trip

UNIT III: Curriculum and Professional Development

1. Critical Analysis of Social Studies curriculum at secondary stage – features, issues and recommendations of NCF 2005
2. Development of social and national values through Social Studies Curriculum
3. Qualities of Social Studies Teacher, Professional development of Social Studies Teacher (Concept, need and ways of professional development, role of different agencies (ICSSR, NIRD, NGRI, NRSA in brief only)

UNIT IV: Content from NCERT Text books:

1. Earth in the Solar system, What, where and how
2. Equality in Indian Democracy
3. India after independence

Suggested Activities (Internal):

- Qualitative Analysis of schooltextbook of Social studies/Sciences of PSEB/CBSE/NCERT
- PowerPoint presentation based seminar on the contributions of any one eminent Social reformists: Guru Nanak Dev Ji, Raja Ram Mohan Rai, Dr. B.R. Ambedkar, Swami DayanandSaraswati, VinobaBhave, Abraham lincon, Mahatma JyotiRaoPhule, YousafzaiMalala, KailashSatyarthi, and Nelson Mandela etc.

Suggested Readings:

- Bining, Arthur, C., and Bining, David, H., Teaching Social Studies in Secondary Schools, McGraw, Hill Book Company, Inc., New York 1952
- Dash, B.N. (2006).Content-cum-Method of Teaching of Social Studies. New Delhi: Kalyani Publication.
- James, Hemming (1953), The Teaching of Social Studies in Secondary Schools, Longman Green and Company, London
- James Fleming: The Teaching of Social Studies in Secondary School. Longman Green and Co., London.
- Heller, F. : The use and abuse of Social Sciences. London: Sage Publications, 1986.
- Kochhar, S.K.; (1999). The Teaching of History: Benglor sterling Publisher Pvt. Ltd.
- Kochhar, S.K.: Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd., 1986.
- Sansanwal, D.N. and Tyagi, S.K.: Multiple Discriminant Type Item. MERI Journal of Education, Vol.1, No. 1, 2006, pp. 18 – 25.
- Trigg, R.(1985) Understanding Social Studies. New York: Basics Black Well,
- Mofatt, M.R. (1955). Social Studies Instruction. New York: Prentice Hall.
- National Curriculum Frame Work 2005, NCERT, New Delhi.
- Position Paper by National Focus Group on Teaching of Social Sciences
- Preston, Ralph C. (1955). Handbook of Social Studies in the Elementary School. New York: Rhinehart andCompany.
- Preston, Ralph C. (1959). Teaching Social Studies in the Elementary School. New York: Rinehart and Company.
- Sahu, B.K. (2007). Teaching of Social Studies.New Delhi; Kalyani Publishers.
- Shaيدا, B.D. (1962). Teaching of Social Studies. Jalandhar: Panjab KitabGhar.
- Taneja, V.K. (1992). Teaching of Social Studies. Ludhiana: Vinod Pub.
- Wesley, Edgar Bruce (1951). Teaching of Social Studies. Boston: D.C. Herth and Co.

C-6&7

PEDAGOGY OF ECONOMICS-I

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Objectives of Pedagogy of Economics:

- To acquire a conceptual understanding of Economics
- To acquire basic knowledge and skills to analyze and transact the Economics curriculum
- To sensitize and equip student teachers to handle Economic issues and concerns in a responsible manner
- Plan lessons based on different approaches to facilitate learning of Economics
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes
- To realize her/his role as facilitator in enhancing Economics learning in the real classroom situation.
- To explore the use and relevance of different learning resources and materials in learning different units in Economics.
- To understand different ways of assessing learner performance and providing additional support to the learners
- To reflect upon her/his own experiential knowledge in the process of becoming a Social Science teacher.

Course Outline**UNIT I: Economics: Context and Concerns**

1. Concept, importance and scope of Economics as a school subject.
2. Understanding Economics in relation to Commerce, History, Geography, Civics, Mathematics, Statistics, Agriculture and Science
3. Aims and Objective of teaching of Economics at Secondary Level in light of NCF-05.

Unit - II: Pedagogical Issues

1. Methods of Teaching: Lecture, Discussion Method, Inductive- deductive method, Project Method, Survey Method, Cooperative learning Method
2. Techniques of Teaching: Supervised Study, Jurisprudential Enquiry, Dramatization, Brain-Storming, Field trip and Simulation

UNIT III: Curriculum and Professional Development

1. Concept of curriculum and role of curricula in development of economic values and critical thinking.
2. Development of economic values and Critical thinking
3. Economics Teacher: Qualities and Professional development (concept, need and ways of professional development)

UNIT IV: Content from NCERT Text books

1. Sectors of Indian Economy
2. Agriculture and national Economy
3. Poverty as challenge

Suggested Activities:

- Preparing mock budget of their home/school for a financial year
- PowerPoint presentation based seminar on the contributions of any one eminent Economist : Chanakay (Kautilay), Amartaya Sen, Adam, Smith, Marshal and Pigou

Suggested Readings :

- Aggarwal, J.C. (2005). Teaching of Economics - A Practical Approach. Agra: VinodPustakMandir.
- Arora, P.N. (1985). Evaluation in Economics. New Delhi: NCERT.
- Dhillon, S. and Chopra, K. (2002). Teaching of Economics. Ludhiana: Kalyani Publishers.
- Kanwar, B.S. (1973). Teaching of Economics. Ludhiana: Prakash Brothers.
- Lee, N. (Ed.) (1975). Teaching Economics. London: Heinemann Educational Books.
- Mittal, R.L., ArthShastar Da Adhiapan. Patiala: Punjabi University Press.
- Robinson, K. and Wulson, R. (Eds.) (1977). Extending Economics within the Curriculum. London: Routledge and
- Kegan Paul, Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004). Teaching of Economics. Merrut: R. Lall Book Depot.
- Sharma, Seema (2004). Modern Teaching Economics. New Delhi: Anmol Publication Pvt. Ltd.
- Siddiqui, M.H. (2004). Teaching of Economics. New Delhi: Asish Publishing House.
- Singh, Yogesh (2005). Aratha Shaster Sikshan. New Delhi: Ashish Publication.
- Yadav, Amita (2005). Teaching of Economics. New Delhi: Publication Pvt. Ltd.
- National Curriculum Frame Work 2005, NCERT, New Delhi.
- Position Paper by National Focus Group on Teaching of Social Sciences
- Heller, F. (1986). The use and abuse of Social Sciences, London : Sage Publications, 1986.
- Kochhar, S.K. (1986). Methods and Techniques of Teaching. New Delhi : Sterling Publishers Pvt. Ltd.,
- Singh, Tirath, Arjinder; Pargat Singh (2014). Teaching of Economics, Jalandhar: SG Publication.
- Narang, V (2015) Teaching of Economics Om Publishers and distributors, New Delhi.

C-6&7

PEDAGOGY OF HISTORY-I

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Aims of History

- To acquire a conceptual understanding of the nature of History.

- Plan lessons based on different approaches to facilitate learning of History.
- Develop learning materials on selected units to facilitate learning in History.
- Understand different ways of assessing learner performance and providing additional support to the learners
- Reflect upon her/his own experiential knowledge in the process of becoming a History teacher.

Course Outline

UNIT I: FOUNDATIONS OF HISTORY EDUCATION

1. Concept, Importance and scope of History.
2. Co-relation of History with Art, Literature, Geography, Economics, Civics, Science.
3. Aims and Objectives of teaching History at Elementary(6-8th class) and Secondary (9-10/12 class) level in light of NCF-2005

Unit - II: Pedagogical Issues

1. Methods of Teaching: Lecture method, Story Telling method, Source method, Discussion method, Field Trips and Excursions, Cooperative learning Method.
2. Devices and Techniques of Teaching: Narration, Explanation, Illustration, Description.
3. Problems in exploring true historical facts and its genuine records. Role of Museums and monuments in learning history.

UNIT III: Curriculum and Professional Development

1. Critical Analysis of History curriculum at secondary stage – features, issues and recommendations of NCF 2005
2. Inculcation of values such as social values, cultural values and national values through History Curriculum
3. Qualities of History Teacher , Professional development of History Teacher (Concept, need and ways of professional development

UNIT IV: Content of History

1. Harappa Civilization, Ashoka- The Great, The Golden age of Guptas
2. The First World War: Causes and its consequences
3. The Second World War: Causes and its consequences, setting up of UNO

Suggested Activities: Internal Work

- To arrange a visit to a historical place and write a report of the same
- Class seminar on the contributions by any one eminent historian.

Suggested Readings:

- Aggarwal, J.C. Teaching of History: A Practical Approach, Eastern Book House, Guwahati (1997)
- Ballard. M. (1979), New Movement in Study Teaching of History, Templesmith, London
- Bhatia, R.L. Contemporary Teaching of History, Surjit Publications, Delhi, (2005)
- Burston, W.H.: *Handbook for History Teachers; and Green, C.W.* London, Methuen & Co., 1962
- Choudhury, K.P. Effective Teaching of History in India: A Handbook for History Teachers, NCERT, New Delhi (1995)
- Dash, B.N. Teaching of History: Modern Methods,, A.P.H. Publishing Corporation, New Delhi (2004)
- Elton, G.R.: *The Practice of History.* London : Methuen, 1967.
- Ghate, V.D. Teaching of History, Oxford University Press, Calcutta.(1973)
- Ghate, V.D.: *The Teaching of History.* Oxford University Press, 1962.
- Johnson, H.: *Teaching of History.* New York: Macmillan 1962.
- Kochhar, S.K. Teaching of History, Sterling Publishers, New Delhi (1985)
- NCERT A Handbook for History Teachers, NCERT, New Delhi
- NCERT and state textbooks of History at secondary level
- NCERT, (1970), Teaching History in secondary school publication, Delhi
- Pathak, S.P. Teaching of History, Kanishka Publications, New Delhi(2007)
- Shaيدا, B.D. Teaching of History: A Practical Approach, Dhanpat Rai & Sons, New Delhi (1996)
- Singh, R.R. Teaching of History, R. Lall Book Depot, Meerut (U.P.)(2004)
- Singh, Y.K. Teaching of History, Modern Methods, A.P.H. New Delhi,(2007)
- Singh, D. R., (1959), The Teaching of History and Civics, Jullandar University press.
- Srinivas, M. Methods of Teaching History, Discovery Publishing House, New Delhi (2004)
- Steele, Ian.: *Developments in History Teaching* London: Open Books, 1976
- Tyagi, G. Teaching of History, Radha Prakashan Mandir, Agra (2006)
- Vajeshwari, R.: *A Handbook for History Teacher.* Bombay; Allied Publishers 1973
- Yadav, N. Teaching of History, Anmol Publications, New Delhi, 1994

C-6&7**PEDAGOGY OF GEOGRAPHY-I****Total Marks: 50 (Theory: 40 + Internal Assessment: 10)****Objectives:**

- To acquire conceptual understanding of the processes of teaching and learning Geography

- To acquire basic knowledge and skills to analyze and transact the Geography curriculum effectively following wide-ranging teaching learning strategies.
- To sensitize and equip student teachers to handle social issues and concerns in a responsible manner, e.g., preservation of the environment, disaster management and saving fast depleting natural resources (water, minerals, fossil fuels etc.).
- Gain insight into the general aims and specific objectives of teaching geography.
- Plan lessons based on different approaches to facilitate learning of Geography.
- Realize her/his role as facilitator in enhancing Geography learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in Geography.

Course Outline

UNIT I: Geography: Context and Concerns

1. Meaning, Nature, scope and importance of Geography as a school subject.
2. Aims and Objective of Geography at Elementary and Secondary Level.
3. Understanding Geography in relation to History, Arts, Economics, Political science, Mathematics, languages and Science.

Unit - II: Pedagogical Issues

1. Methods of Teaching: Lecture, Lecture Cum Demonstration, Discussion Method, Problem Solving Method, Project Method, Source Method, Cooperative learning Method
2. Devices and Techniques of Teaching: Supervisory Study, Description, Brain-Storming, Questioning device, Excursion and Simulation.
3. Creating an interactive environment, encouraging participatory learning, utilizing community resources, connecting child's knowledge and local knowledge with the text book

UNIT III: Curriculum and Professional Development

1. Critical analysis of existing curriculum of Geography at Secondary School level in light of NCF 2005
2. Development of problem solving ability, Critical thinking and social skills through geography content
3. Professional development of Geography Teacher – concept, need and ways of professional development

UNIT IV:

1. Landforms formed by River, Glacier, Wind,
2. Composition and structure of atmosphere
3. Factors affecting climate of a region
- 4.

Internal practical:

1. Analysis of Geography textbook of a school.
2. Measure of daily temperature of local place and keep a date-wise record for one week every month.

Suggested Readings :

- National Curriculum Frame Work 2005, NCERT, New Delhi.
- Position Paper by National Focus Group on Teaching of Geography
- B.C.Rai, Teaching of geography, Delhi: Danpat Rai Pub.
- Bining, Arthur, C., and Bining, David, H., Teaching Geography in Secondary Schools, McGraw, Hill Book Company, Inc., New York
- Dash, B. M., :Contents-cum-methods of teaching geography, Kalyani Publishers, New Delhi
- James Fleming: The Teaching of Geography in Secondary School. Longman Green and Co., London.
- Heller, F. : The use and abuse of Geography. London: Sage Publications, 1986.
- Kochhar, S.K.: Methods and Techniques of Teaching Geography. New Delhi: Sterling Publishers Pvt. Ltd., 1986.
 - Trigg, R.(1985) Understanding Geography. New York: Basics Black Well,

C-6&7**PEDAGOGY OF PUBLIC ADMINISTRATION-I****Total Marks: 50 (Theory: 40 + Internal Assessment: 10)****OBJECTIVES**

- To enable the pupil teachers to develop an understanding of aims and objectives of teaching of public administration.
- To acquaint pupil teachers with pedagogy of Public Administration.
- To develop the skill of lesson/unit plans and its presentation.
- Have an overview and integrate the knowledge draw from various sources. Political Science, History, Psychology, Sociology Geography, laws, Economics.
- To develop the understanding of micro teaching skills.
- To develop concept of constitutional democracy

UNIT-I

1. Meaning, nature, scope and importance of public administration in modern context.
2. Relation of public administration with other Social Sciences - Politics Science, History, Psychology, Sociology, Geography, laws, Economics.

3. Importance of teaching of public administration: Aims and Objectives With special reference to Blooms taxonomy.

UNIT-II

- 1) Difference between approaches, strategies and methods.
- 2) Types of approaches- Inductive, Deductive
- 3) Methods of teaching:
 - (a) Lecture method (d) Source method
 - (b) Discussion method (e) Problem solving method
 - (c) Project method (f) Survey method
- 4) Techniques and devices of teaching:
 - (a) Assignments (d) Seminars
 - (b) Symposium (e) Dramatization
 - (c) Illustration (f) Questioning
 - (g) Brain storming (h) quiz

UNIT-III

1. Emerging areas of Public Administration: New public administration, new public management, educational Administration, local government (rural and urban).
2. Lesson/Unit Plan: Need, importance and steps of developing.
- 3) Micro Teaching- concepts and skills, Writing a instructional objectives, introduction, explanation, questioning, stimulus variation, probing questioning, illustrating with examples. Skill of reinforcement, using chalk board.

UNIT-IV

1. Principles of Public Administration: Planning, Coordination, Communication, Centralization & Decentralization of administration
2. Local Government: Main provisions of 73rd and 74th Constitutional Amendment Act.
3. Role of ICT in Public Administration

INTERNAL PRACTICAL:

Preparation of report on the functioning of a village panchayat/ Municipal Corporation.

SUGGESTED READINGS :

- Basu, Rumki. *Introduction to Public Administration; Structure, Process and Behaviour*. Calcutta: World Press.

- Goel, S.L., *Health Care Administration*. New Delhi: Sterling Publishers.
- Luxmi Kanth, M., *Public Administration*. New Delhi: Tata Mcgraw Hills.
- Maheswari, S.R., *Public Administration*. Agra: Laxmi Narayan Aggrawal.
- Sapru, R.K. (2001). *Indian Administration*. Ludhiana: Kalyani Publishers.
- Shaيدا, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.
- Singh, Gurmit (2008). ;wkfie nfXn?B dk nfXnkgB (*Samajik Adhain da Adhiapan*). Ludhiana: Chetna Parkashan.
- Singh, R.L., *Teaching of History of Civics*.
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd.

C-6&7

PEDAGOGY OF SOCIOLOGY-I

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES

- To enable the pupil teachers to develop an understanding of aims and objectives of teaching of sociology.
- To acquaint pupil teachers with different methods and techniques of teaching of sociology.
- To acquaint the pupil-teachers with different audio-visual aids & utilization technique.
- To integrate the knowledge draws from various sources History, Geography, and civics, Economics, Political Science, Psychology and Literature (languages)
- To develop the skill of preparing of lesson plan & its presentation

COURSE CONTENT

UNIT-I

1. Meaning, nature, scope and importance of sociology in modern context.
2. Relation of Sociology with other subjects: Political Science, History, Literature (languages), Psychology and Geography.
3. Aims, objectives and values of teaching of Sociology with special reference to Bloom's taxonomy

UNIT-II

1. Methods of teaching
 - a. Lecture method
 - b. Source method
 - c. Discussion method
 - d. Problem solving method
 - e. Project method
 - d. Survey method
 - f. Sociometric technique

2. Modern techniques and Devices:

- | | |
|-----------------|--|
| a) Assignment | d) Seminars |
| b) Symposium | e) Dramatization, |
| c) Illustration | f) Questioning g) ICT in teaching of sociology |

UNIT-III

1. Unit Plan: Need, importance and steps of writing it in teaching of Sociology.
2. Sociology text-book- importance and qualities, Supplementary material: Magazines, Journals News papers, reference books.
3. Teaching aids: Meaning, importance and types, Use of chalkboard, charts, pictures, O.H.P., T.V. films, computer, radio, maps, globe, graphs.

UNIT-IV

1. Social Institutions – Marriage, Family, Kinship.
2. Social Structure – Meaning, Elements – Status, role, norms, values, power and prestige.
3. Brief Contributions of Social Thinkers:
Shri Guru Nanak Devji, S.C.Dube, Swami Vivekananda, Mahatma Gandhi

INTERNAL PRACTICAL

1. Writing a report on any social activity performed by the students.
2. Prepare a Project report on any Indian Thinkers

Suggested Readings :

- Bottomors, T.B. (1975). *Introduction to Sociology*. Bombay: Blackie and Dans.
- Dharma, R.N. (2001). *Samajshastra Ka Sidhant*. New Delhi: Atlantic Publishers.
- Giddens, Anthony (2001). *Sociology: A Textbook for the Nineties*. London: Polity.
- Jha, Jainendra Kumar (Ed.) (2001). *Encyclopaedia of Teaching of Sociology*. Institute for Sustainable Development.
- Rao, Shankar, C.N. (2005). *Sociology- Primary Principles*. New Delhi: S.C. Chand and Company Ltd.
- Shaيدا, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd.

C-6&7**PEDAGOGY OF POLITICAL SCIENCE-I****Total Marks: 50 (Theory: 40 + Internal Assessment: 10)****Objectives:**

- To acquire a conceptual understanding of the nature of Political Science
- Plan lessons, Units based on different approaches to facilitate learning of Social Sciences.
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes.
- To acquire basic knowledge and skills to analyze and transact the Social Sciences.
- To sensitize and equip student teachers to handle political issues.
- Realize her/his role as facilitator in enhancing Social Sciences learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in Social Sciences.
- Develop learning materials on selected units to facilitate learning in Political Science.
- To understand different ways of assessing learner performance and providing additional support to the learners.
- Reflect upon her/his own experiential knowledge in the process of becoming a Political Science teacher.

Course Outline**Unit I: Political Science: Context and Concerns**

1. Concept, importance and scope of Political Science.
2. Coorelation of Political Science with Social Science, languages, Mathematics, Art and Science.
3. Aims and Objectives of teaching Political Science at Senior Secondary Level.

Unit-II: Pedagogical Issues

1. Methods of Teaching: Lecture, Discussion Method, Problem Solving Method, Project Method, Source Method., Cooperative learning Method.
2. Devices and Techniques of Teaching: Supervised Study, Jurisprudential Enquiry, Dramatization, Description, Brain-Storming and Mock Parliament.

Unit III: Curriculum and Professional Development

1. Critical Analysis of Political Science/Civics curriculum at secondary and senior secondary stage-features, issues and recommendations of NCF 2005.
2. Development of political values, Critical thinking, National values and social skills through Political Science Curriculum.

3. Qualities of Political Science Teacher, Professional development of Political Science Teacher (Concept, need and ways of professional development, role of different agencies).

Unit IV: Content

1. SAARC-formation and activities
2. Indian Constitution: Preamble, features and Structure.
3. Pressure groups and role of democracy.

INTERNAL PRACTICAL

- 1 Drawing a Political Map of India
- 2 Seminar on any one political event or Election process

BOOKS RECOMMENDED:

- Aggarwal, J.C. Teaching of Political Science and Civics. New Delhi: Vikas Publication.
- Chopra, J.K. (2005). Teaching of Political Science. Commonwealth Publishers, New Delhi, 2005.
- Faria, B.L., Indian Political System.
- Kashyap, Subash, Indian Constitutions.
- Preston, R.C., Teaching of World Understanding.
- Preston, Ralph C. (1959). Teaching Social Studies in the Elementary School. New York: Rinehart and Company.
- Sahu, B.K. (2007). Teaching of Social Studies. New Delhi; Kalyani Publishers.
- Shaiba, B.D. (1962). Teaching of Political Science. Jalandhar: Panjab Kitab Ghar, 1962
- Singh, Gurmit (2008). ;wkfie nfXn?B dk nfXnkgB (Samajik Adhain da Adhiapan). Ludhiana: Chetna Parkashan.
- Singh, R.L., Teaching of History of Civics.
- Syed, M.H. (2004). Modern Teaching of Civics/Political Science. New Delhi: Anmol Publications Pvt. Ltd

C-6&7**PEDAGOGY OF SCIENCE-I**

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES

After completion of the course, the student teachers will be able to

- Appreciate science as dynamic and expanding body of knowledge.
- Identify and formulate aims and objectives of science teaching.
- Use various methods and approaches of teaching science.
- Construct blue print of a question paper.

- Analyse the content pedagogically

COURSE CONTENT

UNIT-I

1. Meaning, nature and scope of science, impact of science and technology on society.
2. Aims and objectives of Teaching Science - Blooms' Taxonomy of Educational objectives (revised form also), Instructional objectives of teaching science at secondary and senior secondary level.
3. Formulation of specific objectives in behavioral terms (Magers approach and RCEM approach).

Unit-II

1. Methods of Teaching Science- Problem solving method, Lecture cum demonstration method, Projectmethod, Heuristic method.
2. Approaches of Teaching Science: Inductive and Deductive approach, Cooperative learning, inquiry based approach.
3. Scientific Attitude and its development.

Unit- III

1. Evaluation- concept, need, types and process.
2. Construction of objective based test items, preparation of blue print.
3. Pedagogical analysis of following topics of science: Energy and its types, Newton's laws of Motion, Acid and Bases, Chemical Bonding, Circulatory system, food chain and food web.

Unit- IV

1. Metals and Non-Metals –Physical and Chemical properties.
2. Force and its types.
3. Micro-organisms- Bacteria and Virus.
4. Biogeochemical Cycles- Water and Nitrogen Cycle.

INTERNAL PRACTICAL

- a) Contribution of any two Nobel Prize winners in science and General Information about any two National Level Science Institutes.
- b) Preparation of a blue print and construction of test items for Achievement test in science.

Suggested Readings

- Das , R.C. (1992). *Science Teaching in School*. New Delhi: Sterling Publishing.
- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Gerg, K.K.; Singh, Raguvir and Kaur, Inderjeet (2007). *A Text book of Science of Class X*, New Delhi: NCERT.
- Kohli , V.K. (2006). *How to Teach Science*. Ambala: Vivek Pub.2006.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot
- Sharma, R.C. (2010). *Modern Science Teaching*. New Delhi: Dhanpat Rai Pub. Co.

- Liversidge T., Cochrane M., Kerfoot B. and Thomas J. (2009). *Teaching Science Developing as a Reflected Secondary Teacher*. New Delhi : SAGE Publications India Private Limited.
- Siddiqui , N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: Doaba House.
- Davar ,M.(2012).*Teaching of Science*. New Delhi: PHI Learning Private Limited.
- New UNSECO Source Book for Science. France: UNSECO
- Vaidya, Narendra (1996). *Science Teaching for 21st century*. New Delhi: Deep and Deep pub.
- Washten, Nathan S. (1967). *Teaching Science Creatively*. London: W.B. Saunders.
- Thurber, W. and Collete , A. (1964). *Teaching Science in Today's Secondary Schools*. Boston: Allen and Becon.
- Joshi S.R. (2007). *Teaching of Science* . New Delhi: APH Publishing Corporation.

C-6&7

PEDAGOGY OF PHYSICAL SCIENCE-I

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Objectives: After completion of the course, the student teachers will be able to-

- Gain insight on the meaning and nature of Physical Science.
- Appreciate Physical Science as dynamic and expanding body of knowledge.
- Identify and formulate aims and objectives of Physical Science teaching.
- Use various methods and approaches of teaching Physical Science.
- Stimulate curiosity amongst his students.
- Construct a blue print of question paper in Physical Science.
- Examine different pedagogical issues in learning Physical Sciences.

COURSE CONTENT

UNIT-I

- a) Physical Science: Concept, importance and impact of physical science in daily life.
- b) Aims and objectives of teaching physical science- Bloom's taxonomy of educational objectives and its revised form and Instructional objectives of teaching physical science at secondary and senior secondary level.
- c) Formulating Instructional objectives in behavioral terms (Magers and RCEM approach).

UNIT-II

- a) Methods- Scientific method, Project Method, Heuristic Method and lecture cum demonstration method.
- b) Approaches- Inductive & Deductive Approach, Cooperative Learning, Enquiry based approach
- c) Scientific attitude - Concept, characteristics and role of science teacher in its development.

Unit- III

- a) Evaluating Learning in Physical Science-Concept, need, types and Steps.
- b) Construction of objectives based test items, preparation of blue print.
- c) Pedagogical analysis of following topics in Physical Science- Mechanics (Force, Motion and Energy) Laws of Thermodynamics, Atomic Structure, Chemical Bonding.

Unit –IV

- a) Motion- Concept and types
- b) Force and its types.
- c) Chemical Reactions-Concept and its types.
- d) Chemistry in daily life- Food preservation, Medicine and clothing.

Internal Practical (Any two)

- a) Evaluation of Physics/Chemistry Text Book of any class.
- b) Preparation of any two models.
- c) Information about five journals contributing in the field of Physics/ Chemistry.
- d) Construction of objectives based test on three topics of Physics/ Chemistry.

SUGGESTED READINGS

- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Das , R.C. (1992). *Science Teaching in School*. New Delhi: Sterling Publishing.
- Gupta, V.K. (1995). *Teaching and Learning of Science and Technology*, Delhi, Vikas Publishing House.
- Kalra, R.M. (2010). : *Science Education for Teacher Trainees*, New Delhi, PHI Learning.
- Kohli, V.K. (2006). *How to Teach Science*. Ambala: Vivek Pub.2006.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot: NCERT
- Mangal, S.K. (2009). *Teaching of Science in Secondary Schools*, New Delhi: NCERT.
- Mohan, Radha (2007) .*Innovative Physical Science Teaching Method*, P.H.I., New Delhi.
- Richardson, J.S and Caboon, G.P. (2005). *Method and Material for Teaching General and Physical Science*, McGraw Hill Book Co. Inc., New York.
- Sharma, R.C. (1998). *Modern Science Teaching*. New Delhi: Dhanpat Rai Pub. Co.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: Doaba House.
- Soni, Anju (2000). *Teaching of Science*. Ludhiana: Tandon Publications.

C-6&7

PEDAGOGY OF LIFE SCIENCE-I

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES:

After completion of the course, the student teachers will be able to-

- Gain insights on the meaning and nature of Life Science.
- Appreciate LifeScience as dynamic and expanding body of knowledge.
- Identify and formulate aims and objectives of Life Science learning.
- Use various methods and approaches of teachinglearning LifeScience.
- Stimulate curiosity amongst life science students.
- Write unit plans and lesson plans for effective teaching learning in Life Science.
- Prepare as well as to select suitable instructional aids in teaching life science
- Join various platforms to bring professional growth

COURSE CONTENT

UNIT-I

- a) Life Science: Concept, importance and impact on daily life, correlation (intra-disciplinary inter-disciplinary and with day to day life)
- b) Aims and objectives of teaching life science-Bloom's taxonomy of educational objectives and its revised form; Instructional objectives of teaching life science at secondary and senior secondary level.
- c) Formulating Instructional objectives in behavioral terms (Magers and RCEM approach).

UNIT-II

- a) Methods:lecture cum demonstration method, Scientific method, discussion method, Project Method, concept mapping.
- b) Approaches:Inductive & Deductive, Problem Solving approach,Cooperative Learningapproach, experiential learning approach.
- c) Scientific attitude:Concept, characteristics and role of science teacher in its development.

Unit- III

- a) Lesson planning and Unit planning in lifescience :Meaning, importance and design. Preparation of ICT based lesson plans in life science.
- b) Instructional Aids: Meaning, importance, classification, principles of selection. Use of Chalk Board, Charts, Models, Edusat, LCD Projector, Interactive board.
- c) Life science teacher:Role in nurturing curiosity, aesthetic sense and creativity in life science, professional development programmes, role of reflective practices in professional development.

Unit -IV

- a) Components of food
- b) Photosynthesis
- c) Human Respiratory system
- d) Human Digestive system

Internal Practical

- a) Contributions of eminent life scientists (any three)
- b) Preparation of any two models.
- c) Conducting and preparing action research report in life science during teaching practice.

SUGGESTED READINGS

- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Kohli, V.K. (2006). *How to Teach Science*. Ambala: Vivek Pub.2006.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot
- Sharma, R.C. (1998). *Modern Science Teaching*. New Delhi: Dhanpat Rai Pub. Co.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: Doaba House.
- Liversidge, T; Cochrane, M. Kerfoot, B. & Thomson, J. 2010, *Teaching Science*, SAGE Pub. India Pvt. Ltd., New Delhi.
- Ramakrishna, A. 2012, *Methodology of Teaching Life Science*; Dorling Kindersley (India) Pvt Ltd.
- Das, R.C. 2012, *Science teaching in schools*, Sterling Publishers Pvt Ltd., New Delhi.

C-6&7**PEDAGOGY OF COMPUTER SCIENCE-I****Total Marks: 50 (Theory: 40 + Internal Assessment: 10)****OBJECTIVES**

- To acquire the knowledge of nature and scope of Computer Science
- To acquire the knowledge of history of Computer Science
- To develop an understanding of content of Computer Science at the Secondary School level.
- To develop an understanding of aims and objectives of teaching Computer Science
- To develop an understanding of the various methods, approaches and techniques of teaching Computer Science
- To develop the skill in preparing daily and unit lesson plans using various methods and approaches
- To develop the skill in critically analyze the syllabus of secondary school Computer Science curriculum
- To develop the appreciation towards the contributions of great personalities who contributed for the development of Computer Science
- To develop the appreciation towards the role of Computer Science in daily life
- Use the knowledge of computers in class room teaching

Unit I- THE TECHNIQUES AND TECHNOLOGY OF COMPUTER

- Meaning, Characteristics and importance of Computers;
- Principles of Computing; Techniques of computing;
- Hardware & Software;
- Programming logics and learning strategies.

Unit -II: NATURE AND SCOPE OF COMPUTER SCIENCE

- Nature of Computer Science – Meaning and Characteristics; basic concepts, facts and generalizations in Computer Science
- Scope of Computer Science – Relation with other Sciences and its uses in day to day life.

Unit – III: AIMS & OBJECTIVES OF TEACHING COMPUTER SCIENCE

- Aims and Objectives of teaching Computer Science at different levels
- Blooms taxonomy of Educational objectives
- Instructional objectives with specifications

Unit – IV: INSTRUCTIONAL METHODS, TECHNIQUES AND PLANNING FOR TEACHING

- Strategies : Team teaching , lecture cum Demonstration , Inductive-Deductive, Analytic-synthetic, Problem solving , seminar, small group strategies, cooperative learning , group learning, debate, discussion, Individualized strategies, CAL, Web based learning
- Techniques: Brainstorming, Buzz session, Simulation, symposium, Team teaching. – meaning, organization and importance
- Planning: Unit plan & Lesson Plan - Meaning, steps, format and importance. Psychological significance of columns and steps of Lesson Plan.

Sessional Work (Internal):

- Critical analysis of Teaching aids and their applications in instruction and learning
- Preparation and presentation of slides for teaching any topic at the school level.

SUGGESTED READINGS :

- Agarwal J. C. (2006). Essential of educational technology. Teaching and Learning. New Delhi: Vikas Publishing House Pvt. Ltd.
- Goel H.K. (2005). Teaching of Computer Science. New Delhi: RL. Lall Book Depot.
- Haseen Taj. (2006), Educational Technology, H.P. Bhargava Book House, Agra
- Haseen Taj. (2008), Current challenges in Education. Neelkamal publications pvt., ltd. Hyderabad
- Kochhar, S.K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt. Ltd.
- Krishnamurthy, R. C. (2003). Educational Technology: Expanding our vision. Delhi: Authors Press.
- Mohanty, L. (2006). ICT strategies of schools. New Delhi: Sage Publication.
- Sambath, K., Paneerselvam, A., & Santhanam, S. (2006). Introduction of educational technology. New Delhi: Sterling Publishers Pvt. Ltd.
- Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.
- Sharma, R.A. (2008). Technological foundation of education. Meerut: R. Lall Books. Depot.
- Singh, Y.K. (2009). Teaching Practice. New Delhi: APH Publishing Corporation.
- Stephen, M. A., & Stanley, R. (1985). Computer instruction: Methods and development. NJ: Prentice Hall.
- Stone, E. (1996). How to use Microsoft access. Californi: Emergy ville.
- Vanaja, M. (2006). Educational Technology. Hyderabad: Neelkamal Publications Pvt.

PEDAGOGY OF HOME SCIENCE-I**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)****Objectives:**

After completion of the course, the student teachers will be able to –

- Develop an understanding of the meaning and nature of Home Science for determining the aims and strategies of teaching learning.
- Integrate Home Science knowledge with other school subjects
- Identify and formulate aims and objectives of Home science Teaching.
- Critically evaluate the existing home science curriculum at secondary level.
- Apply various approaches and methods of teaching home science.
- Analyse different pedagogical issues in teaching home science

Unit-I

- a) Home Science as a dynamic body of knowledge; Home Science as Science and art, its nature and its application to the needs of the society.
- b) Uniqueness of Home Science and its inter disciplinary linkages vis a vis applications for human development.

Unit-II

- a) Aims and Objectives of Teaching of Home Science- Bloom's Taxonomy of Educational Objectives (revised form also),
- b) Instructional Objectives, formulation of Specific objectives in behavioral terms (Magers approach and RCEM approach).
- c) Curriculum Construction- Principles and Evaluation of existing school curriculum of Home Science at Secondary level using different evaluation Models.

Unit-III

- a) Approaches and Methods of Teaching Home Science- Lecture cum Demonstration method, Discussion method, Project method, Laboratory method, Problem solving method and Field trips in teaching of Home Science.
- b) Content and Pedagogical analysis of any five topics in Home Science.

Unit-IV

- a) Food, its constituents, functions and sources.
- b) Care and maintenance of cotton, wool and silk.
- c) Guidelines for making flower arrangement and rangoli.
- d) Elements of art in interior decoration.

Practical work (Internal) Any two of the following

- Flower arrangement and Rangoli
- Visit to an industry related to food processing/ home decoration and report writing.
- Activities for aesthetic development.

BOOKS SUGGESTED:

- Begum, Fahmeeda (2006) Modern Teaching of Home Science. Anmol Publications, New Delhi.

- Bhargava, Priya (2004) Teaching of Home Science. Commonwealth Publishers, New Delhi.
- Chandra, Arvinda, Shah, Anupama and Joshi, Uma (1995) Fundamentals of Teaching of Home Science. Sterling Publisher, New Delhi.
- Das, R.R. and Ray, Binita (1985) Teaching of Home Science Sterling Publishers, New Delhi.
- Kapoor, Ritu (1994) Teaching of Home Science. Parkash Book Depot, Ludhiana.
- Mago, Neelam: Teaching of Home Science. Tandon Publications, Ludhiana.
- Seshaiyah, Ponnana Rama (2004) Methods of Teaching Home Science. Discovery Publishing House, New Delhi.
- Sharma, Shaloo (2002) Modern Methods of Teaching Home Science. Sarup & Sons, New Delhi.
- Siddiqui, Mujibul Hasan (2007) Teaching of Home Science. A.P.H. Publishing Corporation, New Delhi.
- Yadav, Seema (1994) Teaching of Home Science. Anmol Publications, New Delhi.
- Sharma, B.L. and Saxena, B.M. (2012) Teaching of Home Science. R. Lall Book Depot, Meerut.
- Grover, Meenu (2012) Teaching of Home Science, Saurabh Publishing House, New Delhi.

C-6&7

PEDAGOGY OF MATHEMATICS-I

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES:

After completion of course the students will be able to:

- Develop insight into the meaning, nature, scope and objective of mathematics education;
- Appreciate the role of mathematics in day-to-day life;
- Learn important mathematics: mathematics is more than formulas and mechanical procedures;
- Channelize, evaluate, explain and reconstruct their thinking;
- See mathematics as something to talk about, to communicate through, to discuss among themselves, to work together on;
- Appreciate the importance of mathematics laboratory in learning mathematics;
- Construct appropriate assessment tools for evaluating mathematics learning;
- Develop ability to use the concepts for life skills;
- Stimulate curiosity, creativity and inventiveness in mathematics;
- Develop competencies for teaching-learning mathematics through various measures
- Focus on understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning processes; and

- Examine the language of mathematics, engaging with research on children's learning in specific areas.

Course Content:

Unit I: NATURE AND SCOPE OF MATHEMATICS

1. Meaning and building blocks of Mathematics- Axioms, Propositions, Postulates, Quantifiers.
2. Nature and scope of mathematics- Truth, Logic, Reasoning, Deductive, Problem Solving; Scope of mathematics.
3. A mathematical theorem and its Invariants- converse, inverse and contrapositive, proofs and types of proofs, Difference between proof and verification; Aesthetics by Birkhoff.
4. History of mathematics with special emphasis on teaching of mathematics, contribution of Mathematicians- Aryabhata, Ramanujan, Pythagoras & Euclid.

Unit II: AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

1. Need for establishing general objectives for teaching mathematics; Aims and objectives of teaching mathematics
2. Writing specific objectives and teaching points of various content areas in mathematics like Algebra, Geometry, Trigonometry.

UNIT III: APPROACHES AND STRATEGIES IN TEACHING AND LEARNING OF MATHEMATICAL CONCEPTS

1. Nature of concepts; concept formation and concept assimilation; Concept Attainment Model.
2. Strategies for mathematical concepts- Activity based, Inductive- Deductive, Problem Solving, Project Method.
3. Cooperative Learning ensuring equal partnership of learners with special needs
4. Pedagogical analysis of topics in mathematics

UNIT IV: PLANNING FOR TEACHING-LEARNING MATHEMATICS

1. Unit planning- Meaning and Characteristics
2. Lesson Planning- Meaning, Need and Importance, steps for preparation and construction of lesson plans- Objective based, ICT based, Diary format and model based lesson plans
3. Instructional aid and its types, use of ICT in teaching of mathematics

Sessional Work (internal): The students may undertake and one of the following activities:

- Assignment on construction of Test items
- Analysis of famous quotations on Mathematics
- Preparing Instructional aids.

Suggested Readings :

- Anthony, Glende and Walshaw, Margaret (2009). *Effective Pedagogy in Mathematics: Gonnet Imprimeur, 01300 Belley, France.*
- Arora, S.K. (2000). *How to Teach Mathematics.* New Delhi: Sterling Publishers Pvt. Ltd.
- Gakhar, S.C. and Jaidka, M.L. (2003). *Teaching of Mathematics.* Panipat: M/s N.M. Publishers.

- Hukum, Avtar Ram and Singh, V.P. (2005). *A Handbook for Designing Mathematics Laboratory in Schools*. New Delhi: NCERT.
- Mangal, S. K. (2007). *Teaching of Mathematics*. New Delhi: Arya Book Depot
- *N.C.E.R.T. Text Books 6th to 10th Standard*.
- *National Focus on Teaching of Mathematics*. Publication Department by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110016.
- *Pedagogy of Mathematics : Textbook for two year B.Ed Course*. Publication Department by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110016.
- Shankaran & Gupta, H. N. (1984). *Content-cum-Methodology of Teaching Mathematics*. New Delhi: NCERT
- Siddiqui, Hasan. Mujibul (2005). *Teaching of Mathematics*: New Delhi: A.P.H Publishing co-operation.
- Sidhu, K.S. (1998). *Teaching of Mathematics*. New Delhi: Sterling Publication Pvt. Ltd.
- Thomas, A. S. (1993). *Mathematics for Elementary Teachers (An Interactive Approach)*. Florida: HBJ Publishers

Websites :

- <http://www.ncert.nic.in>
- <http://rse.sagepub.com>
- <http://www.edfac.unimelb.ed.ac>
- <http://www.eric.ed.gov>
- <http://www.merga.net.au>
- <http://ling.springerimages.com>
- <http://www.ibe.unesco.org>

C-6&7**PEDAGOGY OF HEALTH AND PHYSICAL EDUCATION****Total Marks: 50 (Theory: 40 + Internal Assessment: 10)****Objectives:**

- To enable student teachers to develop an understanding of aims, objectives and importance of teaching of Health and Physical Education and Develop an understanding of the concept of Health Education.
- To describe the relationship of Health and Physical Education with other subjects.
- To develop awareness regarding first aid.
- To develop an awareness regarding the importance of physical fitness in individual and social life.
- To understand the Importance of Health and Physical Education Infrastructure, Equipments and Text Book.
- To acquaint them for food elements of balanced diet and food and its functions.
- To develop awareness regarding posture.
- To make pupil teacher aware of eligibility conditions to become Health and physical education teacher.
- To make the teaching of Health and Physical Education more interesting and innovative.

COURSE CONTENT**Unit : I**

1. Health and Physical Education: Definition, Scope, Aims and Objectives of Health & Physical Education in school curriculum.
2. Need and Importance: Health and Physical Education programme in school curriculum.
3. Relationship: Health and Physical Education with General Education, Sociology and Psychology.

Unit : II

1. Health and Physical Education Teacher: Qualifications, Qualities and Responsibilities.
2. Health and Physical Education Text book: Need, Importance and Qualities of text book. Role of textbooks in teaching of Physical Education.
3. Health and Physical Education Infrastructure (Room, Indoor and Outdoor Play Fields) and Equipments: Need and Importance.
4. Physical Fitness: Components of Physical Fitness and Factors Effecting Physical Fitness.

Unit : III

1. Health Education: Concept of Health Education, Aims and Objectives of Health Education.
2. Balanced Diet: Meaning, Components of Balanced Diet and Functions of Food.
3. Posture: Importance of Good Posture, Common Postural Defects and Remedial Exercises.

UNIT: IV

1. Warming Up: Meaning, Importance of Warming and Cooling Down.
2. First Aid: Meaning, Need and Principles.
3. Recreation Programme: Significance of Recreation Programmes in School.
4. Rules and Regulations:
Games: (a) Badminton (b) Volleyball

Internal Practical:

1. To help in conduct and organization of annual sports meet of the college.
2. (a) Types of Track Events.
(b) Rules and Regulations:
Athletics: (i) Shot Put (ii) Long Jump

RECOMMENDED BOOKS:

- Atwal & Kansal, (2003) A Textbook of Health, Physical Education and Sports, Jalandhar, A.P. Publisher.
- Malik, Neeru and Malik, Rakesh (2005). Health and Physical Education. Gurusar Sadhar: Gurusar Book Depot Publications.

- Sandhu, S.S. (2009). Teaching of Physical Education. Ludhiana: Chetna Parkashan.
- Brar, Rachhpal Singh; Rathi, Nirmaljit Kaur and Gill, Manmeet Kaur (2004). Creative Teaching of Physical Education. Ludhiana: Kalyani Publishers.
- Brar, T.S. (2002). Officiating Techniques in Track and Field. Gwalior: Bhargava Press.
- Willmore, J.H. Costall: Physiology of Sports and Exercises. Human Kinetics Language Book Society, Champaign. IL
- Manjul, J.U.S., (1965). School Swasthya Shiksha, Agra University: Universal Publisher
- Kaur, Manjit and Sharma, R. C: An Introduction to Health and Physical Education. Tandon Publishers, Ludhiana.
- Thomas, J.P.: Organizations of Physical Education. Gnanodaya Press, Madras.
- Voltmeter, F.V. and Esslinger, A. E. (1964): The Organisation and Administration of Physical Education. Third Edition. The Times of India Press, Bombay.
- Bucher, C.A., (1964). Foundations of Physical Education, New York: Mosby and Company.
- Kamlesh, M. L. (1983): Psychology in Physical Education and Sports. Metropolitan Book Company, New Delhi.
- Singh, Ajmer and Others (2004): Essentials of Physical Education. Kalyani Publishers, Ludhiana.

C-6&7

PEDAGOGY OF COMMERCE-I

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Course Objectives

- To develop an understanding of the content in commerce
- To acquire the knowledge of nature and scope of commerce
- To acquire the knowledge of history of commerce
- To develop an appreciation towards the role of commerce in daily life.
- To develop the understanding of aims and objectives of teaching commerce.
- To develop the understanding of the various methods, approaches and techniques of teaching commerce.
- To develop an understanding of planning daily lessons and unit plan.
- To apply the knowledge of methodology in their teaching

UNIT- I: MEANING, NATURE AND SCOPE OF COMMERCE

- Meaning, nature and scope of commerce.
- Importance of Commerce in daily life.
- Structure of commerce as a subject
- Place of Commerce in school curriculum.
- Correlation of Commerce with Economics, Mathematics, Geography, Social Science.

UNIT –II: OBJECTIVES OF TEACHING & LEARNING COMMERCE

- General aims and objectives of teaching Commerce.
- Specific Aims of Teaching Commerce – Disciplinary, Utilitarian & Cultural.
- Objectives of Teaching Commerce according to Bloom’s Taxonomy of Educational objectives.
- List of Instructional objectives in Behavioural terms.

UNIT – III: APPROACHES AND METHODS OF TEACHING COMMERCE AND LESSON PLANNING

- Lecture method, Discussion method, Lecture-cum-demonstration method, Inductive deductive method, Survey and Market studies, Analytical method, Project method, Problem solving method, Simulation and Role Playing Techniques.
- Unit Analysis, Content Analysis and Task Analysis; Planning daily lesson plan; Unit plan- Steps, format, advantages of unit planning; Difference between Unit Plan and Lesson Plan.

UNIT- IV: BUSINESS AND BANKING

Nature of Business- Meaning, scope of Business, Evolution of Business, different stages involved in business, Business ethics; meaning and importance of large scale business organizations; Forms of Business ownership- Meaning and kinds; partnership Firms – Meaning, features, Types, Advantages, limitations as well as Applicability; Banking-Meaning and characteristics of Banks, different types of accounts, advantages of Bank accounts.

Sessional Work: (Internal) Any one of the following

- Visit to banks, insurance house, trade centers, companies & other business house.
- Collection of business documents, newspaper or magazines articles and analyze them.

References

- Kaura & Chopra (2015). Pedagogy of Commerce. Ludhiana: Tandon Brothers.
- Aggarwal (2008) Teaching of Commerce: A Practical Approach (2nd ed) UP: Vikas Publishing House Pvt. Ltd.
- Bhatia & Bhatia, (2000). The Principles and Methods of Teaching, Delhi: Doaba House
- Kochhar, S.K., (1997) Methods and Techniques of Teaching, Sterling Publishers Pvt. Ltd.
- Chauhan S.S (2008) Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt. Ltd.
- Dhand, H (2009). Techniques of Teaching, New Delhi: APH Publishing Corporation.
- Sharma, R.N. (2008) Principles and Techniques of Education. New Delhi: APH Publishing Corporation.
- Siddiqui, M.H. (2009). Techniques of Classroom Teaching. New Delhi APH Publishing Corporation
- Singh, Y.K. (2009) Teaching of Commerce. New Delhi: APH Publishing Corporation.

PEDAGOGY OF AGRICULTURE-I**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)****OBJECTIVES**

- 1.To make student teachers familiar with the importance of the subjects.
- 2.To develop power of critical thinking in the student teachers.
- 3.To apprise student teachers of different methodologies for teaching Agriculture at the school stage.

COURSE CONTENT**UNIT-I**

- (a) Meaning and Scope of Agriculture.
- (b) Aims of Teaching Agriculture and its Place in the School Curriculum.
- (c) Correlation of Agriculture with Economics, Geography, Ecology and Biology.

UNIT-II

- (a) Methods of Teaching Agriculture as Demonstration, Discussion, Problem-solving, Project and observation.
- (b) Lesson Planning, unit planning
- (c) Types and use of various agricultural implements.

UNIT-III

- (a) Brief History of Agriculture in Punjab after green revolution.
- (b) Knowledge about sowing of Rabbi and Kharif crops in India.

UNIT-IV

- (a) Soil: Type, Formation, Soil Fertility, Soil Conservation.
- (b) Tillage: Preparatory Tillage, methods of Sowing Seeds, Tillage Implements & Tools.
- (c) Manure: Natural and Agriculture Manures, Farmyard Manure, Compost, Green Manure, Nitrogenous, Potassic and Phosphatic Manures.

Internal Practical/ sessional work :

Prepare a scrapbook with different seeds, leaves and their properties.

BOOKS SUGGESTED:

ICAR Handbook of Agriculture. New Delhi: Govt. of India.

*Handbook of Agriculture.*Ludhiana: PAU.

Sharma, R.C. :*Modern Science Teaching.*

PEDAGOGY OF MUSIC-I**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)****OBJECTIVES**

- To enable student teacher to understand the importance of Indian Music.
- To provide knowledge of different methods and techniques of teaching music.
- To acquaint student teacher with latest teaching skills.
- To equip with various types of Ragas and different talas.
- To enable student teachers to organise competitions.
- To develop understanding & aesthetic sense in student.

COURSE CONTENT**UNIT-I**

- a) Historical development of Music and Musical instruments from Ancient times to Modern Times;
- b) Aims & objectives of teaching of music, importance of Music in daily life.
- c) Indian Classical and light Music in educational institutions – Its importance, popularization.

UNIT-II

- (a) Methods of teaching music at secondary level
- (b) Relationship of music with other Fine arts subjects.
- (c) Voice-culture & larynx

UNIT-III

- (a) Music Curriculum construction
- (b) Writing a lesson plan, unit plan –concept, procedure, importance.
- (c) Evaluation in Music: Theory and Practical

UNIT-IV

- (a) Knowledge of following Talas- Ekgun & Dugun of Dadra, Rupak, Keharva, Jhaptal, Ektal, Chartal and Teental.
- (b) Knowledge of different parts of instruments Tanpura/Sitar/Tabla.
- (c) Knowledge of following raga- Bhairav, Bhairavi, Eman Kalyan, Bhupali or Malkawns

Internal Practical

- a) Preparing a scrap book on any two famous Musicians and their contribution.
- b) Recitation or playing on musical instrument of National Anthem.

Suggested Readings :

Khanna, Jyoti (2015). *Sangeet Adhyapan*. Ludhiana: Tandon Publications.

Saryu Kalekar - Teaching of Music

Panna Lal Madare - Teaching of Music\

C- 6&7

PEDAGOGY OF FINE ARTS-I

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES:

To enable student teachers to:

- Learn and understand the concept, importance and scope of art and to apply them in teaching and in daily life.
- Acquaint with objectives and different principles of fine arts.
- Develop the skill of using various teaching methods and techniques for teaching of fine arts.
- Develop criticism and aesthetic sense.
- Develop imagination and sense of appreciation and interest in teaching of fine arts.
- Know about professional competencies of fine arts teacher.

COURSE CONTENT:

UNIT-I

1. What is Art : Concept, Importance and Scope/different forms of Art
2. Origin and development of art in India with special reference to pre-historic and Mughal Period.
3. Aims and objectives of teaching Fine Arts at secondary level; Role of art in daily life.
4. Principles of teaching Fine Arts.

UNIT-II

1. Importance of Exhibitions & Competitions in encouraging creative Expressions among Students.
2. Principles of curriculum construction at secondary level.
3. (a) Importance of Art Room - its organization and various requirements.
(b) Art criticism and aesthetic judgment in evaluating an art object.
4. Contributions of Artists: Sobha Singh, Amrita Shergill, Rabinder Nath Tagore, Satish Gujral.

UNIT-III

1. Qualities and professional competencies of fine arts teacher.
2. Methods and Techniques of teaching Fine Arts:

- a. Lecture cum Demonstration method.
 - b. Direct Observation method.
 - c. Method of Imagination and Free Expression.
3. New trends in teaching of Fine Arts.

UNIT-IV

1. Art as an occupation.
2. Design- Its meaning & types.
3. Colour- Types and effects.

INTERNAL PRACTICAL

Practical work to be submitted by students during the session:

- (a) One Canvas in size 18" X 22"
- (b) One utility item.
- (c) Size-½ Imperial Size Sheet.
 - I. Landscapes - 2
 - II. Design – 2

BOOKS RECOMMENDED:

- Brown, Percy (1953). *Indian Painting*, Calcutta.
 - Chawla, S.S. (1986). *Teaching of Art*. Patiala: Publication Bureau, Punjabi University.
 - Harriet, Goldstein (1964). *Art in Everyday Life*. Calcutta: Oxford and IBH Publishing Company.
 - Jaswani, K.K., *Teaching and Appreciation of Art in Schools*.
 - Lowenfeld Viktor. *Creative and Mental Growth*.
 - Margaret, Marie Deneck (1976). *Indian Art*. London: The Himalata Publication.
 - Sharma, L.C., *History of Art*, Goel Publishing House, Meerut.
 - Read, Herbert. *Education through art* [paperback].
- Shelar, Sanjay. *Still Life*. JyotsnaPrakashan.

C- 6&7

PEDAGOGY OF ENGLISH – I

Total Marks: 50 (Theory : 40 + Internal Assessment : 10)

Objectives

After completion of course the student will be able to

- Understand the nature of English language and its relation to disciplinary knowledge
- Analyse the pedagogy as the integration of knowledge about the learner, the subject and societal context
- Apply pedagogical approaches for the teaching in different situations

Contents**UNIT-I :- Role of language and position of English in India**

- a) Nature of language: Linguistic principles & their pedagogical implications
- b) Language and society: With special reference to gender, identity, power and class (society).
- c) Role of English language in the Indian context: English as a colonial language, English in post-colonial times; English as a language of knowledge; position of English as second language in India; English and role of mother tongue; English as a link language in global context; challenges of teaching and learning English.

UNIT-II Methods and Approaches of Language Teaching

Methods

- a) Grammar Translation Method
- b) Direct/Natural Method
- c) Audio-Lingual Method

Approaches

- a) Structural-Situational Approach
- b) Communicative Approach
- c) Multilingual Approach
- d) Constructive Approach

UNIT-III Acquisition of Language Skills

- a) Acquisition of language skills :- Listening and speaking,
Developing listening skills: Identification of sounds, understanding syntactic patterns, identifying emotional/attitudinal tone
Tasks, materials and resources for developing the listening and speaking skills: Story-telling, dialogues, situational conversations, role play, simulation, speech, game and context, discussion, debate, workshop and seminar.
- b) Teaching of Grammar (Inductive and Deductive approach)
- c) Teaching of Vocabulary

UNIT-IV Evaluation of language proficiency of student teacher in the areas of (according to CBSE and PSEB pattern)

- a) Grammar : Parts of speech, Reported speech, voice and vocabulary items
- b) Unseen passage (Factual and literary passage)

SESSIONAL WORK

Organise any literary activity mentioned in UNIT-III part one and also write a report for the same.

Suggested Readings :

- Balasubramaniam, T. (1981). *A Textbook of English Phonetics for Indian Students*. Mumbai: Macmillan India Ltd.
- Bhandari, C.S. and Other (1966). *Teaching of English: A Handbook for Teachers*. New Delhi: Orient Longmans.

- Bhatia, K.K. (2006). *Teaching and Learning English as a Foreign Language*. New Delhi: Kalyani Publishers.
- Bhatia, K.K. and Kaur, Navneet (2011). *Teaching and Learning English as a Foreign Language*. Ludhiana : Kalyani Publishers.
- Bindra, R. (2005). *Teaching of English*. Jammu: Radha Krishan Anand and Co.
- Bisht, Abha Rani. *Teaching of English in India*. Agra: Vinod Pustak Mandir.
- Bright, J.A. and Mc Gregor, G.P. (1981). *Teaching English as a Second Language*. London: Longmans, ELBS.
- Carroll, B.J. (1972). *Systems and Structures of English*. London: Oxford University Press.
- Damodar G, Shailaja P, Rajeshwar M. (Eds.) (2001). *IT Revolution, Globalization and the Teaching of English*. New Delhi: Atlantic Publishers and Distributors.
- Doff, A. (1988). *Teach English: A Training Course for Teachers*. Cambridge: The British Council and Cambridge University Press.
- Forrester, Jean F. (1970). *Teaching Without lecturing*. London: Oxford University Press.
- French, F.G. (1963). *Teaching English as an International Language*. London: OUP.
- Gokak, V.K. (1963). *English in India. Its Present and Future*. Bombay: Asia Publishing House.
- Hornby, A.S. (1962). *The Teaching of Structural Words and Sentence Patterns*. London: OUP.
- Kohli, A.L. (1999). *Techniques of Teaching English*. New Delhi: Dhanpat Rai and Company.
- Sachdeva, M.S. (2007). *Teaching of English*. Patiala: Twenty First Century Publications.
- Sahu, B.K. (2004). *Teaching of English*. Ludhiana: Kalyani Publishers.
- Sharma, P. (2011). *Teaching of English: Skill and Methods*. Delhi: Shipra Publication.

C-6&7

Pedagogy of Punjabi

(Font: Ajitjanmeja22)

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

nfXnkgB : [rsK L-

GkFD, ftuko-tNKdok, ezw ;"IgDhnK, ;ot/yD, gkmKso-fefonktK, ftFb/FD, nfGnk;, ohftT{, ;?whBko ns/ gkm gqdoFB .

gkm ;wZroh L-

fJekJh 1

- 1 GkFk - gfoGkFk, nXko, gqfeqsh ns/ T[sgsh d/ f;XKs .
- 2 gzikph GkFk dk fBek; ns/ ftek;.
- 3 fbZgh d/ noE, r[ow[yh fbZgh dh gqkuhBsk ns/ nB[e{bsk .
- 4 wks GkFk dh f;Zfynk d/ T[d/F, wjZst ns/ wks-GkFk f;Zfynk d/ f;XKs, ;{so .

fJekJh 2

- 1 GkFk f;Zfynk ftZu ;[DB ns/ ;wMD dk wjZst, ;[DB Fesh d/ ftek; bJh b'VhId/ nfGnk;.
- 2 p'bukb dh f;Zfynk dk wjZst, nF[ZX T[ukoB d/ ekoB ns/ ;[Xko, w"fyefefonktK (tkoskbbkg, tkd-fttkd, GkFD, ejkDh ;[BkT[Dk) .
- 3 gVQBk f;ykT[D dhNk w[Zy ftXhnK ns/ gVQkjh f;Zfynk dhNk fe;wK - ;{yw gVQkjh ns/ ;E{b gVQkjh, T[&Zuh gkm ns/ w"B gkm dk wjZst .
- 4 fbyD ebk dk wjZst, fbyDk f;ykT[D dhNk nt;EktK, ftXhnK ns/ nF[ZX Fpd i'VK d/ ekoB ns/ ;[Xko .

fJekJh 3 L-

- 1 wks-GkFk dh gkm-g[;se - wjZst, ftF/;sktK ns/ ;whfynk .
- 2 GkFk g[;sebk - wjZst ns/ gVQB o[uhnK dk ftek; .
- 3 GkFk gq:'rFkbk - noE, T[d/F ns/ T[g:'rh wjZst .
- 4 wks-GkFk dk gkmeqw - noE, wjZst ns/ fBowkD d/ f;Xks .

fJekJh 4 L-

- 1 toB p'X - ;to, ftnziB, nB[Bkf;e, d[Zs nZyo, brK-wksoK, brk]o, Fpd i'VK d/ fB:w .
- 2 Fpd p'X, FpdK d/ G/d - Fpd Fq/DhnK, ;pd ouBk, ftX/so, fto'Xh Fpd, pj[s/ FpdK dh EK fJZe Fpd, pj[-noEe Fpd .

nzdo{Bh gq:'r L-

- 1 fBoXkos gkm-g[;se dk w[bKeD (6thI s'I 10thI sZe)
- 2 Translation of one article in English (3/4 pages) into Punjabi language

;jKfJe g[;seK L-

- f;zx, j (1966)H gzikph pko/, gfNnkkbL gzikph :{Bhtof;Nh .
 f;zx, joehosH gzikph Fpd o{g ns/ Fpd .
 f;zx, ihH (1971)H r[ow[yh fbgh pko/, b[fXnkDk bkj"o p[Ze Fkg .
 f;zx, ihHphH (1950)H r[ow[yh fbgh dk iBw s/ ftek;H uzvhrVQ L gzikp :{Bhtof;Nh .
 f;zx, shoEH gzikph nfXnkgBH . n?;HihH gpfbFo}, ibzXo
 f;zx, gq/w gqekFH gzikph GkFk dk fgS'eV .
 ;/y'I, ;H;H ns/ ;/y'I gHgH (1961)H gzikph p'bh dk fJfsjk;,
 ;/y'I, ;H;H ns/ ;/y'I wHeH (2009)H gzikph GkFk dk nfXnkgB, b[fXnkDk L efbnkDh gpfbFo} .
 ;zxk, ;HFH (2004)H gzikph GkFk ftfrnkB, ibzXo L gzikph GkFk nekdwH .
 ezr, e[bpho f;zx, GkFk ftfrnkB, gzikph GkFk s/ r[ow[yh fbgh .

i;, i;tzs f;zx (2012)H wks-GkFk dh f;Zfynk ftXhH ibzXo L fBT{
p[Ze ezgBh .
Bzdok, fJzdod/t f;zx (2008)H gzikph GkFk dk nfXnkgBH gfNnkkb L
NtzNh c;N ;?Iu[oh gpbhe/FB}
Bzdok, fJzdod/t f;zx ns/ ;ckfJnk, oHeH (2008)H nkX[fBe gzikph
nfXnkgB L b[fXnkDk ftB'd gpbhe/FB}
gdw, fgnkok f;zx (1969)H gzikph p'bh dk fJfsjk;, gfNnkkb L
ebw wzfdo .
gzikph GkFk, ftnkeoB ns/ pDso, gfNnkkb L gzikph
:{Bhtof;Nh .

C-6&7

हिंदी शिक्षण (Pedagogy of Hindi-I) (Agra Font)

कुल अंक: 50 (सै नितिक परीक्षा: 40 +आन्तरिक मूल्यांकन: 10)

1. हिंदी शिक्षण के लिए भाषा संबंधी आधारभूत योगिताओं का विकास करना।
2. भाषा के स्वरूप और व्यवस्था का ज्ञान करवाना।
3. भाषा सीखने के तरीके और प्रक्रिया को जानना।
4. भाषायी कौशलों में दक्षता का विकास करना।
5. भाषा के व्यावहारिक प्रयोग में निपुणता लाना।
6. साहित्य की विभिन्न विधाओं का ज्ञान करवाना।
7. इकाई एवं पाठ-योजना निर्माण के योग्य बनाना।
8. शिक्षण सहायक सामग्री के निर्माण तथा प्रयोग की कुशलता का विकास करना।

इकाई क)

- क. भाषा का अर्थ, आधार, प्रकृति, एवं विविध रूप।
 ख. हिंदी भाषा एवं देवनागरी लिपि की विशेषताएँ एवं सीमाएँ।
 ग. हिंदी भाषा शिक्षण - महत्व, उद्देश्य एवं चुनौतियाँ।
 घ. हिंदी शिक्षण के सामान्य सिद्धान्त एवं सूत्र।

इकाई ख)

- क. श्रवण कौशल - अर्थ, उद्देश्य एवं विकसित करने की विधियाँ।
 ख. मौखिक अभिव्यक्ति - अर्थ, उद्देश्य, गुण एवं विधियाँ।
 ग. पठन कौशल - अर्थ, उद्देश्य, गुण एवं प्रकार।
 घ. लेखन कौशल - अर्थ, उद्देश्य, सोपान एवं विधियाँ।

इकाई ग)

- क. शिक्षण सहायक सामग्री - अर्थ, उपयोगिता, एवं प्रकार।
 ख. इकाई योजना एवं पाठ योजना- अर्थ, महत्व, उद्देश्य, सोपान।
 ग. हिन्दी अध्यापक।
 घ. पुस्तकालय उपयोगिता एवं व्यवस्था।

इकाई घ)

- क - हिन्दी शब्दों का वर्गीकरण - अर्थ उत्पत्ति एवं व्युत्पत्ति के आधार पर।
 ख - हिन्दी ध्वनियों का वर्गीकरण - मात्रा, उच्चारण स्थल, एवं प्राण तत्व।

प्रायोगिक कार्य**क. श्रुत लेख।**

ख. अपनी पसंद की निम्न में से किसी एक साहित्यिक विधा पर तीन रचनाएँ लिखना लघु कथा, निबंध, लघु नाटक, सम्व्वाद एवं पत्र।

पुस्तक सूची :-

1. प्रसाद, केशवः ; (1972) हिंदी शिक्षण धनपतराय एण्ड कम्पनी, नई दिल्ली
2. जीत, योगेन्द्र भाई (1972) हिंदी शिक्षण : विनोद पुस्तक मंदिर, आगरा
2. खन्ना, ज्योति (2015) हिंदी शिक्षण : धनपतराय एण्ड कम्पनी, नई दिल्ली
3. सफाया, रघुनाथ (1997) हिंदी शिक्षण विधि: पंजाब किताब घर, जालन्धर
4. भाटिया के.के. और नारंग, सी. एल (1989) आधुनिक हिंदी विधियां : प्रकाशक बराड़
5. कौर सर्वजीत (2009) हिंदी अध्यापन : कल्याणी प्रकाशन, नई दिल्ली
6. सिंह, सावित्री (1997) हिंदी शिक्षण : लायल बुक डिपो, मेरठ
7. चौधरी, नंद किशोर (2009) हिंदी शिक्षण: पब्लिकेशन गुरुसर सुधार, लुधियाना
8. सिन्हा, प्रसाद शत्रुघ्न (1964) हिंदी भाषा की शिक्षण विधि: पटना, दिल्ली
9. शर्मा, ज्योति बनोट, अशोक मुख हिंदी शिक्षण : पुस्तक सदन टण्डन पब्लिकेशन
- 10 रमण विहारी लाल (1996): हिंदी शिक्षण : रस्तोगी पब्लिकेशन, मेरठ
- 11 तिवारी भोला नाथ (1990) भाषा शिक्षण : लिपि प्रकाशन, दिल्ली

Semester II**C-9****LEARNING AND TEACHING****Total Marks:-100 (External assessment:-80 + Internal Assessment:-20)****Objectives**

- To become aware of different contexts of learning and situate schools as a special environment for learning;
- To reflect on their own implicit understanding of the nature and kinds of transfer of learning;
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive, Humanistic, information processing, behaviourist views of learning as well as theories;

- Explore the possibilities of an understanding of processes in human cognition and meaning-making them as basis for designing learning environments and experiences at school;
- Gain insight and reflect on the concept of teaching and the status of teaching as a profession;
- Use various methods of teaching for transacting the curriculums in school;
- Prepare teachers for reflective teaching.

Course Content :**Unit-I PERSPECTIVES ON LEARNING:**

- Learning: Concept, Nature, Socio-cultural factors influencing learning.
- Learning Theories: Behaviourist view (Thorndike, Pavlov, Skinner), their relevance and applicability in learning situations.
- Transfer of learning: Concept, Types and Educational Implications.

Unit-II PERSPECTIVES ON LEARNING:

- Role of teacher in teaching-learning situations: (transmitter of knowledge, facilitator, Co-learner).
- Learning Theories: Cognitivist view (Kohler), Information-processing view (Sternberg), Humanistic view (Rogers), their relevance and applicability in learning situations.

UNIT- III TEACHERS AND TEACHING PROFESSION

- Concept and nature of teaching as Profession, Professional ethics for teachers.
- Reflective teaching: concept and strategies for making teachers reflective practitioners.
- Models of Teaching: Concept Attainment; Inquiry Training; Inductive thinking model.

UNIT –IV TEACHING TECHNOLOGY

- Concept, principles and techniques of pedagogy and andragogy
- Micro Teaching : concept and teaching skills (Introduction, explanation questioning, Black Board Writing, Stimulus variation).
- Interaction Analysis; Analysis of teaching of effective teachers through Flander's Interaction Analysis System (FIAS).

Sessional Work (Any two of the following):

- Analysis of learning situations through case study.

- Critical analysis of learning situation in schools and out of the schools/preparing reflective diaries, interpretation, analysis, reflection on observation and finally presentation in a group.
- Observation and analysis of teachers classroom behaviour through Flander's Interaction Analysis System (FIAS).

Suggested Readings

- Aggarawal J C , Essentials of Educational Psychology, Vikas Publishing House Ltd. New Delhi 2010
- Chauhan S.S, Advanced Educational Psychology, Vikas Publishing House Ltd. New Delhi 2009
- Charles E Skinner , Educational Psychology P H I Learning Pvt. Ltd.- New Delhi-2012
- Dandapani S , A Text Book of Advanced Educational Psychology, Anmol Publications Pvt. Ltd. NewDelhi, 2000
- De Cecco J P , Learning and Instruction, Prentice Hall of India Pvt.Ltd. New Delhi 1996
- Dr. Usha Rao, Advanced Educational Psychology Himalaya Publication House New Delhi-2008
- Caggart, G.L. (2005): *Promoting Reflective Thinking in Teachers*. Crowin Press.
- Irvine, J.J. (2003): *Educating teachers for diversity: Seeing with a cultural eye*. New York: Teachers College Press. t
- Joyce, Bruce.,Wheal, Marsha. (2003). *Modals of Teaching (7 Ed.)*. Boston: Allyn & Bacon.
- Lampert, M. (2001). *Teaching problems and the problems of teaching*. New Haven: Yale University Press.
- Linda Darling Hammond & John Bransford (ed) (2005): *Preparing Teachers for a Changing World*. Jossey-Bass, San Francisco.
- Ram, S. (1999): *Current Issues in Teacher Education*. Sarup & Sons Publications, New Delhi.
- Schon, D. (1987): *Educating the Reflective Practioner: Towards a New Design for Teaching and Learning in the Professions*. New York, Basic Books

C-10

ASSESSMENT FOR LEARNING

Total Marks:-100 (External assessment:-80 + Internal Assessment:-20)

OBJECTIVES

After completion of the course, the student teachers will be able to

- understand the nature of assessment and its role in teaching learning process

- critically analyze the role of assessment at different domains of learning
- develop the skill of construction of testing tools
- understand, analyze, manage and implement assessment data
- Examine different trends and issues in assessment

Unit-I OVERVIEW OF ASSESSMENT AND EVALUATION

- Meaning of Assessment, Distinction between assessment of learning and assessment for Learning.
- Meaning and characteristics- Measurement, Tests, Examination, Evaluation. Relationship between measurement and evaluation.
- Principles and Types of evaluation.

Unit-II ASSESSMENT TOOLS

- Types of Tests- essay type, objective type tests; teacher made and standardized tests; Norm referenced and criterion referenced tests.
- Characteristics of a good tool of evaluation: Validity, Reliability, Objectivity and Usability
- Steps of Construction of a Test: Planning (Blue Print) and Preparation

Unit-III ANALYSIS AND IMPLEMENTATION OF ASSESSMENT

- Techniques of Assessment: Project work, Assignments, Work sheets, Performance based activities, Seminars.
- Role of Feedback in Improving learning and learners' development.
- Emerging Practices in Assessment: Online, Computer Based and Open Book Examinations.

Unit-IV TRENDS AND ISSUES IN ASSESSMENT

- Existing Practices: Semester system and CCE
- Grading and Choice Based Credit System.
- Issues and Problems: Marking vs. Grading, Objectivity vs. Subjectivity, Non-Detention Policy, the menace of coaching.

SESSIONAL WORK:

- Construction of an Achievement Test on One Topic (Minimum 20 items)
- Analysis of Continuous Comprehensive Evaluation scheme at school level.

Suggested readings

- Aggarwal, R.N. & Vipin Asthana (1983): Educational Measurement & Evaluation Agra : Vinod Pustak Mandir.
- Aggarwal, Y.P. (1989): Statistical Methods. Concepts Application & Computation, New Delhi : Sterling Publishers.
- Anastasi, A. (1983): Psychological Testing..., 6th Ed. New York, The Macmillan Co. 6th Edition.
- Asthana Bipin(2011) Measurement and Evaluation in Psychology and Education. Agrwal Publications, Agra.

- Ebel, L.R. and Frisbie, D.A. (1991) : Essentials of Educational Measurement, New Delhi., Prentice Hall of India Pvt. Ltd.,
- Garrett, H.E. (1973): Statistics in Education and Psychology, Bombay, Vakils Febber and Simons.
- GOI (2009) The right of children to free and compulsory education act(2009) Retrieved from [http:// mhrd.gov.in/sites/upload-files/mhrd/files/rte.pdf](http://mhrd.gov.in/sites/upload-files/mhrd/files/rte.pdf).
- GOI (2011) Sarva Shiksha Abhiyan-Framework for implementation based on the right of children to free and Compulsory Education Act,2009. GOI Retrieved from [http:// www.uefa.com/upefaweb/admin/myuploads/SSA_frame_work_revised_9.6.2011.Pdf](http://www.uefa.com/upefaweb/admin/myuploads/SSA_frame_work_revised_9.6.2011.Pdf).
- Kubiszyn, Tom and Borich Gary(1993) Educational Testing and Measurement. Harper Collins college publishers.
- Ronald Jay Cohen, Mark, E. Swerdlik and Medhe M. Kumtheker (2014) Psychological testing and Assessment, Mc Graw Hill Education (India) Private limited.
- Sharma, R.A.(2010) Essentials of Measurement in Education and Psychology. R. Lall Book Depot, Meerut.
- Thorndike R. L and Thorndike Christ Tracy (2010) Measurement and Evaluation in Psychology and Education. PHI Learning Private Limited, New Delhi.
- Thorndike, R.L., & Hagen E.(1977) : Measurement and Evaluation on Psychology and Education. . New York., John Wiley and Sons, Inc.
- Ved Prakash, et al (2000) Grading in school, NCERT, Published at the publication division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi.

Course Code: C-11

LANGUAGE ACROSS THE CURRICULUM

(Total Marks:-50 (External assessment:-40 + Internal Assessment:-10)

Objective:

- To promote an understanding of language characteristics of learners, language usage, socio-cultural aspects of language learning, language as a process and the functional use of language across the curriculum.

Course Content

UNIT-I : Language and Learning

- a) Concept of Language. General Principles of Language Learning.
- b) Role of Language as a means of construction of reality and gaining experiences
- c) Concept formation: Meaning and Process

UNIT-II: Language at School

- Development of language and linguistic skills
- Multilingualism : Concept and techniques
- Role of home and school language in classroom instructions

UNIT-III: Basic Language Competencies Required at School

- Listening, oratory, reading and writing

- Special study of reading: cognitive basis of reading, analysis of the tasks involved in reading, motivation to read, stages of learning to read, reading ability;
- Discussion and questioning as tools of language learning

Sessional work (Internal)

Each Pupil teacher will conduct any one of the following activities:

- Developing a reading test on school students for miscue analysis.
- Analysis of any language text book.
- Project on Language environment of school

Suggested References:

- [https://en.wikipedia.org/wiki/Register_\(sociolinguistics\)](https://en.wikipedia.org/wiki/Register_(sociolinguistics))
- www.genconnection.com/English/ap/LanguageRegisters.htm
- www.edmondschools.net/Portals/3/docs/LanguageRegisters.pdf
- Halliday, M. A. K. (1978), *Language as Social Semiotic: the social interpretation of language and meaning*, Edward Arnold: London.
- Trudgill, P. (1992), *Introducing language and society*. London: Penguin.
- Wardhaugh, R. (1986), *Introduction to Sociolinguistics* (2nd ed.), Cambridge: Blackwell
- Reid, T. B. (1956), "Linguistics, structuralism, philology", *Archivum Linguisticum*
- Swales, J. (1990), *Genre Analysis. English in Academic and Research Settings*, Cambridge: Cambridge University Press.

C-12 (EPC-1)

UNDERSTANDING OF ICT

Total Marks:-50 (External Theory 40 + Internal Assessment:10)

Objectives

At the end of the course, the student- teachers will be able to-

- Interpret and adapt ICTs in line with educational aims and principles
- Acquire knowledge of computers its accessories and software.
- Acquire the skills of operating a computer in multifarious activities pertaining to teaching.
- Understanding features of MS office and their operations.
- Develop skill in using MS-Word, PowerPoint and Spreadsheet.

- Apply the knowledge gained in respect of to process various data of students as well as simple library financial transaction of the school.
- Acquire skill in accessing word wide web and internet and global accessing of information
- Integrate technology in to classroom teaching learning strategies

UNIT-I (Theory)

ICT in Education-

1. Concept of ICT, Need & Importance, Scope of ICT in teaching-Learning Process, research and administration.
2. Integrating ICT in Teacher Education, Tools of ICT,ICT for professional Development of teachers.

UNIT-II (Theory)

COMPUTER FUNDAMENTALS

1. Basic anatomy of computer, Evolution of computers, Characteristics of computer: its speed, storage, accuracy, versatile, automation, diligence.
2. Input devices-(Keyboards, Mouse, Touch Screen, MICR, Light Pen, Scanner, Joystick, and Digitizer).
3. Output devices-(VDU, Printers, Plotters, Speaker).
4. Data Storage devices-Hard Disk, Compact disk, Optical disk, Pen Drive and other devices.

UNIT-III (Theory)

1. MS-Windows-Introduction, Operate MS-Windows, Windows Manager, Working with files, Paint Brush, Note pad, Calendar, Calculator, Clock.
2. Computer Virus-Infection causes and remedies.
3. Web page: Meaning- importance- types of networking
4. Internet: need and importance.

Practical /Sessional Work

MS-Office

1. Word Processor-introduction, Concept of word processing, Entering text, formatting, saving, editing, replacing in word document.

2. Hands on Training:

- a) Write a paragraph on burning news in word document
- b) Preparation of resume.

Spreadsheet:

1. Basics of Spreadsheet, Columns and Rows
2. Spreadsheet operations-entering Numbers ,text, Dates & Time, formulae

3. Hands on Training:

- a) Preparation of result sheet using spreadsheet.

Power point Presentation

- Basics of PowerPoint- creating a presentation, preparation of different types of slides, slide design color and background, slide transition, custom animation.
- Hands on Training: Multimedia presentation on a topic relevant to the teaching subjects.

Note: Theory question Paper will be set from the first III units.

- There will be choice in each unit and each unit will carry 10 marks.
- Unit IV will be compulsory and will carry 10 marks (2 short answer questions from entire syllabi).

Practical work will be carried out from Practical area.

Suggested Readings:

- Intel Education, NCTE, .(2007). Hand book for teacher educators. Bangalore:
- Copestake, S.(2004). Exel 2002. New Delhi: Drem Tech Press.
- Srinivasam, T.M.(2002). Use of Computers and Multimedia in Education. Jaipur: Aavisakar Publication.

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- Leao, A.M.(2001). Computer for every one. New Delhi: Vikas Publishing house.
 - Petzold, C.(1998). Programming windows. USA: Microsoft Press.
 - Hahn, H.(1998). The internet-complete reference. New Delhi : Tata McGraw Hill Publication.
 - Sundararajan, K. (1998). Internet. Chennai: Kannadhasan Publications.
 - Stone, E. (1996). How to use Microsoft Access. California: Emeryville.
 - Simon, C. (1995) The way Microsoft windows 95 works. USA: Microsoft Press.
 - Information and Communication Technology in School: A Handbook for Teachers or How ICT can create Ne, Open Learning Environments.
 - National Mission In Education through ICT
 - James, K.L.(2003). The internet: A user's guide. Prentice Hall of india Pvt. Ltd: New Delhi.
 - Rosenberg,M.J.(2001) e-Learning , New York:Mcgrowhill.
 - Peter Norton(2010) Virtual Learning , McGraw-Hill.

C-13 –A (EPC-II-A): Drama and Art in Education**Total Marks:-25 (EXTERNAL PRACTICAL)****Objectives:**

- To acquaint the students with art, music and drama for expression and communication purpose.
- To develop imagination, aesthetics and sense of appreciation for Arts.
- To understand local culture, art forms and interpret art work.
- To understand self and self expressions for enhancing creativity.
- To develop the sense of correlation of art with education.
- To prepare effective teaching aids for effective teaching learning.
- To train, enhance some theatre and music skills that will help them be Creative and enlightened teachers.
- To write legibly on chalk board.
- To learn to handle and display teaching material.

Activities/ Practical/ sessional work by preparing file and demonstrating these in external practical examination :(Any 3 by selecting one each from the Part-A, B and C)

Part-A

- Acting exercise for body and movements, voice and speech.
- Stage Setting, Make – up of theatre items.

Part-B

- Participation in any Musical/theatrical/heritage item is compulsory during session.
- Demonstration/ Depiction of any 2 folk dances of India with costumes and instrument.

Part-C

- Collection or Demonstration of any four folk songs.
- To prepare project work of any two Indian festivals and its artistic significance.

Practical Examination:**Practical file: 10 Marks****Demonstration of activities and viva –voce: 15 Marks (5 for each Part-A. B and C)**

Suggested Readings:

- A.K. Dhawan: Dhawan's Art Book. B-IX 1076 Dhawan Building, Ludhiana.
- Black Board Writing and Work Experience. Prakashan Kendra, New Buildings, Aminabad, Lucknow.
- Dr. Kapuria: Stick and Sketch. Khanna Printers, Phagwara Gate, Jalandhar.
- Gupta S.P., (2002): Elements of Indian Art, Inderaprastha Museum of art and Archaeology, New Delhi.
- Ray Niharranjan, (1984): an Approach to Indian Art, Publication Bureau.
- Roy C. Craven, (1995): Indian Art A Concise History, Thames and Hudson Ltd, London.
- Sharma L. C., (2002): A Brief history of Indian Painting, Goel Publishing House, Meerut.
- Thames and Hudson: How to Paint and Draw. 30 Bloomsbury Street, London.
- Work Experience and Black Board Writing, Neeraj Publications, Rohtak.
- NatyaShastra by Bharat Muni.
- NCERT (2006). Position paper : National focus group on Arts, Music, Dance and theatre, new delhi: NCERT
- KapilaVatsyan: Indian Classical Dance.
- Richard Corson : Stag Makeup
- Shiv Kumar Madhur: Bharat kaloknatya.
- Utpalk Banerjee: Indian Performing Art.
- Awasthi, S.S. (1964): A Critique of Hindustani Music and Music Education. Jalandhar.
- Bhatkhande, V. M.(1987): KRAMIK , PustakMahika , Laxmi Narayan Garg, Hathras.
- Bhatnagar, S. (1988): Teaching of Music. Monika Parkashan, Shimla.
- Kalekar ,Saryu (1986): SangeetShikshanParichaya.
- Khanna, Jyoti (2015): *Sangeet Adhyapan*. Ludhiana: Tandon Publications.
- Panna Lal Madare: Teaching of Music, Jalandhar Publishers

C-13 –B (EPC-II-B): WORK EXPERIENCE PROGRAMME

(Any one of the following crafts)

Total Marks:-25 (EXTERNAL PRACTICAL)

1. CANDLE MAKING

Total Marks: 25 (External Practical)

Objectives:

- i. To provide hands on experience and develop dignity of work

- ii. To develop sense of organization and aesthetic sense in students
- iii. To provide opportunities for creative expression
- iv. To enable them to make different types of candles

Theory: (1) Wax:- Introduction of different types of wax.

(2) Basic requirements of candle making

(3) Procedure of candle making

(4) Making different types of candles: floating candle, layer candle, chips, ice candle, mould free candle.

(5) Safety measures in candle making.

Practical: Preparation and decoration of ten candles of different shapes. (10 marks)

External Practical: Preparation of candle on the spot at the time of practical exam. (10 marks) ; Practical File (10 marks); Viva Voce (5 marks)

Books Suggested: Khanna, Sunil. Candle Making, Chandigarh: Triveni Publications.

2. CANE MAKING

Total Marks: 25 (External Practical)

Objectives:

- (i) To provide hands on experience and develop dignity of work
- (ii) To develop sense of organization and aesthetic sense in students
- (iii) To provide opportunities for creative expression
- (iv) To learn to handle and display material
- (v) To prepare and improvise teaching aids for effective teaching and learning

Practical Work:

(1) Making cane samples with each of the following weaves: Plain weave, Basket weave, Twill weave and Satin weave

(2) To prepare any five items of different types of weaving:- Toys, Baskets, Chairs, Table mats, Foot mats, Purse/ Bag Books

External Practical: Preparation of any one item (mentioned above) on the spot at the time of practical exam. (10 marks) ; Display of prepared Cane samples - five items (10 marks) ; and Viva Voce : 5 marks ;

Suggested Readings : Grewal, N. A text book of home science B.A. II (H), A.P. Publishers, Jalandhar.

3. CLAY MODELLING

Total Marks: 25 (External Practical)

Objectives:

- (i) Development of creativity and imagination.
- (ii) Develop a sense of beauty.
- (iii) Develop a sense of organization and an aesthetic sense in them.
- (iv) To prepare /improve teaching aids for effective teaching learning.
- (v) Learn to handle and display teaching material.

Practical work: To prepare a file and any 10 items of the following : (i) Dancing Figure (ii) Mother and child (iii) Man in resting pose (iv) Any animal (v) Animal in action (vi) Labourer in action (vii) Mountain (viii) Carry capture (Cartoon) (ix) Political Leader (x) Any Player (xi) Any face (Man, Woman, Child) (xii) One educational model in teaching subject is compulsory.

External Practical: Preparation of any one item (mentioned above) on the spot at the time of practical exam. (10 marks) ; Practical File (10 marks); Viva Voce (5 marks)

4. GARDENING

Total Marks: 25 (External Practical)

Theory: a) Gardening: Meaning and Importance

b) Soil: Types and Fertility

c) Manures and Fertilizers- Farm yard Manure, Green Manure, Nitrogenous, Phosphate and Potassic Fertilizers.

d) Parts of a typical Flowering Plant

e) Seed Germination

f) Gardening Tools and Equipments

g) Methods of Irrigation

h) Weeds: Important Weeds of Crops and their Control

i) Growing of Important Crops like Brinjal, Onion, Cabbage, Cauliflower, Spinach and Radish.

j) Procedure for Potting a Plant

Practical Work: a) Preparation of a lawn/flowerbed/kitchen garden

b) Potting the Plants

c) Collection of Seeds and Leaves

d) Preparation of Practical Note Book

External Practical: Evaluation of prepared lawn/flowerbed/kitchen garden (5 marks); Potting the Plants (5 marks); Collection of Seeds and Leaves (5 marks); Preparation of

Practical Note Book (5 marks); Viva voce - 5 marks

5. INTERIOR DECORATION

Total Marks: 25 (External Practical)

A. To prepare any seven out of the following:

1. Making and arranging flowers of paper and cloth (Minimum three (3) types).
2. Using waste articles for preparation of decorative items.
3. Wall hanging for decoration (glass painting mural making etc.)
4. Paper mashing work.
5. Collage making for preparing any innovative item (using any material).
6. Fabric painting
7. Pot painting
8. Floor decoration (Rangoli, Alpana, paper cutting etc. minimum 2'x2')
9. Tile painting and decoration (minimum 1'x1')
10. Preparation of any one item using the concept of modern art/abstract art. (Canvas board, hard board, drawing sheet etc.)

B. A compulsory album depicting different colour schemes (Monochromatic, harmonium, contrasting etc.), utilization of space/corners in relation of size of rooms, kitchen, drawing room, children's room etc.) (Any (10) sheets).

External Practical: Evaluation of prepared items (10 marks); Preparation of Practical Note Book (10 marks); Viva voce - 5 marks

6. PHOTOGRAPHY

Total Marks: 25 (External Practical)

Creative Photography on the following topics (Eight Photographs)

A (i) Outdoor photography in Natural Light (ii) Wildlife. (iii) Sports (action photography). (iv) New coverage. (v) Nature study (Flowers, Birds, Trees, Sunrise, Sunset etc). (vi) Indian Culture (vii) Art photography

B. (i) Mounting Photographs and displaying using creativity. (ii) Organising Photo Exhibition.

External Practical: Evaluation of Displayed Photographs (15 marks); Viva voce - 10 marks

Books Suggested :

1. Barbara and John, Upton Photography, Utle Brown and Co., 1980.

2. Michael Langford, Advanced Photography, London : Focal Press, 1988.

7. ART & PAINTING

Total Marks: 25 (External Practical)

Practical Work

- 5 sheet depicting types of colours, colour schemes and principles of art.
- 10 Free hand sketches of still life, nature, study with pencil in light & shade.
- 5 sheets of Animal and bird drawings
- 5 Poster theme based sheets
- 5 Landscape painting in any medium
- 3 sheets of Mottos
- 2 Design – Geometrical/Floral

External Practical: Distribution of marks Practical (preparation of any two sheets on the spot (10 marks); Practical file (10 marks); and Viva voce (5marks)

Semester II

C-14&15

Pedagogy of Social Studies-II

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Course Outline

Unit I: Pedagogic planning

1. Blooms revised taxonomy of writing behavioral objectives in context of social studies lesson Planning
2. Concept, Need and importance of a lesson plan/Unit Plan, Approaches of lesson planning:HerbartianApproach, RCEM approach and Constructivist approach
3. Planning for teaching of Social Studies – Annual plan, Unit plan, Lesson plan andShort/Diary Lesson plan.

Unit II: Teaching Learning Material

1. Resource for Learning : Primary and Secondary
2. Importance and classification of teaching learning material with special reference to Edgar Dale's Cone of Experiences
3. Maps, Charts, Globe, Graphs, Models (Working & Still),Realia and specimens, Multimedia in Social studies teaching

Unit – III: Assessment and Evaluation in Social Studies Education

1. Concept and importance of Evaluation
2. Peer assessment, use of Rubrics and Portfolio in assessment of Social Studies.
3. Open-book tests: Strengths and limitations, Techniques of evaluating student's answer books/Assessing project work.
4. Construction of an Achievement test and Blue print.

Unit – IV: Content from NCERT Text books

1. Constitutional Design
2. Agriculture and National Economy
3. Globalization and Indian Economy, Consumer rights

Suggested Activities: Internal

- Observation of recorded ICT based lesson of social studies prepared by student teacher with lesson of edusat, educomp etc.
- Prepare an Open Book Test

Suggested Readings :

- Bining, Arthur, C., and Bining, David, H., Teaching Social Studies in Secondary Schools, McGraw, Hill Book Company, Inc., New York 1952
- Dash, B.N. (2006).Content-cum-Method of Teaching of Social Studies. New Delhi: Kalyani Publication.
- James, Hemming (1953), The Teaching of Social Studies in Secondary Schools, Longman Green and Company, London
- James Fleming: The Teaching of Social Studies in Secondary School. Longman Green and Co., London.
- Heller, F. : The use and abuse of Social Sciences. London: Sage Publications, 1986.
- Kochhar, S.K.; (1999). The Teaching of History: Benglor sterling Publisher Pvt. Ltd
- Kochhar, S.K.: Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd., 1986.
- Sansanwal, D.N. and Tyagi, S.K.: Multiple Discriminant Type Item. MERI Journal of Education, Vol.1, No. 1, 2006, pp. 18 – 25.
- Trigg, R.(1985) Understanding Social Studies. New York: Basics Black Well,
- Mofatt, M.R. (1955). Social Studies Instruction. New York: Prentice Hall.
- National Curriculum Frame Work 2005, NCERT, New Delhi.

- Position Paper by National Focus Group on Teaching of Social Sciences
- Preston, Ralph C. (1955). Handbook of Social Studies in the Elementary School. New York: Rhinehart and Company.
- Preston, Ralph C. (1959). Teaching Social Studies in the Elementary School. New York: Rinehart and Company.
- Sahu, B.K. (2007). Teaching of Social Studies. New Delhi; Kalyani Publishers.
- Shaida, B.D. (1962). Teaching of Social Studies. Jalandhar: Panjab KitabGhar.
- Taneja, V.K. (1992). Teaching of Social Studies. Ludhiana: Vinod Pub.
- Wesley, Edgar Bruce (1951). Teaching of Social Studies. Boston: D.C. Herth and Co.
- Dr. Gurmeet Singh (2009), Teaching of Social Studies, Chetna Parkashan, Ludhiana.

Semester II

C-14&15

Pedagogy of Economics-II

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Course Outline

Unit I: Pedagogic planning

1. Blooms revised taxonomy of writing behavioral objectives in context of Economics lesson Planning
2. Concept, Need and importance of a lesson plan, Approaches of lesson plan: Herbartian lesson plan, RCEM approach and Constructivist approach
3. Planning for teaching Economics – Annual plan, Unit plan, Daily Lesson plan and Short/Diary Lesson plan.

Unit II: Teaching Learning Material

1. Importance and classification of teaching learning material with special reference to Edgar Dale's Cone of Experiences
2. Charts, Graphs, Models – Working & Still, Specimens & Objects, Multimedia in Economics teaching
3. Learning Resource : Primary and Secondary

Unit – III: Assessment and Evaluation

1. Concept, importance and tools of Evaluation
2. Peer assessment; use of Rubrics and Portfolio in assessment of Economics

3. Open-book tests: Strengths and limitations, Evaluating answers: What to look for?
Assessing projects: What to look for?
4. Construction of an Achievement test in Economics and blue Print.

Unit – IV: Content from NCERT Text books

1. Globalization and Indian Economy
2. Consumer Rights
3. Food security in India

Suggested Activities:

- Conducting survey in a locality with references to any economic activity.
- Debate on the state of Indian economy.

Suggested Readings :

- Aggarwal, J.C. (2005). Teaching of Economics - A Practical Approach. Agra: VinodPustakMandir.
- Arora, P.N. (1985). Evaluation in Economics. New Delhi: NCERT.
- Dhillon, S. and Chopra, K. (2002). Teaching of Economics. Ludhiana: Kalyani Publishers.
- Kanwar, B.S. (1973). Teaching of Economics. Ludhiana: Prakash Brothers.
- Lee, N. (Ed.) (1975). Teaching Economics. London: Heinemann Educational Books.
- Mittal, R.L., ArthShastar Da Adhiapan. Patiala: Punjabi University Press.
- Robinson, K. and Wulson, R. (Eds.) (1977). Extending Economics within the Curriculum. London: Routledge and
- Kegan Paul. Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004). Teaching of Economics. Merrut: R. Lall Book Depot.
- Sharma, Seema (2004). Modern Teaching Economics. New Delhi: Anmol Publication Pvt. Ltd.
- Siddiqui, M.H. (2004). Teaching of Economics. New Delhi: Asish Publishing House.
- Singh, Yogesh (2005). Aratha Shaster Sikshan. New Delhi: Ashish Publication.
- Yadav, Amita (2005). Teaching of Economics. New Delhi: Publication Pvt. Ltd.
- National Curriculum Frame Work 2005, NCERT, New Delhi.
- Position Paper by National Focus Group on Teaching of Social Sciences
- Heller, F. (1986). The use and abuse of Social Sciences, London : Sage Publications, 1986.
- Kochhar, S.K. (1986). Methods and Techniques of Teaching. New Delhi : Sterling Publishers Pvt. Ltd.

- Kaur Manminder (2010), Teaching of Economics, Ludhiana: Tandon Publications
- Singh, Tirath, Arjinder;Pargat Singh (2014). Teaching of Economics, Jalandhar: SG Publication.

Semester II

C-14&15

Pedagogy of Geography-II

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Course Outline

Unit I: Pedagogic planning

- Concept, Need and importance of a lesson plan.
- Planning for teaching Geography – Annual plan, Unit plan, Lesson plan and Short/Diary Lesson plan.
- Blooms revised taxonomy of writing behavioral objectives in context of geography lesson Planning

Unit II: Teaching Learning Material

- Importance and classification of teaching learning material with special reference to Edgar Dale's Cone of Experiences
- Maps, Globe, Charts, Graphs, Models (Working & Still), Specimens & Objects, Multimedia in Geography teaching, Preparation of contextual learning aids

Unit – III: Assessment and Evaluation

- Concept and importance of Evaluation
- Reforms in evaluation: Grading system, Continuous and Comprehensive Evaluation (CCE) in Geography.
- Open-book tests: Strengths and limitations, Evaluating answers: What to look for? Assessing projects: What to look for?
- Construction of an achievement test of objective type test items in Geography.

Unit – IV:

Directions, methods to find out true north.

Drainage pattern of India.

Relief of India

Internal practical:

- Prepare a map of a state and show important features with proper symbols/signs.
- Observation of lessons delivered through edusat, educomp etc and prepare report.

Suggested Readings :

National Curriculum Frame Work 2005, NCERT, New Delhi.

Position Paper by National Focus Group on Teaching of Geography

Bining, Arthur, C., and Bining, David, H., Teaching Geography in Secondary Schools, McGraw, Hill Book Company, Inc., New York

Dash, B. M., :Contents-cum-methods of teaching geography, Kalyani Publishers, New Delhi

James Fleming: The Teaching of Geography in Secondary School. Longman Green and Co., London.

Heller, F. : The use and abuse of Geography. London: Sage Publications, 1986.

Kochhar, S.K.: Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd., 1986.

Trigg, R.(1985) Understanding Geography. New York: Basics Black Well,

Semester II**C-14&15****Pedagogy of History-II**

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Objectives of teaching history :

- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes
- To acquire basic knowledge and skills to analyze and transact the History.
- To sensitize and equip student teachers to handle social issues
- Realize her/his role as facilitator in enhancing History learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in History.

Course Outline

Unit I: Pedagogic planning

1. Blooms revised taxonomy of writing behavioral objectives in context of History lesson Planning
2. Concept, Need and importance of a lesson plan, Approaches of lesson planning: Herbartian Approach, RCEM approach and Constructivist approach

Unit II: Teaching Learning Material

1. Resource for Learning : Primary and Secondary
2. Importance and classification of teaching learning material with special reference to Edgar Dale's Cone of Experiences
3. Maps, Charts, Globe, Graphs, Models ,Time-Lines, Overhead Projector, Multimedia in History teaching

Unit – III: Assessment and Evaluation in Social Studies Education

1. Concept , Importance and Tools of Evaluation
2. Open-book tests: Strengths and limitations, techniques of Evaluating answer-books and assessing project work.
3. Construction of an Achievement test and Blue print.

Unit – IV: Content Area

1. Revolt of 1857, Rowlett Act, Jallianwala Bagh Massacre.
2. Non-Cooperation, Civil-Disobedience, Quit India Movement.

Suggested Activities: (Internal)

- Collection of Newspaper cuttings related to history issues
- Prepare a class Test based on a school class history syllabus.
- Class seminar on any historical event.

Suggested Readings:

- Aggarwal, J.C. Teaching of History: A Practical Approach, Eastern Book House, Guwahati (1997)
- Ballard. M. (1979), New Movement in Study Teaching of History, Templesmith, London
- Bhatia, R.L. Contemporary Teaching of History, Surjit Publications, Delhi, (2005)
- Burston, W.H.: *Handbook for History Teachers; and Green, C.W.* London, Methuen & Co., 1962
- Choudhury, K.P. Effective Teaching of History in India: A Handbook for History Teachers, NCERT, New Delhi (1995)
- Dash, B.N. Teaching of History: Modern Methods,, A.P.H. Publishing Corporation, New Delhi (2004)

- Elton, G.R.: *The Practice of History*. London : Methuen, 1967.
- Ghate, V.D. Teaching of History, Oxford University Press, Calcutta.(1973)
- Ghate, V.D.: *The Teaching of History*. Oxford University Press, 1962.
- Johnson, H.: *Teaching of History*. New York: Macmillan 1962.
- Kochhar, S.K. Teaching of History, Sterling Publishers, New Delhi (1985)
- NCERT A Handbook for History Teachers, NCERT, New Delhi
- NCERT and state textbooks of History at secondary level
- NCERT, (1970), Teaching History in secondary school publication, Delhi
- Pathak, S.P. Teaching of History, Kanishka Publications, New Delhi(2007)
- Shaida, B.D. Teaching of History: A Practical Approach, Dhanpat Rai & Sons, New Delhi (1996)
- Singh, R.R. Teaching of History, R. Lall Book Depot, Meerut (U.P.)(2004)
- Singh, Y.K. Teaching of History, Modern Methods, A.P.H. New Delhi,(2007)
- Singh, D. R., (1959), The Teaching of History and Civics, Jullandar University press.
- Srinivas, M. Methods of Teaching History, Discovery Publishing House, New Delhi (2004)
- Steele, Ian.: *Developments in History Teaching* London: Open Books, 1976
- Tyagi, G. Teaching of History, Radha Prakashan Mandir, Agra (2006)
- Vajeshwari, R.: *A Handbook for History Teacher*. Bombay; Allied Publishers 1973
- Yadav, N. Teaching of History, Anmol Publications, New Delhi, 1994

C-14&15

Pedagogy of Political Science-II

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES:

1. To develop ability to design curriculum of teaching of Political Science.
2. To develop proper understanding of modern concept and tools of evaluation.
3. To acquaint pupil teachers with methods of teaching of Political Science.
4. To enable P.T. to prepare lesson plan of teaching of Political science.

Unit- I

- Curriculum Organization: - Principles of Curriculum construction:.
- Approaches of organizing curriculum in Political Science: Con centric, topical, Unit and Chronological approach.
- Lesson plan: need importance and steps of writing it in teaching of Political Science.

Unit- II

- Political Science Text Books: Need, importance and Qualities.
- Need and equipment of Political Science Room.
- Supplementary material: Magazines. Journals News papers, reference books, Internet and Social Media with reference to Political development.

Unit- III

- Difference between approaches, strategies and methods.
- Methods of Teaching of Political Science- Lecture, Problem solving .Project method.
- Concept of Formative and summative evaluation in teaching of Political science

Unit- IV

- Structure of UNO
- Steps in Electoral Process

Internal practical

Critical evaluation of existing text book of political Science at Senior Secondary school level

BOOKS RECOMMENDED:

Aggarwal, J.C. Teaching of Political Science and Civics. New Delhi: Vikas Publication.

Chopra, J.K. (2005). Teaching of Political Science. Commonwealth Publishers, New Delhi, 2005.

Faria, B.L., Indian Political System.

Kashyap, Subash, Indian Constitutions.

Preston, R.C., Teaching of World Understanding.

Preston, Ralph C. (1959). Teaching Social Studies in the Elementary School. New York: Rinehart and Company.

Sahu, B.K. (2007). Teaching of Social Studies. New Delhi; Kalyani Publishers.

Shaida, B.D. (1962). Teaching of Political Science. Jalandhar: Panjab Kitab Ghar, 1962

Singh, Gurmit (2008). ;wkie nfXn?B dk nfXnkgB (Samajik Adhain da Adhiapan). Ludhiana: Chetna Parkashan.

Singh, R.L., Teaching of History of Civics.

Syed, M.H. (2004). Modern Teaching of Civics/Political Science. New Delhi: Anmol Publications Pvt. Ltd.

C-14&15

TEACHING OF PUBLIC ADMINISTRATION-II

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES

1. To develop ability to organize curriculum of Public Administration.
2. To acquaint the pupil-teachers with different audio-visual aids.
3. To acquaint the pupil-teachers with recent trends in Public Administration.
4. Preparation and effective use of teaching aids.
5. Preparation and effective use of teaching aids.
6. To acquaint the pupil-teachers with different audio-visual aids.
7. To develop proper understanding of modern concepts and tools of Evaluation.

UNIT-I

1. Principles of constructing curriculum of public administration.
2. Approaches of organization of public administration curriculum.
(a) Unit (b) Concentric (C) Topical
3. Role of public administration in developing national integration and internationalism.

UNIT-II

1. Text-books; importance and qualities, supplementary material.
2. Public administration room—Importance, equipment.
3. Teaching aids: Meaning, importance and types. Use of chalk board, charts, pictures, OHP, TV, films, computer radio, maps, globes, graphs.
4. Edgar Dale's Cone of learning experiences.

UNIT-III

1. Critical analysis of public administration syllabus at the senior secondary stage.
2. Teacher of public administration—Importance, qualities and competence.
3. Evaluation- Types of test items and development of achievement test in Public Administration.

UNIT-IV

1. Concept and Principles of Educational Administration.

2. Health Administration: Primary, secondary and tertiary health services.

INTERNAL PRACTICAL

Critical analysis of present state of public administration in india-views, reviews and latest trends.

SUGGESTED READINGS :

Basu, Rumki. *Introduction to Public Administration; Structure, Process and Behaviour*. Calcutta: World Press.

Goel, S.L., *Health Care Administration*. New Delhi: Sterling Publishers.

Luxmi Kanth, M., *Public Administration*. New Delhi: Tata Mcgraw Hills.

Maheswari, S.R., *Public Administration*. Agra: Laxmi Narayan Aggrawal.

Sapru, R.K. (2001). *Indian Administration*. Ludhiana: Kalyani Publishers.

Shaida, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.

Singh, R.L., *Teaching of History and Civics*.

Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd.

C-14&15

TEACHING OF SOCIOLOGY-II

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES

1. To develop an understanding and Knowledge pupil teachers concerning curriculum organization of sociology
2. To understand the approaches of curriculum of sociology.
3. To acquaint the pupil-teachers with recent trends in sociology
4. To develop national and international understanding in teaching & Sociology
5. To develop proper understanding of different techniques of evaluation.
6. To develop concept of social group and social mobility.

UNIT-I

1. Principle for the construction and thematic organization of sociology curriculum.
2. Approaches of organization of Sociology curriculum.
(a) Unit (b) Concentric (c) Topical
3. Critical analysis of Sociology syllabus at the Senior Secondary Stage.

UNIT-II

1. Brief Contributions of Social Thinkers:
Max Weber, Karl Marx, Jean Jacques Rousseau
2. Teacher of Sociology – Importance, qualities and competence.
3. Sociology room – Importance, equipments.

UNIT-III

1. Recent trends in teaching of Sociology international understanding.
2. Role of Sociology in developing national integration and internationalism.
3. Concept, importance & types of Evaluation of Sociology Purpose of evaluation in Sociology, Formative and summative evaluation, their silent features, remedial teaching.

UNIT-IV

1. Social groups – Meaning, characteristics and classification.
2. Social mobility – Meaning, types, factors.

Internal practical

1. Preparing blue-print and writing objective based test items.
2. Prepare a project report on a Western Thinker

SUGGESTED READINGS :

Bottomors, T.B. (1975). *Introduction to Sociology*. Bombay: Blackie and Sons.

Dharma, R.N. (2001). *Samajshastra Ka Sidhant*. New Delhi: Atlantic Publishers.

Giddens, Anthony (2001). *Sociology: A Textbook for the Nineties*. London: Polity.

Jha, Jainendra Kumar (Ed.) (2001). *Encyclopaedia of Teaching of Sociology*. Institute for Sustainable Development.

Rao, Shankar, C.N. (2005). *Sociology- Primary Principles*. New Delhi: S.C. Chand and Company Ltd.

Shaida, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.

Singh, R.L., *Teaching of History of Civics*.

Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd.

SEMESTER – II**C-14&15****Pedagogy of Science-II**

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES

After completion of the course, the student teachers will be able to

- Select and use appropriate learning resources in science.
- Organise various co-curricular activities in science.
- Organise practical work and improvise science apparatus.
- Stimulate curiosity amongst science students.
- Plan lessons for effective teaching in science.

COURSE CONTENT**UNIT -I**

1. Learning Beyond the classrooms: Importance, planning and organising co-curricular activities – Science clubs, Science museum, Science fair, Excursions.
2. Science Text books - need and importance, criteria for selection
3. Teacher manuals in science teaching
4. e-learning: concept, and use of e-books and e-journals in science.

UNIT -II

1. Practical work in Science - Need, Importance and Organization.
2. Improvisation of science apparatus.
3. Planning of Science Laboratory- White House Plan, Laboratory equipment and material- selection, purchase, maintenance and First Aid in Laboratory.

UNIT-III

1. Instructional Media: Meaning, Importance, Classification, Principle of Selection and use of ICT, Chalk board, Models, specimens .
2. Lesson planning in science –Meaning, importance, steps (Herbartian, Constructivist approach).
3. Science teacher: Professional growth, teacher as a community of learners, collaboration of schools with Colleges/Universities.

UNIT-IV

1. Reflection and Refraction- laws and its applications.
2. Structure of Atom- Bohr's model.

3. Nutrition and its modes.
4. Environmental Problems- Global warming, greenhouse effect, acid rain, ozone layer depletion.

INTERNAL PRACTICAL

- a) Construction of any one improvised apparatus and a model.
- b) Study of community resource in science and preparing the report or Critical evaluation of science text book.

Semester II

C-14&15

PEDAGOGY OF PHYSICAL SCIENCE-II

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES

After completion of the course, the student teachers will be able to

- Write unit plans and lesson plans for effective teaching in Physical Science.
- Select and use appropriate learning resources in Physical Science.
- Organise practical work and improvise Physical Science apparatus
- Prepare as well as to select suitable instructional aids in teaching Physical Science.
- Join various platforms to bring professional growth.

COURSE CONTENT

UNIT-I

- a) Learning resources in Physical Science- Text books, reference books, journals, e-resources and community resources.
- b) Learning Beyond the classrooms- Importance, planning and organising co-curricular activities – Science clubs, science museum, science fair, Excursions.
- c) Practical work in physical science- Need, importance and organization.

Unit II

- a) Designing laboratories of Physics and Chemistry- White House plan, need and importance of laboratory for teachers and students.
- b) Selection, purchase and maintenance of apparatus and equipment in laboratory, First aid in laboratory.
- c) Development of science kits, improvising apparatus and low cost experiments in Physical Science.

UNIT-III

- a) Lesson planning and Unit planning in physical science –Meaning, importance, steps (Herbartian approach and Constructivist approach).
- b) Instructional Aids: Meaning, importance, classification, principles of selection and use of Chalk Board, Charts, Models and ICT.
- c) Physical Science teacher- professional competencies and professional development programmes, teacher as researcher and facilitator.

UNIT-IV

- a) Metals and non metals- Physical and chemical properties.
- b) Gravitation - Concept and applications in daily life.
- c) Electricity –Concept and applications in daily life.
- d) Acids and Bases- Concept and importance.

INTERNAL PRACTICAL (Any Two)

- a) Preparation of any two lesson plans of Physics/Chemistry.
- b) Study of community resource in physical science and prepare the report.
- c) Construction of any two improvised apparatus.

SEMESTER – II

C-14&15

PEDAGOGY OF LIFE SCIENCE-II

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES:

After completion of the course, the student teachers will be able to

- Select and use appropriate learning resources in Life Science.
- Organise co-curricular activities related to Science
- Evaluate and select appropriate text books in life science.

- Organise practical work and improvise Life Science apparatus
- Construct appropriate assessment tools for evaluating learning of life science.
- Construct a blue print of question paper in Life Science.
- Examine different pedagogical issues in learning Life Sciences

COURSE CONTENT

UNIT-I

- a) Learning resources in Life Science: Text books, reference books, journals, e-resources and community resources.
- b) Learning Beyond the classrooms: Importance, planning and organising co-curricular activities – Science clubs, science fair, Excursions and field visits.
- c) Life Science curriculum: rationale and value, analysis of text books and biology syllabi of NCERT/PSEB at Secondary and Senior Secondary stage.

Unit-II

- a) Setting up Biology Laboratory at Senior Secondary Stage. Selection, purchase and maintenance of apparatus and equipment in it, First aid in laboratory.
- b) Improvising apparatus and low cost experiments in Life Science
- c) Organization and evaluation of practical work in life science.

UNIT-III

- a) Performance based assessment: concept, development of indicators, assessment of (learner's record, field diary, oral presentation, portfolio, participation in collaborative learning).
- b) Construction of unit test, design and blueprint, item construction and marking scheme, administration of test.
- c) Continuous and comprehensive evaluation, concept and process.
- d) Pedagogical analysis of following topics in Life Science- Animal Cell and plant cell, balanced diet, environmental pollution, food adulteration, levels of organization.

UNIT-IV

- a) Micro-organisms and diseases (bacteria and virus)
- b) Effect of population and human growth on environment
- c) Human Circulatory system

- d) Human Nervous system

INTERNAL PRACTICAL (Any Two)

- Study of community resource in life science and prepare the report on any one (Zoo, Sea Shore Life, Botanical Garden, Zoological garden, Science Park, Science Centre, National laboratory, etc).
- Construction of any two improvised apparatus.
- Preparation of herbarium of medicinal plants.(any 10 plants)

SUGGESTED READINGS

- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Kohli, V.K. (2006). *How to Teach Science*. Ambala: Vivek Pub.2006.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot
- Sharma, R.C. (1998). *Modern Science Teaching*. New Delhi: Dhanpat Rai Pub. Co.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: Doaba House.

Pedagogy of Computer Science-II

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES

- acquire the knowledge of extended activities in Computer Science and their organization
- develop the understanding of resources for teaching Computer Science
- develop the understanding of the means for quality improvement in Computer Science instruction
- develop the skill in preparing and using resources in Computer Science
- develop the skill in construction and administering unit tests and diagnostic tests in Computer Science
- develop the skill in organizing extended curricular activities in Computer Science
- develop the skill in preparing special programs for gifted and slow learners
- develop the skill in using multimedia in Computer Science
- develop the skill in critical analysis of the text books and question papers of secondary school Computer Science

CONTENTS

UNIT- 1: BASIC CONTENT

- Network of Computers: Concept and its Types
- WWW: World Wide Web - browsing and search engines,
- E-mail – Meaning ,Creation & its importance;
- Internet – Meaning and its relevance in TLP.

UNIT-2: RESOURCES FOR TEACHING COMPUTER SCIENCE:

- a. Text Books – Qualities of good computer science text book ,Role of text book in teaching computer science & Criteria for evaluation of computer science text book.
- b. Computer Science Lab – Need for planning the computer laboratory, special features of computer laboratory, Essential infrastructure.

UNIT-3: CURRICULAR ACTIVITIES

- a. Computer Science Club-Meaning, Objectives, Organization, activities & importance;
- b. Computer Science Quiz, Computer Science Exhibition, Science Fair, Objectives-Organization & Importance;
- c. Quality & Professional Competencies of Computer Science Teacher.

UNIT-4: EVALUATION IN COMPUTER SCIENCE:

- Difference between Measurement and Evaluation. Concept of Evaluation and its Importance.
- E-Evaluation: Concept, importance and role of computer in evaluation.
- Blue print of Question Paper in Computer Science.

Sessional Work:

- i. Preparation of 10 cover pages for Magazines, Books etc.
or
- ii. Multimedia presentation (Minimum of 20 slides)

SUGGESTED READINGS :

Agarwal J. C. (2006). Essential of educational technology. Teaching and Learning. New Delhi: Vikas Publishing House Pvt. Ltd.

Goel H.K. (2005). Teaching of Computer Science. New Delhi: RL. Lall Book Depot.

Haseen Taj. (2006), Educational Technology, H.P. Bhargava Book House, Agra

Haseen Taj. (2008), Current challenges in Education. Neelkamal publications pvt., Ltd. Hyderabad

Kochhar, S.K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt. Ltd.

Krishnamurthy, R. C. (2003). Educational Technology: Expanding our vision. Delhi: Authors Press.

Mohanty, L. (2006). ICT strategies of schools. New Delhi: Sage Publication.

Sambath, K., Paneerselvam, A., & Santhanam, S. (2006). Introduction of educational technology. New Delhi: Sterling Publishers Pvt. Ltd.

Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.

Sharma, R.A. (2008). Technological foundation of education. Meerut: R. Lall Books. Depot.

Singh, Y.K. (2009). Teaching Practice. New Delhi: APH Publishing Corporation.

Stephen, M. A., & Stanley, R. (1985). Computer instruction: Methods and development. NJ: Prentice Hall.

Stone, E. (1996). How to use Microsoft access. Californi: Emergy ville.

Vanaja, M. (2006). Educational Technology. Hyderabad: Neelkamal Publications Pvt

C-14&15

PEDAGOGY OF HOME SCIENCE-II

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES:

After completion of the course, the student teachers will be able to –

1. Understand and use appropriate learning resources in Home Science.
2. Organize Co – curricular activities in Home Science.
3. Acquaint themselves with the organization of Home Science department and its maintenance.
4. Write unit plans and lesson plans for effective teaching in Home Science.
5. Prepare as well as select suitable instructional aids in teaching Home Science.
6. Understand the qualities and competencies of Home Science teacher.

COURSE CONTENT

Unit – I

(a) Learning resources in Home Science –Text Books, reference books, journals, e-resources and community

Resources

(b) Learning beyond classroom – Importance, planning and organization of co-curricular activities – Home Science club, exhibitions and excursions

(c) Practical work in Home Science – Need, importance and its organization

Unit – II

(a) Organization of Home Science department – Importance and principles.

(b) Selection, purchase and maintenance of equipments and furnishings for Home Science laboratory.

Upkeep and Management of Home Science department

(c) Lesson planning and Unit planning in Home Science, Meaning, Importance, essentials and steps (Herbartian approach and constructive approach) of lesson planning

Unit – III

- (a) Meaning, importance, classification, selection and use of various instructional aids in Home Science
- (b) Professional competencies and professional development of Home Science teacher, teacher as a Researcher and facilitator

Unit – IV

- (a) Home Science and Environmental Issues
- (b) Reflection on Recent Advancements in Home Science
- (c) Home Science and Sustainable Development
- (d) Innovative Approaches in Home Science

Internal Practical

- (a) Analysis of Mid Day Meal in a School
- (b) Develop any two print material or design on a piece of cloth.
- (c) Organize a talk in a rural/ slum setting on conservation of fuel, water and electricity at home and write a report of the same.

BOOKS SUGGESTED:

- Begum, Fahmeeda (2006) Modern Teaching of Home Science. Anmol Publications, New Delhi.
- Bhargava, Priya (2004) Teaching of Home Science. Commonwealth Publishers, New Delhi.
- Chandra, Arvinda, Shah, Anupama and Joshi, Uma 1995) Fundamentals of Teaching of Home Science. Sterling Publisher, New Delhi.
- Das, R.R. and Ray, Binita (1985) Teaching of Home Science Sterling Publishers, New Delhi.
- Kapoor, Ritu (1994) Teaching of Home Science. Parkash Book Depot, Ludhiana.
- Mago, Neelam: Teaching of Home Science. Tandon Publications, Ludhiana.
- Seshaiyah, Ponnana Rama (2004) Methods of Teaching Home Science. Discovery Publishing House, New Delhi.
- Sharma, Shaloo (2002) Modern Methods of Teaching Home Science. Sarup & Sons, New Delhi.
- Siddiqui, Mujibul Hasan (2007) Teaching of Home Science. A.P.H. Publishing Corporation, New Delhi.
- Yadav, Seema (1994) Teaching of Home Science. Anmol Publications, New Delhi.

- Sharma, B.L. and Saxena , B.M(2012) Teaching of Home Science. R. Lall Book Depot, Meerut.
- Grover, Meenu (2012) Teaching of Home Science, Saurabh Publishing House, New Delhi.

Semester II

C-14&15

Pedagogy of Mathematics-II

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

UNIT I: LEARNING RESOURCES IN MATHEMATICS

1. Textbooks- need, importance, quality,
2. Audio-visual multimedia–Selection and designing;
3. Using community resources for mathematics learning, pooling of learning resources in school complex/block/district level, handling hurdles in utilising resources.

UNIT II: EXPLORING LEARNERS

1. Cultivating learner’s sensitivity like intuition, probing and developing confidence;
2. Development of interest and attitudes towards mathematics;
3. Role of ICT in teaching of mathematics.

Unit III: MATHEMATICS FOR ALL

1. Identifying learners strength and weaknesses; Activities enriching mathematics learning – assisting learning,
2. Supplementary text material, summer programmes, correspondence course,
3. Mathematics club, contests and fairs,
4. Designing mathematics laboratory and its effective use,
5. Recreational activities—games, puzzles and riddles in mathematics, cooperative learning ensuring equal partnership of learners with special needs, stimulating creativity and inventiveness in mathematics.

UNIT IV: PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHERS

1. Qualities of mathematics teacher: general, personal & specific; Competencies:

contextual, conceptual, curricular, content, learning material, management and cooperation;

2. Types of in-service programme for mathematics teachers;
3. Role of mathematics teacher's association; Journals and other resource materials in mathematics education;
4. Professional growth—participation in conferences, seminars, workshops, projects, role of reflections in professional development.

Sessional Work: The students may undertake any one of the following activities:

- Group puzzles activity
- Preparation of teaching aids
- Demonstration of teaching aids

Suggested Readings :

- Anthony, Glende and Walshaw, Margaret (2009). Effective Pedagogy in Mathematics: Gonnet Imprimeur, 01300 Belley, France.
- Arora, S.K. (2000). How to Teach Mathematics. New Delhi: Sterling Publishers Pvt. Ltd.
- Gakhar, S.C. and Jaidka, M.L. (2003). Teaching of Mathematics. Panipat: M/s N.M. Publishers.
- Hukum, Avtar Ram and Singh, V.P. (2005). A Handbook for Designing Mathematics Laboratory in Schools. New Delhi: NCERT.
- Mangal, S. K. (2007). Teaching of Mathematics. New Delhi: Arya Book Depot
- N.C.E.R.T. Text Books 6th to 10th Standard.
- National Focus on Teaching of Mathematics. Publication Department by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110016.
- Shankaran & Gupta, H. N. (1984). Content-cum-Methodology of Teaching Mathematics. New Delhi: NCERT
- Siddiqui, Hasan. Mujibul (2005). Teaching of Mathematics: New Delhi: A.P.H Publishing co-operation.
- Sidhu, K.S. (1998). Teaching of Mathematics. New Delhi: Sterling Publication Pvt. Ltd.
- Thomas, A. S. (1993). Mathematics for Elementary Teachers (An Interactive Approach). Florida: HBJ Publishers

Websites :

- <http://www.ncert.nic.in>
- <http://rse.Sagepub.com>
- <http://www.edfac.unimelb.ed.ac>
- <http://www.eric.ed.gov>
- <http://www.merga.net.au>
- <http://ling.Springerimages.com>
- <http://www.ibe.unesco.org>

Semester II

C-14&15

Pedagogy of Health and Physical Education

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Objectives

- To promote Health and Physical Education through various means and methods of teaching.
- To understand the Significance and Practical use of Audio-visual Aids.
- To make the teaching of Health and Physical Education more interesting and innovative.
- To understand the National Integration and International Understanding.

UNIT: I

1. Methods of Teaching: Concept and types of Methods of Teaching – Lecture method, Demonstration method, Lecture –cum- demonstration method, Command method, Discussion method, Project method.
2. Audio-visual Aids: Educational Significance and Practical use of teaching aids in Health and Physical Education. Classification of audio-visual aids – Charts, 3-D Models, Black-Board, T.V., Computers, LCD.
3. Lesson planning: Meaning, Importance and Construction of Lesson plans for Teaching of Health and Physical Education.

UNIT: II

1. Role of Health and Physical Education Teacher in Inculcating Interest towards Health and Physical Education Programmes and its Sustainability.
2. Motivation: Meaning, Importance and its types.
3. Role of Health and Physical Education in developing National Integration and International Understanding among people.

UNIT: III

1. Curriculum: Concept, Principles of curriculum construction and Importance of Health and Physical Education in school curriculum.
2. Supervision and Evaluation: Meaning, Need and Importance in Health and Physical Education.
3. Athletic Meet: Meaning, Importance and how to Organize Athletic Meet at School Level.

UNIT: IV

1. Yoga: Meaning, Need and Significance of Yoga Asanas.
2. Role of Sports, Health and Physical Education in Society.
3. Obesity: Meaning of Obesity and Calculation of Body Mass Index.

Internal Practical:

1. Participation in College, State, University Activities and Sports Competitions.
2. Analysis: Pedagogical analysis of a book on the content areas from the general description, objectives, concepts, and theories of Health and Physical Education from the syllabus of classes VI – X.
3. Physical fitness Test /Canadian physical efficiency test for boys & girls- Knowledge & application of BMI.

SUGGESTED BOOKS:

- Atwal & Kansal, (2003) A Textbook of Health, Physical Education and Sports, Jalandhar, A.P. Publisher.
- Malik, Neeru and Malik, Rakesh (2005). Health and Physical Education. Gurursar Sadhar: Gurursar Book Depot Publications.
- Sandhu, S.S. (2009). Teaching of Physical Education. Ludhiana: Chetna Parkashan.
- Brar, Rachhpal Singh; Rathi, Nirmaljit Kaur and Gill, Manmeet Kaur (2004). Creative Teaching of Physical Education. Ludhiana: Kalyani Publishers.
- Brar, T.S. (2002). Officiating Techniques in Track and Field. Gwalior: Bhargava Press.

- Willmore, J.H. Costall: Physiology of Sports and Exercises. Human Kinetics Language Book Society, Champaign. IL
- Manjul, J.U.S., (1965). School Swasthya Shiksha, Agra University: Universal Publisher
- Kaur, Manjit and Sharma, R. C: An Introduction to Health and Physical Education. Tandon Publishers, Ludhiana.
- Thomas, J.P.: Organizations of Physical Education. Gnanodaya Press, Madras.
- Voltmeter, F.V. and Esslinger, A. E. (1964): The Organisation and Administration of Physical Education. Third Edition. The Times of India Press, Bombay.
- Bucher, C.A., (1964). Foundations of Physical Education, New York: Mosby and Company.
- Kamlesh, M. L. (1983): Psychology in Physical Education and Sports. Metropolitan Book Company, New Delhi.
- Singh, Ajmer and Others (2004): Essentials of Physical Education. Kalyani Publishers, Ludhiana.

Semester II

C-14&15 Pedagog of Commerce-II

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

UNIT- I: COMPANIES AND EMPLOYMENT

- Joint stock companies-Meaning, features structure and types; co-operative societies-meaning features types, advantages and limitations;
- multinational companies- meaning, features advantages and limitations;
- Insurance- Meaning, need and Principles, entrepreneurship-meaning,
- Role and importance of entrepreneurship, Globalization of business- factors that are included in globalization, main characteristics, Advantages and disadvantages.

UNIT- II: RESOURCES FOR COMMERCE:

- Learning Resources- meaning, types, their uses in the teaching and learning of commerce establishing link between school and different types of resources.
- Commerce laboratory- teacher's diary, records and registers to be maintained, equipment, essentials and desirable
- Commerce club or association activities school bank-school co-operative society.

UNIT- III: EVALUATION AND QUALITY IMPROVEMENT IN TEACHING COMMERCE

- Achievement test- Characteristics-objectivity, reliability, validity and practicability- forms of test items-multiple choice type-short answer type and essay type, construction
- Construction of objectives based test items in commerce, Unit test- importance-steps, construction and uses
- Diagnostic test- meaning, steps of construction, uses, Remedial teaching in commerce, Critical analysis of commerce question of already conducted papers
- Qualities of a Commerce teacher, Need of professional development of commerce teacher
- Need and Importance of in service teacher training of commerce.
- Programmes for quality improvement in teaching of commerce- role of seminars/ workshops projects, student exchange programme.

UNIT- IV: TECHNOLOGY AIDED LEARNING

E-learning in commerce

- Multimedia in learning commerce
- Models-Educational broadcasting and telecasting-interactive video, tele-lecture, videoconferencing

PRACTICAL ACTIVITIES:

- Conduct a survey and prepare a report on problems of teaching of commerce in schools.
- Filing of Income Tax return forms of individual and institution.

Reference

- Aggarwal (2008) Teaching of Commerce: A Practical Approach (2nd ed) UP: Vikas Publishing House Pvt. Ltd.
- Bhatia & Bhatia, (2000). The Principles and Methods of Teaching, Delhi: Doaba House Kochhar, S.K., (1997) Methods and Techniques of Teaching, Sterling Publishers Pvt. Ltd.
- Chauhan S.S (2008) Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt. Ltd.
- Dhand, H (2009). Techniques of Teaching, New Delhi: APH Publishing Corporation
- Sharma, R.N. (2008) Principles and Techniques of Education. New Delhi: APH Publishing Corporation.
- Siddiqui, M.H. (2009). Techniques of Classroom Teaching. New Delhi APH Publishing Corporation
- Singh, Y.K. (2009) Teaching of Commerce. New Delhi: APH Publishing Corporation.

TEACHING OF AGRICULTURE-II

Max Marks : 50 Marks

External Theory: 40 marks, Internal Evaluation: 10

OBJECTIVES

1. To make students self-reliant and self-confident during the field studies and surveys.
2. To make them scientific minded.
3. To provide them opportunities for utilizing leisure time usefully and fruitfully by engaging themselves in various types of constructive activities.
4. To develop in them the good healthy habits and social skills.

Instructional Strategies:

Lectures, Demonstrations, Field Studies, Discussions, Seminars and other socialized classroom techniques.

COURSE CONTENT**UNIT-I**

- (a) Principles of curriculum construction in Agriculture.
- (b) Critical study of the existing School Agriculture Curriculum of Secondary Classes.
- (c) Kitchen Gardening as a part of curriculum.

UNIT-II

- (a) Text Book in Agriculture – Its Need, Importance and Qualities, Reference Books and Agriculture Journals.
- (b) Agriculture Farm and Laboratory.

UNIT-III

- (a) Agriculture Teacher and his professional growth.
- (b) Importance of Practical work in Agriculture, Organization of Agriculture Club and Agriculture fair in the school.
- (c) Evaluation – Importance, different types of tests for theory and practicals.

UNIT-IV

- (a) Plant Life : Root, Stem, Leaf, Flower, Seed, their Structure and Functions.
- (b) Weeds and Weed control.

Internal Practical :

Prepare and maintain a kitchen garden or a seasonal flower bed.

BOOKS SUGGESTED:

ICAR Handbook of Agriculture. New Delhi: Govt. of India.

Handbook of Agriculture. Ludhiana: PAU.

Sharma, R.C. *Modern Science Teaching.*

SEMESTER – II

C-14&15

PEDAGOGY OF MUSIC-II

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES

- To enable student teacher to understand the importance aims and objectives of teaching of Indian Music.
- To provide knowledge of different methods and techniques of teaching music.
- To acquaint student teacher with latest teaching skills.
- To equip with various types of Ragas and different talas.
- To enable student teachers to organise competitions.
- To develop understanding & aesthetic sense in student.

COURSE CONTENT

UNIT-I

- (a) Indian Musical Instruments - variety, introduction of instruments.
- (b) Knowledge of Notation & Rhythm
- (c) Settings of Music Room (Vocal and Instrumental)

UNIT-II

- (a) Classical Music & Folk Music
- (b) The effect of music on behaviour, activity & Fatigue

UNIT-III

- (a) Knowledge of swaras, division of swaras in measures of shruti.
- (b) Qualities of a Music Teacher - Singer, Vadaḡ, Vagyaḡar

UNIT-IV

- (a) Description of following Ragas -malkauns, Bhairav, Yaman, Bhupali, Bhairavi
- (b) Notation of fast khayal/Rajakhani gat of the following Ragas : Malkauns, Bhairvi, Bhairav, Yaman & Bhupali

Internal Practical/sessional work:

- a) Demonstarion of any two musical skills by the candidate.
- b) Prepare a group of students for a musical show/ cultural activity.

Suggested Readings :

Khanna, Jyoti (2015). *Sangeet Adhyapan*. Ludhiana: Tandon Publications.
Saryu Kalekar - Teaching of Music
Panna Lal Madare - Teaching of Music.

SEMESTER – II**C-14&15****PEDAGOGY OF FINE ARTS-II**

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES:

To enable student teachers to:

- Learn and understand the correlation of fine arts with other subjects.
- Develop the skill of using text books-availability, criteria for selection etc.

- Develop the Aesthetic sense.
- To prepare lesson plan for teaching fine arts.
- Develop imagination and sense of appreciation of arts and interest in teaching of art.
- Knowledge about various elements and importance of six limbs in fine arts.

COURSE CONTENT:**UNIT-I**

1. Significance of Fine Arts& its correlation with other school subjects.
2. Importance of Field trips and Excursions in Fine Arts.
3. Use of Textbooks in teaching Fine Arts:
 - a) Theoretical part and criteria of selection.
 - b) Reference books and books for supplementary reading.

UNIT-II

1. Lesson planning to teach:
 - Line
 - Colour
 - Design
 - Still Life
 - Poster
2. Audio-Visual Aids in teaching of FineArts.
3. Holding the Art classes (Primary, Middle & Higher Classes).

UNIT-III

- 1.Elements of Art.
2. Six limbs of Indian Art (Shadanga).
- 3.Fine Arts& Society.

UNIT-IV

1. Importance of Colours in life.
2. Evaluation devices in art.
3. Appreciation of art.

INTERNAL PRACTICAL

Practical work to be submitted by students during the session:

- (a) One Canvas in size 18' X 22'
- (b) One utility item.

- (c) Size-1/2 Imperial Size Sheet. I.
Poster - 2
II. Still Life- 2

BOOKS RECOMMENDED:

- Brown, Percy (1953). *Indian Painting*, Calcutta.
- Chawla, S.S. (1986). *Teaching of Art*. Patiala: Publication Bureau, Punjabi University.
- Harriet, Goldstein (1964). *Art in Everyday Life*. Calcutta: Oxford and IBH Publishing Company.
- Jaswani, K.K., *Teaching and Appreciation of Art in Schools*.
- Lowenfeld Viktor. *Creative and Mental Growth*.
- Margaret, Marie Deneck (1976). *Indian Art*. London: The Himalata Publication.
- Sharma, L.C., *History of Art*, Goel Publishing House, Meerut.
- Read, Herbert. *Education through art* [paperback].
- Shelar, Sanjay. *Still Life*. JyotsnaPrakashan.

Semester II**C-14&15****Pedagogy of English-II**

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

UNIT I: ACQUISITION OF LANGUAGE SKILLS: Reading & Writing

- Reading: Sub skills of reading; Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc.

- Writing: Stages of writing; Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Study skills; Higher order skills.

UNIT II: LANGUAGE, LITERATURE AND AESTHETICS

Different Creative forms of English Language: Understanding different forms of literature; Literature in the school curriculum: Needs, objectives and relevance; Role and relevance of media in school curriculum; Translation: Importance and need, Translation as a creative activity: through examples of translated texts into English from different Indian languages.

Teaching of Different Forms of English Literature: Poetry, Prose, Drama: The relative importance of Indian, classical, popular, and children's literature in English; Developing tasks and materials for study skills in English literary forms; The study of contemporary Indian, Asian, European and African literature; Lessons planning in prose, poetry and drama at various school levels.

UNIT III: TEACHING-LEARNING MATERIALS AND AIDS

Print media; Other reading materials. such as learner chosen texts, Magazines, News papers, Class libraries, etc., ICT– audio-visual aids including CALL programmes; Radio, T.V., Films; Planning co-curricular activities (discussion, debates, workshops, seminar etc.); Language labs, etc.

UNIT IV: ASSESSMENT–ITS ROLE AND IMPORTANCE

- Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation—oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Group evaluation.
- Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) reflecting—Problem solving, creative and critical thinking, Enhancing imagination and environmental awareness.
- Feedback to students, parents and teachers.

Sessional Work:

- Prepare a list of audio-visual aids related to teaching of English and use them wherever necessary
- Identify and prepare different types of teaching aids for children with special needs (speech impaired)
- Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning

Suggested Readings ::

- Balasubramaniam, T. (1981). *A Textbook of English Phonetics for Indian Students*. Mumbai: Macmillan India Ltd.
- Bhandari, C.S. and Other (1966). *Teaching of English: A Handbook for Teachers*. New Delhi: Orient Longmans.
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- Bindra, R. (2005). *Teaching of English*. Jammu: Radha Krishan Anand and Co.
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- Doff, A. (1988). *Teach English: A Training Course for Teachers*. Cambridge: The British Council and Cambridge University Press.
- Forrester, Jean F. (1970). *Teaching Without lecturing*. London: Oxford University Press.
- French, F.G. (1963). *Teaching English as an International Language*. London: OUP.
- Gokak, V.K. (1963). *English in India. Its Present and Future*. Bombay: Asia Publishing House.
- Hornby, A.S. (1962). *The Teaching of Structural Words and Sentence Patterns*. London: OUP.
- Kohli, A.L. (1999). *Techniques of Teaching English*. New Delhi: Dhanpat Rai and Company.
- Sachdeva, M.S. (2007). *Teaching of English*. Patiala: Twenty First Century Publications.
- Sahu, B.K. (2004). *Teaching of English*. Ludhiana: Kalyani Publishers.
- Sharma, P. (2011). *Teaching of English: Skill and Methods*. Delhi: Shipra Publication.

SSEmester II

C-14&15

Pedagogy of Hindi-II

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

(Font: kurti dev 010)

mìs"; %&A

- 6 Hkk'kkfZ"k{k.kizfØ;kdkstkuuk A
- 7 lw{e f"kk{k.kdkS"kyksasaesa n{krk A
- 8 Hkk'kk ds O;kogkfjdz;ksxesafuiq.krkykuk A
- 9 lkfgR; dh fofHkUufo/kkvksadkKkudjokuk A
- 10 ewY;kdu dh ;ksX;rkdkfodkldjuk A

bdkbZ ¼d½

- lw{e f" k{k.kdkS"ky&vFkZ ,oaizfØ;k] ykHk ,oagkfu;k; A
- dkS"ky ¼ izLrkouk] vuq" khyu&iz"u] n`VkUr&O;k[k] iqucZyu&dkS"ky ½
- mPpkj.k&mPpkj.knks'k] ds dkj.kizdkj,oamik; A
- vuqoknys[ku&vFkZ] egRorFkkvko";drk A

bdkbZ ¼[k½

- dforkf" k{k.k&młs";] lksikurFkkfof/k;k; A
- x| f" k{k.k&młs";] lksiku] fof/k;k; A
- O;kdj.kf" k{k.k&egÙo] młs";] fof/k;k; A
- jpukf" k{k.k&vFkZ]xq.k ,oafof/k;k; A

bdkbZ ¼x½

- ikB~;ØefuekZ.k ds fl)kUrA
- ikB~;&iqLrddkegÙo ,oaf"ks'krk,; A
- fganhesaewY;kadu&vFkZ] egÙo] ,oafof/k izdkj A
- iz"u&i= fuekZ.k ds fl)kUr A

bdkbZ ?k

- eqgkojs @ yksdksfDr;k;
- v{kjfoU;kl @milxZ@izR;;

izk;ksfxddk;Z

¼d½ ,diz"u&i= dkfuekZ.k A ¼ NBhlsnloh ard ½

¼[k½ vaxzsth o {ksf=; Hkk'kk ds 3&3 vuqPNsnksadkfgUnhesavuqokn A

iqLrdlwph %&

- 1 thr] ;ksxsUnzHkkbZ ¼1972½ fgUnhf" k{k.k ¼vkxjk% fouksniqLrdefUnj½
- 2 [kUuk] T;ksfr ¼2015½ fgUnhf" k{k.k ¼ubZfnYyh % /kuirjk; ,.M dEiuh½
- 3 IQk;k] j?kqukFk ¼1997½ fgUnhf" k{k.kfof/k ¼tkyU/kj % fdrkc ?kj½
- 4 HkkfV;k ds-ds vkSjukjax] lh- ,y ¼1989½ vk/kqfudfgUnhfof/k;k;] ¼izdk" k ifCy" kj½
- 5 loZthrdkSj ¼2009½ dY;k.khizdk"kuubZfnYyh]
- 6 flag] lkfo=h ¼1997½ fgUnhf" k{k.k ¼esjB% yk;ycqdfMiks ½
- 7 pkS/kjh] uanfd" kksj ¼2009½ fgUnhf" k{k.k] xq:ljlq/kkjifCyds'kulq/kkj]
- 8 - "kekZ] T;ksfrHkuksV] ¼2000½ fgUnhf" k{k.k¼yqf/k;kuk% V.Mu ifCyds"ku½

Semester II
C-14&15
Pedagogy of Punjabi
Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

ਉਦੇਸ਼ :-

- ਸਾਹਿਤ ਦੇ ਵਿਭਿੰਨ ਰੂਪਾਂ ਅਤੇ ਅਧਿਆਪਨ ਢੰਗਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ ।
- ਪੰਜਾਬੀ ਸਾਹਿਤ ਨਾਲ ਸਾਂਝ ਉਤਪੰਨ ਕਰਨ ਲਈ ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਅੰਦਰ ਪ੍ਰੇਰਨਾ ਪੈਦਾ ਕਰਨਾ ।
- ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾ ਅਧਿਆਪਨ ਵਿੱਚ ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਦੇ ਮਹੱਤਵ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ ।
- ਸੁੱਧ ਸ਼ਬਦ ਜੋੜਾਂ ਦਾ ਗਿਆਨ ਦੇਣਾ ਅਤੇ ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਕਰਨਾ ।
- ਸੈਕੰਡਰੀ ਸ਼੍ਰੇਣੀਆਂ ਲਈ ਨਿਰਧਾਰਿਤ ਪੰਜਾਬੀ ਪਾਠ ਸਮੱਗਰੀ ਵਿੱਚੋਂ ਮਹੱਤਵਪੂਰਨ ਨੁਕਤਿਆਂ ਦੀ ਚੋਣ ਕਰਨ ਵਿੱਚ ਸਹਾਇਤਾ ਕਰਨਾ ।
- ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਵੱਖ-ਵੱਖ ਅਧਿਆਪਨ ਕੌਸ਼ਲਾਂ ਵਿੱਚ ਨਿਪੁੰਨ ਕਰਨਾ ।
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਅਧਿਆਪਨ ਤੇ ਮੁਲਾਂਕਣ ਦੇ ਵਰਤਮਾਨ ਪੱਧਰ ਨੂੰ ਉਚੇਰਾ ਚੁੱਕਣ ਲਈ ਸਾਰਥਕ ਸੁਝਾਅ ਦੇਣਾ ।

ਅਧਿਆਪਨ ਯੁਗਤਾਂ :-

ਭਾਸ਼ਣ, ਵਿਚਾਰ-ਵਟਾਂਦਰਾ, ਕੰਮ ਸੌਂਪਣੀਆਂ, ਸਰਵੇਖਣ, ਪਾਠਾਂਤਰ-ਕਿਰਿਆਵਾਂ, ਵਿਸ਼ਲੇਸ਼ਣ, ਅਭਿਆਸ, ਗੀਵਿਊ, ਸੈਮੀਨਾਰ ਅਤੇ ਪਾਠ ਪ੍ਰਦਰਸ਼ਨ ।

ਪਾਠ ਸਮੱਗਰੀ :-

ਇਕਾਈ 1

- 1 ਕਵਿਤਾ - ਪਰਿਭਾਸ਼ਾ, ਉਦੇਸ਼, ਮਹੱਤਵ ਅਤੇ ਵਿਧੀਆਂ
- 2 ਵਾਰਤਕ ਦੀ ਸਿੱਖਿਆ - ਅਰਥ, ਉਦੇਸ਼ ਅਤੇ ਵਿਧੀਆਂ, ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਵਿੱਚ ਅੰਤਰ ।
- 3 ਵਿਆਕਰਨ ਦੀ ਸਿੱਖਿਆ - ਉਦੇਸ਼, ਕਿਸਮਾਂ, ਮਹੱਤਵ ਅਤੇ ਵਿਧੀਆਂ ।
- 4 ਸ਼ਬਦਾਵਲੀ ਅਤੇ ਰਚਨਾ ਦੀ ਸਿੱਖਿਆ - ਮਹੱਤਵ ਅਤੇ ਵਿਧੀਆਂ ।

ਇਕਾਈ 2

- 1 ਪਾਠ- ਯੋਜਨਾ - ਅਰਥ, ਕਿਸਮਾਂ, ਉਦੇਸ਼, ਅਤੇ ਗੁਣ ।
- 2 ਪਾਠ-ਯੋਜਨਾ ਦੀ ਤਿਆਰੀ - ਕਵਿਤਾ, ਕਹਾਣੀ, ਨਿਬੰਧ, ਵਿਆਕਰਨ, ਵਾਰਤਕ
- 3 ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦਾ ਅਧਿਆਪਕ - ਗੁਣ, ਵਰਤਮਾਨ ਸਥਿਤੀ ਤੇ ਸੁਧਾਰ ਲਈ ਸੁਝਾਅ ।

ਇਕਾਈ 3 :-

- 1 ਦਿਸ਼ਟੀ ਸਰੋਤ ਸਹਾਇਕ ਸਾਧਨ - ਕਿਸਮਾਂ ਅਤੇ ਪ੍ਰਯੋਗੀ ਮਹੱਤਵ ।
- 2 ਭਾਸ਼ਾ ਯੋਗਤਾਵਾਂ ਦਾ ਮੁਲਾਂਕਣ - ਧਾਰਨਾ, ਪ੍ਰੀਖਿਆ ਅਤੇ ਮੁਲਾਂਕਣ ਵਿੱਚ ਟਰਕ, ਮੁਲਾਂਕਣ ਦੇ ਸਾਧਨ, ਪ੍ਰਸ਼ਨਾਂ ਦੀਆਂ ਕਿਸਮਾਂ ਅਤੇ ਆਦਰਸ਼ ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ ।
- 3 ਤਸਖੀਸੀ ਅਤੇ ਉਪਚਾਰਾਤਮਿਕ ਸਿੱਖਿਆ ਦਾ ਅਰਥ, ਉਦੇਸ਼, ਭਾਸ਼ਾ ਤਰੁੱਟੀਆਂ, ਦੋਸ਼ਾਂ ਦੇ ਕਾਰਨ, ਤਸਖੀਸੀ ਅਤੇ ਉਪਚਾਰਾਤਮਿਕ ਸਿੱਖਿਆ ਦੀਆਂ ਵਿਧੀਆਂ ।

ਇਕਾਈ 4 :-

- 1 ਵਾਕ ਬੋਧ, ਵਾਕ ਰਚਨਾ - ਵਾਕਵੰਡ, ਵਾਕ ਵਟਾਂਦਰਾ, ਵਿਸ਼ਰਾਮ ਚਿੰਨ੍ਹ, ਮੁਹਾਵਰੇ ਤੇ ਅਖਾਣ ।
- 2 ਰਚਨਾ - ਪੈਰ੍ਹਾ ਰਚਨਾ, ਸੰਖੇਪ ਰਚਨਾ, ਚਿੱਠੀ ਪੱਤਰ, ਅਣਡਿੱਠਾ ਪੈਰ੍ਹਾ ।

ਅੰਦਰੂਨੀ ਪ੍ਰਯੋਗ :-

ਸਲਾਨਾ ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦਾ ਨਿਰਮਾਣ ।
ਭਾਸ਼ਾ ਹੁਨਰਾਂ ਨਾਲ ਸੰਬੰਧਿਤ ਕਿਰਿਆਤਮਕ ਖੋਜ ।

ਸਹਾਇਕ ਪੁਸਤਕਾਂ :-

- ਸਿੰਘ, ਹ (1966). ਪੰਜਾਬੀ ਬਾਰੇ, ਪਟਿਆਲਾ: ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ।
- ਸਿੰਘ, ਹਰਕੀਰਤ. ਪੰਜਾਬੀ ਸ਼ਬਦ ਰੂਪ ਅਤੇ ਸ਼ਬਦ ।
- ਸਿੰਘ, ਜੀ. (1971). ਗੁਰਮੁਖੀ ਲਿਪੀ ਬਾਰੇ, ਲੁਧਿਆਣਾ ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ ।
- ਸਿੰਘ, ਜੀ.ਬੀ. (1950). ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ. ਚੰਡੀਗੜ੍ਹ : ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ।
- ਸਿੰਘ, ਤੀਰਥ. ਪੰਜਾਬੀ ਅਧਿਆਪਨ. | ਐਸ.ਜੀ. ਪਬਲਿਸ਼ਰ, ਜਲੰਧਰ
- ਸਿੰਘ, ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਪਿਛੋਕੜ ।
- ਸੋਖੋ, ਸ.ਸ. ਅਤੇ ਸੋਖੋ ਪ.ਪ. (1961). ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ
- ਸੋਖੋ, ਸ.ਸ. ਅਤੇ ਸੋਖੋ ਮ.ਕ. (2009). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ, ਲੁਧਿਆਣਾ : ਕਲਿਆਣੀ ਪਬਲਿਸ਼ਰ ।
- ਸੰਘਾ, ਸ.-. (2004). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਜਲੰਧਰ : ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ ।
- ਕੰਗ, ਕੁਲਬੀਰ ਸਿੰਘ, ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ ।
- ਜਸ, ਜਸਵੰਤ ਸਿੰਘ (2012). ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ. ਜਲੰਧਰ : ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ ।
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ (2008). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ. ਪਟਿਆਲਾ : ਟਵੰਟੀ ਫਸਟ ਸੈਂਚਰੀ ਪਬਲੀਕੇਸ਼ਨ
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ ਅਤੇ ਸਫਾਇਆ, ਰ.ਕ. (2008). ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ. ਲੁਧਿਆਣਾ ਵਿਨੋਦ ਪਬਲੀਕੇਸ਼ਨ
- ਪਦਮ, ਪਿਆਰਾ ਸਿੰਘ (1969). ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ, ਪਟਿਆਲਾ : ਕਲਮ ਮੰਦਿਰ ।
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ, ਪਟਿਆਲਾ : ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ।

**DETAILS OF SCHOOL INTERNSHIP PROGRAMME
(Semester I, II and III)****Objectives of School Internship Programme**

- To develop conceptual and practical understandings about teaching and learning in school environment.
- To understand the learner, learning behavior and learning situations.
- To validate the theoretical understandings developed through various foundation and pedagogy courses.
- To understand and develop meaningful learning sequences appropriate to the different levels of learning.
- To mobilize appropriate resources for learning.
- To initiate the student teachers towards the practical process of teaching and learning.
- To sensitize the student teachers towards the prevailing formal school settings and to observe them meaningfully in order to acclimatize themselves for their future role as educators.
- To learn to plan and execute lessons in a typical formal school setting.
- To put theory into practice in real school environment.
- To get an opportunity to observe the teaching of experienced teachers.
- To work under the guidance of experienced school teachers.
- To know which types of records are maintained in the school and how they are prepared?
- To develop an insight about co-curricular and extra-curricular activities organized in the schools.
- To have feel of total experience of teachers in the school.
- To enable the pupil teacher to critically analyze the gained teaching experiences in actual school environment.

SEMESTER- I

Course Code: C-8

Pre-Internship- 1

Internal Assessment Total – 30

Preparation of report - 15

Duration: 2 weeks

Presentation / sharing of the report- 15

COURSE DETAILS

In pre-internship-1 the school exposure programme shall be carried out in local/nearby school or schools. For this, the student teachers may be placed in various types of school such as Government, Private, Urban, Rural and Specified category schools (e.g. KVs, JNVs, Sainik schools, meritorious schools). A group of 10 to 12 student teachers may be placed in one school for this purpose. The supervising teacher from the parent institute will orient the Principal and faculty of the school about the whole school observation/experience programme. Efforts shall be made to provide exposure to as many types of schools as possible.

A student teacher (or a group of student teachers) needs to visit at least two types of schools: in the first week to one type of school; and in the second week to another type of school. **A brief orientation programme can be arranged before sending the student teachers to schools to acquaint them with the objectives and modalities of such programme.**

During this programme, the student teachers shall observe the following:

1. Philosophy, aim and vision of the school.
2. Organization & Management(Affiliating body, type of school, type of management)
3. The school/classroom environments with reference to infrastructure (area and layout), equipments, curriculum (critical analysis of any class in both teaching subjects), teaching learning materials, utilization of human resources.
4. Various co-curricular activities related to dramatics, literary, sports and fine arts etc.
5. Morning Assembly (Observation of conduct and activities carried out during morning Assembly).
6. After completion of the field exposure programme, student teachers shall be required to develop a detailed report and present it for evaluation at the parent college.

SEMESTER -II**Course Code: C-17****Pre-Internship-2*****Internal Assessment Total – 30***

Preparation of report - 15

Duration: 2 weeks

Presentation / sharing of the report- 15

COURSE DETAILS

Two weeks Pre-internship shall be carried out during the second semester in local/nearby school. For this, the student teachers may be attached to Government, Private, Urban, Rural, Special Schools (KVs, JNVs, Sainik Schools, meritorious schools, etc. affiliated to PSEB/CBSE/ICSE. Approximately 10 to 12 student teachers may be attached in one school for the purpose.

A student teacher (or a group of student teachers) needs to visit at least two types of schools: in the first week to one type of school; and in the second week to another type of school. **The college will organize at least two demonstration lessons in each school subject before** sending the student teachers to schools. The supervising teacher from the parent institute will orient the Principal and faculty of the school about the whole school observation/experience programme. During this programme, the student teachers shall observe the following:

1. The teaching learning process in the real classroom, use of multimedia, student participation, classroom management. .The student teachers shall observe teaching learning process for which they may use observation schedules. The institute shall develop these schedules; and orient the student teachers on the process of observation as well as use of the schedules.
2. Evaluation procedures used in the school
 - a) Types of evaluation
 - b) Maintenance of examination records
3. Library resources
4. Grants (Basic information and usage)
5. Purchase and maintenance records
6. Visit to innovative centre of pedagogy and learning/ educational resource centre.
7. Reflections on school experiences (local schools visited)

At the end of the programme, student teachers shall be required to develop a detailed report of the local school as well as of the innovative school/ educational resource centre separately and share with the school and present the same in the parent Institute.

SYLLABUS OF SEMESTER -III

Course Code: C-18

SCHOOL INTERNSHIP PROGRAMME

Total marks – 250

Duration: 16 Week

Assessment by concerned school – 50 marks

Pedagogical subjects- 100 in each subject
(External-70 + Internal-30)

16 weeks internship shall be carried out in the three phases as described below:

Phase-1 : Pre-Practice

Duration: 1 week (In parent institute)

1. Student teachers will learn to write micro, macro diary, ICT, test based and teaching model based lesson plans.
2. Every student teacher should go through simulated teaching practice in each teaching subject.
3. Workshop on development of audio visual aids be organized during this week.
4. Necessary orientation programmes for Mentor Teachers and Heads of the selected schools be organized by the institute.

Phase-2: Teaching Practice

Duration: 14 weeks

The school teaching practice phase can be divided into two blocks. In the first block of 7 weeks, student teachers may be engaged with students 'of either Upper Primary or Secondary classes; and in the second block of 7 weeks in reverse order. With the permission of higher authorities (DGSE, DEO and school principals) the convenient small groups of student teachers shall be attached to a school and he/she shall undertake such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. During this period, he/she shall teach minimum of 60 lessons in each pedagogic subject under the supervision of the mentor teacher and respective teacher educators.

- ***Nomination of Mentor Teachers:*** During the internship different teachers of the schools may be nominated as mentor teachers. The role of the mentor teacher would be to share his/her professional experiences, present model lessons, assess student teachers' performance, and provide on-site guidance and support during internship.
- ***Identification of supervisors:*** The faculty members of the parent institute would be allotted to different schools as supervisors during the internship period. The supervisor shall coordinate the activities of the mentor teachers of the school; and assess student teachers' performance, and provide on-site guidance and support during internship at least twice a week.

Activities for Student teachers: Student teachers shall undertake the following activities during this period:

Phase I. Planning and Facilitating Teaching Learning

- (A) Preparing and delivering 120 lesson plans in two teaching subjects - **(60 + 60)**
- Macro Lesson Plans-40
 - Diary form Lesson Plans- 07
 - ICT Based Lesson Plans- 05
 - Unit Test Based Lesson Plans- 04 (Preparing blue print & conducting unit tests)
 - Lessons Plans based on Models of Teaching - 04
- (E) Peer teaching observation - **20 +20** in each subject

Phase II. Assessment of students' performance:

- Preparation of CCE activities on the basis of self conducted unit tests of one class in one school.

III. Participation in School Activities

- Participation in organizing co-curricular activities i.e. Literary, Dramatics, Fine arts and sports (any two).
- PTA/PTM/SMC

Records to be submitted by a Pupil teacher:

- Teaching Practice file (Both teaching subjects)
- Assessment record (CCE)
- Record of Participation/organization of school activities

Phase – III

Post-Practice and Evaluation

Duration: 1 Week

The following activities shall be organized in the Post Practice phase:

- Presentation of brief report by each student teacher on his/her internship experiences.
- Inviting feedback from cooperating schools.

Evaluation (Total- 250 marks)

The weight age to different components of internship shall be assigned as under:-

- Assessment by concerned teaching subject school mentor teacher and teacher educator – **50 marks (25+25 in each subject)** on assessment **performa - A**
- Internal assessment on the basis of submitted records- 30 in each teaching subject **(30+30 in each subject =60)**
- External assessment: Final Skill- in-Teaching lesson in each subject to be conducted in the parent college **(70+70 in each subject =140)** under the

supervision of external Internship Programme Coordinator appointed by the university.

- Breakup of external evaluation for each teaching subject (70 marks) is as follows:
 - Written Lesson - 10 Marks
 - Presentation - 40 Marks
 - Teacher Traits - 10 Marks
 - Teaching aids - 10 Marks

Performa-A: Assessment for School Internship**(To be given by Teaching Subject School Mentor Teacher and Teacher Educator for each Teaching Subject)****Total Marks : 50 (25+25) For two teaching subjects**

Teaching Subject: _____
 Name of the Student _____
 Roll No. _____
 Name of the School _____
 Session _____
 Date _____

Sr.No.	Teaching Aspects	Marks for the area	Marks Obtained
1.	Adherence to school's rules & regulations (Punctuality, Attendance & General behaviour)	5	
2.	Organization and participation in morning assembly and co-curricular activities.	5	
3.	Development and use of teaching learning material (audio visual aids)	2.5	
4.	Maintenance of School Records & Registers	2.5	
5.	Participation in evaluative techniques (Developing question papers, making marking papers, helping & preparing results and assigning grades)	5	
6.	Use of teaching strategies (knowledge of subject content, methodology, class room interaction, class control etc)	5	
Total		25	
Marks			

Signature of School Advisor/Coordinator/Mentor teacher:

Signature of Teacher Educator:

Counter signed by head of the school (along with stamp)

SEMESTER-IV**C-19****Knowledge and Curriculum**

Total Marks:- 100 (External assessment:80 + Internal assessment:20)

OBJECTIVES:

- To explain the concept, sources of knowledge, and facets of knowledge.
- To appraise the student teacher about the concept of modernization, multiculturalism and democratic education in curriculum.
- To acquaint the student-teacher with the culture and modernity, national integration and secularism.
- To understand the concept of hidden curriculum and analyse various curriculum framework.
- To explain the meaning and different types and determinants of curriculum.
- To explain principles and approaches of curriculum construction.
- To acquire conceptual understanding of ideology and the curriculum.

UNIT-I: KNOWLEDGE, SKILL & FACTS OF KNOWLEDGE

- a) Knowledge — Concept, nature and sources of knowledge, role of teacher and student in construction of knowledge.
- b) Distinction between knowledge and skills, Knowledge and Information, Teaching and Training, Reason and Belief.
- c) Facets of knowledge: local and universal; concrete and abstract; theoretical and practical; contextual and textual; school and out of school and their relationships.

UNIT-II: FUNCTIONS OF KNOWLEDGE

- a) Education for universalism, modernization and multiculturalism in Indian context.
- b) Education for national Integration, secularism and democracy.
- c) Education and values— concept, types of values, sources of values, erosion of values, ways and means of inculcation of values.

UNIT-III: ESSENTIALS OF CURRICULUM

- a) Relevance of curriculum, meaning and concerns of 'Hidden Curriculum'.
- b) Approaches to curriculum development—subject centered, learner centered and community centered.
- c) Curriculum visualized at different levels- national , state and local level

UNIT-IV: UNDERSTANDING IDEOLOGY

- a) Philosophical ideology and curriculum: Idealism, Naturalism & Pragmatism.
- b) Educational thoughts of Tagore, Gandh, Paulo Friere.
- c) NCFSE- 2005

Sessional Work**Critical Analysis of any one of the following:**

- a) National Curriculum Framework for School Education (NCFSE-2005).
- b) National Curriculum Framework for Teacher Education (NCFTE-2009).

References

- B.C. Rai: Theories of education, Parkashan Kendra Sitapur Road Lucknow.
- Kamala Bhatia and B.D. Bhatia: Theory and principle of education. Doaba House NaiSarak Delhi.
- S.K. Murty: Philosophical and sociological foundation of education: Parkash brothers Ludhiana.
- NR SwarupSaxena: Philosophical and sociological foundation of education. R Lall Book Depot Meerut.
- TS Sodhi: Philosophical and sociological foundation of education, Bawa publication Patiala.
- SP Chaube Foundation of education, Vikas publishing house, Noida.
- J.C. Aggarwal: Curriculum reforms in India NaiSarak Delhi.
- Janadran Prasad: Advanced curriculum construction Kanishka Publishers, New Delhi.
- Malla Reddy Mamdi: Curriculum development and educational technology, Sterling Publishers, New Delhi.
- R.M. Kalra: Curriculum construction for youth development, Sterling Publishers, New Delhi.
- SK Murty: Essentials of Curriculum Development. Allied Book Centre Hyderabad.
- MS Khan: Teacher Education. APH Publishing Corporation, New Delhi.
- MA Siddiqui: Teacher education NCTE New Delhi.
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C-20

CREATING AN INCLUSIVE SCHOOL

Total Marks : 50 (External Assessment:40 + Internal Assessment : 10)

Objectives :

The course will enable the student teachers to

- To develop adequate competence and sensitivity among teachers regarding inclusive education.
- To understand concept, meaning and significance of inclusive education & Children with Diverse Needs.
- To gain knowledge on policy and legislative frameworks promoting inclusion.
- To prepare teachers for Inclusive schools.
- To inculcate healthy attitude towards inclusive education.
- To identify and utilize existing resources for promoting inclusive practices.

Unit-I : Understanding Inclusion in Education

- Concept and Importance of Inclusive Education.
- History of Inclusion-Paradigm shift from segregation to inclusion.
- Innovative practices and strategies for promoting inclusive education.

Unit-II : Policy perspective : Initiatives to promote inclusive education

- United Nation convention on the rights of persons with disabilities (UNCRPD), Persons with Disability Act 1995
- Inclusive education in SSA 2000, RMSA 2006, RTE 2010
- Role of institutions in coordinating with various agencies, functionaries, rehabilitation professionals and NGOs’.

Unit-III : Understanding Children with Diverse Needs

- Concept and classification of CWDN (Physical, Social, Psychological, Cultural and Economic diversity)
- Learning disabilities – Concept, identification and educational programme (Dyslexia, Dysgraphia, Discalculia)
- Orthopaedic impaired children - Concept, identification and educational programme

Suggested Activities:

- Report on a visit to school practicing inclusion / Special School.
- Preparing a case study on any of the categories of children with diverse needs.

References :

Bartlett, L.D. and Weisentein, G.R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey : Prentice Hall.

Chaote, J.S. (1991). *Successful Mainstreaming*, Allyn and Bacon

Choate, J.S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon

Daniels, H. (1999). *Inclusive education*. London :Kogan.

Deiner, P.L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida : Harcourt Braceand Company.

Dessent, t. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.

C-21

GUIDANCE AND COUNSELLING

Total Marks: 50 (External Assessment:40 + Internal Assessment:10)

OBJECTIVES:

1. To help the pupil teachers to understand the meaning, aims and objectives, principles and scope of guidance.
2. To acquaint them with various services of guidance.
3. To enable them to differentiate between guidance and counselling.
4. To help the pupil teachers to understand counselling and its various approaches
5. To enable the pupil teachers to understand their students by applying testing and non-testing techniques.
6. To help them to organize guidance and counseling cell in the school.
7. To acquaint them with the methods of Job analysis

UNIT-I: UNDERSTANDING GUIDANCE AND COUNSELLING

- a) Meaning, need, principles, objectives and scope of Guidance.
- b) Types of Guidance: Educational, Vocational and Personal Guidance.
- c) Counselling – Meaning and purposes, directive, non-directive and eclectic approaches to Counselling, Difference between Guidance and Counselling.

UNIT-II: GUIDANCE AND COUNSELLING SERVICES

- a) Guidance services: occupational information service, placement service and follow up service.
- b) Minimum programmes and organization of Guidance and Counselling services at secondary & senior secondary level.
- c) Role of Counsellor, Headmaster and teacher in Guidance.

UNIT-III: TECHNIQUES FOR UNDERSTANDING THE INDIVIDUAL

- a) Testing techniques- intelligence, interest, aptitude and achievement tests
- b) Non- testing techniques- cumulative record cards, interview, case study.
- c) Job Analysis- Meaning, Purpose and methods.

SUGGESTIVE PRACTICAL (ANY TWO)

- a) Case study- highlighting the different life stages and factors affecting the career patterns.

- b) Prepare one power point presentation of any career talk and deliver it in the adjacent school in the community.
- c) Prepare a profile of a student by assessing his/her ability, aptitude, interest or personality.

SUGGESTED BOOKS:

- Aggarwal, J.C, Educational & Vocational Guidance and Counseling, Jalandhar: Doaba House
- Asch, M. (2000). Principles of Guidance and Counseling, New Delhi: Sarup and Sons.
- Bhatia, K.K. (2000). Principles of Guidance and Counseling, Ludhiana: Kalyani Publishers.
- Bhatnagar, A. & Gupta, N. (1999). Guidance & Counseling, Vol.1&2: A practical approach, New Delhi, Vikas publishers.
- Gibson, R.L. & Mitchell, M.H. (2003). Introduction to Counseling and Guidance, New Delhi, Pearson Education.
- Jones, R.N. (2000). Introduction to Counseling Skills: Text and Activities, New Delhi, Sage Publications.
- Kinra, A.K. (2008). Guidance and Counselling, New Delhi: Pearson Longman
- Linda Seligman (1994). Developmental Career Counseling and Assessment. (2nd ed.) London Sage Publications.
- Pandey, K.P. (2000). Educational and Vocational Guidance in India. Varanasi: Vishwa Vidyalaya Prakashan.
- Rathus, S.A. & Nevied, J.S. (1980). Adjustment and growth: The challenge of life. New York: Rinehart and Winston.
- Robinson (2005). Principles and Procedures in Student Counselling. New York: Harper & Row.
- Safaya, B.N. (2002). Guidance & Counselling. Chandigarh: Abhishek Publications.
- Sharma, R.A. (2008). Fundamentals of Guidance and Counselling. Meerut: R. Lall Book Depot.
- Sharma, Tara Chand (2002). Modern Methods of Guidance and Counselling. New Delhi: Sarup and Sons.
- Shertzer, Bruce and Stone, Shelly, C. (1974). Fundamentals of Counselling. London: Houghton Mifflin.
- Sidhu, H.S. Guidance and Counselling. Patiala: Twenty First Century Publication.
- Sodhi, T.S. and Suri, S.P. (1999). Guidance & Counselling. Patiala: Bawa Publication
- Starng, R. (2005). Counselling Techniques in Colleges and Secondary Schools. New York.

C-22-A (EPC-III)**UNDERSTANDING THE SELF****Total Marks : 50 (External Assessment:25 + Internal Assessment : 25)****Objectives :**

- To develop a vision of life among student teachers.
- To develop a holistic and integrated understanding of the human self and personality.
- To facilitate the personal growth of student teachers by helping them to identify their own potential.
- To develop positive thinking among student teachers.
- To encourage future teachers to develop the capacity for self-regulation and conflict resolution.

Design of the Course

This course is designed in the form of theory as well as workshops. One workshop of fifteen days spread over the whole semester. A number of innovative approaches/techniques/strategies in workshop mode need to be used. This includes interactive sessions, presentations, buzz sessions, role plays and other activities suitable for the particular workshop.

CONTENTS:

Unit-I: UNDERSTANDING AND DEVELOPMENT OF SELF

- Defining the self (awareness & acceptance), self-perception theory and determinants of self.
- Role of consciousness in self-regulation
- Development of self through meditation, yoga, values and spirituality.

Unit-II : SOCIAL PROCESS AND SELF

- Role of self in development of society
- Resolving intrapersonal and interpersonal conflicts
- Role of positive thinking in self-development.

Unit-III: EXPLORING SELF

- SWOC analysis concept and importance for individual
- Self-esteem : Concept, techniques for development of self esteem
- Self-realization : Concept and importance

Workshop Themes: (Preparation of report on any of two)

- Developing emotional integration through practice of yoga and meditation
- Developing the capacity for resolving conflicts(Adjustment mechanisms & coping strategies)
- SWOC Analysis matrix of self (Strengths, Weakness, opportunities and Challenges)

References :

- Dalal, A.S. (2001). Our many selves. Pondicherry, India : Sri Aurobindo Ashram.
- Frankl, V. (1946). Man's search for meaning. New York : Pocket Books.
- Joshi, K. (ed) (2005). The Aim of Life. Auroville, India :Saiier.
- Krishnamurti, J. (1953). Education and the significance of life, Ojai, California. USA : Krishnamurti Foundation Trust.
- Walk with me : A guide for inspiring citizenship action (2006), New Delhi : Pravah Pub.

- Wilson, T.D. (2002). Stranger to ourselves : Discovering the adaptive coconscious Harvard University Press.
- Chatterjee, D. (1998). Leading consciously, M.A, USA : Butterworth-Heinemann.
- Csikzentmihalyi, M. (1993). The Evolving Self : A Psychology for the Third Millennium, New York : Harper Collins.
- Dalal, A.S. (1987). Living Within, Pondicherry, India : Sri Aurobindo Ashram Trust.
- Gibran, K. (1996). The Prophet, Calcutta, India :Rupa& Co.
- Haldar, B. (2006). A Life Less Ordinary, New Delhi : Penguin Books. Translated by Urvashi Butalia.
- Joshi, P. (2006). Negotiating Identity : Voices of Children with Disabilities in Regular Schools. Contemporary Education Dialogue. 3 (2), 1175-195.

C-22 –B (EPC-IV)

Reading and Reflecting on Text

Total Marks: 50

(External Assessment: 25 + Internal Assessment:25)

OBJECTIVES

1. To enable to read, analyze and reflect on variety of texts.
2. To develop meta cognitive awareness to become conscious about thinking processes.
3. To enable to write with a sense of purpose.
4. To enable student teachers to enhance their capacities as readers and writers.

CONTENTS:

UNIT 1: THE SCOPE & NATURE OF READING

- Concept, objectives at different levels, Mechanics of Reading- Environment, Posture and Skills involved in Reading.
- Types (Aloud Reading, Silent Reading, Intensive and extensive reading), methods and importance of Reading.

UNIT II: READING COMPHREHENSION&REFLECTING ON TEXT

- Concept, Components, levels of Reading Comprehensions (Lexical, Literal, Interpretive, Applied and Affective).
- Reflective Reading- Concept, components and factors

UNIT III: EVALUATION OF READING

- Evaluation of Reading skills with special reference to test of rates of reading-(Time limit methods & amount limit method etc.)
- Developing reference skills and strategies/techniques for searching information from reference sources.
- □Problems faced by children in reading-causes and remedies

PRACTICAL WORK (Any two of the following)

- Analysis of two articles/editorials/advertisements from a newspaper/Magazine etc..
- Writing a book review and critically analyzing the contents and language of the text.

- Reflection and analysis of any one education policy Kothari Commission/NPE 1986/POA-.

References:

- Alan Robinson H.(Ed.): Meeting Individual Difference in Reading, The University of Chicago Press Chicago,1964.
- Blanton,W.E. Fae (Ed.): Measuring reading performance International Reading Association,New York,1976.
- Dechant,E.V.: Improving the Teaching of Reading,Prentice Hall Englewood cliff's,Inc.1964.
- EK Wall E.E., Diagnosis and Remediation of the disabled Readers,Allyn and Bacon,Bostan,1971.
- Hanter, L.E.: Improving Reading in secondary schools,macmillanCo.new York,1964.
- Shri Vastav B.P.; The Teaching of Reading,BhartiPublishers,new delhi-1971

E-1

GENDER, SCHOOL AND SOCIETY

Total Marks: 50 (External Assessment: 40 + Internal Assessment : 10)

Objectives of the Course:

- To develop basic understanding and familiarity with key concepts and gender issues.
- To sensitize student teachers towards gender issues.
- To observe and develop strategies and skills for manifestations of gender inequalities in school and society.

UNIT-I: GENDER ISSUES

- Conceptual foundations: Sex and Gender, Gender Equality, Gender Bias, Gender Stereotype.
- Gender issues in contemporary India- Nature, constitutional provisions and policies.

UNIT- II: SCHOOL AND GENDER EDUCATION

- Gender bias in schooling and in textbooks, curricular choices and the hidden curriculum (Teacher attitudes, classroom interaction and peer culture).
- Role of education in gender sensitization – Identifying education as a catalyst agent for Gender equality.

UNIT-III: GENDER AND SOCIETY

- Awareness towards gender issues – family, school and society as an agent.
- Role of media (print and electronic) in social construction of gender.

PRACTICAL WORK:

Any one from the following :

1. Preparing analytical report on gender issues in print or electronic media.
2. Critical Evaluation of Gender Biasness in Textbooks.

References

- Ramachandran, Bimala. (2004). *Gender and Social Equity in Education : Hierarchies of Access*. New Delhi : Sage.
- UNESCO. (2004). *EFA Global Monitoring Report : Education for All : The Quality Imperative*.
- UNESCO. (2003). *EFA Global Monitoring Report : Gender and Education for All : The Leap to Equality*.
- Ramachandran, Vimala (2009). *Mid Decade Assessment towards Gender Equality in Education*. Project Report, Published by NUEPA, 17-B, Sri AurobondoMarg, New Delhi-110016.
- NCERT (National Council of Educational Research and Training (2006) : Gender issues in Education, National Focus Group, Position Paper New Delhi, NCERT.
- Bandyopadhyay, Madhumita and Subrahmanian, Ramya (2008). *Gender Equity in Education : A Review of Trends and Factors*. Project Report. Consortium for Research on Education Access, Transitions and Equity (CREATE), Falmer, UK.
- United Nations Girls Education Initiative (UNGEI), New York, (2012) Gender Analysis in Education : A Conceptual Overview, Available at <http://www.ungei.org>
- Manjrekar, N. (2003), 'Contemporary Challenges to Women's Education : Towards an elusive goal?' *Economical and Political Weekly*, 38 (43), 4577-4582.
- Macdonald, M. (1980). Schooling and the Reproduction of Class and Gender Relations. In L.B-arton. R. Meighan and S.Walker, (Eds.) *Schooling, Ideology and the curriculum*, Lewes. UK : The Falmer Press. 29-49.

E-2**HEALTH AND PHYSICAL EDUCATION**

Total Marks: 50 (External Assessment: 40+ Internal Assessment:10)

OBJECTIVES:

- To enable the student teachers to develop an understanding about Health & Physical Education.
- To create awareness on different aspects of health and fitness among student-teachers.
- To understand meaning, concept, aims and objectives of Health and Physical Education in school curriculum.
- To learn good health habits: acquire knowledge of common communicable diseases.

- To understand the nature of injuries and to take care during emergencies and provide first aid.
- To understand the diet modification in the treatment of under-weight and obesity.
- To clearly understand concept of recreation and how to organize recreational games.
- To understand various Yoga Asanas and techniques.

UNIT-I

- a) Health Education: concept, objectives, importance and principles of Health Education.
- b) Physical Education: concept, aims and objectives, modern concept of Physical Education, need and importance of Physical Education in school curriculum.
- c) School Health Programmes: Health services, Health supervision and Health instruction.

UNIT-II

- a) Contemporary health problems and preventions: Drug abuse, Alcoholism, Smoking, Obesity, Stress and Depression.
- b) Recreation: Concept, importance of recreation programme in school curriculum and how to organize a recreation game in school.
- c) Nutrition: Functions of food and food habits, elements of a balanced diet and malnutrition.
- d) First Aid: Concept, importance and principles of first aid, first aid kit, importance of PRICE treatment in first aid. (P-prevention, R-rest, I-ice, C-compression, E- elevation)

UNIT-III

- a) Posture: meaning and importance of good posture, common postural deformities: causes, preventive measures and remedial exercises and massage therapies.
- b) Yoga: modern concept, types, need and importance, benefits of specific yoga asanas with their techniques (Surya Namaskar, Tad Asana, Padma Asana, Chakra Asana, Dhanus Asana)
- c) Communicable diseases: mode of transmission, common symptoms and prevention of spread of Aids, Hepatitis, (A,B and C) Chickenpox, Typhoid.

PRACTICAL WORK

1. Project on calculating BMI of 5 persons and write a report.
2. Practice and perform any three yoga asanas.

References:

- Dambrosa, D., & Robert, D. (1993). Prevention and treatment and running injuries. New Jersey : Slack Incorpor Road.

- Dhanajoy, S., & Seema, K. (2007). Lesson planning : Teaching methods and class management in physical education. New Delhi : Khal Sahitya Kendra.
- Eriksson, O.B. (1990)/ Sports medicine, health and medication. Enfield :Guninness Publishing Road.
- Hedge, (1997). How to maintain good health, New Delhi : UBPSD Publishers.
- Kanele., B.S., & Kumar, C.P. (1996). Text book on health and physical education, Ludhiana :Kalyana Publishers.
- Krishna, G. (1993). The purpose of yoga. New Delhi : UBS Publishers Ltd.
- Ramachandran, L.t., & Dharmalingam. (1993). Health Education, A new approach, New Delhi :Vikas Publishers Ltd.
- Malik, Neeru and Malik, Rakesh (2005). Health and Physical Education, Gurusar Sadhar : GBD Publications.
- Mangal, S.K. (2005)/ Health and Physical Education, Ludhiana :Tandon Publication Book Market.
- Nash T.N. (2006). Health and Physical Education, Hyderabad :Nilkamal Publishers.
- Prasad, Y.V. (2006). Method of teaching Physical Education, New Delhi : Discovery Publishing House.
- Sachdeva, M.S. (2006). School Organization, Administration and Management, Ludhiana :Dandon Publication,
- Chandra, S., Sothi, & Krishnan. P. (2005). Health Education and Physical Education. Delhi :Surjeet Publications.
- Reema, K. (1996). Physical fitness. New Delhi :Khel Sahitya Sports Publication.
- Sandhu, S.S. (2008), Health and Physical Education, Ludhiana :Chetna Parkashan.
- Tiwari, O.P. (2002). Asana : Why and how, India : Kanalyadhama.

E-3

PEACE EDUCATION

Total marks-50 (External Assessment:40 + Internal Assessment: 10)

OBJECTIVES:

- To develop attitudes for resolving conflicts at personal and social level through education
- To orient curricular and educational processes to promote peace
- To counter the negative influence of media and local community to weed out negative effects by influencing parents, families and local community.
- To understand challenges to world peace

UNIT-I: UNDERSTANDING PEACE AS A DYNAMIC SOCIAL REALITY

- a) Meaning, concept, need and scope of peace education
- b) Aims & objectives of peace education
- c) Challenges to peace and role of education for world peace and international understanding

UNIT-II: AGENTS OF PEACE EDUCATION

- a) Teaching approaches to peace education.

- b) Teacher as peace builder
- c) Agencies of peace education- family, school, society, media and NGOs

UNIT-III: ORIENTING EDUCATION FOR PEACE BUILDING

- a) Constitutional provisions vis-à-vis peace values
- b) Peace education in NPE (1986) ,NCF-2005
- c) Role of UNO, IAEWP in promoting peace education

SESSIONAL WORK (Suggested Activities)

1. Formation of peace club & write a report on activities.
2. Prepare a report on the contribution of Nobel peace prize winners

References

- Adams. D (Ed) (1997) UNESCO and a culture of Peace: Promoting a Global Movement.Paris UNESCO.
- Dr. HaseenTaj (2005) National Concerns and Education, Neelkamal Publications Pvt. Ltd.
- Dr. HaseenTaj (2005) Current challenges in Education, Neelkamal Publications Pvt. Ltd.
- Mahesh Bhargava and HaseenTaj (2006) Glimpses of Higher Education, Rakhi Prakashan, Agra-2
- <http://www.un.org/cyberschoolbus/peace/content.htm>

E-4

Vocational and Work Education

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Objectives:

1. To understand the process of planning and organizing productive work.
2. To develop respect and regard for manual work.
3. To develop the capabilities of the prospective teachers to impart information related to the vocational and work education.
4. To understand the need and importance of work education in education.
5. To introduce work education as an integral part of education.
6. To make the student teachers aware about the techniques for dealing with vocational and work education.

Unit I Vocational Education

1. Concept, Objectives and Importance of Vocational Education in Secondary Schools.
2. Recommendations of Education Commission (1964-66), NPE (1986), NCF (2005) regarding Vocational Education.
3. Vocational Education and Vocationalization of Education, Role of Vocational Education in National Development.

Unit II Work Education

1. Concept, Need and Importance of Work Education.
2. Recommendations of Education Commission (1964-66), NPE (1986) towards Work Education
3. Objectives of introducing Work Education in schools.

Unit III Vocational and Work Education

1. Employability, Employment and Entrepreneurship through Vocational and Work Education.
2. Evaluation of Vocational and Work Education.
3. Strategies for Vocational and Work Education.

Sessional Work

1. Visit and Report to any Entrepreneur Activity-Self Help Group.

or

Survey of local population w.r.t. availability of various vocations/career options in the area.

2. A report on Skill India Campaign.

Suggested Books

CBSE (2004). Work Education in Schools. New Delhi: G. Balasubramanian

Ghosh, S.C. (2009). The history of Education in Modern India. New Delhi: Blackswam.

Gur Charan Singh Sehgal (2001). Work Education. New Delhi: APH Publishing

NCERT (2005). National Curriculum Framework. NCERT

Scheme of Vocationalisation of Secondary Education (1988). New Delhi: MHRD Punjab School Education Board (2005). Syllabi of vocational stram. Mohali: PSEB

World Bank (2007). Skill Development in India: Vocational Education and Training. Washington, DC.

E- 5

ENVIRONMENTAL EDUCATION

Total Marks: 50 (External Assessment: 40+ Internal Assessments: 10)

Objectives:

- To acquaint the student teachers with the concept of Environment and Ecology.
- To create awareness and generate interest of student teachers in Environmental Education.
- To provide knowledge to the student teachers about Pollution and its control.
- To sensitize student teachers towards Global Environmental Problems.
- To sensitize student teachers towards need of Conservation of Natural resources.

- To develop desirable attitude, values and respect for the environment.
- To acquaint the student teachers with the initiative of government and local bodies in environmental conservation.

COURSE CONTENT

UNIT I : ENVIRONMENTAL EDUCATION

- a) Environment and Ecology: Concept of Environment and Ecology, Components of Environment.
- b) Concept of Population, Community, Ecosystem and Biosphere, Major Ecosystems of the World (Tropical forests, Grasslands and Freshwater).
- c) Environmental Education: Concept, need, objectives and Principles of Environmental Education

UNIT II : ENVIRONMENTAL HAZARDS AND DISASTER MANAGEMENT

- a) Global Environmental Problems: Global Warming, Climatic Change, Ozone layer depletion, Deforestation, Soil Erosion, Access to clean water, Extinction of Species.
- b) Environmental Pollution, Role of common man in pollution control.
- c) Disaster Management: Different phases of management (Before, during and after the disaster) in Earthquake fire and floods.

UNIT III NATURALRESOURCES CONSERVATION

- a) Concept, Classification of Natural Resources, Conservation of Water, Air, Soil and endangered Species.
- b) Environmental Projects: Ganga Action Plan, Save Tiger Project, UNO's Agenda 21 (section ii).
- c) Rain Water harvesting, Eco tourism, Environmental Ethics

PRACTICAL WORK:

- Carrying out a project on Environmental Awareness and preparing its detailed report.
- Preparing a scrap file related to Environmental Problems.

BOOKS SUGGESTED:

- Dani, H.M. (1996). Environmental Education. Chandigarh : Panjab University Publication Bureau.
- Kaur, A. (2003). Scientific Approach to Environmental Education: Ludhiana, Tandon Publications.
- Khoshoo, T.N. (1999). Environmental Concerns and Strategies. New Delhi: Ashish Publication House.
- Kohli, V.K and Kohli, Vikas (1995). Environmental Pollution and Management. Ambala: Vivek Publishers.
- Trivedi, P.R. (2000). Encyclopedia of Environmental Pollution Planning and Conservation. I-VI, New Delhi: A.P.H. Co.
- Website: www.unep.org

E- 6

SCHOOL LIBRARY SERVICES**Total Marks: 50 (External Assessment: 40+ Internal Assessments: 10)****SCHOOL LIBRARY AND INFORMATION SERVICES**

Total Marks	:	50
External Theory	:	40
Internal Evaluation	:	05
Internal Practical	:	05

Unit-I**Unit-I**

- Meaning, Aims and Objectives, Need and Importance of School Library in Education
- Five Laws of Library Science and their Implications
- Open and Close Access System, Library Rules and Regulations
- Accession Register, Library Staff and Qualities of School Librarian

Unit-II

- Library Classification: meaning, need and purpose
- Library Cataloguing: meaning, objectives and importance
- Circulation system: Ledger, Browne and Newark system of charging and discharging

Unit-III

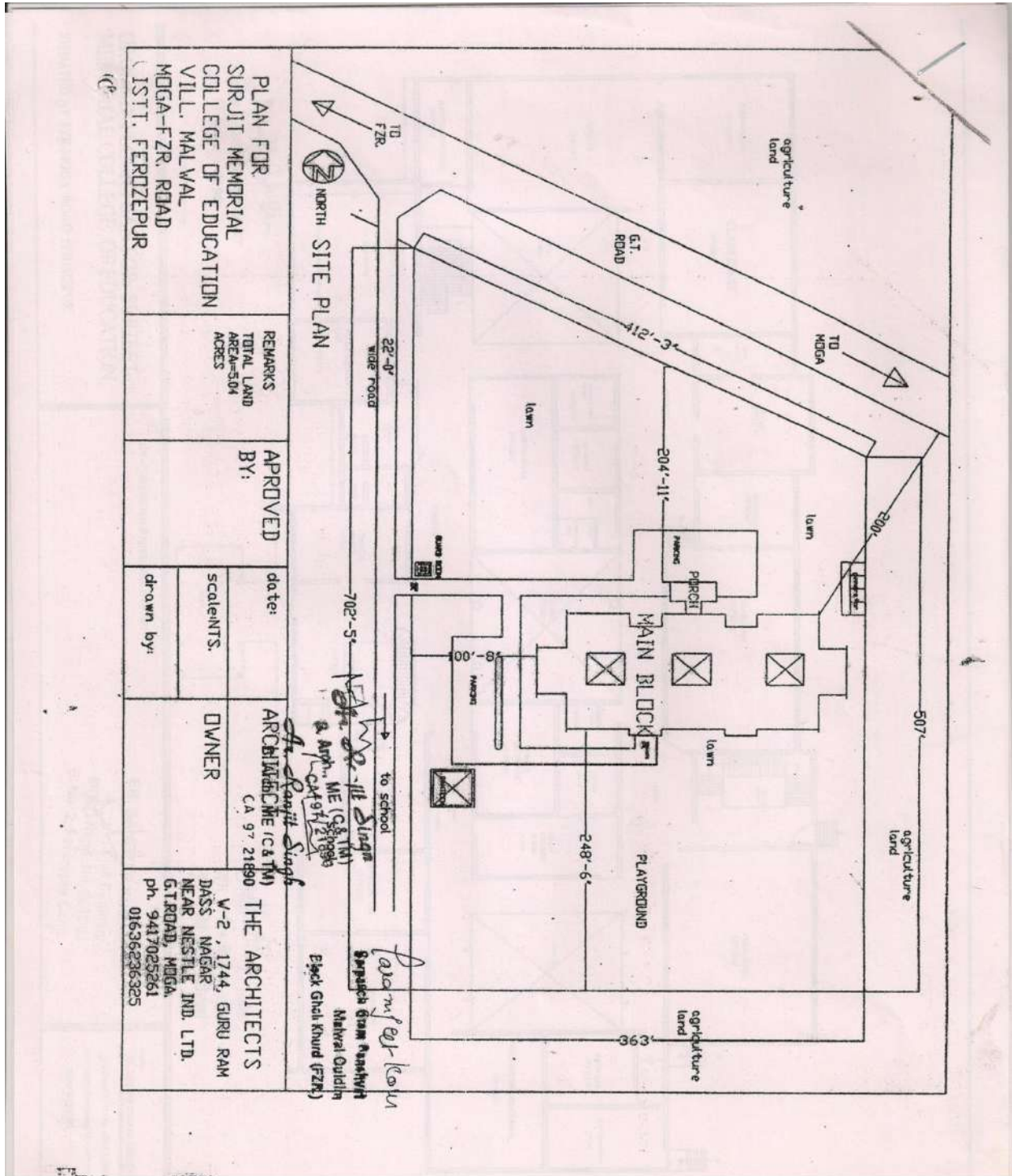
- Specific problems of School Library and their solutions
- Library centered teaching and role of teacher in developing and making use of library
- Library period, Reference service, Reference books, Library softwares, E-Library

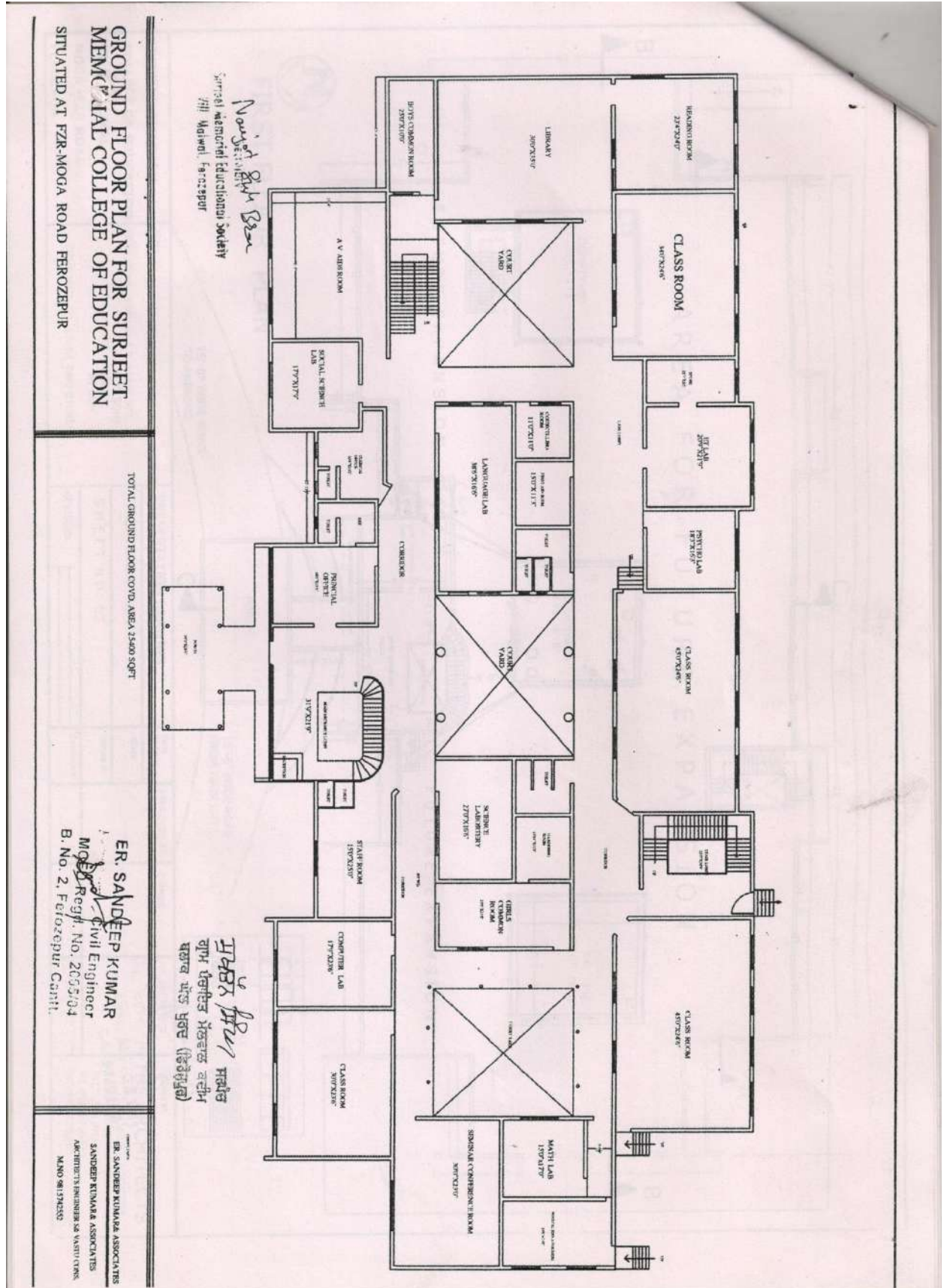
Practical Work:

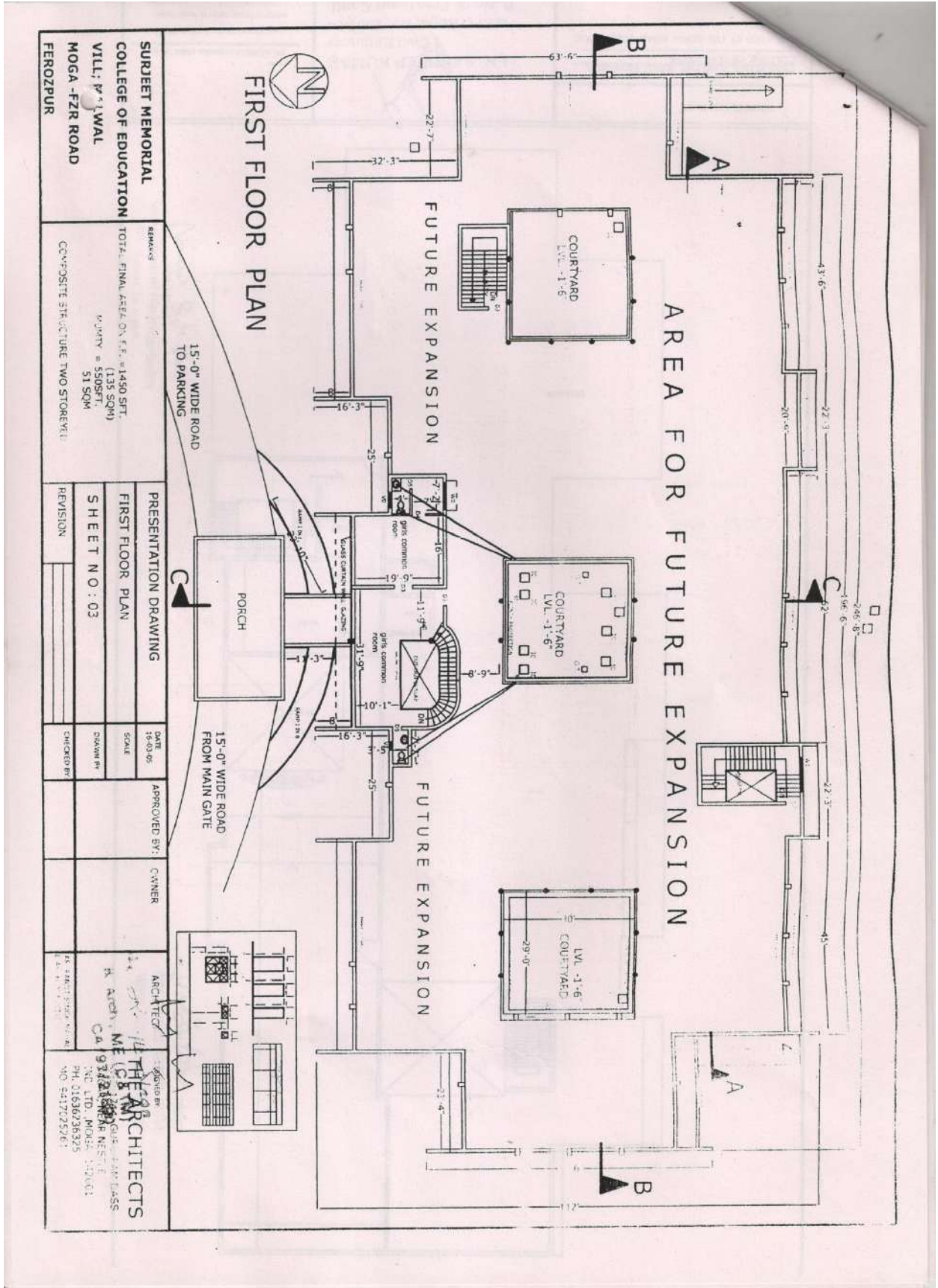
Any two of the following:

- To prepare entries of 15 books in the accession register
- Classification of 15 titles at 3 digit level according to Dewey decimal Classification (DDC)
- Important websites for E-books, E-journals and other study material for schools

F. Master Plan of the Institution







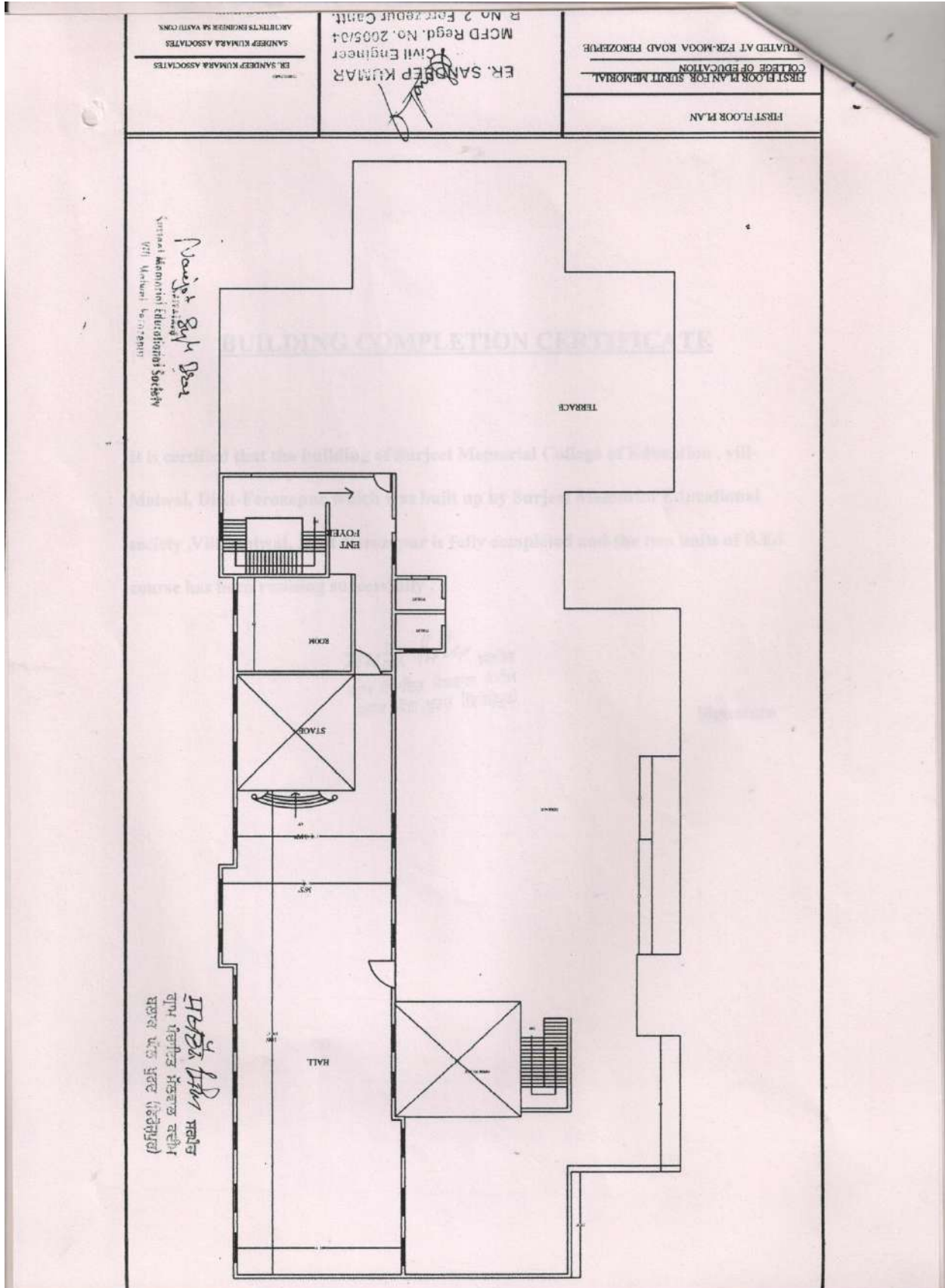
SURJEET MEMORIAL COLLEGE OF EDUCATION
 VILL: P. 1, WAL
 MOGA - FZR ROAD
 FERROZPUR

REMARKS
 TOTAL FINAL AREA OF F.F. = 1450 SFT.
 (135 SQM)
 M. QUANTITY = 550 SFT.
 51 SQM

PRESENTATION DRAWING
 FIRST FLOOR PLAN
 SHEET NO : 03

DATE: 16-03-05
 SCALE: [blank]
 DRAWN BY: [blank]
 CHECKED BY: [blank]

APPROVED BY: [blank]
 CANNER: [blank]
 ARCHITECT: [blank]
THE ARCHITECTS
 14, ANAND NAGAR, MOGA, PUNJAB
 INDIA
 MOBILE: 9312188888
 PH: 01686/26525
 MO: 9312188888



**G. Surjeet Memorial College of Education VIII. Malwal, Ferozepur
Teacher's Appraisal Proforma
(by Students)**

Name of the Teacher _____ **Session:** - _____

Answer the following questions objectively (one word).

1. Does teacher has mastery over the subject matter?

2. Does teacher deliver his/her lesson from book only or dictate notes?

3. Does teacher use different innovative methods of teaching?

4. Does teacher use audio visual aids while teaching?

5. Are you satisfied with his/her method of teaching?

6. What is the Attitude of teacher towards students - encouraging, motivating, problem solving?

7. Is the teacher partial in his/her behaviour?

8. Does teacher has the ability to provide educational and professional guidance to the students?

9. Does teacher give and check assignments/ class tests regularly?

10. What is the class room environment while Teaching -Democratic/ Autocratic?

11. Does teacher threaten you?

12. Does teacher motivate or encourage you to participate in curricular and Co-curricular activities?

13. Does teacher teach with the help of real life examples?

14. Overall rating of the teacher- very good, good, Average?

15. Any Suggestion to teacher for improvement.

**Surjeet Memorial College of Education FZR-Moga Road,
Malwal, Ferozepur
Feedback Proforma
(Academic Peers/Parents/Students/other Stake holders)**

General Information

Name:

Address:

Contact No:

E-mail:

Please give your comments on the following

A) College Building-

B) Faculty

C) Quality of Teaching Learning

D) Library

E) Labs

F) Canteen

G) Counseling Cell

H) Co-curricular activities

Suggestion

Signature With Date

**SURJEET MEMORIAL COLLEGE OF EDUCATION, FZR-MOGA ROAD, MALWAL,
 FEROZEPUR
 PERFORMANCE APPRAISAL REPORT
 FOR SELF APPRAISAL OF TEACHERS**

1) General Information **Year of Assessment**

- a) Name
- b) Date of Birth
- c) Address (Residential)
- d) E-mail
- e) Ph.No
- f) Designation
- g) Qualification of the Lecturer
- h) Area of Specialization
- i) Date of Joining of the College
- j) Teaching Experience at College level year month
- k) Region in which your college is situated (Urban/Rural)
- l) Name of the University to which it is affiliated

2) Teaching

- a) Regularity and punctuality

- b) Steps taken for the teaching of periods missed during absence.

- c) Details of course teaching plan, synopses of lecturers, and reading lists supplied to students.

- d) Details of Participation in the following:
 - i. Evaluation of Theory Paper at University Level

 - ii. Internal Evaluation

 - iii. Paper setting

 - iv. Assessment of Home assignments

- v. Conduct of Examination
- vi. External Evaluation (Skill-in-Teaching) of other practical's

3) Results:

Name of the Exam	Subject taught	Sent up to exams	Pass % age	Univ. pass %age	Any other distinction

4) Details of Innovations / Contribution in Teaching, during the year:

- a) Design of Curriculum
- b) Teaching methods / Techniques
- c) Laboratory experiments
- d) Encouraging questions in the class
- e) Announcing topics for discussion in advance
- f) Holding Seminar
- g) Use of audio-visual aids
- h) Evaluation methods

i) Preparation of resource material including books, reading materials, laboratory manuals etc.

j) Remedial Teaching / Student Counseling (academic)

k) Any other

5) Improvement of Professional Competence:

a) Details regarding refresher courses/ orientation attended participation in summer schools, workshops, seminars, symposia any other type of training etc.

6) Research Contributions:

a) Minor Research Projects & Action Research at College Level

Title of the Project	Duration	Results/ Problems faced & Implementation outfaces

b) Details of Seminars, Conferences, and Symposia organized.

c) Membership of Professional Bodies, Editorship of journals at college level.

d) Participation in orientations Programmes, Refresher covers etc.

7) Extension Work / Community Service

- a) Please give a short account of your contribution to:
- i. Community work such as values of National Integration, secularism,- democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.

 - ii. National Literacy Mission
- b) Positions held/ Leadership role played in Organizations linked with Extensions work and National Service Scheme (NSS), or NCC or any other similar activity.
- c) Any other information you want to convey.

8) Participation in Corporate Life:

Please give a short account of your contribution to:

- a) College/ Institution

- b) Co-curricular activities

- c) Enrichment of campus life
(Hostels, Sports, Games, Cultural activities)

d) Students welfare and Discipline

e) Professional Organizations of Teachers

9) Assessment

a) Steps taken by you for the evaluation of the course programme taught

b) Helps in college Administration by membership of various committees such as Discipline, Admission, Students welfare, Library etc.

c) Any other information:

10) General Data

State brief assessment of your performance indicating (a) Achievements, (b) Difficulties faced and (c) Suggestion for improvement.

11) Any Innovation (Good practice followed)

12) Evaluation by Principal

Items	Factual Verification					
	Correct	Exaggerated	Excellent	Very Good	Good	Average Poor
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						

General Observation

Attach a list of the new books and journals you have consulted this year

Observation of the Principal

Signature of Principal

SURJEET MEMORIAL COLLEGE OF EDUCATION, MALWAL, FEROZEPUR
Checklist for the Self-Evaluation of Lessons
Session:-

1.Name: _____

2. Gender: _____

3.Subjects: _____

4.Area of Residence: _____

5.Age: _____

6.Marital Status: _____

Sr.No	Items	Yes	No
1	Did I test the previous knowledge of the students before the start of the new topic?		
2	Did I able to prepare the students for receiving new Knowledge?		
3	Did I achieve the objectives of my lesson?		
4	Did I motivate effectively?		
5	Did I stimulate the students to further learning?		
6	Did I select the method of teaching according to the nature of the topic?		
7	Did I consider the individual differences?		
8	Did I ask question?		
9	Did I rectify the students' faulty responses?		
10	Did I utilize the students' responses in developing the lesson?		
11	Did the students ask questions?		
12	Did I use relevant audiovisual aids?		
13	Did I use relevant audiovisual aids successfully?		
14	Did I use chalkboard to the full extent?		
15	Did I draw clear diagrams on the chalkboard?		
16	Did I evaluate the major concepts as the lesson progressed		
17	Did I summarize the main concepts as the lesson progressed?		
18	Did I give home assignment?		
19	Did I finish the lesson in the time?		
20	Did I follow the systematic procedure in presenting the lesson?		
21	Did I supervise the class during teaching?		
22	Did I maintain discipline properly?		
23	Did I experience any difficulty in the conduct of the lesson?		
24	Did I improve the lesson if I have a second opportunity to the lesson?		
25	Did recapitulate the lesson appropriately?		

Any other information you want to convey:

H. Audit Report and Income Expenditure Statement 2015-2016

SURJEET MEMORIAL EDUCATIONAL SOCIETY ®, [RUNNING/MANAGING: SURJEET MEMORIAL COLLEGE OF EDUCATION] VILL. MALWAL QADIM, DISTT. FIROZPUR.			
INCOME & EXPENDITURE A/C FOR THE YEAR ENDING 31.03.2016			
EXPENDITURE	AMOUNT	INCOME	AMOUNT
TO SALARY	4478093.00	BY BANK INTT. S/B	69.00
TO ADVERTISEMENT	2975.00	BY FEES/FUND	1770600.00
TO AFFILIATION FEE	17000.00	BY FDR'S INTEREST	1070482.00
TO ANNUAL MAGAZINE EXP.	72000.00	BY INTEREST	20010.00
TO BANK CHARGES	1137.98	BY LIBRARY FUND	28000.00
TO BUS TAX EXP.	30000.00	BY BOOK PUBLICATION	4600.00
TO COLLEGE BUS TAX EXP.	30000.00	INCOME	
TO C.P.F A/C	165117.00	BY EXAMINATION FEE RECEIPT	24800.00
TO DEPRECIATION	1126987.35	BY DEFICIT	3411981.87
TO DIESEL EXP.	36630.00		
TO E.P.F	4375.00		
TO ELECTRICITY BILL EXP.	46950.00		
TO EXAMINATION FEE	75777.00		
TO EXAMINATION EXP.	1000.00		
TO ANNUAL FUNCTION EXP.	6965.00		
TO FEDERATION OF SELF FINANCED COLLEGE (FEE)	3000.00		
TO FEE (DEPARTMENT OF YOUTH WELFARE	10205.00		
TO LATE ADMISSION FEES EXP.	36000.00		
TO LEGAL EXP.	2400.00		
TO MISC. EXP.	15355.00		
TO NEWSPAPER EXP.	1360.00		
TO PETROL EXP.	1130.00		
TO PRINTING AND STATIONERY	36581.00		
TO REFRESHMENT EXP.	4096.00		
TO REPAIR/MAINTENANCE	19186.54		
TO SEMINAR EXP.	1120.00		
TO SKILL IN TEACHING COM. EXP.	2000.00		
TO SPORTS FUND EXP.	5100.00		
TO TA/DA REIMBURSEMENT	25800.00		
TO TELEPHONE EXP.	30375.00		
TO TRAVELLING EXP.	11217.00		
TO UNIVERSITY FUND EXP.	1500.00		
TO YOUTH FESTIVAL FEE	18000.00		
TO YOUTH FESTIVAL EXP	6660.00		
TO FUNCTION EXP.	4450.00		
	6330542.87		6330542.87

AUDITORS' REPORT

FOR SURJEET MEMORIAL EDUCATIONAL SOCIETY
 (MANAGER) *[Signature]* (SECRETARY)

PLACE: FIROZPUR CITY.
 DATE: 10/09/2016

In terms of our separate report of even date
 FOR JASWINDER SINGH & ASSOCIATES

CHARTERED ACCOUNTANTS
 (CA. JASWINDER SINGH)



SURJEET MEMORIAL EDUCATIONAL SOCIETY ®,
 [RUNNING/MANAGING: SURJEET MEMORIAL COLLEGE OF EDUCATION]
 VILL. MALWAL QADIM, DISTT. FEROZEPUR.

BALANCE SHEET AS AT 31.03.2016

LIABILITIES	AMOUNT	ASSETS	AMOUNT
CAPITAL FUND:		FIXED ASSETS: (SCHEDULE-A)	8317236.49
BAL. B/F 17331388.85			
ADD: SURJIT MEMORIAL SEN SEC 1010000.00			
LESS: SM INTERNATIONAL SCHOOL 380000.00	14549406.98		
LESS: DEFICIT 3411981.87			
CURRENT LIABILITIES:		CURRENT ASSETS:	
ACCOUNTANT SALARY PAYABLE 12000.00		CASH IN HAND 50808.57	
SALARY PAYABLE 223535.00		FUND A/C 72142.00	
SCHOLARSHIP PAYABLE 328020.00		S/M INTERNATIONAL CONVENT SCHOOL 10920.00	
SECURITY REFUNDABLE A/C 367352.00		S.M. SEN. SEC SCHOOL 33504.00	
TDS PAYABLE 3515.00		PNB BANK A/C 719621.92	
TELEPHONE BILL PAYABLE 1880.00		S/B CENTRAL BANK OF INDIA 1353.00	
ELECTRICITY BILL PAYABLE 1095.00		S/B PNB BANK 7191 90686.00	
C.P.F PAYABLE 32902.00		FDR (SECURITY NCTE JAIPUR) 452071.00	
		FDR A/C NO. 3109025104/PR30606 1029390.00	
		FDR A/C NO. 03109025113 604202.00	
		FDR A/C NO. 1327467456 442250.00	
		FDR A/C NO. 3109176019 1045157.00	
		FDR A/C NO. 00002476 1419867.00	
		FDR(PB. UNIVERSITY SECURITY) 1041998.00	
		TDS INTEREST 49550.00	
		SECURITIES:	
		ELECTRICITY SECURITY 138449.00	
		TELEPHONE SECURITY 500.00	
	15519705.98		15519705.98

AUDITORS' REPORT

In terms of our separate report of even date

FOR SURJEET MEMORIAL EDUCATIONAL SOCIETY ®

Rajinder Singh
 (MANAGER) (SECRETARY)


FOR JASWINDER SINGH & ASSOCIATES
 CHARTERED ACCOUNTANTS

Jaswinder Singh
 (CA. JASWINDER SINGH)
 Prop.



PLACE: FEROZEPUR CITY
 DATE: 10/09/2016

I. Recognition order of NCTE for B.Ed

<p>उत्तर क्षेत्रीय समिति राष्ट्रीय अध्यापक शिक्षा परिषद् (भारत सरकार का एक विधिक संस्थान)</p>	 मुकुन्दराव गोखले NCTE	<p>Northern Regional Committee National Council for Teacher Education (A Statutory Body of the Government of India)</p>		
<p>F. No./NRC/NCTE/PB-319, PB-552/2015 1105727</p>		<p>Dated: 27 MAY 2015</p>		
<p>TO BE PUBLISHED IN GAZETTE ON INDIA PART III SECTION 4</p>				
<p>ORDER</p>				
<p>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.</p>				
<p>2. AND WHEREAS, the institution Surjeet Memorial College of Education, Village - Malwal, P.O. - Piarayana, G.T. Road, Dist. - Ferozpur - 142052 (Punjab) was recognized by NRC vide its Order No. NRC/NCTE/PB-552/2008/55624-30 dated 08.08.2008 for B.Ed. course for 200 seats.</p>				
<p>3. AND WHEREAS, the institution Surjeet Memorial College of Education, Village - Malwal, P.O. - Piarayana, G.T. Road, Dist. - Ferozpur - 142052 (Punjab) has by affidavit consented to come under New Regulations and sought for four basic units in B.Ed. which require additional facilities.</p>				
<p>4. AND WHEREAS, it has been decided to permit the institution to have four basic units of 50 students each subject to the institution fulfilling following conditions namely.</p>				
<p>(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.</p>				
<p>(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.</p>				
<p>(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.</p>				
<p>(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.</p>				
<p>5. Now therefore, in the light of the above, the Northern Regional Committee, NCTE hereby issues the revised Recognition Order to Surjeet Memorial College of Education, Village - Malwal, P.O. - Piarayana, G.T. Road, Dist. - Ferozpur - 142052 (Punjab) for conducting B.Ed. programme of two years duration with an annual intake of 200 for four basic units of 50 students each from the academic session 2015-2016 subject to fulfillment of the conditions mentioned herein before 31.10.2015.</p>				
<p>6. Further, the recognition is subject to fulfillment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University /Body, the State Government etc. as applicable.</p>				
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>कार्यालय : चौथी मंजिल, जीवन निधि-II, एल.आई.सी. बिल्डिंग, अम्बेडकर सर्किल भवानी सिंह मार्ग, जयपुर-302 005 (राजस्थान) कार्यक्षेत्र : उत्तर प्रदेश, उत्तरांचल, दिल्ली, हरियाणा, पंजाब, चण्डीगढ़, हिमाचल प्रदेश, राजस्थान Phone No 0141-2744288, 2744635, Fax : 0141-2744173</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Office : 4th Floor, Jeevan Nidhi-II, LIC Building, Ambedkar Circle, Bhawani Singh Marg, Jaipur -302 005 (Rajasthan) Jurisdiction : U.P., Ultranchal, Delhi, Haryana, Punjab, Chandigarh, H.P., Rajasthan E-mail : nrc@ncte-india.org, Website : www.ncte-india.org</p> </td> </tr> </table>			<p>कार्यालय : चौथी मंजिल, जीवन निधि-II, एल.आई.सी. बिल्डिंग, अम्बेडकर सर्किल भवानी सिंह मार्ग, जयपुर-302 005 (राजस्थान) कार्यक्षेत्र : उत्तर प्रदेश, उत्तरांचल, दिल्ली, हरियाणा, पंजाब, चण्डीगढ़, हिमाचल प्रदेश, राजस्थान Phone No 0141-2744288, 2744635, Fax : 0141-2744173</p>	<p>Office : 4th Floor, Jeevan Nidhi-II, LIC Building, Ambedkar Circle, Bhawani Singh Marg, Jaipur -302 005 (Rajasthan) Jurisdiction : U.P., Ultranchal, Delhi, Haryana, Punjab, Chandigarh, H.P., Rajasthan E-mail : nrc@ncte-india.org, Website : www.ncte-india.org</p>
<p>कार्यालय : चौथी मंजिल, जीवन निधि-II, एल.आई.सी. बिल्डिंग, अम्बेडकर सर्किल भवानी सिंह मार्ग, जयपुर-302 005 (राजस्थान) कार्यक्षेत्र : उत्तर प्रदेश, उत्तरांचल, दिल्ली, हरियाणा, पंजाब, चण्डीगढ़, हिमाचल प्रदेश, राजस्थान Phone No 0141-2744288, 2744635, Fax : 0141-2744173</p>	<p>Office : 4th Floor, Jeevan Nidhi-II, LIC Building, Ambedkar Circle, Bhawani Singh Marg, Jaipur -302 005 (Rajasthan) Jurisdiction : U.P., Ultranchal, Delhi, Haryana, Punjab, Chandigarh, H.P., Rajasthan E-mail : nrc@ncte-india.org, Website : www.ncte-india.org</p>			

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, scale 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. Chachan)
Regional Director

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

Copy to:-

1. The Principal, Surjeet Memorial College of Education, Village - Malwal, P.O. - Piarayana, G.T. Road, Dist. - Ferozepur - 142052 (Punjab).
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 Punjab, Punjab Secretariat, Chandigarh.
4. The Registrar, Punjab University, Chandigarh, Punjab.
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

J. SURJEET MEMORIAL COLLEGE OF EDUCATION, MALWAL, FEROZEPUR

UNIVERSITY RESULT- 2015-2016 (SEM-2)

Sr. No	University Roll No.	Name of Student	Total Marks	Marks obtained	Percentage
1	15059781	AAKRITI	950	591	62.2%
2	15059782	ANITA SHARMA	950	R [BED 12]	R [BED 12]
3	15059783	ANJANA	950	665	70%
4	15059784	GEEETA RANI	950	Re-evaluation Result Pending	RL
5	15059785	GURPREET SINGH	950	520	54.73%
6	15059786	HARPREET KAUR	950	597	62.84%
7	15059787	KANIKA GOEL	950	723	76.10%
8	15059788	KARANDEEP KAUR	950	633	66.63%
9	15059789	KAVITA GOYAL	950	674	70.94%
10	15059790	KOMALPREET KAUR	950	589	62.00%
11	15059791	KULWINDER KAUR	950	670	70.52%
12	15059792	MANINDER SINGH	950	577	60.73%
13	15059794	NAVJOT SINGH	950	555	58.42%
14	15059795	NEELAM	950	703	74.00%
15	15059796	NEERU BALA	950	632	66.52%
16	15059797	NEHA KAPOOR	950	665	70.00%
17	15059798	NITIKA BHARTI	950	624	65.68%
18	15059799	PREETI RANI	950	659	69.36%
19	15059800	RAJVEER KAUR	950	599	63.05%

20	15059801	RAMANDEEP KAUR	950	625	65.78%
21	15059802	RUCHIKA	950	682	71.78%
22	15059803	RUPINDER KAUR	950	601	63.26%
23	15059804	SAKSI ARORA	950	730	76.84%
24	15059805	SAPINA	950	640	67.36%
25	15059806	SARBHJEET SINGH	950	Pass But RLL	RL
26	15059807	SAVITA	950	615	64.73%
27	15059808	SEEMA	950	667	70.21%
28	15059809	SHIVANI SHARMA	950	722	76%
29	15059811	SIMPLA KUMAR	950	304	RL
30	15059812	SIMRAN GUPTA	950	364	RL
31	15059813	SIMRANJEET KAUR	950	657	69.15%
32	15059814	SONIA VERMA	950	639	67.26%
33	15059815	SUKHWINDER KAUR	950	655	68.94%
34	15059816	YASHWINI	950	633	66.63%

K. University Affiliation Certificate

PANJAB UNIVERSITY CHANDIGARH

From: The Deputy Registrar(Colleges) Panjab University Chandigarh-160014	To : The Principal Surjeet Memorial College of Education Malwal, Ferozepur (Punjab)
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No.Misc./A-2/ 7621 Dated: 17/18/2016

Registered /Speed Post

Subject:- To consider for grant of temporary extension of affiliation for (i) B.Ed. Course (Two Units – 100 seats) to Surjeet Memorial College of Education, Malwal, Ferozepur for the session 2016-17.


Dear Sir/Madam,

Please find enclosed herewith a copy of the Inspection Report dated 9-7-2016 on the subject cited above.

This is to inform you that the Inspection Committee which visited your college has pointed out the following deficiencies:-

Sr.No.	Subject	Deficiencies pointed out by the Inspection Committee
1.	B.Ed. Course (two units – 100 seats)	1. The College is required to pay salary to its staff as per NCTE/ PU/UGC/Punjab Governmnet rules/regulations. 3. The proposed extension of affiliation in B.Ed. Course is granted for maximum number of students 100 (two units) to be admitted by the college.

The College is required to report the fulfillment and compliance of the above referred deficiencies and which are mentioned in the inspection report, if any, immediately from the issue of this letter. The delay, if caused in sending compliance of the conditions imposed, the College shall squarely be responsible and the matter shall also be referred to the Syndicate for taking decision it may deem appropriate.

Yours faithfully,

 Deputy Registrar (Colleges)

D.A./as above.

8/27/16

L.ABBREVIATIONS

A.C	:	Air conditioner
A.V.	:	Audio –Visual
AIAER	:	All india Association for Educational Research
AIDS	:	Acquire Immune Deficiency Syndrome
AMD	:	Advance Micro Devices
APU	:	American Public University System
B.Ed	:	Bachelors in Education
BCM	:	Bahadur Chand Munjal
CA	:	Chartered Accountant
CC	:	Closed Circuit
CCTV	:	Closed Circuit Television
CDS	:	Compact Disc
CLPLD	:	Career Long Professional Learning Development
CPD	:	Continous Professional Development
CPU	:	Central Processing Unit
CR	:	Class Representatives
CTE	:	Council for Teacher Education
CTET	:	Centre Teaching Eligibility Test
CV	:	Curriculum Vitae
D.El.Ed	:	Diploma in Elemantry Education
DA	:	Dearness Allowance
DAV	:	Dayanand Anglo Vedic

DEO	:	District Education Officer
DNA	:	Deoxyribo Nucleic Acid
DOS	:	Disk Operating System
DPI	:	Director Public Instructions
DVR	:	Digital Video Recorder
E- Books	:	Electronic Books
E.T	:	Educational Technology
E-Journal	:	Electronic – Journal
GERA	:	Global Educational Research Association
H.P	:	Hwlett-Packard
HD	:	Hard Disk
HRD	:	Human Resource Development
ICSSR	:	Indian Council of Social Science Research
ICT	:	Information and Communication Technology
ID	:	Identity
IELTS	:	International English Language Testing System
IPDA	:	International Professional Development Association
IQAC	:	Internal Quality Assurance Cell
ISBN	:	International Standard Book Number
ISSN	:	International Standard Serial Number
L.H.	:	Life History
Labs	:	Laboratories
LCD	:	Liquid Crystal Diode
LED	:	Light Emitting Diode
LLRM	:	Lala Lajpat Rai Memorial

LPU	:	Lovely Professional University
M.Ed	:	Masters in Education
MIS	:	Management Information System
NAAC	:	National Accreditation and Assessment Councils
NCERT	:	National Council of Educational Research and Training
NCF	:	National Curriculum Framework
NCTE	:	National Council for Teacher Education
NET	:	National Eligibility Test
NGO	:	Non Government Organization
NKC	:	National Knowledge Commission
NO	:	Number
NPE	:	National Policy of Education
NRI	:	Non –Resident Indian
NSS	:	National Service Scheme
OHP	:	Over Head Projector
P.A.	:	Personal Assistant
P.F.	:	Provident Fund
PCE	:	Partap College of Education
Ph.D	:	Doctorate of philosophy
PPT	:	Power Point Presentation
Prof.	:	Professor
PSCST	:	Punjab State Council for Science and Technology
PSTET	:	Punjab State Teaching Eligibility Test
PTA	:	Parents“ Teachers“ Association
PUC	:	Panjab University Chandigarh

Regd.	:	Registered
RCEM	:	Regional College of Education, Mysore
SCERT	:	State Council for Educational Research and Training
SIFT	:	Sportking Instituite of Fashion Technology
SLET	:	State Level Eligibility Test
SWOT	:	Strenth, Weaknesses, Opportunities and Threats
TA	:	Travelling Allowance
TGT	:	Trained Graduate Teacher
TQM	:	Total Quality Management
U.K.	:	United Kingdom
UGC	:	University Grants Commission
USA	:	United States of America
VCR	:	Video Cassette Recorder
Vol.	:	Volume
VRTC	:	Vocational Rehabilitation and Training Centre
Wi-Fi	:	Wireless fidelity