

# Self Appraisal Report

(2014-2015)

*of*



Estd. 1966

**G. N. College of Education for Women**

Kapurthala

Affiliated to

**Guru Nanak Dev University, Amritsar**

**Submitted to:**

**National Assessment and Accreditation Council**

Bangalore.

# **COLLEGE SHABAD**

*DEH SHIVA BAR MOHE IHAI*

*SHUBH KARMAN TE KABHOO NA TARAUN*

*NA DARON ARR SIYO JAB JAI LARAUN*

*NISCHAI KAR APNI JEET KARAUN*

*AAR SIKH HAUN APNE HI MAN KO*

*EH LAALACH HAU GUN TAU UCHRAUN*

*JAB AAV KEE AUDH NIDHAN BANAY*

*AT HEE RAN MEIN TAB JOOJH MARAUN*

-Shri Guru Gobind Singh Ji

(From Dasam Granth)

## **List of Members of Core-Committee**

**Chairperson** : Mrs. Manjit Kaur

(Acting Principal)

**Co-ordinator** : Mrs. Sawinder Arora

**Members** : Mrs. Mandeep Kaur

Mrs. Sukhjit Kaur

Mrs. Amanpreet Kaur

## List of Members of Sub-Committees

**Criterion I** : 1. Mrs. Mandeep Kaur  
2. Ms. Amanpreet Kaur

**Criterion II** : 1. Mrs. Sukhjit Kaur  
2. Mrs. Harbinder Kaur

**Criterion III** : 1. Mrs. Sawinder Arora  
2. Mrs. Harbinder Kaur

**Criterion IV** : 1. Mrs. Manpreet Kaur  
2. Mrs. Kulwinder Kaur

**Criterion V** : 1. Mrs. Deepmala  
2. Ms. Pooja Loomba

**Criterion VI** : 1. Ms. Amanpreet Kaur  
2. Ms. Pooja Loomba

**Criterion VII** : 1. Ms. Sapna Saini  
2. Mrs. Sarvjeet

## PREFACE

M.G.N. Educational Trust has been playing a pioneering role in the field of education since 1922 when it opened a primary school at Montgomery (now in Pakistan) under the patronage and loving care of late Bahi Gobind Singh Pasricha, S. Hukum Singh (Ex. Governor of Rajasthan, Ex. Speaker Lok Sabha) and S. Gian Singh Rai. The Trust had to leave the school behind at the time of partition. In 1948 the Trust was allotted some land in Jalandhar in lieu of the property left behind in Pakistan. A primary school was started in Jalandhar by the Trust in 1948 at Adda Hoshiarpur and slowly one after the other eight educational institutions are blooming at their full swings which include two B. Ed. Colleges, three Secondary Schools and three Public Schools.

Montgomery Guru Nanak Educational Trust celebrated its Platinum Jubilee in 1997. The M.G.N Educational Trust has done yeoman's service in the field of education. For this our Honourable Secretary S. Jarnail Singh Pasricha received 'Bharat Jyoti Award'. Each and every student studying in these institutions is endowed with uniqueness of perseverance, stability, strong will and national zeal. It shows the foresight, honesty, devotion to the cause of education and the unflagging zeal of its trustees. The Trust has maintained the high traditions established by its founders. The style of education, which has been adopted by the Trust is really unique. It also cares about the spritual upliftment among youngsters.

Every year 25<sup>th</sup> November is celebrated as Bani Diwas i.e. Founder's Day with great fervour by M.G.N. Educational Trust. On this day All-India Inter-School Shabad Gayan competition is held and Community Langar is prepared and served by B. Ed. college students.

Keeping in line with the motto of pursuit of Education Promotion, Guru Nanak College of Education For women was established in 1966 in "Elysee Palace" in the beautiful city of palaces, Kapurthala. The college is affiliated to Guru Nanak Dev University, Amritsar and is recognised by

U.G.C. and N.C.T.E. It offers 110 seats in different combinations of school subjects. Holistic development of students is the aim of the institution. Therefore every effort is made to groom their personality through a number of curricular and co-curricular activities.

We deem ourselves fortunate to be guided by great M.G.N. icons like S. Gurinder Singh Narula (Worthy Chairman) and S. Jarnail Singh Pasricha (Honorable Secretary), who have become a set of symbols to guide, strive and lead the institution towards the zenith in the field of education.

(Mrs. Manjit Kaur)

Acting Principal

# SELF STUDY REPORT

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PART- I

INSTITUTIONAL DATA

# A. PROFILE OF THE INSTITUTION

## A. Profile of the Institution

1. Name and address of the institution: Guru Nanak College of Education for Women,  
The Mall,  
Kapurthala,  
Punjab - 144601
2. Website URL: [www.gncewkpt.com](http://www.gncewkpt.com)
3. For communication: Guru Nanak College of Education for Women,  
The Mall,  
Kapurthala,  
Punjab - 144601  
[gncew@yahoo.com](mailto:gncew@yahoo.com)  
[gncewkpt@yahoo.com](mailto:gncewkpt@yahoo.com)

### Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Principal Mrs. Manjit Kaur	01822-220673	01822-233229	<a href="mailto:gncewkpt@yahoo.com">gncewkpt@yahoo.com</a>
Vice-Principal	-	-	-
Self - appraisal Co-ordinator Mrs. Sawinder Arora	-	-	<a href="mailto:sawinder15276@yahoo.com">sawinder15276@yahoo.com</a>

### Residence

Name	Telephone Number with STD Code	Mobile Number
Principal Mrs. Manjit Kaur	-	9878877377

Vice-Principal	-	-
Self - appraisal Co-ordinator Mrs. Sawinder Arora	-	9463762928

4. Location of the Institution:

Urban ☒ Semi-urban ☐ Rural ☐ Tribal ☐

Any other (specify and indicate) ☐

5. Campus area in acres:

3.7 acres

6. Is it a recognized minority institution?

Yes

☐ No

☒

7. Date of establishment of the institution:

Month & Year

MM	YYYY
July	1966

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

Guru Nanak Dev University, Amritsar

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

Month & Year

2F	MM	YYYY
	02	1976
12B	MM	YYYY
	02	1976

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	One Year	Punjabi English Hindi
iv.	Post Graduate			Diploma		
				Degree		

v.	Other (specify)			Certificate		
				Diploma		
				Degree		

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary	-	-	-	-
Primary/Elementary	-	-	-	-
Secondary/ Sr.secondary	B. Ed.	F-3/PB- 48/99/10142 Dt. 18.08.1999	Permanent	110
Post Graduate	-	-	-	-
Other (specify)	-	-	-	-

## B. CRITERION WISE INPUTS

## CRITERION I: CURRICULAR ASPECTS

1. Does the Institution have a stated

Vision

Mission

Values

Objectives

Yes	✓	No	
Yes	✓	No	
Yes	✓	No	
Yes	✓	No	

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

If yes, 

Yes		No	✓
-----	--	----	---

a) How many programmes?

-

b) Fee charged per programme

-

2. Are there programmes with semester system

No

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

Yes	✓	No	
-----	---	----	--

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

02

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

D.Ed.

B.Ed.

14

M.Ed. (Full Time)

M.Ed. (Part Time)

Any other (specify and indicate)

5. Are there Programmes offered in modular form

Yes	✓	No	
-----	---	----	--

Number	01
--------	----

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

Yes	✓	No	
-----	---	----	--

Number	01
--------	----



7. Are there Programmes with faculty exchange/visiting faculty

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

Number	01
--------	----

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

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

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

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

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

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

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

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

As per norms
--------------

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

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

Number	-
--------	---

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

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

Number	01
--------	----

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

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

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

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

## 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       | <input type="checkbox"/>            |
| b) Common entrance test conducted by the University/Government | <input type="checkbox"/>            |
| c) Through an interview  | <input type="checkbox"/>            |
| d) Entrance test and interview                                 | <input type="checkbox"/>            |
| e) Merit at the qualifying examination                         | <input checked="" type="checkbox"/> |
| f) Any other (specify and indicate)                            | <input type="checkbox"/>            |

*(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	24-07-14
b) Date of last admission	06-08-14
c) Date of closing of the academic year	31-05-15
d) Total teaching days	208
e) Total working days	245

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	--	--	--	--	--	--	--	--	--
B.Ed.	--	110	110	--	17	17	--	93	93
M.Ed. (Full Time)	--	--	--	--	--	--	--	--	--
M.Ed. (Part Time)	--	--	--	--	--	--	--	--	--

4. Are there any overseas students?

Yes		No	✓
-----	--	----	---

If yes, how many?

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual

recurring expenditure divided by the number of students/trainees enrolled).

a) Unit cost excluding salary component

11,585.00

b) Unit cost including salary component

1,07,823.00

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

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

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

Yes

☒

No

☐

8. Does the institution develop its academic calendar?

Yes

☒

No

☐

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	--	--	--
B.Ed.	60 %	25%	15%
M.Ed. (Full Time)	--	--	--
M.Ed. (Part Time)	--	--	--

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

0 7

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

2 2

### 11. Practice Teaching at School

a) Number of schools identified for practice teaching

0	7
---	---

b) Total number of practice teaching days

4	5
---	---

c) Minimum number of practice teaching

5	0
---	---

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

10

No. of Lessons Pre-  
practice teaching

10

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

Yes

☒

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.	32%	68%
M.Ed. (Full Time)	--	--
M.Ed. (Part Time)	--	--

### 16. Examinations

a) Number of sessional tests held for each paper

0	2
---	---

b) Number of assignments for each paper

0	2
---	---

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

	Yes	No
Computers	✓	
Intranet	✓	
Internet	✓	

Software / courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	

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

Yes	✓	No	
-----	---	----	--

Number	02
--------	----

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

Yes	✓	No	
-----	---	----	--

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

Compulsory (ICT Integration in Pedagogy) ☒

Optional (Teaching of Computer Education) ☒

### CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

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

Number	0	0	%
--------	---	---	---

2. Does the Institution have ongoing research projects?

Yes		No	✓
-----	--	----	---

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

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

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

X
---

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

X
---

☐ Teachers are provided with seed money

X
---

☐ Adjustment in teaching schedule

✓
---

☐ Providing secretarial support and other facilities

✓
---

☐ Any other specify and indicate

✓
---

(Duty leaves as well as registration fee to attend seminars/conferences)

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.

1
---

b. M.Phil.

0
---

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	✓		1
National journals – referred papers	✓		3
Non referred papers			3
Academic articles in reputed magazines/news papers		✓	
Books	✓		3
Any other (specify and indicate) (Conference and Seminar proceedings, Chapters in Edited books )	✓		28

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

Yes	✓	No	
-----	---	----	--

Number	5
--------	---

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

	Faculty	Students
National seminars	25	00
International seminars	11	00
Any other academic forum	00	00

11. What types of instructional materials have been developed by the institution?

(Mark '✓' for yes and 'X' for No.)

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

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

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

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/GOs on Campus

6

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	✓
State level	✓
National level	✓
International level	X



## CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

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

5,227

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?

16

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

25,000.00

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

23,900.00

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

--

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

1,00,000.00

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

Yes

✓

No

9. Total number of posts sanctioned

Teaching  
Non-teaching

Open      Reserved

M	F	M	F
--	9	--	1
2	4	--	1

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	--	6	--	--
Non-teaching	--	2	--	--

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

	Open		Reserved	
	M	F	M	F
Lecturers	--	8	--	--
Readers	M	F	M	F
	--	--	--	--
Professors	M	F	M	F
	--	--	--	--

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

	Open		Reserved	
	M	F	M	F
Lecturers	--	3	---	--
Readers	M	F	M	F
	--	--	--	--
Professors	M	F	M	F
	--	--	--	--

c. Number of teachers from

Same state

--
----

Other states

11
----

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D. Ed.	--
B. Ed.	1:10
M. Ed. (Full Time)	--
M. Ed. (Part Time)	--

13. a. Non-teaching staff

Open      Reserved

Permanent

M	F	M	F
2	1	--	1

Temporary

M	F	M	F
2	2	--	--

b. Technical Assistants

Permanent

M	F	M	F
--	--	--	--

Temporary

M	F	M	F
1	--	--	--

14. Ratio of Teaching – Non-teaching staff

1: 1.37

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure) 201 3-14

62,60,400.00

16. Is there an advisory committee for the library?

Yes

✓

No

17. Working hours of the Library

On working days

07

On holidays

--

During examinations

07

18. Does the library have an Open access facility

Yes

✓

No

19. Total collection of the following in the library

a. Books

- Textbooks

13444

- Reference books

4706

2511

b. Magazines

18

e. Journals subscribed

- Indian journals

20

- Foreign journals

nil

f. Peer reviewed journals	02
g. Back volumes of journals	981
h. E-information resources	
- Online journals/e-journals	70
- CDs/ DVDs	98
- Databases	01
- Video Cassettes	--
- Audio Cassettes	--

20. Mention the

Total carpet area of the Library (in sq. mts.)	225
Seating capacity of the Reading room	70

21. Status of automation of Library

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

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

Circulation	<input checked="" type="checkbox"/>
Clipping	<input checked="" type="checkbox"/>
Bibliographic compilation	<input type="checkbox"/>
Reference	<input checked="" type="checkbox"/>
Information display and notification	<input checked="" type="checkbox"/>
Book Bank	<input checked="" type="checkbox"/>
Photocopying	<input checked="" type="checkbox"/>
Computer and Printer	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>
Online access facility	<input checked="" type="checkbox"/>
Inter-library borrowing	<input type="checkbox"/>
Power back up	<input checked="" type="checkbox"/>
User orientation /information literacy	<input checked="" type="checkbox"/>

23. Are students allowed to retain books for examinations?

Yes	✓	No	
-----	---	----	--

24. Furnish information on the following

Average number of books issued/returned per day

20/10

Maximum number of days books are permitted to be retained

by students

14

by faculty

30

Maximum number of books permitted for issue

for students

5

for faculty

As required

Average number of users who visited/consulted per month

130

Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled

79:1

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

1.25%

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

	2012-13		2013-14		2014-15	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	265	68,310	109	31,420	909	1,88,125
Reference books	--	--	70	40,078	167	1,29,524
Journals/ Periodicals	--	--	04	2500	--	--
Other Books	--	--	19	4752	4	2,000

## CRITERION V: STUDENT SUPPORT AND PROGRESSION

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

Programmes	2012-13	2013-14	2014-15
D. Ed.	-	-	-
B. Ed.	4%	2%	Nil
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?

18-22
-------

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)

Result	UG			PG			M. Phil		
	2012-13	2013-14	2014-15	I	II	III	I	II	III
Pass percentage	100%	96%	98%	-	-	-	-	-	-
Number of first classes	96	93	99	-	-	-	-	-	-
Number of distinctions	19	27	26	-	-	-	-	-	-
Exemplary performances (Gold Medal and university ranks)	2	3	3	-	-	-	-	-	-

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

	2012-13	2013-14	2014-15
NET	-	-	-
SLET/SET	-	-	-
Any other (TET (CTET/PTET))	14	07	10

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

Financial Aid	2012-13	2013-14	2014-15
Merit Scholarship	-	-	-
Merit-cum-means scholarship	-	-	2
Fee concession	-	-	-
Loan facilities	-	-	-
Post-Matric Scholarship Scheme for SC/BC	SC-13 BC-08	SC-13	SC-10 BC-08
Student Aid Fund	02	03	01

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

Yes	✓	No	
-----	---	----	--

9. Does the institution provide Residential accommodation for:

Faculty	Yes		No	✓
Non-teaching staff	Yes		No	✓

Does the institution provide Hostel facility for its students?

Yes		No	✓
-----	--	----	---

If yes, number of students residing in hostels

Men	Nil
Women	Nil

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

Sports fields

Yes	✓	No	
-----	---	----	--

Indoor sports facilities

Yes	✓	No	
-----	---	----	--

Gymnasium

Yes		No	✓
-----	--	----	---

11. Availability of rest rooms for Women

Yes	✓	No	
-----	---	----	--

12. Availability of rest rooms for men

Yes	✓	No	
-----	---	----	--

13. Is there transport facility available?

Yes		No	✓
-----	--	----	---

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

Yes		No	✓
-----	--	----	---

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

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

(Excluding college day celebration)

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

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



18. Does the institution have an active Alumni Association?

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

If yes, give the year of establishment

2003
------

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

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

20. Does the institution regularly publish a college magazine?

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

21. Does the institution publish its updated prospectus annually?

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

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

	2012-13 (%)	2013-14 (%)	2014-15 (%)
Higher studies	9%	17%	36%
Employment (Total)	16%	22%	19%
Teaching	16%	22%	19%
Non teaching	-	-	-

23. Is there a placement cell in the institution?

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

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

2012-13	2013-14	2014-15
--	10	07

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	08
Staff council	09
IQAC/or any other similar body/committee	10
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	Academic Committee – 06 Grievance Redressal Cell – 08 A-Fund - 02

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

Loan facility

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

Medical assistance

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

Insurance

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

Other (specify and indicate)

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

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

0	0	0
---	---	---

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

03

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

National

3	4	11
---	---	----

International

--	2	4
----	---	---

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

2	2	2
---	---	---

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

3	2	3
---	---	---

e. Research development programmes attended by the faculty

-	-	-
---	---	---

f. Invited/endowment lectures at the institution

--	2	2
----	---	---

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

a. Self-appraisal

b. Student assessment of faculty performance

c. Expert assessment of faculty performance

d. Combination of one or more of the above

e. Any other (specify and indicate)

Yes	✓	No	
Yes	✓	No	
Yes	✓	No	
Yes	✓	No	
Yes		No	✓

7. Are the faculty assigned additional administrative work?

Yes	✓	No	
-----	---	----	--

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

As per requirement
--------------------

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

Grant-in-aid

4580789.00

Fees

3877941.00

Donation

-----

Self-funded courses

-----

Any other (specify and indicate)

284794.00

9. Expenditure statement (for last two years)

2012-13    2013-14

Total sanctioned Budget	9231538	15045894
% spent on the salary of faculty	54.46%	65.13%
% spent on the salary of non-teaching employees	16.39%	15.22%
% spent on books and journals	.56%	.52%
% spent on developmental activities (expansion of building)	----	----
% spent on telephone, electricity and water	.21%	.08%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	----	----
% spent on maintenance of equipment, teaching aids, contingency etc.	1.26%	1.48%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	.05%	.06%
% spent on travel	.12%	.38%
Any other (specify and indicate)	3239778	2245746
Total expenditure incurred	12021717	13113017

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

Surplus in Rs.	Deficit in Rs.
3274275.00	
	2790179.00
1932877.00	

11. Is there an internal financial audit mechanism?

Yes ☒ No ☐

12. Is there an external financial audit mechanism?

Yes ☒ No ☐

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

Yes ☐ No ☒

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

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?

(Total no of students-110)

	Category	Men	%	Women	%
a	SC	-	-	14	13
b	ST	-	-	-	-
c	OBC	-	-	3	3
d	Physically challenged	-	-	-	-
e	General Category	-	-	93	85
f	Rural	-	-	53	48
g	Urban	-	-	47	42
h	Any other ( specify)	-	-	-	-

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	1	10	1	16
b	ST	-	-	-	-
c	OBC	1	10	-	-
d	Women	11	100	4	66
e	Physically challenged	-	-	-	-
f	General Category	9	90	5	84
g	Any other ( specify)	-	-	-	



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

(Sanctioned Strength-110)

Category	At Admission		On completion of the course	
	Batch I (2013-14)	Batch II (2014-15)	Batch I (2013-14)	Batch II (2014-15)
SC	19%	13%	19%	12%
ST	-	-	-	-
OBC	3%	3%	3%	3%
Physically challenged	-	-	-	-
General Category	78%	84%	77%	84%
Rural	48%	48%	47%	47%
Urban	42%	42%	42%	42%
Any other ( specify)	-	-	-	-

# EVALUATIVE REPORT

# EXECUTIVE SUMMARY

## **EXECUTIVE SUMMARY**

The establishment of National Assessment and Accreditation Council (NAAC) has been a boon and a blessing in disguise to evaluate, improve and enhance the quality of institutions of higher education. This reaccreditation process has motivated Guru Nanak College of Education for Women, Kapurthala to introspect, analyze and plan for future development of the institution to assure and monitor quality of curriculum transaction.

Guru Nanak College of Education for Women, Kapurthala is being run by Montgomery Educational Trust, Adarsh Nagar, Jalandhar. The Trust has been playing a pioneer role in the field of education since 1922. It started from a primary school in District Montgomery, Pakistan and bloomed as a tree with two B. Ed. Colleges, three government-aided schools and three public schools. Keeping in line with the motto of pursuit of education promotion, the trust established Guru Nanak College of Education for Women in 1966 in 'Elysee Palace' of Kapurthala. Kapurthala is a beautiful 'City of Palaces' and our institution is situated in the heart of the city. The beautiful campus presents a peaceful, cheerful, vibrant and conducive teaching-learning environment. The college is under 95% grant-in-aid scheme of Punjab Government.

The institution has always maintained a high ethical code as regards to admissions and academics thereby setting high standards. The focus of the institution is on quality curriculum transaction by providing variety of learning experiences coupled with innovative instructional strategies which is the need of the new millennium. Besides academic activities, the faculty efforts are directed towards social and community service. This facilitates interaction with the community and society. Meticulous planning, timely implementation and introspection of all curricular and co-curricular activities are the priority of faculty and staff. This leads to qualitative improvement thereby achieving the mission and goals of the institution. This is reflected in consistently good academic results.

In accordance with the objectives of our parent institution, the institution has provided the right environment and intellectual stimulus to prepare with sensitive and probing minds. Over the years, the institution has always imparted quality education and multi faceted training to mould teacher trainees physically, emotionally, intellectually, socially and

spiritually. Our faculty keep themselves cognizant with their participation in various inter-disciplinary events and the institution supports them with all the necessary facilities. The college campus has well-furnished Classrooms, Multi-Purpose Hall, Seminar Room, Resource Rooms, Educational Psychology Laboratory, Computer Centre-cum-Educational Technology Laboratory and Library. Maximum utilization of the infrastructural facilities by the institution's committed, well qualified and progressive faculty has led to sustained progress and development.

The college has illustrious alumni who hold key positions in the educational field. Feedback is collected from students, alumni and other stakeholders to bring quality improvement in the functioning of the institution. Our institution enables the students to avail the financial help under student-aid fund of the institution and post-matric scholarship scheme of Punjab Government for SC/ST/BC students. Remedial Programme is organised for weaker students

The College has various clubs that organise different activities for the holistic development of the students. The committees and cells of the institution discuss various issues at length and recommend decision to the Principal. This enables wider participation of the faculty in decision making process.

The institution operates under the control of regulatory bodies that include the national bodies, U.G.C and N.C.T.E. In addition to this, Punjab Government, Guru Nanak Dev University, Amritsar, and the Management Committee also exercise control over the institution for total educational quality management. The effectiveness and quality of the institution needs to be assessed from time to time to enhance the quality of teacher education. This creative and important task has been facilitated by NAAC. This endeavour has been accomplished with the whole hearted cooperation of every member of the institution through deliberations, discussions, brain storming, team work and cohesive spirit.

***CRITERION-WISE  
ANALYSIS***

Criterion – 1

## Curricular ASPECTS

## **CRITERION 1: CURRICULAR ASPECTS**

### ***1.1 CURRICULAR DESIGN AND DEVELOPMENT***

#### **1.1.1 State the objectives of the institution and the major considerations addressed by them. (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)**

Objectives addressed by the institution are as follows:

1. To achieve the academic excellence by promoting innovative practices in teaching-learning process.
2. To acquaint the teacher trainees with scientific and research temperament.
3. To enable the teacher trainees to proficiently use ICT to disseminate the curriculum contents.
4. To generate the passion among teacher trainees of being loyal to the teaching profession.
5. To mould the teacher trainees into professional teachers with serving attitude.
6. To provide educational and vocational guidance to prospective teachers for future success.
7. To develop communication skills among prospective teachers through the application of educational technology.
8. To cultivate organizational skills through teamwork, collaboration and co-operation.
9. To endorse awareness about recent innovations and trends for meeting the future promises of the global world.
10. To provide supportive skills to teacher trainees to mentor the learners.
11. To develop teacher trainees into persona with constructive attitude towards society.
12. To develop leadership qualities among prospective teachers to give new direction to the society.



13. To develop democratic discipline among teacher trainees by assuring their rights along with responsibilities.

**1.1.2 Specify the various steps in 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).**

Our College is affiliated to Guru Nanak Dev University, Amritsar and as such, it has no autonomy to frame, finalize or revise the syllabi already prescribed by the University as per NCTE norms. However, University reframes and revises its syllabus time to time. For this college consults and takes feedback from the teachers, alumni and students regarding curriculum. The brought out points are then forwarded to the university by our teachers who are the members of Faculty of Education. Their suggestions and experiences are sought while revising the curriculum. GNDU, Amritsar had revised the syllabus (2011-12) recognizing the changing global needs. Whenever major changes are to be brought out in the curriculum, workshops are conducted to hold the discussions, seek suggestions and bring changes. Guru Nanak Dev University has recently revised the curriculum for Two Year B.Ed. programme, 2015.

**1.1.3 How are the global trends in Teacher Education reflected in the curriculum and existing courses modified to meet the emerging needs?**

The curriculum of B.Ed. is revised or modified depending upon the requirement in response to the global trends. The role of teacher educator and pupil teacher is redefined according to the new global trends and emerging needs of the schools. Information technology has been the biggest force of influence in the recent times along with quality movement in education. These changes have called for efficiency, effectiveness, skill enhancement and accountability along with value inculcation. Institution endorses a blending of traditional values coupled with information & communication technology (ICT). Institution prepares pupil teacher

to become professional with quality skills, decisive in decision making, creative in expression so that they must confidently face the ever increasing competitive world. The faculty members guide the pupil teachers to integrate the technology like Computers, LCD projector, OHP and other audio-visual aids in their teaching methodology. Teacher educators demonstrate the use of teaching methods, devices, strategies, models, behaviors and skills during delivery of model lessons and practice teaching programme.

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

Environment, Value Education and ICT are important components of education today. Current trends in these fields form an integral part of the curriculum. Moreover, students are exposed to lectures, print and visual media and are encouraged to use this knowledge in lesson preparation and class room teaching and as a way of living. Our College also initiates various life oriented programmes.

- i. To make students aware about Environmental conditions, many initiatives are taken by the college. Time to time students are taken to Nirmal Kutiya, Sultanpur Lodhi where they get an opportunity to interact with world renowned environmentalist Sant Balbir Singh Seechewal. Students are shown CDs and power point presentation on environment education during morning assemblies. To provide actual work experience in tree plantation and conservation of the environment, the students are given opportunities to work in close proximity of nature. Tree plantation drives are also carried out in and outside the institution . Lectures are organized to create awareness regarding environmental issues.
- ii. Various activities are organized in the college to inculcate the values among teacher trainees. Morning assemblies are organized on various social issues. Value added extension lectures on different topics, religious functions and various sports activities are organized from time to time by the institution. Visits to the places like orphanages and Kusht Ashrams are taken up.
- iii. To enable the students to keep pace with the changing scenario along with imparting knowledge of ICT to the students, the College campus is Wi-Fi

enabled for free usage and open access to internet. To motivate the students for using ICT for effective teaching and learning process, the institution has established ICT Club that organized Inter-house Power Point Presentation and Typing Competition. Besides, the students are encouraged to use ICT during their practice teaching programme.

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

Yes, the institution makes use of ICT for curricular planning. College has well equipped Computer Centre-cum-Educational Technology Laboratory. There is a provision of PCs for students as well as teacher educators. The College campus is Wi-Fi enabled for free usage and open access to internet. Our teacher educators use ICT for making the classroom teaching interesting and interactive. Study material is provided to students through common login ID. Faculty is encouraged to refer e-books for enriched material. Students are also trained in basic uses of MS office, Power Point presentation, CD-ROMs, Transparencies, Models and Charts that facilitate the process of curriculum planning and transaction.

**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?**

Prospective teachers are taught the practice and discipline of discernment and are given ample opportunities to apply their learning to situations which acquire critical reflection and decision making. Practical application of theory is part of the training, so that the teaching pattern remains concentric.

In order to make teaching reflective practice, a number of activities on various teaching skills are organized. Faculty and students take part in these activities.

**Reflective thinking is enhanced in the following ways:**

- i. Students' reflective thinking is enhanced through group discussions, stimulating experiences, brain storming etc. Students are assigned different

topics for seminars.

- ii. Faculty members demonstrate (micro and macro) lessons followed by a discussion with the student teachers.
- iii. Students are encouraged to critically examine the lessons given by method masters as well as their peers.
- iv. Students are encouraged to retrospect their experiences and note down the strengths and weaknesses and to suggest alternative actions that could be taken.
- v. Students are also motivated to give their view point regarding human and material resources of the college.
- vi. Correlation approach is used while teaching so that the students learn to reflect and apply their knowledge in different situations.
- vii. Question Banks in each subject are prepared and discussed in the class.
- viii. The students are asked to review articles on education in the newspaper and group discussions are organized in the classrooms.
- ix. Classroom tests are held which shows their reflection.
- x. Inter House Competitions such as Essay Writing, Black Board Writing, Skill-in-Teaching, On the Spot Teaching Aid Preparation, Quiz , Kho-Kho, Annual Sports Meet and other religious and cultural activities are organized periodically for all round development of the students.
- xi. Model based teaching is used to make teaching learning more effective.

### **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 & in the field?**

Academic flexibility is given to the students by providing a number of optional subjects. To provide varied learning experiences to the students, following measures are taken by our institution:

- i. Academic calendar is prepared before the beginning of the session every year but there is scope for flexibility in the activities depending upon the need and requirement of the situation.
- ii. In the campus, students are encouraged to celebrate festivals, birthday of great men, national and international days.
- iii. Extension lectures are arranged to provide diverse learning experiences to the teacher trainees.
- iv. Visits to places like Science City, Nirmal Kutiya, Orphanages and Old Age Home are taken up to provide varied learning experiences.
- v. Every year, our pupil teachers participate in Youth Festival organized by GNDU, Amritsar and various other Inter –College Competitions.
- vi. Variety of Classroom experiences are given to students in the form of discussions, brainstorming, projects, assignments, seminars etc.
- vii. Internet facility is made available to teacher trainees so that they can have an access on content material related to curriculum.
- viii. Teacher trainees are given exposure to community service programmes encompassing various social issues.
- ix. Theme based morning assemblies are conducted weekly.
- x. Inter House Kho-Kho Competition & Annual Sports Meet is organized every year in which every student participates with great zeal and enthusiasm. It leads to their sound physical development.
- xi. Students are offered medium of their choice for instruction and expression.
- xii. Academic set up of the schools are taken care for practice teaching programme.
- xiii. The institution has a well equipped library. It provides a wide range of books for course and additional reading. The library also organizes Book Exhibition to acquaint teacher trainees with the books available in the library. The facility of Book Bank is available for teacher trainees. Optimum utilization of library is ensured during the examination days.

**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.**

The institution has introduced the following value added courses for prospective teachers to develop their Communication Skills, ICT Skills, Life Skills, Community Orientation and Social Responsibility:

**Communication Skills**

In order to develop Communication Skills (verbal and non-verbal) different competitions are arranged in the college like debate, declamation contest, elocution, poetical recitation etc. There is a provision of Language Laboratory shared with school to give sufficient practice of communication skills to the students. They are guided in the oral presentations and group discussions. They are also trained in the skills of effective speaking and writing.

**ICT Skills**

ICT is an integral part of teacher training programme. All our teacher educators as well as prospective teachers are encouraged to make use of ICT in teaching learning process. Teacher educators use technology for delivery of the content. The prospective teachers are trained to develop their lessons on the computer and deliver computer aided lessons during their practice teaching programme. Moreover, they are also trained in the use of ICT Skills in organizing co-curricular activities.

**Life Skills**

Life skills are the non-academic foundation skills that human beings learn and use to thrive individually and live optionally in community with others. Specific periods of ICT and communication skills in time-table help in developing life skills. Different options have been offered under the component Co- Curricular Domain to promote life skills among the prospective teachers. Students are given opportunity to organize and monitor various activities at college level as well as at school level during Teaching Practice. They are also encouraged to express their thoughts in morning assemblies.

### **Community Orientation and Social responsibilities**

The college has established links with the local community in order to apprise student teachers of existing conditions and problems. College plays a vital role to develop sense of responsibilities for the society. The following social and community oriented activities are the regular features of this college.

- i. Tree plantation
- ii. Visits to Nirmal kutiya, Sultanpur Lodhi
- iii. Rallies on social issues
- iv. Distribution of medicinal plants to local community free of cost
- v. Participation in Beti Bachao Abhiyaan
- vi. Visit to Orphanage
- vii. Sewa (Free Service) at the Religious Places
- viii. Extension lectures on various topics like AIDS Awareness, Human Rights, Drug De-addiction etc
- ix. The College has active Red Ribbon Club with a clear cut goal of community services.

#### **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).**

#### **i. Inter Disciplinary/Multidisciplinary**

The Curriculum of B. Ed. Follows both Interdisciplinary / Multidisciplinary

approaches. Students select (two) methodologies which are inter-disciplinary e.g. Mathematics & Economics, Mathematics & Physical Sciences, Computer & Mathematics, Social Sciences & Language, Fine Arts & Language, Computer & Language etc. Apart from studying the methodologies in their respective specialized fields, the students also study other subjects like Education and Development, School Management, Health Education, Understanding the Learner and the Learning Process, Contemporary Issues and Concerns in Secondary Education, Learning Resource and Assessment of Learning.

The College follows the syllabi as per the recommendations of GNDU, Amritsar. Besides, the College makes its own efforts to follow multi disciplinary approach in the following ways:

- In classroom teaching, illustrations and explanations are given correlating one subject with other subject and daily life.
- ICT is used to prepare power point presentations and lesson plans of various subjects.
- Art Component is used in black board writing and preparing teaching aids.
- Time table is based on psychological principles i.e. principle of importance and difficulty of subject, principle of fatigue and principle of flexibility.
- Moreover, for the development of life skills among pupil teachers, there is provision of five essential add on courses:
  - ICT Integration in Education
  - Language Proficiency
  - Art in Education
  - Physical Education
  - Co curricular domain

## **ii. Multi-Skill Development**

Different skills like ICT Skills, Communication Skills, Life Skills, Community Orientation and Social responsibilities are developed among student teachers. (For details of Multi-Skill Development *see 1.2.3*)

## **iii. Inclusive education**

The institution is imparting education to all type of students for e.g. widows,



divorcees, differently abled irrespective of caste, religion etc. The teachers are also motivated to promote inclusive education that suits both differently abled and normal students in a classroom setting. Various learning methods are adopted to enable the poor learning students to easily understand the concepts. Sometimes students with learning difficulties are provided special teaching and additional facilities. Inclusive education is also a part of syllabus.

#### **iv. Practice Teaching**

Practice teaching is an integral and compulsory part in B.Ed. program. Students are oriented with the concept of practice teaching and lesson plans. Practice teaching starts with the pre practice phase and it includes demonstration lessons by teacher educators, practice of micro skills and composite lessons in simulation. Then the students undergo practice teaching in local schools. During practice teaching:

Forty five days internship programme for providing real classroom practice is given to the trainees. The prospective teachers take classes in their concerned teaching subjects, prepare and deliver 25 composite lessons and 20 observations in each of two methodologies. All lessons are supervised by the concerned subject teachers. Feedback is entered in the notebooks through remarks. Besides preparing and delivering the lessons, students' also use well prepared teaching aids, observe peers, prepare daily reports and maintain students' attendance register and organize different co-curricular activities like morning assemblies, Inter house competitions, beautifying the campus, organizing seminars etc. Action research is taken up by the teacher trainees and remedy is provided as per the problem.

#### **v. School experience/Internship**

As per B. Ed. syllabus internship is organized in seven local schools. While organizing this care is taken that the group of students in each school includes all the methodology subjects offered by the institution. One faculty member is deputed in each school.

#### **vi. Work Experience/SUPW**

Since work experience/ Socially Useful Productive Work (SUPW) is not an integral part of B.Ed. but it is provided to the B.Ed. students in the institution. Some activities are done by the students in the institution and some are undertaken in the practicing schools during teaching practice. The activities taken up in the

college include preparation of greeting cards, clay modelling, diya/candle decoration, poster making, best out of waste, collage making, embroidery (phulkari), flower arrangement (fresh and dry), landscape, pot painting, cartooning, rangoli etc. The institution also organizes workshops to provide skills to the students in preparing various socially useful things from raw or waste materials. Students make these things under the guidance of experts.

### ***1.3 FEEDBACK ON CURRICULUM***

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

The College has adopted a well-trying mechanism of getting feedback and exchange of information with regard to B.Ed. programmes being run in the college. The institution encourages feedback and communication from various sources to improve upon its working and to initiate new changes if required. Feedback is taken in the following manner:

- Through meetings of:
  - Principal and teaching staff
  - Principal, students and stake holders
  - Principal, teachers, students and alumni
  - Principal and office bearers
- By filling performa at the end of Session
- Provision of Suggestion Box
- Remarks from visitors and resource persons on Visitors Book

#### **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.**

Yes, the feedback regarding curriculum is collected from students and is analyzed

by the staff members. The results are discussed in staff meetings and then communicated to the University for related reforms through faculty meetings held annually. To bring out the major changes in the curriculum, workshops are organized and numbers of colleges participate in it. Our faculty members also take part in these workshops. Suggestions given by faculty members from different institutions are given due consideration. Regarding the transaction of the curriculum, teachers, students, employers and heads of the practicing schools keep on reviewing and improving the mechanism through open-minded discussions and meetings with the Principal. The feedback obtained from different sources is collected, properly documented and analyzed. The outcome of the feedback is discussed with Principal. Their recommendations are followed up actively and adequate changes are made.

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

The revised curriculum of GNDU as prescribed by NCTE is prepared and framed by the collective efforts of all Colleges of Education affiliated to GNDU, Amritsar. Faculty members are actively involved on the issue of revision of curriculum and give suggestions to university. They attend the faculty meetings at the University for the revision and framing the new curriculum. They also attend workshops for the same.

***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).**

B. Ed. course have undergone a major revision in the last 5 years. The changes in the curriculum have indeed contributed to quality enhancement. One of the main objectives of teacher education programme is to equip potential teachers with

necessary pedagogical content and learners' knowledge in order to be effective teachers and teacher educators. This objective has been fulfilled in accordance with the recommendations of National Curriculum Framework for Teacher Education (NCFTE, 2009). B.Ed. syllabus is divided into five areas i.e. Area A – Foundation of Education, Area B – Pedagogical Knowledge, Area C – Pedagogical Content Knowledge, Area D – School Based Experiences and Area E – Add on Courses. The college provides number of methodologies offered by GNDU Amritsar and students have to opt any two methodologies, which they have studied at least for two years at graduation level for major subject and at least for one year in case of minor subject. There is also provision of elective options in the syllabus and the students have the freedom to choose any one option. The syllabus is reviewed by Dean, Principals and senior teachers of colleges of Education. The course of B.Ed (GNDU) has undergone major revisions in the year 2011-12. (*Annexure-A*)

There was also a minor revision in syllabus in the year 2013-14 that continued up to 2014-15 (*Annexure-IV*)

Recent changes in curriculum of Two Year B. Ed. programme (2015-17) have been made by GNDU Amritsar as per norms laid down by NCTE (*Annexure-B*)

#### **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.)**

The university is an authority to bring on any revision. The institution does not have the power to revise the curriculum on its own. However, the institution collects and analyzes feedback taken from the student teachers, faculty and other stakeholders. The suggestions are discussed with the principal and put forth before the university through the meeting of Faculty of Education attended by our faculty members annually.

### **1.5 BEST PRACTICES IN CURRICULAR ASPECTS**

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

There are certain measures undertaken for quality sustenance and enhancement:

### **ICT**

1. Introduction of ICT Integration in pedagogy as compulsory add on course for the students
2. Fully Wi-Fi campus with internet and intranet access to the teacher trainees and teacher educators
3. Provision of multimedia projectors to make the entire transaction of curriculum more interesting and effective
4. Practical training to students and teachers to use ICT

### **Teaching-Learning Experiences**

1. Team teaching is undertaken by the teacher educators in order to follow multi disciplinary approach.
2. Teacher Educators prepare their lessons regularly and keep a record of instructional planning.
3. Teacher Educators take up research based activities such as paper presentations and research publications to ensure their professional development.
4. Enrichment material is provided to gifted students and remedial classes to slow learners.
5. Regular feedback is taken from the students to make teaching learning effective.
6. Periodic tests are conducted and feedback is given to the students and necessary remedial measures are taken.
7. Members of faculty attend various seminars, workshops, general orientation and refresher courses etc. to upgrade their level of information and enhance their skills.
8. Inter-house Skill-in-Teaching, On the Spot Teaching Aid Preparation and Quiz Competitions are organized regularly.

### **Value Inculcation**

1. Extension lectures are organized.
2. Projects and assignments are given to the students.
3. Morning assemblies are organized in the college as well as practicing schools during practice teaching.

4. Special attention is given to co-curricular activities including sports and community services.

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

The innovative measures planned by the institution for curricular aspects are as follows:

1. Celebrations of important days to inculcate moral values among students.
2. Catering to demands of present day society the college is bound to provide value based education to prospective teachers.
3. A number of activities become the essential part of the course curriculum that focus on triggering the devotion towards society and nation at large.
4. Encouraging students to participate in various activities likes seminars, group discussions and quiz based on various topics of syllabus.
5. Organizing AIDS Awareness Camp to provide practical awareness to students.

### **Additional Information to be provided by the Institution 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?**

The feedback provided in the previous report has been taken seriously by the institutions and steps have been taken to ensure quality improvement in accordance with the suggestions made in the report. The College has initiated various actions in the light of these observations and suggestions. The peer team had given following suggestions:

- College can take a lead and develop programme objectives.
- Emerging new concerns and skills like environmental education, 'learning to learn' skills, learning to work together and individually, self directed learning

and communication skills need to be developed in a focused manner.

- Development of ICT related skills and competencies to become more effective teachers.

**Actions taken by the institute to comply with these suggestions**

- Objectives of the programme have been listed in 1.1.
- Actions taken on emerging new concerns and skills like ICT, learning to learn, learning to work together and individually, self directed learning, communication and environmental education has been mentioned in 1.2.3.

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

- The institution has established IQAC. The aim is to enhance and sustain quality.
- The teacher educators participate in National and International seminars/conferences/workshops for their professional growth (Details are given in Criterion III).
- Tutorials are incorporated to provide expert guidance by the teachers through close interactions within a small group of students. These interactive sessions target at developing life skills among students.
- Active functioning of Grievance Redressal Cell and Guidance & Counseling Cell cater to the problems of students pertaining to their personal, educational and vocational fields.

Criterion – 11

TEACHING

LEARNING

*and*

EVALUATION



## **CRITERION – II TEACHING - LEARNING AND EVALUATION**

### ***2.1 ADMISSION PROCESS AND STUDENT PROFILE***

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

The institution has a transparent admission process which is strictly done as per the norms laid down by NCTE Act 1993. The admission to B.Ed. course in this college is in accordance with the centralized procedure conducted by Guru Nanak Dev University- Amritsar, Punjabi University-Patiala and Punjab University-Chandigarh in rotation on the behalf of Punjab Government.

- Students are selected for admission on the basis of merit in the qualifying examination.
- Candidates with at least 50% marks either in the Bachelor's Degree and/or in the Master's degree or any other qualification declared equivalent thereto, are eligible for admission to B. Ed. programme.
- The reservation for SC/ST/OBC category candidates and other categories is as per the rules of the State Government. SC/ST/OBC category candidates require 45% marks either in the Bachelor's Degree and/or in the Master's degree or any other qualification declared equivalent thereto, for admission to B. Ed. programme.
- The information regarding date of submission of online application is provided on the Website of Host University and also through an advertisement published in at least two leading newspapers of the state.
- After online registration and choice filling, the provisional merit list is declared. Students' complaints are attended for a day before revising final merit list and allotment of seats to the candidates.
- Detailed information about the subject combination and category wise distribution is conveyed to the host University before the start of counseling process.

- 85% seats are reserved for the candidates from within the state and 15% seats are open for candidates of other states/UTs on all India basis.

The percentage of seats reserved for different categories is as follows:

**Reservation of Seats for different categories**

Category Code	Category	Percentage of seats to be reserved
01.	General	50%
02.	Scheduled Caste/Scheduled Tribe	25%
03.	Backward Classes	5%
04.	Border Areas/Backward Area (2% each)	4%
05.	Sports persons	2%
06.	Children/Grand Children of freedom fighters	1%
07.	<p>Disabled persons</p> <p>a) Blind</p> <p>b) Deaf &amp; Dumb</p> <p>c) Other Handicapped</p> <p>If suitable candidates are not available in any one of these sub-categories, the seats so available will be filled up by the candidates from the other sub categories of disabled candidates and if they are not available in any sub-category, then seats are filled up from general/open category candidates.</p>	3% (1% from each of the sub category)
08.	<p>a)Wards/Widows of defense personnel killed or disabled to the extent of 50% or more in action; Wards of gallantry awardees of serving defense personnel/ex- servicemen (1%)</p> <p>b) Wards of ex-servicemen/serving personnel</p> <p><b>Note:</b> If any seat(s) remains vacant from (a) or (b) category the same can be filled up by way of</p>	2%

	interchangeability also.	
09.	<p>a) Wards/widows of Para-military forces personnel Punjab Police, PAP and Punjab Home Guards killed or disabled in action to the extent of 50% or more (1%)</p> <p>b) Wards of Para-military forces personnel/ex-paramilitary forces personnel and Punjab Police/PAP/Punjab Home guards personnel decorated with Gallantry Medals (1%)</p> <p><b>Note:</b> - If any seat(s) remains vacant from (a) or (b) category the same can be filled up by way of interchangeability also.</p>	2%
10.	November, 1984 riots affected displaced persons, children of the Army deserters killed, 100% Physically disabled; children of the families of persons killed as a result of terrorist violence or by security forces acting in aid of civil authorities and the children of innocent civilians who have sustained 100% disability in terrorist violence or during operation by security forces action in aid of civil authorities.	2%
11.	Widows/Divorced Women	2%
12	Ex-Servicemen /Women	1%
13.	Wards/Children of all ex-servicemen settlers of Campbell Bay Island of Andaman Nicobar Only	1%
<b>Note :-</b> The candidates being admitted under 15% quota on All India basis shall be eligible only for reservation provided by the Constitution i.e. 25% for SCs/STs and 5% for BCs		

- As per the schedule, seats are allotted to qualified candidates on the basis of their merit and availability of seats. The admitted students are expected to reach the allotted college within three working days and fulfill the admission formalities at

the college level otherwise admission to B. Ed. course shall stand cancelled automatically.

- Information of vacant seats is communicated to the host university by the college for the purpose of admission through counseling.
- Seats remaining vacant after counseling or any dropout vacancy are filled by the institute on the basis of merit within stipulated time.
- The institute verifies the original documents when candidate reports along with the application form. It is the responsibility of the institute to check the eligibility, category, rural area claim and subject combination as per the Punjab Government/ University/ NCTE norms.
- Admission committee is formed at the college level constituting senior faculty members. The following certificates are checked by the admission committee:
  - a) Detail Marks Cards of all examinations
  - b) Character certificate (from the institute last attended)
  - c) Residence certificate
  - d) Reservation category certificate
  - e) Rural area certificate (certified by Distt. Education Officer)
  - f) Any other relevant certificate
- The minor subjects are allotted by the college on the basis of merit and availability of the subject.

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

The advertisement regarding B. Ed. programme is published in newspapers. One of the three universities of Punjab, after getting notification, gives advertisement in two leading newspapers for B. Ed. admission through state level centralized online counseling. Detailed information regarding total number of seats under various categories and subject combination sent by the institution is also displayed on Host University's website during the admission process.

The advertisements are published by the institution in leading newspapers and on college website for open admission as per the norms set by the Government of Punjab and Guru Nanak Dev University, Amritsar for the seats remained vacant after counseling by the concerned University. The required information regarding fees is displayed on the notice board at the time of admission. Moreover, the institution provides full information to candidates regarding completion requirements for B.Ed. programme through information brochure of the college. This information brochure also includes general rules of the college, code of conduct, attendance, college timings, library rules, leave rules, house examination, uniform, morning assembly, scholarships and stipends, fees, ragging regulations, tutorials and house system, clubs, syllabus etc.

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

The Admission Committee comprising senior faculty members is constituted at the college level to monitor the decisions taken by the centralized online counseling committee. The admission committee thoroughly checks and verifies all original testimonials of the candidates at the time of admission strictly following the norms prescribed by GNDU and reservation policy of Punjab Government. Any discrepancy in this regard is reported to the centralized committee for further action.

**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)**

- Financial support is provided to all eligible SC and OBC candidates as per the government policy. The institution also helps the financially weak students out of the Poor Student Aid Fund.
- Book bank facility is provided to the needy students.
- Remedial classes for educationally backward students are organized.

- A multilingual approach followed by teacher educators helps in involving all the student teachers in the classroom activities.
- Books in English, Hindi & Punjabi medium are available in the library.
- Immediate medical facilities are also provided to the students who fell ill during college hours.
- Teachers also help the students in the management of stress related to exams and other competitions.
- There is also a provision to make personal contacts with the parents of students having irregular attendance.
- Guidance and Counseling Cell is also working in our college for providing educational, vocational and personal guidance.
- As a part of student support programme, Grievance Redressal Cell is functioning to redress the grievances of the students.

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

Yes, there is a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes. For this purpose, orientation session is organized by the college soon after the admission procedure ends. In this session, general assessment regarding their attitude towards teaching, skills and knowledge is made through informal interaction. Students are also acquainted with the structure of the B. Ed. programme, weightage of marks, syllabus, school based experience programme, examination, assessment methods etc. in these sessions. Overviews of future possibilities are also given to students.

**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?**

The college continuously works towards creating conducive environment for

learning and development of the students in the following ways:

- There is an Academic Committee to plan and monitor the total academic programme of the institution. This committee prepares the academic calendar of the institution and all activities of the college are scheduled according to academic calendar. The committee also reviews the progress of activities scheduled in the academic calendar.
- All the teachers of same subject hold meetings and develop the plan regarding the curriculum transaction. Senior most teachers divide the syllabus in portions to be covered in a particular term or period.
- Various methods of teaching like lecture method, demonstration method, discussion method, project method, peer tutoring, assignments, surveys etc. are used to facilitate teaching and learning.
- Book bank facility is available in the library for the needy students.
- The faculty gives exposure to the students regarding the usage of latest technology like OHP, LCD, computers, language laboratory etc.
- There is a provision of remedial teaching for educationally backward students and enrichment material is provided to gifted ones.
- Extension lectures are organized to enrich the students' learning experiences in diverse areas.
- Academic flexibility is given to students by providing a number of optional subjects.
- Practice teaching is an integral part of our curriculum. Under this, the students are required to prepare lesson plans both micro and composite with proper use of audio-visual aids.
- Social surveys are conducted so that students may develop insight into various social issues.
- Art component is designed in such a way that it gives training in chart making, model making, preparing flash cards and chalkboard writing skills. It helps the students to acquire the skills essential for effective teaching-learning process. Besides these, Drawing and Painting give knowledge to the students about use of different types of colors landscape, paintings and

preparation of greeting cards, rangoli making and collage.

- Through physical education, elementary knowledge about human physiology, personal hygiene and yoga education is given. Annual Sports Meet is the regular feature of the college. Inter-House Kho-Kho competition is also organized every year.
- There is provision of morning assembly in the time table to inculcate values among students
- A variety of co-curricular activities are offered to the students which they choose according to their own interest and abilities.
- Community Services help in strengthening of community linkages.
- Co-curricular activities intend to develop the organizational skills and abilities required for activities like seminars, debates, declamation and poetical recitation.
- Various inter-house competitions like educational quiz, teaching-aid preparation, skill- in- teaching, chalkboard writing, power point presentation, typing etc. are also organized time to time.
- Every session students send their entries in essay writing competitions organized by Mahan Kavi Bhai Santokh Singh Yadgar Committee, Jalandhar and Sant Namdev Kashtriya (Tank) Sabha, Jalandhar.
- Religious functions are organized every year like Shubh Aarambh, participation in Bani Diwas, celebration of birthday of Guru Gobind Singh Ji etc. to inculcate spiritual values.
- Festivals are also celebrated time to time in the college.
- Training in cleanliness and beautification of campus is also a part of learning.
- Medical checkup of students is the distinctive feature of the institution. Record for the same is kept by the respective tutors. Immediate medical facility is also provided to the students with serious illness.
- Students who secure first three positions in the house examination are honoured. Besides, students securing top ten positions are appreciated by the principal for their efforts in a meeting specially held for them. They are



motivated to bring excellent results in university examination by the principal in a meeting.

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

The assessing practices in classrooms and co-curricular activities enable the teacher educators to identify the slow and advanced learners in various subjects and areas. The following strategies have been designed to meet the diverse learning needs of students of different categories:

- **Slow learners:** Peer tutoring, cooperative learning, remedial teaching, question bank, teacher guided study and use of audio-visual aids.
- **Advanced learners:** Supply of enriched material, question bank, peer tutoring, reference books for additional learning, internet facility, participation in seminars and discussions, inculcation of leadership qualities through co-curricular activities and morning assemblies etc.

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

- Theoretical discussions on diversity in classroom, education for democracy, interaction of education and culture in the global context, education for national integration, inclusive education, integrated education, constitutional provisions of education, problems of wastage, stagnation and drop-out, domains of learning-cognitive, affective and psychomotor, theories of learning, intelligence, personality, individual differences, concept of exceptional children etc. make the student teachers aware of the role of diversity and equity.
- Activities like HIV awareness camps, morning assemblies, organizing co-curricular and cultural activities and celebration of important days make students aware of the diversity existing in our socio-cultural environment. This sensitizes them about special needs of children, linguistic, ethnic,

physical and mental differences existing in schools. Further, this helps them to create a mental make-up for teaching in schools.

- Surveys on the various social issues are conducted by the students.
- School related experience provides student teachers a vision for the diversity and equity in teaching learning process. Student-teachers are engaged in informal discussions with school teachers of practice teaching schools before the commencement of practice teaching. Through teaching in schools they get hands-on experience of diversity and thus reflect on the role of equity in the teaching- learning process.

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

A committee is constituted for teachers' self appraisal as well as for students' assessment of teachers to elicit information and to monitor the quality of teaching learning. At the end of the session, every teacher educator fills self appraisal performa to evaluate themselves through introspection. Institution also follows a mechanism of evaluating teachers through students. At the end of academic year, students give feedback to the concerned faculty member on their teaching skills on a prescribed format. The Feedback Performa mainly focus upon the various teaching skills of the faculty members like presentation, communication, knowledge, content covered, innovative practices, laboratory work etc. Teacher educators are informed about the feedback from students for further introspection and self evaluation.

All the teacher educators are motivated to attend and participate in seminars, conferences, workshops, refresher courses, general orientation courses etc. where they get opportunities for interaction with resource persons and delegates from varied backgrounds and refresh their knowledge and skills.

Teacher Educators keep themselves updated through books, journals, e-resources, peer discussions etc. They also engage themselves in the reflective practice of sharing their experiences with their peers and students.

Teachers maintain instructional plans in their files for all subjects allotted to them.

These are prepared considering the diversified needs of students for e.g. slow learners and gifted students. They get additional instructional material through e-resources and they also adopt variety of teaching strategies in class rooms.

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

Various scholastic and co-scholastic activities are organized in the college which help student teachers to develop knowledge and skills related to diversity and inclusion. The college organizes talent hunt (in literary, theater and fine art items), inter house competitions, morning assemblies, religious functions, celebration of important days, excursions and visits every year where students get opportunities to express themselves. All the student teachers irrespective of caste, colors, creed, and religion participate and work as a team.

**2.3 TEACHING - LEARNING PROCESS**

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

- **Use of library and other learning resources:** Students use partially computerized library and other digital resources to prepare their assignments and plan other activities. Many facilities are available in the college library for the students like access to journals, newspapers, magazines, dictionaries and encyclopedias, book bank facility, separate sitting space for staff and students and compulsory library reading period.
- **Use of ICT:** Fully Wi-fi enabled campus, free internet facility for students, provision of language laboratory (shared with school), computer centre-cum-educational technology lab are main features of the institution. Moreover, facilities such as LCD projector, OHP, computer and internet are used for teaching and learning process.

- **Focus group:** Teachers in their methodology classes organize discussions where the pupil teachers share the problems they face in schools with the students. In this way the trainees are sensitized to the real problems in school for e.g. delinquency acts of school students and solution for their removal.
- **Individual projects:** Individual projects on problems related to classroom teaching and learning are given to the trainees. Action Research project is undertaken by the students in practicing schools.
- **Role playing:** Role Playing is the regular feature for the development of micro and macro teaching skills through simulated teaching. Students are provided opportunity for this in their methodology classes.
- **Internship:** Effective teaching practice of 45 days is organized in selected schools under the mentorship of teacher educators and with the cooperation of school staff.
- **Class room discussions:** Students are involved in the active learning process by developing interest in the topics through conducive environment created in the class.
- **Group and home assignments:** Group and home assignments are given with eliciting topic and specific questions for which the learners have to be actively engaged in the library. Students discuss and write their assignments.
- **Practical:** To sharpen the artistic and linguistic abilities, and to facilitate the technological skills and physical health of future teachers, expanded practical work is taken up under expert guidance. Preparation of teaching aids, lesson plans and surveys are the part of the curriculum.
- **Trips and Field visits:** One day trip and field visit are organized every year to important places like Science City, Nirmal Kutiya, Virasat-E-Khalsa etc.

**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?**

Learning is made student centered through various participatory learning activities

like;

- Group discussions, seminars, debate, role playing, developing communication skills, field visits and trips, social service and preparation of teaching aids supplements class room teaching.
- Internship helps students to acquire deeper knowledge which is both theoretical and practical.
- Use of ICT also makes the learning process student-centered. Besides curricular activities, students are encouraged to use ICT in morning assemblies and co-curricular activities under the guidance of teachers.
- A good number of activities are organized in collaboration with various clubs of the institution.
- Assignments are based on self-study texts. Students are encouraged to browse and discuss question banks and handouts related to subjects.
- To encourage the reading habits among students, there is a provision of compulsory library periods in routine time table.
- Mentoring all the students on individual basis for both their scholastic and co-scholastic needs is the regular feature of the institution. Learning is made student centered as remedial teaching is provided to slow learners or learners having learning difficulties and extra guidance is provided to gifted students who want to do something different from others. Besides this, work experience is also provided to students.

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

The faculty members continuously update their knowledge and skills through ICT, library and various other resources that enable them to provide the students with experiences for ensuring effective learning. Some methods of interactive learning experiences are as follows:

- Simulated Teaching

- Model based teaching such as Glaser's Basic Teaching Model and Concept Attainment Model
- Learning through ICT
- Seminars
- Group discussions
- Role playing
- Project based Learning
- Demonstration and Observation
- Drill and practice
- Action research
- Organizing exhibitions, cultural events etc.
- Preparing teaching aids

**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.**

The institution does not provide a formal training for models of teaching but has a provision for theoretical discussions of two models mentioned in the syllabus i.e. Concept Attainment Model and Glaser's Basic Teaching Model. Concerned teachers explain the meaning, steps and implementation of these models in teaching-learning process.

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

Yes, student teacher uses micro-teaching technique for developing teaching skills. Every student teacher practices five micro teaching skills in each methodology through simulated lessons. The basic micro teaching skills practised are:

- a) Skill of reinforcement

- b) Skill of introducing the lesson
- c) Skill of explanation
- d) Skill of illustrating with examples
- e) Skill of questioning
- f) Skill of black board writing
- g) Skill of stimulus variation
- h) Skill of probing questions
- i) Skill of writing instructional objectives
- j) Skill of explanation with illustration
- k) Skill of demonstration

Micro teaching schedule is prepared by the skill-in-teaching incharges. First of all, teacher educators give demonstration of all the micro skills mentioned in the syllabus of their respective teaching subjects. All the student teachers are required to prepare and practice five micro teaching skills. They are required to practice each of these skills until they gain a mastery over each of these skills. Each student teacher also delivers one micro discussion lesson on any skill of their choice.

**2.3.6. Detail of 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.)**

Teaching practice in the schools is the most interesting and challenging part of B.Ed. course which is planned at the commencement of the session, according to the guidelines of ordinance issued by G.N.D.U Amritsar. The theoretical knowledge gained in the classrooms finds its implications during teaching practice. The schedule of teaching practice is planned in advance by the incharges of School Based Experience Programme. The plan is made in consultation with the practicing schools. Before the actual start of the teaching practice, a pre-practice session is held in the institution in which each subject teacher demonstrates micro and macro lesson so that skills learnt are utilized. Student teachers are given training in planning of composite lessons, writing objectives & designing teaching strategies.

Details of teaching practice programme are as follows:

- **Organizing Teaching Practice:** During the whole session, teaching practice is organized for 45 days in two phases. First phase of 15 days duration and second phase of 30 days duration. For this purpose, the college identifies practising schools in the nearby areas and the permission for teaching practice is sought through the school principal or District Education Officer. Pupil teachers are allotted the practice schools while keeping in view their subject combinations and geographical convenience whenever possible.
- **Orientation session:** A day before the start of the teaching practice, an orientation session is held in the college and afterwards in the schools to make the students familiar with the environment of the school.
- **Time-table for Practice Teaching:** On the first day of teaching practice the supervisor frames the time-table in consultation with the time-table incharge of the school. Each pupil teacher gets at least two periods per day to teach each of her teaching subjects. Then students meet the concerned subject teachers of the school as per the allotted time-table and discuss the syllabus to be covered during teaching practice. Apart from teaching, pupil teachers are assigned various other duties for the smooth conduct of teaching practice.
- **Monitoring Mechanism:** The teacher educator makes the best efforts to monitor and observe the maximum number of lessons each day so that improvements can be brought about through suggestions and guidance. While giving feedback, supervisor focuses on various skills required by student teachers to make their teaching effective. The Principal of our college also makes regular visits to different practising schools with an aim to motivate prospective teachers and to ensure the smooth conduct of teaching practice. School teachers also sit backside in the class so that suggestions can be made to improve the lesson.
- **Observation and Analysis of the Lessons:** The pupil teachers plan their lessons and try to make each one of them the best. Regular observations are made by supervisors, peer teachers and school teachers. At the end of the day, an interactive session is held in which the observations are analyzed and discussed. Appropriate suggestions are made by the supervisors that become



the base for the next day's better teaching. The peers who are free also sit in the class to observe the lessons. They observe the lessons on the following basis:

- i. Appearance of the pupil teacher
  - ii. Introduction of the topic
  - iii. Chalk-board writing
  - iv. Use of teaching aids
  - v. Technique of questioning
  - vi. Development of the lesson
  - vii. Correction
  - viii. Language
  - ix. Checking of student's class room work
  - x. Students' participation
  - xi. Self confidence and class control
  - xii. Demonstration / practical work
  - xiii. Final recapitulation
  - xiv. Mastery over the subject
  - xv. General opinion about the lesson
- **Feedback Mechanism:** Every lesson of the student teacher is observed by the concerned subject teacher of the school. At the end of the lesson he/she provides the feedback for improvement. School principal regularly takes rounds to observe the teaching of student teachers. At the end of teaching practice, an interactive session is held in which the school principal and teachers present their views regarding various aspects of teaching practice.
  - **Span of other Activities:** Apart from teaching, pupil teachers also indulge in many other activities in school such as attending morning assembly, maintenance of attendance record of classes allotted to them, taking adjustment/substitute periods, maintaining discipline, organizing various competitions etc.

#### **2.3.7. Describe the process of Block teaching/ Internship of students in vogue.**

The school based experiences of 45 days duration is split up in two phases. First phase of two weeks teaching practice is held in the month of October/November and second phase of four weeks is held in the month of April/May. All lessons are to be supervised by the concerned teacher educators. A candidate has to complete 25 composite practice lessons, 5 micro practice lessons, 5 composite practice lessons in simulated teaching, 2 composite discussions and 1 micro discussion lesson, 20 composite lessons and 5 micro lessons observations in each teaching subject. They have to plan their lesson in advance in their lesson-plan notebooks and prepare teaching aids during whole teaching practice. On the last day of practice teaching, the teacher educators arrange formal meeting of the student teachers with the principals of their respective practising schools to exchange views to improve the training programme. A certificate of satisfactory work by the Principal of the concerned practising school is procured to the student teachers.

**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.**

Yes, the practice teaching sessions/plans are developed in partnership, cooperatively involving the school staff and mentor teachers. Teaching practice starts with the consent of concerned school principal. After that teacher educators arrange meetings with the school staff to prepare such a time table that cause minimum disturbance in the school working. Before going to their allotted classes, student teachers meet the concerned subject teachers of that particular class to discuss the syllabus which they are required to complete in their respective classes during that span of time. Subject teachers of the school observe student teachers in their classes and give them their feedback. School teachers act as mentors and give their valuable suggestions regarding classroom teaching to the student teachers.

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

Curriculum of the B.Ed. course gives orientation to the student teachers that help them to manage diverse learning needs of the students in school. Subject B1- Understanding the Learner and Learning Process helps the student teachers to understand different types of learners, their developmental processes, problems faced by them and ways to eradicate these problems. Besides, the orientation programme is also conducted before the commencement of practice teaching in which teacher educators give them knowledge about the concepts of inclusion, exceptionalities and gender differences, so that they can manage the diverse learning needs of students in schools. The following strategies are designed to meet the diverse learning needs of the students that are adopted during the practice teaching:

- **Educationally backward learners:** Providing remedial teaching.
- **Gifted and creative learners:** Supply of enrichment material, projects, motivating them to participate in debates, essay writing competition etc.
- **Learners with learning difficulties:** Proper seating arrangement in the class room and teaching aids are used to stimulate their learning in the class room.
- **Delinquent and emotionally disturbed children:** Action research is taken up to provide immediate remedy to the problems. Guidance and counseling is also provided as and when required.

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

During pre- practice teaching preparations the students are encouraged to make use of OHP, LCD, and internet and prepare PPTs to make their teaching effective. Working models, audio-visual aids, dramatization, story telling and other activities are used by pupil teachers during teaching practice.

### **2.4 TEACHER QUALITY**

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

Yes, the practice teaching plans are developed in partnership, co-operatively involving the school staff and mentor teachers. (for details refer 2.3.8).

**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?**

Eighteen to twenty student teachers are sent to each school based on the strength of the school, availability of the subjects and medium of instruction taken by the student teachers. Requests of the schools regarding subject specific teachers are taken into consideration. Whenever possible the factor of geographical convenience of the students is also taken into consideration while fixing up the practice teaching school.

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

To improve the teaching skill of the prospective teachers, the supervisor who is in-charge of a group of student teachers in a school, regularly observes the lessons of each and every student and gives remarks in lesson plan notebooks. At the end of each day, she discusses the weak and strong points with student teachers and guides them to bring improvements. This practice helps the students to get correct feedback from the supervising teachers. Student teachers also make regular observations of the lessons of peer teachers and their healthy discussion also proves beneficial for further improvement. The respective school teachers (Mentors) observe our student teachers lessons and give useful tips for the improvements. The college principal's supervisory visits to practicing schools provide effective guidelines to make the programme successful. The feedback from principal of the school also proves to be highly useful as his remarks in academic and co-curricular activities show the future recommendations and suggestions.

**2.4.4. How does the institution ensure that the student teachers are updated on the**

### **policy directions and educational needs of the schools?**

An orientation day is organized for the students before the start of teaching practice in which they are apprised of the locale of the school and the types of learners they are going to face. Student teachers are informed about RTE, disciplinary problems they are going to face, delinquent acts of the school students, ban on the use of corporal punishment, child labour, inclusive education etc. School authorities also update the students regarding the policy directions and educational needs of the schools.

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

The students and faculty keep pace with the recent developments in the school subjects and teaching methodologies in the following ways:

- **Teaching practice:** Phase of teaching practice gives exposure to recent development in the school subjects as pupil teachers interact with school teachers regarding the books recommended for teaching, syllabus to be covered during teaching practice and methodology to be adopted.
- **Enriched library:** The college has enriched library containing latest NCERT and PSEB text books on school subjects and teaching methodologies which helps the student teachers and teacher educators to update their knowledge. They are also encouraged to read reference books, journals, newspapers and various other publications. They also use internet in order to keep pace with the recent developments in the school subjects and teaching methodologies.
- **Inter house and inter college competitions:** Our college organizes inter house skill-in-teaching, teaching-aid preparation, PPT presentation competitions every year. Student teachers also participate in various inter college competitions. The participation in these competitions gives them exposure in the use of latest teaching methodologies.
- **Seminars, workshops, conferences and refresher courses:** Teacher educators are encouraged to participate in various seminars, conferences, workshops and

refresher courses in order to update their knowledge.

**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.)?**

The teaching staff is continuously motivated to participate in general orientation and refresher courses, attend seminars, conferences and workshops, present papers at state, national and international level. The institution notifies the faculty members well in advance regarding any professional development activity being organized by other institutions. They are provided duty leave and fee to attend the same. The faculty members have participated and presented papers in a number of workshops/seminars/conferences. (*Annexure-C, D & E*)

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

- The Principal of the institution appreciates the achievements of the staff in the staff meetings and in the management meetings.
- Ad-hoc teachers having good record are awarded by regular increment in salary and by posting them in regular mode.
- Duty leave is granted to teachers for attending seminars and other courses for professional development. Institution supports teachers whenever they wish to study further. Necessary books are also ordered in the library on receipt of the requisition from the teachers.
- The institution also appreciates the staff for publication of books.

**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.)?

Mechanism adopted to identify, communicate and address the barriers to student learning through following ways:

- **Greivance Redressal Cell:** Greivance Redressal Cell is working in the college. The function of the cell is to hear the grievances of the students. The cell meets once in a month where the problems of the students are conveyed. Then the members of the cell meet the principal and necessary action is taken after a thorough discussion.
- **Facility of Suggestion Box:** Suggestion Box is installed in the college which is opened regularly and suggestions given by students are duly considered.
- **Guidance and Counseling Cell:** The cell takes the measure to solve the educational, vocational and personal problems of the students.
- **Staff Meetings:** The problems related to teaching-learning process faced by the staff are discussed in the staff meetings with principal and necessary suggestions are sought.
- **Student Council:** The student council with student representatives is active and discusses problems of students.
- **Tutorials:** In time table, there is a provision of tutorial period once in a week and students of concerned tutorial group meet with their tutors, problems are discussed and necessary efforts are made to solve them.

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

To assess student learning both the internal assessment and the external assessment form the integral part of evaluation.

- **Internal Assessment:** Internal assessment of students is done on the basis of their performance in two house tests and assignments. Internal assessment is awarded as per University rules. Two house tests based on external

examination pattern are conducted during the session. In case the student is unable to appear or clear the exam, supplementary tests are also conducted. The entire process of assessment is computerized and the information about criteria of assessment and weightage is given to the teacher educators and prospective teachers in the beginning of the session. The results of both house examinations are declared within the scheduled dates and displayed on outer boards of every classroom. Meritorious students are rewarded and honored every year. Performance of students in both house tests is conveyed to their guardians through ordinary post. Students whose performance is not up to mark are given remedial teaching for further improvement.

- **External Assessment:** The institution makes all preparations for the external examination to be conducted at the end of the session by Guru Nanak Dev University, Amritsar. The ratio of both external and internal evaluation is 80:20 for theory papers and 60:40 for internship in methodology I and II respectively.
- **Regular Attendance:** Monitoring of regular attendance of students is a part of continuous evaluation system of the college. Therefore, thrice in a session students are informed about lecture shortage through lecture shortage report duly signed by them for every subject. Lecture shortage having serious cases is also informed to parents.

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

After the completion of evaluation procedure of house tests, a paper show is held in the classes in which students see their actual performance. Then the teacher educators discuss the questions asked and answers given by the students. The feedback so obtained is used to improve the further performance. The result of both house exams is displayed on the outer boards of the classrooms. The performance of the students and curriculum transactions are discussed in the staff meetings also. List of top ten students with name and marks is displayed on the notice board. College principal also holds meetings with meritorious students after the completion of both house examinations to motivate them to bag university



positions. The principal also meets academically weaker students to encourage them to do better in future. Remedial classes are organized for them.

#### **2.5.4. How is ICT used in assessment and evaluation process?**

The institution uses ICT in assessment and evaluation process as data base of the students and marks/grades secured by the students are computerized. Students' record of internal assessment is maintained through computerized mode.

### ***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 institutions?**

- An orientation week is organized by the college before the commencement of the regular classes, where the student-teachers are oriented with the B.Ed. programme. Moreover, an informal interaction is also held to assess their previous knowledge and skills regarding teaching profession. They are informed about the history of the college, its vision, mission and objectives.
- An Orientation session before the commencement of teaching practice is organized where the student-teachers are sensitized to the linguistic, physical, cognitive, cultural differences existing in the school students. In this session, they are acquainted with the concept of inclusive education, RTE, ban on corporal punishment etc. During and after teaching practice, feedback is given by teachers and peers, open discussions are made and experiences are shared.
- Individual attention to the students is paid for guidance in theory examination as well as school based experiences.
- Equal opportunities are provided to all the students in different activities of the institution.
- Self-learning is fostered through individual assignments, project work, seminar and encouragement to use learning resources.
- Computerized recording of result of both house exams (theory and practical) is

maintained.

- University merit position holders and top three position holders in both house exams are duly honored.

In addition to above the following other measures are adopted by the institution:

- Use of LCD, OHP, internet and PPT presentation in teaching-learning process
- Role Playing
- Simulated Teaching
- Action Research
- Extension Lectures
- Educational Trip
- Provision of study material through a common login ID

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

Institution reflects best practice in delivery of instruction including use of technology in following ways:

- Internet facility through fully Wi-Fi enabled campus
- Model based teaching
- Teaching with constructivist approach
- Learning through ICT
- Peer group learning
- Simulated teaching
- Seminar
- Demonstration.

#### **ADDITIONAL INFORMATION**

- 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?**

The feedback provided in the previous report has been taken seriously by the institution and steps have been taken to ensure quality improvement in accordance with the suggestions made in the report. The College has initiated various actions in the light of these observations and suggestions. The main suggestions were:

- Teachers need more focus on professional development.
- Need for a qualified teacher for teaching of computer.
- Nothing is distinctly visible in terms of innovative attempts in either teaching learning or in organizational aspects.
- The inputs for developing an authentic academic calendar should be generated.
- There must be gadgets and particularly ICT, needs to be strengthened.
- Ensuring that the planning practice teaching programme is done with the help of the Principals of practicing teaching schools. In this context regular seminars and meeting with the principals of the schools may be organized.
- Authentic action research studies by faculty members.
- Modification in the lesson plan format with reference to parameters like content pedagogical analysis, learner centered pedagogy and reflection on one's daily classroom teaching.
- Articulation of community services as per the prescribed syllabus, this does not seem to be sufficient to serve the purpose of community services.
- Development of various skills like learning to learn skill, learning to work together, individually self directed learning and communication skills.
- Promoting self directed learning by students through tutorials.
- Preparation of detailed course outlines.

The steps taken by the institution to comply with above suggestions are:

- Academic calendar of the college for the next session is planned before hand with due consideration to mid-session and session-end reviews.
- Teaching practice is planned before hand after consulting the principals of practicing schools. Their needs are duly considered during teaching practice.
- Action Research studies are conducted by teacher educators as well as student teachers.

- Faculty members are encouraged to participate in seminars, conferences, workshops, refresher courses, general orientation courses etc. They are being motivated to take minor/major research project under UGC.
- Flexibility in lesson-plan format is according to the requirement of the subject so that creativity is fostered among the students.
- Computer Education: Old computers have been replaced by new ones with Wi-fi enabled network and qualified computer teacher has been appointed so that in addition to ICT literacy prescribed in the curriculum, the students become able to make it a part of whole teaching-learning process. Steps have been taken to improve the capacities of teaching faculty in ICT. Most of the teacher educators are computer literate and use internet and other e-resources for the preparation of class notes and discussions.
- Social participation of students: Various clubs and cells of the institute actively engage students to ensure their social participation and community services.
- Organization of extension lectures is the regular feature of the institution.
- Innovative methods of teaching are used to facilitate teaching and learning. The institution has developed a number of innovative and best practices in curriculum and other areas.
- The faculty gives exposure to the students regarding the usage of latest technology.
- Peer Tutoring
- Role playing and simulations

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

The other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation are:

- Creating an ICT enabled learning environment through well established infrastructural facilities
- Enhanced learning experience by providing varied methods of teaching

- Free internet facility available to students and staff
- Training to faculty members for using ICT enabled technologies
- Continual internal assessment process through assignments, project work, term examinations, seminars and group discussions
- Active functioning of the clubs
- Organization of orientation programmes and interactive sessions for students before the commencement of B. Ed. course as well as actual teaching practice

The institution is still doing its best efforts towards the implementation of the valuable suggestions so that excellence in the field of teacher education might be achieved.

Criterion – III

RESEARCH,  
CONSULTANCY  
*and*  
EXTENSION

## **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?**

The institution motivates its teachers to take up research in education as below:

- Institution facilitates faculty research with appropriate institutional support, including the acquisition of research materials, relevant technology, sabbaticals and flexibility is provided in time schedule.
- The institution encourages teacher educators to undertake minor/major research projects.
- Teacher educators are encouraged to register themselves for Ph.D.  
(The number of teachers registered is: 2)
- Newly recruited faculty members are encouraged to take up research through peer talks.
- Faculty members are provided duty leave for attending General Orientation Course, Refresher Courses and Workshop on research.
- They are provided duty leave as well as registration fee to participate in state/ national/ international seminars, conferences, workshops etc.

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

The thrust areas prioritized by the institution are:

- Inclusive Education
- Learner Assessment
- Educational Technology
- Mathematics Education
- Teachers' Management Style.

#### **3.1.3 Does the institution encourage action research? If yes, give details on some of**

### **the major outcomes and the impact.**

Yes, the institution encourages Action Research. Our student teachers conduct action research during teaching practice. Some of the problems undertaken by the students and faculty members are as follows:

- Problems of indiscipline faced by the student teachers in the classroom
- Problem of spelling errors in English language
- Problem of words and symbols mistakes in Mathematics
- Role of Group Work Strategy for improvement in teaching learning process
- Problem of absenteeism
- To motivate shy learners
- Problem of Lack of confidence
- Understanding slow learners

#### **3.1.4 Give details of the conference/seminar/workshop attended and /organized by the faculty members in last five years.**

The details of the Conference / Seminar / Workshop attended by the faculty members in last five years are as given in *Annexure C*

The details of paper presented in the Conference / Seminar by the faculty members in last five years are as given in *Annexure D*

In addition to above, the faculty has also attended General Orientation Courses and Refresher Courses organized by Academic Staff College of different universities. The details are provided in *Annexure E*

Besides this, the college has also organized Workshops, Seminars and Extension Lectures from time to time to enrich the knowledge of faculty as well as students. Details are as summarized in *Annexure F*

### **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.**

Teacher educators have developed instructional and other materials that are used to aid the transference of information. Teacher-educators make use of instructional materials to aid the learning and teaching of subject matter for B. Ed. class. These instructional materials include:

- Question Banks
- Power Point Presentations (visual aids)
- One of our teacher educators has authored a book 'Education and Development' in Punjabi Medium (Regional Language).
- Study materials are provided to the student teachers through e-mail.
- Computer Based Diagnostic Test in Mathematics (CBDTM), Achievement Test in Mathematics for class IX.
- Each student submits two teaching aids in their respective teaching subjects; they utilize teaching aids during the teaching practice regularly.
- Model Macro as well as Micro lesson plans.

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

The institution is having the following facilities for developing instructional material:

- Workshop for developing teaching aids
- All the teacher educators have been provided with computer systems so that they can work at their own pace to develop study material/ instructional material.
- Wi-Fi campus for downloading information
- A well equipped Computer Centre-cum-ET Lab
- Library provides a lot of scope with the help of reference books and journal for developing instructional materials.
- Free access to internet for students as well as teachers

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

- Power point presentations in all foundation courses have been prepared by the teacher educators and the subject notes are also available in soft copy.
- Power point presentations for various method papers have been developed (by the teacher educators as well as by the student teachers).
- Computer Based Diagnostic Test in Mathematics for class IX by Mrs. Sawinder Arora.
- Soft copy of Question Banks

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

Every year institution organizes workshops on Material Development for student teachers as well as teacher educators. The details of various training programs and workshops organized on material development (both instructional and other materials) are given below:

- Workshop on preparation and use of teaching aids by the subject teachers is organized every year. The procedure for preparation of different types of charts, models (3D and working), transparencies and powerpoint presentation etc. is demonstrated by the teacher educators.
- Computer training workshop to train the students as well as teacher educators to prepare the power point presentation
- Workshop on preparation of improvised teaching aids to prepare cost effective teaching aids
- Workshop on integrating ICT tools in teaching –learning process is organized every year
- Workshop on communication skills
- Workshop on lesson planning & presentation skills
- Peer workshops are conducted by the faculty vis-a-vis computer literacy,

lesson planning, formulation of instructional objectives etc

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

List of journals in which the faculty members have published papers in the last five years is given in *Annexure G*

List of papers published in conference proceedings in the last five years is given in *Annexure-H*

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

- Guest of Honour to Mrs. Manjit Kaur by Sant Baba Bhag Singh Institute of Education, village Khiala Distt. Jalandhar
- Awarded Certificate by District Administration, Kapurthala for outstanding performance for Election Duty as incharge, Model Polling Block in Lok Sabha Election 2014
- Award of honour to Mrs. Sawinder Arora by:
  - Ramgarhia College of Education, Phagwara
  - K.C. College of Education, Nawanshahr
  - BCM College of Education, Ludhiana

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

The efforts are being made to undertake the minor research project by the faculty.

**3.3 CONSULTANCY**

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

Yes. The institution has provided consultancy services to various educational institutions. The schools are provided needed guidance for conducting action research. The school teachers are guided in the preparation of teaching aids.

The institution has been providing consultancy services at various educational levels like:

- Mrs. Manjit Kaur was a panelist on Interview Panels.
- Mrs. Sawinder Arora was in the panel for setting question paper of Punjab University, Chandigarh.
- Mrs. Sawinder Arora was in External Evaluation and delivered Extension Lectures.
- Mrs. Sawinder Arora acted as a judge in the Inter-Zonal Youth Festival (Skill-in-Teaching) organized by Panjab University Chandigarh at BCM College of Education, Ludhiana.
- Mrs. Mandeep Kaur acted as a judge in district level celebration of Independence Day.
- Mrs. Harbinder Kaur acted as a judge in district level celebration of Republic Day
- Candidates seeking admissions to B.Ed courses from the surrounding areas are guided in all respects during the days of admissions.

### **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.**

<b>S.No.</b>	<b>Name of the Teaching Faculty</b>	<b>Competency Area</b>
1	Mrs. Manjit Kaur	Pedagogy of Social Sciences
2	Mrs. Sawinder Arora	Mathematics Education & Current Trends in Secondary Education
3	Mrs. Deepmala	Health Education

4	Mrs. Mandeep Kaur	Action Research
5	Mrs. Sukhjit Kaur	Guidance and Counselling
6	Mrs. Manpreet Kaur	Educational Psychology
7	Ms. Lakhwinder Kaur	Use of ICT in Teaching-Learning
8	Ms. Amanpreet Kaur	Communication Skills
9	Ms. Sapna Saini	Language
10	Ms. Preeti	Community Services
11	Mrs. Harbinder Kaur	Art in Education

The institution submitted their names to the Universities of Punjab and district Administrative authorities for utilizing services for consultancy. Moreover, our experts are always in demand by the words of mouth.

### **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?**

Basically, the consultancy done by the staff members of the institution is honorary. Even if the revenue is generated, the institution allows the concerned person to utilize the same. Every teacher-educator acts as a consultant to the student-teachers and provides guidance and counselling for personal as well as professional benefit.

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

The institution does not claim any stake on the revenue generated by the teacher educators.

## **3.4 EXTENSION ACTIVITIES**

### **3.4.1 How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes,**

**partnering with NGO's and GO's).**

- Red Ribbon Club of the college organized AIDS awareness camps in collaboration with Pushpa Gujral Science City, Kapurthala controlled by National AIDS Control Society.
- During elections the infrastructure of the institution was provided to District Administration.
- College organized rallies to make the citizens aware about the Right to Vote.
- The faculty was invited for extension lectures.
- Community service activities– Environmental Awareness, Help to needy people in Pingalwara.
- Participation in 'Beti Bachao Abhiyan'
- Community was made aware about right to vote through display of posters and slogan writing.
- Sensitizations regarding eradication of social evils like female foeticide, child labour, dowry system, terrorism through various activities including social survey.
- Teaching aids prepared by our students are passed on to different schools especially government schools.
- Distribution of medicinal plants to local community.
- Observance of Communal Harmony Campaign week.

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

- Legal Literacy Club of the college organized seminar on Legal Literacy and Self Defense Training Program in association with District Legal Services Authority.
- Workshop on Art of Living
- Seminar on Career Guidance and Employment for B. Ed. students by District

Employment and Training Officer, Kapurthala

- Sant Baba Balbir Singh Seechewal, a renowned environmentalist at international level, was invited to talk about 'Clean and Green Earth'. A tree plantation programme was also organized on this occasion.
- Interactive sessions were held with the principals of practicing schools for improving the teaching practice.
- Visit to Nirmal Kutia was organized to make the students aware about environmental issues.
- Extension Lecture on HIV/AIDS Awareness and Role of teacher under Red Ribbon Project
- Workshop on preparation of teaching aids in mathematics
- Extension Lecture by Educationists.
- Seminar on E. P. F.
- Invited talk by State Awardee (Best Teacher), D. E. O., Kapurthala

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

During 2015-16 our future plans and major initiatives towards community orientation to students are:

- Awareness Rallies on burning social issues
- Motivational camp for parents in slum areas to send their children to school.
- Cleanliness and maintenance of local community park in collaboration with District Administration.

**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.**

No

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

- Morning assembly is conducted to inculcate values.
- Extension activities provide a platform to understand various social issues. This helps in sensitization thereby leading to development of values.
- Active participation in various other community activities gives first hand experience to inculcate altruistic attitude.
- Curricular activities provides a lot of scope for introducing various activities like collaborative learning, co-operative learning which helps the student teachers develop social and citizenship values and skills as it requires a lot of team work and team effort.
- Co-curricular activities require team spirit. Organizing and conducting these activities help the student teachers in developing values like tolerance, care for one another, helping each other etc.

### **3.5 COLLABORATIONS**

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

- The institution has direct linkage with UGC, NCTE and NCERT. The institution comes under the 2f and 12 B section of UGC, New Delhi. The college has received various grants from the UGC from time to time. The College received many books free of cost from Bhartya Hindi Parishad.
- The institution is also linked with CTE.
- The students of our institution are members of Red Ribbon Club of Pushpa Gujral Science City, Kapurthala controlled by National AIDS Control Society.

#### **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.**

No linkage with any international organization for the last five year.



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

Not Applicable

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

The institution has established the following linkages with the school sector:

- Practice Teaching Programme
- Undertaking remedial teaching of school students who are weak in studies by student teachers
- Motivation to school teachers to take up action researches
- Organization of extra- curricular activities during practice teaching like competitions in debate, declamation, essay writing, quiz, drawing etc.
- Organization of AIDS Awareness Camp every year in a Government/Government Aided Senior Secondary School.
- Participation of student teachers in events organized by the schools
- Donation of teaching aids to the schools
- Schools are allowed to conduct campus interviews through Placement Cell.

**The list of the schools linked with the college is as under:**

S. No.	Name of the school
1	Govt. Girls Senior Secondary School, Kapurthala
2	M.D.S.D. Senior Secondary School, Kapurthala
3	Baby Model Senior Secondary School, Kapurthala
4	Kamalya Khalsa High School, Kapurthala
5	Hindu Putri Pathshala Senior Secondary School, Kapurthala
6	H.P.P. Model High School, Kapurthala
7	Amaranth Memorial Hindu High School, Kapurthala

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

Yes, our faculty is actively engaged in the school and with teachers for planning, evaluating and practicing innovative methods during teaching practice. The details are:

- Plan out lessons to suit the needs of the school
- Discuss the methodologies suitable to the requirements of the school. Interactive session with practicing school Principals
- Pre-visit by our teacher educators along with Teacher trainees to practicing schools to understand school practices (1 day). Observation and joint evaluation of student lessons during practice teaching (45 days)
- Interaction with teachers and collection of feedback from teachers on teaching of our students (45 days)
- Seeking suggestion from the head of the institution/school for the improvement of teaching practice in future
- Invitation to school teachers to observe and evaluate the lessons of our student teachers

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

Collaborative linkage of our college with the school is explained at 3.5.5.

Besides our faculty collaborates with other colleges or university as given below:

- The collaboration of our faculty with G.N.D.U., Amritsar is mostly in the form of attending faculty meetings, training programmes and conducting interviews as subject experts.
- The collaboration of our faculty with other university (Panjab University, Chandigarh) is in the form of setting question papers at B. Ed. level, evaluating M. Ed. dissertation, acting as judge in the Inter Zonal Youth

Festival (Skill-in-Teaching)

- Collaboration with other colleges is participative. Faculty is invited to deliver extension lectures and judge various competitions. Our faculty also participates in seminars/conferences/workshops organized by different colleges of education. The college also participates in intercollegiate events organized by the university.

### **3.6 BEST PRACTICES**

#### **3.6.1 How does the major measures adopted by the institution to enhance the quality of Research, Consultancy and Extension activities during the last five years?**

Institution facilitates faculty research with appropriate institutional support, including the acquisition of research materials and relevant technology. The College has been taking initiatives in conducting AIDS Awareness Camp, Seminar on Legal Literacy, Self Defense Training Program, Awareness Rallies, Extension Lectures and National Seminar

#### **3.6.2. What are significant innovations / good practices in Research, Consultancy and Extension?**

The following measures have been adopted by the institution to enhance the quality of Research, Consultancy and Extension activities:

##### **Research**

- Participation and presentation in State/ National/ International Conference/ Seminars/ Workshops.
- Publication in National and International Journals.
- The proposal for U.G.C. sponsored minor research project by our faculty is under process.

##### **Consultancy**

- Free of cost consultancy to school teachers in the preparation of teaching aids, use of ICT in teaching learning process, conducting action research etc.

### **Extension**

- Every year Aids Awareness Camp is organized by the members of Red Ribbon Club of the college in Senior Secondary schools.
- The infrastructure of the college is provided to District Administration for organizing governmental programme.

### **ADDITIONAL INFORMATION TO BE PROVIDED BY INSTITUTION 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?**

Action taken to comply with the observations and suggestions made in previous report-

<b>OBSERVATIONS / SUGGESTIONS</b>	<b>ACTION TAKEN</b>
To promote research culture	The institution motivates the teacher educators to equip themselves with the research degree. Since the last assessment, two teacher educators were awarded with Ph.D. degree. At present, two teachers are registered for Ph.D.
Faculty needs to produce research papers	The faculty has published research papers in journals of repute and seminars/ conference proceedings.
The faculty needs to take up authentic action research studies that may help further improve institutional functioning and classroom practices	Since the last assessment action research is regularly taken by the teacher educators. At the same time, all the students of the institution conduct action research in the practicing school during practice teaching.

The institution should encourage faculty to participate in seminars/ conferences/ workshops for the professional development at various levels	The faculty has also presented papers at various national/ international seminars/ conferences.
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**2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?**

1. Action research by the teacher educators as well as students to improve classroom practice.
2. Paper presentation by teacher educators in National and International Seminars and Conferences.
3. Number of publications in Journals and Seminar or Conference proceedings.
4. Consultancy to practicing schools and other neighboring schools in the form of guidance in preparation of teaching aids.

Criterion – IV

INFRASTRUCTURE

*and*

LEARNING RESOURCES

## **CRITERIA IV INFRASTRUCTURE AND LEARNING RESOURCES**

### **4.1 Physical Activities**

**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.**

Guru Nanak College of Education for Women is one of the oldest institutions situated in the heart of the city. The physical infrastructure of the institution is in accordance with the NCTE norms. The college has intake of 110 B. Ed. students. The best facilities for teacher education are available in our institution. A necessary and sufficient amount is allocated in the budget for development of the infrastructure.

At present B.Ed. course is being run in a separate buildings comprising of three floors. (ground, first and second floor)

#### **Infrastructural Facilities**

##### **Ground Floor:**

Principal Office, Management Office, Guest/Retiring Room, Administrative Office, Staff Room, Multipurpose Hall, Dispensary, Visitor Room, Art and Craft Resource Room, Health and Physical Education Resource Room, Common Room, Store Rooms, Washrooms (for students & staff), Playgrounds, Water Cooler with purifier.

##### **First Floor:**

Classrooms, Library, Seminar Room, Computer Centre-cum-Educational Technology Laboratory, Educational Psychology Laboratory-cum-Science Resource Room, Mathematics Resource Room, Language-cum-Social Science Resource Room, Washroom for students.

##### **Second Floor:**

Commerce and Economics Resource Room and Store Room.

The master plan is given in Annexure-V

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

Continuous efforts are made to augment the infrastructure to keep pace with the academic growth. Infrastructure is upgraded as per the requirements of teacher educators as well as student teachers.

- Wi-Fi enabled campus which ensures free access to internet.
- New books are added to library regularly.
- LCD Projectors have been installed in Computer Centre-cum-Educational Technology Laboratory, Seminar Room and Multipurpose Hall to equip teacher educators and student teachers with latest teaching methodologies.
- New furniture has been bought to meet the requirements of the different resource rooms, laboratories and hall.
- Provision of purified water through advanced purifying system has been made.
- New and latest Psychology Tests and equipments have been supplemented in Educational Psychology Laboratory.
- Provision of a unique login ID, through which students can access the learning material provided by teacher educators.
- Computers are upgraded regularly.
- Reprographic facility has been added.
- Silent Generator was bought to avoid disturbance in studies during power cuts.
- Air Conditioners were purchased for staff room as well as administrative office to provide proper working environment during the most humid days of summers.

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

List of infrastructural facilities for co- curricular activities is as follows:

- Well furnished Multipurpose Hall
- Multimedia Projector
- Power back up with silent generator
- Playgrounds



- Public Address System
- Art and Craft Resource Room
- Computer Centre-cum-Educational Technology Laboratory
- Language-cum-Social Science Resource Room
- Educational Psychology Laboratory-cum-Science Resource Room
- Mathematics Resource Room
- Commerce-Economics Resource Room
- Common Room
- Seminar Room
- Musical Instruments
  - Harmonium
  - Tabla
  - Manjira
- Library
- Display Boards
- Health and Physical Education Resource Room
  - Indoor Games: Table Tennis, Carrom Board, Chess
  - Outdoor Games: Kho-Kho, Basketball, Volleyball, Badminton, Athletic Events including
    - Long Jump,
    - High Jump,
    - Shot- Put,
    - Discus Throw,
    - Javelin Throw
    - Relay Race
    - Races (100m, 200m)

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

The infrastructure available is enough to meet the routine needs of the students. But the following infrastructure is also shared with the sister institution of the parent society. Our multi- purpose hall, Guest/Retiring Room, furniture and public address system is shared by our sister institution. Our institution shares their parking area, playgrounds, language laboratory and canteen.

**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.)**

To ensure the health of the staff and students, a doctor is associated with our institution who attends in any emergency and conducts regular medical check-up. Besides this, the college provides the following facilities:

- Purified Water
- Dispensary
- Health and Physical Education Resource Room for the facility of many indoor/ outdoor games
- Well-ventilated and clean classrooms
- Neat and clean washrooms
- Fire extinguishers at the places of requirement
- Round the clock cleaning of the premises

**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.**

There is no hostel facility as such, but accommodation is arranged for the needy students.

**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.**

Finance Allocation and Utilization

Infrastructure	Year 2010-11	Year 2011-12	Year 2012-13	Year 2013-14	Year 2014-15
Building	----	----	----	----	----
Laboratories	----	----	----	----	----
Furniture	46400	9300	64400	----	210758.00
Equipments/ Computers	26000	6850	43350	5380	55725.00
Transport Vehicle	----	----	----	----	----

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

The institution plans and ensures the optimal utilization of infrastructure in various ways:

- **Multipurpose Hall** is best used for organizing various academic, non-academic and community related programmes. A number of inter-house competitions, morning assemblies, workshops, extension lectures and seminars are organized in the hall. Hall can accommodate large number of audience with ease. Our sister institution also uses our hall for their functions.
- **Library** is well equipped with latest text books, reference books and periodicals including journals to accomplish the academic needs of the students. Accessibility of internet is available in the library. There is an availability of e-information resources. Library reading and consultation is encouraged by the teachers. Period of library reading is also included in the time table. There is a provision of NCERT books of classes VI-XII which helps the student teachers

to prepare their lesson plans.

- **Computer Centre-cum-Educational Technology Laboratory** with facility of internet enables the students as well as teachers to search for recent developments in different aspects of education. Computer literacy skills are taught by the computer experts. Students are acquainted with various search engines to prepare their lessons .It provides the latest teaching aids which are useful in developing technological and progressive outlook among student teachers. Gadgets like computers, LCD, OHP act as effective aids for teachers in their regular teaching and presentation by students in classrooms. Student teachers use them in their Practice Teaching and Skill-in- Teaching examination.
- **Educational Psychology Laboratory-cum-Science Resource Room** has all the important and useful psychological tests which help students to understand way of conducting psychological experiments and prepare them to apply scientific method for the solution of psychological problems. Science Resource Room has all the necessary equipments related to physics and chemistry that allow the students to conduct experiments. Workshops are organized for enhancing the skill of preparation of effective teaching aids and to use scientific skills.
- **Mathematics Resource Room** is well equipped with necessary and essential equipments like geometrical and measuring instruments, calculators, computer, books on preparation of lesson plans, models, pictures and charts in various branches of mathematics like algebra, geometry, arithmetic etc. workshops are organized to make effective lessons and teaching aids regarding mathematics.
- **Art and Craft Resource Room** gives opportunity for shaping the imagination and practical knowledge of the students and to create innovative teaching aids.
- **Health and Physical Education Resource Room** is used for carrying out various sports activities for physical fitness of the students. Annual Sports Meet is organized every year with full vigor.
- **Language-cum-Social Science Room and Commerce-Economics Resource Room** are equipped with all the required teaching aids and materials. Workshops are organized to provide practical training about teaching aids to the students.
- **Seminar Room** is used to deliver lectures, organize students' seminar and

discussion. It is also used for holding meetings and evaluation purposes.

- **Dispensary** is used to provide medical treatment to students as well as to teachers in case of illness. Consultant doctor visits once a week in the college. Medical Check-up of each student is taken and proper records are maintained.
- **Classrooms** are optimally used for teaching, conducting house test, annual examinations, group discussions and seminars.

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

The institution considers the environmental issues associated with the infrastructure. Cleanliness drive is followed. Tree plantation is done. The sprawling lush green lawns inside the college greet everybody with freshness. None of the plants in the campus has been cut/ uprooted during the process of construction. Beautification of the institute has been done with a large number of seasonal flowers and evergreen plants. All rooms when not in use are kept under lock and key to reduce electricity consumption. Each room is well ventilated, requiring no light during day time to be used. Dustbins are provided at required places. Polybags, use of thermocol for teaching aids and decoration is banned in the college. Morning Assemblies are organized to make students aware about this global issue. Tree plantation drives are also carried out in institution. Smoking is strictly prohibited in the college campus.

### **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)?**

Yes, the college has a qualified Librarian. There is sufficient technical staff to look after the library, which includes one librarian and a library attendant.

#### **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, audiovisual teaching- learning resources, software, internet access, etc.)**

#### Library Resources Available to Staff and Students

Sr.No.	Library Resources	Items
1	Books	13444
	a) Text Books	4706
	b) References	2511
	c) Others	6227
2	Titles	72
3	Journals	20
4	Magazines	18
5	Back Volumes of Journals	981
6	Encyclopedias	18
7	Dictionaries	140
8	CD/DVD (lesson plan)	98
9	Computers	2
10	Internet Access	2
11	Newspapers	10
12	Book Bank	383

#### **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 decision. If yes, give details including the composition and functioning of library committee.**

Yes, the institution has in place a mechanism to systematically review the various library resources.

A Library Advisory Committee has been established to look efficiently to the matters and functions of the college library. The composition of the committee is

given below:

- Librarian
- Three Assistant Professors

The Committee performs the following functions with an aim of enabling the teachers and students to avail the library resources in the best possible ways.

- Regular meetings of library committee are held to review the various library resources so as to make accurate decisions.
- The information regarding new arrivals is collected from internet and catalogues are also invited from various publishers.
- Book exhibitions are also held.
- All the staff members and teacher trainees are also asked to give the titles which they want for a particular subject. Final list is prepared and submitted in the office for purchase.
- The members of Library Advisory Committee also visit book fairs, book exhibitions held at different places.

In this way the library resources are augmented every year with new edition and titles.

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

Yes, the library is partially computerized. A software has been installed to make it automatised for easy accessibility of the books, journals etc. All the records are maintained by the use of the software.

#### **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.**

Yes, the Institution library has computer, internet and required reprographic facilities. It provides these services to the staff and students according to their

requirements.

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

NO

**4.3.7 Give details of working days of the library (days the library is open in an academic year, how the library remain open per day etc.)**

The library is opened throughout the year on all working days from 9 a.m. to 4 p.m. The library is functional during vacations also.

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

The librarian of the College informs the staff about the new arrivals who further communicate the information to the students. The information about the new arrivals are also placed on the library bulletin-board by the librarian.

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

Yes, the institution has a book bank facility. It is for those students who cannot afford to buy books. The pass out students with good financial background are requested to donate their books to the book bank for the help of needy students of next session. The process of issuing the books from book bank is as follows:

- In the beginning of the session, applications are invited from the students for availing this facility.
- Applications are scrutinized by the Library Advisory Committee for need base preference. Selected students are issued required number of books for the full



session.

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

The institution has never had any visually or physically challenged students, but if such a scenario presents itself, the library is capable of providing required special facilities for such students.

### ***4.4 ICT AS A LEARNING RESOURCE***

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

The institution has fully computerized administration office and well furnished computer centre-cum-educational technology laboratory that extends the services of internet connectivity, hardware, software and A.V. Aids to the institutional personnel and students. All these facilities are helpful to teachers and students to keep pace with the latest technologies to have progressive outlook.

The ICT facilities available in the College are shown in the tables given below:

##### **List of Hardware**

Sr.No.	Name of the Item	Quantity
1.	Computers	13
2.	Printers	04
3.	Routers	02
4.	Scanners	01
5.	Head Phone	01
6.	Speaker	05
8.	Photocopier	01

### List of Software

Sr. No.	Software
1.	MS-Office
2.	Visual Basic 6.0
3.	C, C++

### AV Aids and Material Available

Sr. No.	Name of the Item	Quantity
1	OHP	02
2	LCD Projector	02
3	Laptop	01
4	Digital Camera	01
5	CDs/DVDs	98

### The Utilization of ICT Facilities

The institution motivates the teachers and the students to avail ICT facilities. The institution is Wi-Fi enabled which provides an easy access to ICT resources for all institutional personnel. To promote ICT skills, workshops are conducted. Study materials are provided to the students through e-mail. The students are trained in the basic uses of the MS-Office package (PowerPoint, Word and Excel), OHP, LCD Projector and Educational CD's to make good lesson plans and to be globally competent teachers. It helps in the optimum utilization of the resources for bringing creativity and innovation in teaching and learning process.

#### **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.**

Yes, the computer centre in the college is well utilized for computer practicum as per the curriculum as well as for developing teaching materials. Computer component is also an integral part of B.Ed. curriculum (Area E; E<sub>1</sub> (ICT Integration with Pedagogy)) which has been given due weightage in the time

table. Teaching of Computer Education is also offered as one of the optional teaching subjects. Students practically learn the procedures for using the Microsoft word, Microsoft excel, Microsoft power point and their application in the teaching- learning process. They are also trained for the practical use of internet, E-mailing, uploading and downloading, storing and scanning of data.

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

Our Institution is devoted and endeavors to make use of new technologies for effective curriculum transaction. Majority of the staff members are well versed with computer based technology. They can make use of LCD projector for curricular presentation. Faculty encourages the students to integrate technology in their discussion and final lessons in practice teaching programme. There is a provision of e-information resources also. Faculty members use technology for their seminar presentations, making question banks as well as in routine teaching. ICT is incorporated not only in dissemination of academic information but also to give the best quality participation in co-curricular activities. ICT resources are explored both by teachers and students to be more creative in academic and co-curricular fields of Inter-College and Intra-College competitions. Extra information for various topics is procured through internet.

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

The training and practice in ICT that is given to student-teachers in the college is practically applied by them during Practice Teaching and Skill-in-Teaching Examination. The student-teachers, with the proper use of technological aids, are successful in creating the interest of the students in the classroom activities. The positive and encouraging environment motivates both the student-teachers and pupils to actively involve in the teaching learning process. Technology serves as an

important support to the student teachers during the Practice Teaching in:

- Preparing impressive and interesting lesson plans
- Presenting the lesson through PowerPoint presentations
- Showing transparencies through Over Head Projector
- Making activity based lesson plans

#### ***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?**

The staff and the students make optimal use of the instructional infrastructure of the college for academic and non-academic activities for the promotion of education within and outside the institution.

- Teaching faculty of the institution participate in various Faculty Exchange Programmes where they efficiently share and exchange their knowledge with other eminent educationists and act as resource persons in various programmes organized in colleges and schools.
- Community Service Programmes were organized by our college to share and exchange their pragmatic progressive learning experiences to bring awareness in the society.
- Useful teaching aids like charts, models, CD's which are prepared by our student teachers during their teaching practice and discussion lessons are displayed in the Teaching Aids Exhibition and these are also donated to their respective schools.
- Instructional Infrastructure Facilities are extended for alumni members as per their requirement.
- Facilities are available for the teachers of other educational institutions.

##### **4.5.2 What are the various Audio-Visual facilities/materials (CD's, audio and video**

**cassettes and other material) related to programmes available with the institution? How are the student teachers encouraged to optimally use these for learning including practice teaching?**

Wide variety of audio video aids has been made essential part of the college instructional resources. The college has a number of teaching aids that supplement regular teaching with efficiency. These resources include CD's, OHP, LCD projector, charts, models, white boards, computers, CD players and flannel board. Student teachers are always encouraged to plan and make use of these technological teaching aids. The material is easily available to them so that their optimum utilization can be procured during practice teaching, model lessons, class seminars and presentations, preparing assignments, collecting ideas for quality participation in various academic and non-academic activities.

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

To provide congenial and required environment along with the physical material, the institution has well established laboratories and rooms for various subjects like Educational Psychology-cum- Science Resource Room, Computer Centre-cum-Educational Technology Laboratory, Mathematics Resource Room, Language-cum-Social Science Resource Room, Commerce-Economics Resource Room. Language Laboratory shared with sister institution. The student teachers gain opportunity to conduct experiments in these laboratories under the supervision of the teacher educators. Besides, the teaching aids and other required material related to particular subjects are available in the rooms to be utilized by students and teachers.

Further, the institution has Art and Craft Resource Room, Health and Physical Education Resource Room. There is regular enhancement and maintenance of the equipment and other facilities in the institution. The institution looks into the matter of suggestions made by various laboratory incharges and makes them

available the required material for the proper functioning of laboratories. Upgradation of the equipment in laboratories is done regularly.

#### **4.5.4 Give details on the facilities like Multipurpose Hall, Work Shop, Music and Sports, Transport etc. available with the institution.**

**Multipurpose Hall** - The institution is having facility of well- furnished multipurpose hall with the facilities of music and a public address system. It is used for a number of purposes as follows:

- To conduct morning assemblies
- To celebrate functions and important days
- To organize Extension Lectures, National Seminar and Workshops
- To organize Inter- House Competitions
- To prepare group items like dance, skits, group songs etc.
- To conduct the annual examination and practicals
- To make common announcements

**Workshop-** For the proficient teaching of various subjects, workshops are organized by the teacher educators according to the requirement of their teaching subjects in their respective resource room. It helps students to make novel teaching aids, to improve their communication and teaching skills.

**Music-** The institution has instruments like harmonium, tabla and manjira which are used to make preparation for inter and intra-college activities as well as G.N.D.U. Youth Festival.

**Health and Physical Education Resource Room-** For the physical development of the students, the college has provided Health and Physical Education Resource Room which helps in the fitness of body and mind through a number of indoor games (table tennis, carrom board, chess) and outdoor games (kho-kho, basketball, volleyball, badminton, athletic events including long jump, high jump, shot- put, discus throw, javelin throw and races). The sports club of the college organizes yoga classes and inter-house kho-kho competition. Annual Sports Meet is organized by the college in which a number of activities are performed by our

students.

### **List of Equipments**

<b>Sr.No.</b>	<b>Article</b>	<b>Quantity</b>
1	Badminton Rackets	42
2	Badminton Net	08
3	Basketball	06
4	Battons	06
5	Carrom Board	01
6	Chess Board	01
7	Clapper	01
8	Discus Throw	02
9	Football	05
10	High Jump Poles	01
11	High Jump Cross Bar	01
12	Javelin Throw	02
13	Kho-Kho Poles	02
14	Measuring Tape	02
15	Skipping Ropes	13
16	Stop Watch	03
17	Shot-Put	02
18	Shuttle-Cock Boxes	13
19	Table Tennis Table	01
20	Table Tennis Bat	09
21	Table Tennis Ball	40
22	Volleyball Net	02
23	Volley Ball	03
24	Volley Ball Poles	01
25	Victory Stand	01

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

Yes, there are facilities of chalk boards, lecture stands & flannel boards in all the class rooms. Classrooms are very spacious, airy, well- furnished and has proper arrangement of lightening and ventilation. Moreover, LCD projectors and OHPs have been fitted in the seminar room, computer center-cum-ET lab and multipurpose hall which are used by teacher educators to deliver their lectures. These are also used to make students teachers capable to use these technological aids in their school based experience programme.

***4.6 BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCES***

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

The faculty members seek an important goal i.e. to enable the students to incorporate the art of perfect teaching through the understanding of various aspects of education and imbibing the teaching skills. Such a broad aim is achieved by involving the use of diverse technology. Through the constant motivation by the college head, all the teaching staff members direct their thoughts and actions to disseminate the content by the means of different methods of teaching. To cater the needs and achievement level of various students, diverse medium of instruction are adopted. Discussions are held among the staff members and they share the newly acquired methodology with each other.

**4.6.2 List Innovative Practices related to the use of ICT, which contributed to quality enhancement.**

The innovative practices related to the use of ICT have been whole heartedly adopted to lead the institution towards apprehending the modern and progressive outlook are:

- Increased use of computer in all the aspect of teaching-learning process and



other co-curricular activities

- Use of LCD Projector for classroom teaching, giving presentation on important occasions and discussion lessons by teacher educators and student teachers.
- Access to internet for all the students and faculty members
- Training to use ICT based resources
- Website of the college is updated from time to time
- Administrative work is fully computerized.
- Faculty members of the institution encourage and guide the teacher trainees to use ICT during teaching practice.
- Workshops are organized to teach the effective use of computers to trainees and the faculty.
- Facility of intercom for free flow of communication

#### **4.6.3 What Innovations/Best practices in ‘Infrastructure and Learning resources’ are in vogue or adopted/adapted by the institution?**

The best practices in ‘infrastructure and learning resources’ are:

- Well equipped Computer Centre-cum-Educational Technology Laboratory
- Well equipped Library with the provision of Computers and Internet Facilities
- Administrative work is fully computerized.
- Internet Accessibility
- Provision of purified water
- Provision of silent generator
- Provision of study material through common loginID
- Use of ICT in assessment and evaluation
- Use of latest technology, OHP, Computers, LCD projectors in teaching
- Provision of infrastructure to district administration for organization of governmental programme
- Extension of library facilities, laboratory equipments and teaching aids to practicing schools, teachers of other institutions and alumni

## **Additional Information to be provided by institutions opting for Re-accreditation Reassessment**

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

The feedback provided in previous report has been taken seriously by the institution and steps have been taken to ensure quality improvement in accordance with the suggestions made in report. The college has initiated various actions in the light of these observations and suggestions.

The peer team had given following suggestions for future perspective:

1. The institution should upgrade the library.
2. There should be a separate visible space for Educational Psychology Laboratory.
3. There should be integration of ICT in regular teaching.

Actions taken by the institute to comply with these suggestions:

- 1. Upgradation of Library:** The College has enriched library. Standard reference books on education have been added to keep students and teachers abreast with the recent developments. Adequate number of Reference Books, Periodicals, National Journals has been added. There is a provision of NCERT books of classes VI-XII which helps the student teachers to make their lesson plans effective. Teachers take initiatives to enlist the relevant number of titles to enhance the quality of education. The books are placed in almirahs to protect them from dust and almirahs are kept unlocked for the easy accessibility for students. There is an easy accessibility of internet for both students and teachers. Reading ability is enhanced. Reprographic facilities are also available.
- 2. Upgradation of Educational Psychology Laboratory:** Educational Psychology Laboratory is provided with spacious room. It has all the important and useful psychological tests which are administered by teachers effectively and help students to understand way of conducting psychological experiments and prepare them to apply scientific method for the solution of psychological problems.
- 3. Integration of ICT in regular teaching:**

The detail is same as given in 4.4.3

**2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation with regard infrastructure and learning resources?**

The other quality sustenance and enhancement measures undertaken by the institution are:

- Integration of ICT in Teaching- Learning process
- Partially Computerized Library
- Educational Psychology Laboratory
- Wi-Fi enabled Campus
- Use of innovative methods and multimedia approach
- Provision of e- information resources
- Provision of study materials through e-mail
- Air- Conditioned Principal Office, Administrative Office and Staff Room
- Conducting workshops on ICT and Communication Skills, lesson planning etc.

Criterion – V

STUDENT SUPPORT

AND

PROGRESSION

## **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 & professional advice through the commencement of their professional education programme (student pre-requisite knowledge and skill to advance) to competition?**

As admission in B.Ed. course is centralized process so as such there is no test and interview to assess the student preparedness for the programme by the institution. After the admission process is complete the institution follows various techniques and methods to judge the pre-requisite knowledge and skills of the students. But a view of the overall personality of students is taken during their interaction with senior faculty members and principal at the time of admission.

***General Orientation Programme:*** As the admission procedure ends a General Orientation Programme is organized by the college for 3 to 6 days. In this programme general assessment regarding the attitude of students towards teaching, their skills and knowledge is made through informal interaction by the teacher educators. Students are made familiar with different aspects of B. Ed. course. The Principal and teachers orient the students about the salient features of the course which provides information to students about compulsory subjects, optional subjects, teaching subjects, internal assessment, eligibility to appear in university examination, timetable, and school based teaching programme with respect to block teaching practice and project to complete the sessional work.

***Guidance by Teacher Educators for academic session:*** Students are guided by teacher educators in course content planning, undertaking projects, guidance and counseling, stress management strategies, development of leadership qualities and to meet the needs of differently abled children. Student progression is also monitored at every step throughout the year.

***Practical Session:*** Practical sessions are conducted in micro teaching skills, lesson planning, methods of teaching, simulated teaching, practice teaching and seminars

in order to train the student-teachers and to get pre requisite knowledge and skills of teaching. Regular feedback is given to help the student teachers to refine and enhance their teaching ability.

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

The campus environment is positive, motivating and comfortable as it takes care of the students' needs. The campus has airy well lighted rooms, lush green lawns and resource rooms for different subjects. It has ideal Library, Computer Centre-cum-Educational Technology Laboratory, and Educational Psychology Laboratory. The Language Laboratory is shared with the sister institution. Besides these the institution has an Art and Craft Resource Room and Health and Physical Education Resource Centre. The institution overall maintains a humane and democratic environment in its dealing with the pupil teachers. Tutorial groups are formed comprising of 18-22 student teachers under one teacher educator. The student teachers are constantly monitored with respect to their progress. A healthy campus environment is created to motivate the students through following practices:

- For the holistic development of the students, Talent Hunt in art, literary and cultural items is organized by the institution.
- Participation of students in Youth festival organized by G.N.D.U Amritsar.
- Theme based morning assemblies are organized to inculcate moral, social and spiritual values among pupil teachers.
- Organization of Annual Sports Meet in the institution for students
- Students are the part of different houses under the supervision of house incharges. They participate as well as organize co-curricular activities in the college.
- Student who get merit positions in university examination are honoured by the institution by giving away the prizes and certificates.

- Students who get first three positions in the house examinations are also honoured. Besides, students securing top ten positions are encouraged and motivated to get good marks in university examination by the principal.
- Constitution of student council is formed by selecting representatives from each house. These representatives are assigned certain responsibilities to develop the leadership qualities among them.
- Organization of periodic seminars, debate, declamation contest and extension lecture in the institution to increase mental horizon of the students.
- Selection of students representatives as member of different cells/clubs /committees like Grievance Redressal Cell, Placement Cell, Guidance and Counseling Cell, IQAC, Women Empowerment Cell, Social Studies Club, Language Club, Arya-Einstein Club, Commerce – Economics Club, Art Club, Sports Club, ICT Club, Legal Literacy Club and Red Ribbon Club.
- Suggestion box to receive students' suggestions.
- Facilities of book bank and student aid fund are provided to needy students.
- Availability of adequate ICT facilities for quality enhancement.
- Selection of a student as a member of Amalgated fund for students' representation.

Above all the regular motivational interactions of the students with teachers during classroom teaching prepare them to face the challenges of life boldly.

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

**Dropout Rate**

Session	% of dropouts (only girls)
2010-2011	1%
2011-2012	4%
2012-2013	4%

2013-2014	2%
2014-2015	Nil

As such the college does not face any major problem regarding drop out but our college is Women College, the main reason behind the drop out is mid-session marriage, and related family issues. In this case, the Guidance and Counseling Cell counsels the students and parents also, if required. Moreover, at the initial stages of the course, the institution takes wide strides to maintain the interest of students in B.Ed. through orientation talks. They are oriented about the course, the expectations and commitment required. If any student is found absent for more than a week she is contacted on phone. Their parents/guardians are also informed immediately. Students report variety of reasons for the irregularity in attendance. The institution adopts the strategies to improve attendance accordingly.

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

The college provides support services to the students through following measures:

- Guidance and Counseling Cell of the institution maintains detailed information regarding higher studies courses and future scope of different courses.
- Placement cell of the institution keeps track of the job avenues and vacancies at various places about which students are provided information from time to time.
- The college maintains a close contact with the practicing schools and other schools. It refers its promising pupil teachers to the heads of these schools to be placed in their institutions.
- Open access to internet, and newspapers like Employment News in the library keep the students upgraded about the world of education and employment. Verbal information is also given to students.



- Hands on computer training are provided to student teachers. The students are provided with different opportunities to make use of technology during their teaching and presentations.

Number of students who qualified these tests in last two years is given below:

SESSION	2013-2014	2014-2015
PSTET	02	Nil
CTET	05	10

**5.1.5 What percentages of students on an average go for further studies/choose teaching as a career? Give details for the last three years?**

About 25% choose higher studies and 20% choose teaching as a career.

Details are given in table below:

S. No.	Session	%age of students gone for higher studies	%age of students in teaching jobs
1	2012-2013	9%	16%
2	2013-2014	17%	22%
3	2014-2015	36%	19%

**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 institution? If yes, give details on the same.**

The students seek help from the institution for various types of resources such as library, Resource Rooms, Computer Centre-cum-Educational Technology Lab, and Internet facility. The students who pursue higher education after graduating from the institution are provided audio visual aids and electronic information. They refer books, journals, periodicals etc. available in the library and get issued the required books. They are also guided in planning lessons and preparing teaching aids using technology.

**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.**

Yes, the Placement Cell co-ordinates with different schools and tries to provide placement for students.

**Details of students placed through Placement Cell of the college in the last two years:**

**Year ( 2013-14)**

S.No	Name of Institution	No. of Students
1.	Green Field Public School, Kapurthala	02
2.	Sainik School, Kapurthala	02
3.	Hindu Putri Pathshala Senior Secondary School, Kapurthala	01
4.	Dhilwan International Public School, Kapurthala	01
5.	Baby Model Senior Secondary School, Kapurthala	01
6.	Kamalya Khalsa High School, Kapurthala	01
7.	Sri Guru Harkrishan Public School, Kapurthala	01
8.	Little Angels Co-Educational School, Kapurthala	01
	Total	10

**Year (2014-15)**

S.No	Name of Institution	No. of Students
1.	Prita Lee Lesson Senior Secondary School, Kapurthala	02
2.	GTB International Senior Secondary School, Kapurthala	01
3.	Sacred Heart Public School, Kapurthala	01
4.	Little Angels Co-Educational School, Kapurthala	01
5.	Green Field Public School, Kapurthala	01
6.	Premjot Public Senior Secondary School, Kapurthala	01
	Total	07

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

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 achieving the objectives of the cell. Beginning of the session in schools occurs in March/April, but our session gets to its completion by the end of May 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 mid-term and tries to provide competent teachers. Students of last session are given priority in next session as per the requirements of the school. For this, the college keeps the complete up-to-date information of students of previous year during alumni meet.

**5.1.9 Does the institution have arrangements with Practice teaching schools for placements of student teacher?**

The institution and the practice teaching schools work in tandem with respect to placements of the student teachers. We inform students about Placement Cell. The requirements of practice teaching schools are also made known to the Placement Cell well in advance. The cell then arrange visits for the practice teaching schools to conduct interview and select candidates as per their requirement.

**5.1.10 What are the resources (Financial, Human, and ICT) provided by institution to placement cell?**

The Placement Cell comprises of the Principal and three teacher educators who look after the smooth functioning of the Placement Cell along with six student representatives. The institution maintains a notice board for the display of placement related information. The institution provides the venue for written test and interview, teacher educators on the panel to help in interviews, refreshments and stationery to the schools.

## **5.2 STUDENT SUPPORT**

### **5.2.1 How are the curricular (Teaching – Learning Processes), Co-Curricular and extra-curricular Programmes Planned, (Developing Academic Calendar, Communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?**

The curricular, co-curricular and extra-curricular programmes are planned at the end of each academic year for the forthcoming year so that they can be smoothly implemented.

Prior to the planning, the previous year's work is reviewed and feedback is taken from the teacher educators, student teachers and also from the practice teaching schools.

Suggestions provided are discussed and wherever possible changes are made. An academic calendar is drawn to aid the activities of the entire year. The various subject papers, curricular and co-curricular activities are judiciously distributed among the teacher educators. Various portfolios are allotted in a meeting at the start of academic session to ensure proper planning and smooth execution of the same.

The students are well informed about the activities through college calendar in information brochure. Moreover, circulars are circulated throughout the campus for each and everybody's knowledge. Notices along with the dates are also displayed on the notice board of the college. Announcements are made in weekly morning assemblies regarding the coming events. Different committees meet as per the schedule and requirement to ensure that the activities are carried out as per the planning and all the teacher educators get familiar with their respective roles in the various activities. This helps to review and find lacunae if any which enables every teacher educator to find suitable solutions. This further helps in achieving the objectives and implementing the curriculum effectively.

After the completion of each activity the staff members discuss and review the activity. Students' feedback is also taken informally for co- curricular activities. At the end of session feedback Performas are filled by students in which evaluation

of different aspects of teaching learning process are evaluated. Thus a good coordination and teamwork helps in the effective functioning and improvement of all the activities.

### **5.2.2 How is the curricular Planning done differently for physically challenged students?**

The syllabus of B.Ed. course is prescribed by Guru Nanak Dev University, Amritsar and it is formulated on the basis of Principles of Inclusive Education. There is no separate curriculum for physically challenged students. We cannot change the curricular activities, as it is prescribed by the University.

However special facilities and other needed support is provided to such students by the concerned teachers. Help of other students specially advanced learners is sought by the institution to provide support to these students.

### **5.2.3 Does the Institution have mentoring arrangements? If yes, how is it organized?**

The institution has effective mentoring arrangements in all tutorial groups with 18-22 students in each group. These are formed under the mentorship of a teacher-educators to reach out all the students. There is a special provision of tutorial period in the college time table where close interaction take place and efforts are directed to sort out the problems of students in academic, co-curricular and personal field. They are encouraged to participate in various activities of the college and become active members in the college functioning. The teacher educators make an effort to improve study skills and provide training in time and stress management. Individual counselling and telephonic assistance is offered to the students if required to solve problems pertaining to personal, family and academic life. When required, the family members of the student teachers are also called for counselling. Tutorial in-charges update the principal and the rest of the teacher educators about any student requiring special help so that any significant problem or issue concerning the student teacher can be identified and tackled in a positive and beneficial manner. Proper guidance is provided to nurture the hidden talent of the students.

**5.2.4 What are the various provisions in the institution, which support and enhance the objectiveness of the faculty in teaching and monitoring of students?**

The institution provides strong support to the faculty to enhance its effectiveness in teaching and mentoring of students through:

- Creating a democratic, encouraging and congenial atmosphere
- Co-operative Learning and supportive relations between the principal and the faculty members
- Duty leave to participate in seminar, conferences, workshops and other extension activities
- Adequate training in the use of latest teaching aids like LCD projectors
- Flexible time table with provision for academic growth of teachers

All the above given supportive measures motivate and make the teachers capable to disseminate the newly acquired knowledge for the benefit of the students.

**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?**

The college possesses an official website ([www.gncew.org](http://www.gncew.org)). The website is updated at regular intervals. The website displays comprehensive information about the institution, its vision, mission, values and objectives, admission procedures, course structure, fees, list of faculty members, academic calendar, latest news, results and activities of the college, contacts, photo gallery, and mandatory disclosures. This keeps the alumni and all other stakeholders updated about the programmes, courses and activities of the college.

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

The following measures are adopted to improve the performance of the academically low achievers:

- Content is properly explained

- **Mentoring:** slow learners in the class are identified and teacher educators as well as advanced learners are assigned as mentor for the low academic achievers.
- **Study Circle:** During the study circle the advanced learners study and help the low academic achievers by guiding and sharing notes and solving queries.

### 5.2.7 What specific teaching strategies are adopted for teaching a) Advanced Learners and (b) Slow Learners?

The advanced and slow learners are identified on the basis of their performance in class tests and house examination. They are also identified on the basis of their active participation, involvement and performance in the class room.

The following teaching strategies are adopted for advanced learners:

- **Seminar Method:** Advanced learners are given units for self-study and are given opportunity to teach the peers through seminar method.
- **Discussion Method:** The content is taught using the discussion method so that students get an opportunity to present their views on the topic.
- **Debates:** Topics which can be debated upon are taught using the debate method. In the process of arguments and defending, the students learn the content.
- **Co-operative Learning:** Topics which are easy to understand are taught through co-operative learning.

The students with academic impediment are taken special care of after identification. The following teaching strategies are adopted for student teachers with academic impediment:

- **Remedial classes:** Remedial Teaching is meant for slow learners for the upliftment of their academic performance.
- **Tutorial Groups:** Problems related to difficult topics or other concerns are tackled in the tutorial groups.
- **Mentoring:** Slow learners in the class are identified and teacher educators as well as advanced learners are assigned as mentors for the low academic

achievers. Regular tests are organized for feedback and improvement.

- **Study Circle:** During the study circle the advanced learners study and help the low academic achievers by guiding and sharing notes and solving queries.

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

To enable the students to follow the path of success and happiness, college has established Guidance and Counseling Cell. This cell functions to promote better adjustment of students in various fields to life. Along with this the tutorial system is also helpful in guiding the students. Students are provided guidance in:

**Personal Field:** Students facing any kind of stress in their personal lives seek guidance from expert teachers. Complete secrecy is maintained to gain the confidence of the students. Guidance is provided in matters related to family problems, peer group problems and in self-adjustment.

**Educational Field:** Guidance is extended to solve the problems of students in education.

Their learning problems, problems related to concentration, understanding and attempting the answers are dealt with great concern. Difficulties in particular subjects or the topics are taken up in detail by the concerned teachers. They are provided guidance for further higher studies and courses.

**Vocational Field:** As most of our students are willing to opt for a job after completing B. Ed., they are provided the required information of Job vacancies at various places, filling the forms, preparing a resume, attending the interview, entering a job and gaining new heights of success.

#### **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?**

The student teachers can make their grievances known to the institution through:

- The Tutorial Group



- Grievance Redressal cell
- The Students' council
- Direct approach to the principal
- Availability of suggestion box in the campus

Major grievances redressed in the last two years:

- Provision of sufficient number of books in Punjabi medium in library.
- Wi fi enabled campus.
- Upgradation of computers.
- Provision of purified water facility.

#### **5.2.10 How is the progress of the candidates at different stages of programs monitored and advised?**

The progress of the candidate at different stages of programs is monitored through a continuous series of following academic activities:

- Regular class tests and two house tests are conducted throughout the year. Besides, supplementary tests are conducted for the absentees and poor performers.
- The result of students in the tests is analyzed and meetings are held to bring improvement. Remedial and Enrichment Programmes are designed according to the needs of students.
- System includes the preparation of seminar and assignments by the students. They are given proper guidelines for the preparation of their assignments. After the submission of work, the evaluative feedback is provided.
- Complete records of attendance are maintained by the teacher educators and a report is given to the principal if a student-teacher is absent on regular basis.
- The performance of student-teacher at practice teaching is monitored by the teacher in-charges of practice teaching. Feedback on developing skills is provided by school teachers, heads, peer group and supervisors.

#### **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?**

The practice teaching in charge ensures that the student teachers are well prepared before they are sent to the practice teaching schools. Their progress is continuously monitored.

Pre-practice is the regular feature to help students prepare for the actual teaching experience. Five micro practice lessons and one micro discussion lesson is compulsory for students in each subject before they actually sent for the teaching practice. The competency of student teacher to teach in schools is developed through the following Pre-Practice preparations:

- Orientation to practice teaching in methodology classes
- Guidance on the selection of methods
- Orientation to various micro teaching skills
- Demonstration of micro lessons by teacher educators
- Micro discussion and Practice of micro teaching skills by the student teacher in the peer group
- Workshops on communication skills, IT skills & lesson planning
- Careful observation and provision of immediate feedback
- Guidance on complete lesson planning strategies and objective writing
- Practice of lesson planning and correction work
- Interactive session with school teachers and principals

#### **The follow-up support in the practice teaching**

At least 75% lessons taught by the students are observed and feedback is provided in the lesson plan. Student teachers have to record their experiences in teaching as reflections. After the lesson, personalized feedback is also provided and suggestions are given by teacher educators to improve teaching competency. Student teachers have to observe the lessons taught by their peers and have to record the observations. Peer lessons observation gives a broader understanding on how teaching can be improved through social learning. Lessons are also

observed by the practicing school teachers and the valuable suggestions are also provided by them.

### **5.3. STUDENT ACTIVITIES**

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

- (i) List of current office bearers.**
- (ii) Give the year of last election.**
- (iii) List of Alumni Association activities of last two years.**
- (iv) Give details of the top ten alumni occupying prominent positions.**
- (v) Give details on the contribution of alumni to the growth and development of the institution.**

Yes, the institution has an Alumni Association. Details of the office bearers are given in the table below:

**Current Office Bearers of Alumni Association**

S. No.	Designation	Name Of the Office Bearer
1	President	Mrs. Ramesh Kaura, Ex-Librarian
2	Secretary	Mrs. Loveleen Jha, Science Mistress, Government Senior Secondary School, Vill. Noorpur Lubana, Distt. Kapurthala

- **The year of the last election:** The office bearers are unanimously elected by all the members of the Alumni Association. The last elections were held in the year 2013.
- **Alumni Association activities of last two years:** Activities of the last two years conducted by the Alumni Association were:
  - The President of the association delivered a talk and encouraged the students to become good teachers.
  - Organization of seminar on “Embrace Your Inner Awesomeness” by Women Empowerment Cell in collaboration with Alumni Association.
  - Interaction of Alumni with new students.

➤ Feedback from Alumni for the improvement.

- **Details of the top ten alumni occupying prominent positions:** Guru Nanak College of Education was established in the year 1966. We are proud of our alumni who are placed in prominent positions in various educational institutions. Positions occupied by our alumni members along with their place of working are given in the table below:

**Positions occupied by Alumni**

S. No.	Name of the Alumni Member	Position occupied
1	Dr. Surinderpal Kaur Dhillon	Principal, Khalsa College of Education, Ranjit Avenue, Amritsar
2	Dr. Surinder Jit Kaur	Principal, Ramgarhia College of Education, Phagwara.
3	Mrs. Karuna Oberoi	Associate Professor, D.A.N. College of Education for Women, S.B.S. Nagar
4	Mrs. Satpal Kaur	Principal, Government Senior Secondary School, Kapurthala
5	Mrs. Rajni Bala	Principal, Hindu Putri Pathshala Model School, Kapurthala
6	Mrs. Loveleen Jha	Science Mistress, Government Senior Secondary School, Vill. Noorpur Lubana, Distt. Kapurthala
7	Mrs. Sukhjit Kaur	Assistant Professor, Guru Nanak College of Education For Women, Kapurthala
8	Mrs. Gurpreet Kaur	Assistant Professor, MGN College of Education, Jalandhar
9	Ms. Shivani Sharma	Assistant Professor, Hindu Kanya College, Kapurthala
10	Ms. Gurkiran Kaur	Assistant Professor, Khalsa College of Education, Amritsar

#### **4. Contribution of Alumni in the growth and development of the institution:**

Alumni members are an integral part of almost all the programmes of the institution. They interact with the freshers on various occasions. Suggestions are sought from the alumni that help the institute to have new improved programmes. Alumni helped in the placement of student teachers through their well acquired positions in educational institutions.

#### **5.3.2 How does the institution encourage students to participate in extra-curricular activities including sports and games? Give detail on the achievements of students during the last two years.**

The institution strives not only for academic excellence but also to lead the students to develop their hidden talents and abilities through a series of extra-curricular activities including sports and games. Such activities definitely provide positive experience to the students.

Different Clubs and Cells of the institution organize a number of extra-curricular activities such as Inter-House Competitions, Talent Hunt, Seminar, Workshop, Exhibitions, Community Activities etc.

Annual Sports Meet is also organized every year. The students participate in various sports events with full enthusiasm and sportsmanship. The events are enlisted below:

March Past	100 & 200 m Race
Relay Race	Three Legged Race
Skipping Race	Shot Put
Discus Throw	Obstacle Race
Sack Race	Kangaroo Race
Javelin Throw	Spoon and Lemon Race
Chatti Race	Long Jump

Students also participate in the youth festival organized by G.N.D.U. Amritsar, Inter-College Competitions and activities organized by local administrative bodies.

Students themselves are actively involved in the organization of co-curricular activities in the college. Important days and festivals are celebrated in complete harmony to create awareness, and appreciation for our rich culture, traditions and heritage.

Information about all these activities is disseminated through notice board and announcements in morning assembly. The winning students are given away prizes and certificates by the institution. Apart from this, the outstanding performances get coverage in local media.

### **Achievements of the Students during last two years**

#### **Session 2013-14**

Guru Nanak Dev University, Amritsar organized Zonal Youth Festival from September 19 to September 21, 2013. Our students participated in number of items and won following prizes:

S. No.	Student Name	Category	Prize
1	Amandeep Ghuman	Fancy Dress	II
2	Seema	Collage Making	II
3	Diksha, Nishu, Ramandeep Kaur, Suman, Khushwinder, Gagandeep	Group Shabad	II

#### **Session 2014-15**

Guru Nanak Dev University, Amritsar organized Zonal Youth Festival from September 23 to September 25, 2014. Our students participated in number of items and won following prizes:

S.No.	Student Name	Category	Prize
1	Nisha (80)	Folk Song	II
2	Anita Rani (02)	Painting on the spot	II
3	Amandeep Kaur (43)	Phulkari	II
4	Ruchika (42)	Poster Making	II

5	Simranjit Kaur (29)	Still Life	III
6	Kirti Sharma (07)	Rangoli	III

Our students participated in various Inter-College Competitions and won the prizes.

The details are as given below:

Date	Venue	Item	Student's Name	Prize
5.11.2014	Doaba College, Jalandhar	Still Life	Simranjit Kaur	First
		Installation	Kiran, Deepa, Gurjit, Surabhi	Second
		Clay Modelling	Archana	Third
		Flower Arrangement	Navjot Kaur	Consolation
14.2.2015	Innocent Hearts College of Education, Jalandhar	Chalkboard Writing in Punjabi	Rajvir Kaur	Second
20.9.2014	Sant Namdev Kashtriya Sabha, Distt. Jalandhar	Essay Writing on Bhagat Namdev Ji	Mamta	First
10.10.2014	Mahan Kavi Bhai Santokh Singh Yadgar Committee	Essay Writing on Bhai Santokh Singh	Amanpreet Kaur	Second
	D.A.V College of Education for Women, Amritsar	Collage Making	Rajbir Kaur Sandeep Kaur	Second Third

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

The college publishes annual college magazine “GYAN PUSHUP” with a string and variety of articles under four sections, namely, English, Punjabi, Science and Art. The Editorial Board consists of Chief Editor, Teacher Editors and Student Editors. The selection of Student Editor is done through a written test followed by an interview with Principal, Chief Editor and concerned Teacher Editors.

**5.3.4 Does the institution has a student council or any similar body? Give details of constitution of major activities and funding.**

The college has an important body of Student council that supports the student participation in the regular functioning of the institution. Student council serves two purposes:

- Firstly, it is an important element in decentralizing the college administration. Every single student has freedom to contribute to its working through her ideas and efforts. It provides democratic framework to the college.
- Secondly, the body creates a sense of responsibility in the students. They develop into more independent, responsible and social citizens.

The Student council is chosen by the students through elections. First of all, the house representatives are selected by the students, who become the members of the Student council. The desired candidates who wish to contest for the various positions of the Student council register their names. The student teachers securing highest number of votes are chosen for the various posts of the Student council. All this is done in the presence of house in-charges and students in the class to ensure complete transparency. Following are the details of student council:

Members of Student Council (2014-15)

President : Navneet Kaur		
Cell/ Committee	Names	Section
Grievance Redressal Cell	Bhumika	A
	Navneet	B
	Rupinder	C



Discipline Committee	Navreen Kaur	A
	Gurjit Kaur	B
	Manpreet Kaur	C
Decoration Committee	Varsha	A
	Mandeep	B
	Archana	C
Anti ragging Committee	Megha	A
	Amanpreet Kaur	B
	Amanpreet Kaur	C
Rules and Regulation Committee	Neha Sehgal	A
	Chetna	B
	Manpreet Kaur	C

Major functions of Student council are:

- The representatives in Student Council give voice to the problems and suggestions of all students.
- The Student Council acts as a strong mediator between the teachers and students and also between the principal and the students. They make efforts to bridge the gap between the head of the institution and the students.
- The members of the Student Council provide a strong support in the organization of academic as well as co-curricular activities.
- They give a boost to the democratic environment of the institution.
- Student Council helps to generate healthy competition among the students of their respective houses. Spirit of enthusiasm spreads the quick wave of action among all students.
- The class representatives take care of all the essential requirements of a class room, have to see the cleanliness in their rooms and help in conveying the problems of students of their particular house to the teacher in-charge.
- All the members of Student Council are vowed to maintain college discipline and decorum. They abide themselves by the rules and regulations of the college

and present exemplary figure before others to follow them.

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

The students are provided a healthy platform to represent in academic and administrative activities through student council. The members of the council play an important role in planning and implementing academic and non-academic programmes. Apart from this the students have representatives in various committees/clubs/cells framed by institution which play an important role in the smooth conduct of college activities. The committees having student representation are:

- Internal Quality Assurance Cell (IQAC)
- Student Council
- Grievance Redressal Cell
- Women Empowerment Cell
- Anti-Ragging Committee
- Amalgamated Fund Committee

The college has constituted a number of active clubs, namely, Red Ribbon, Arya-Einstein, Samarpan, Language, ICT, Sports, Art, Legal Literacy and Commerce-Economics. The students having academic background or interest related to any of these clubs are the members and from these members, representatives are further selected. These representatives take the charge of maintaining their specific boards, create awareness and conduct an activity falling under the scope.

**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?**

The college firmly believes that the objective and impartial feedback from students and employers guide in bringing reforms in the preparation of the programme and

the growth and development of the institution. At the end of session the students are provided with the performa to seek their responses in various aspects of teaching methodology and course. Apart from this feedback performa, there is a provision of suggestion box and Grievance Redressal Cell through which students can freely give their suggestions. The feedback from employer is obtained through the meetings of principal with the employer. The data collected is utilized to improve upon the programmes and to bring about necessary modifications wherever possible.

#### ***5.4. BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION***

##### **5.4.1 Give details of institutional best practices in student support and progression?**

The best practices that are implemented in true form to enhance progression of students are as follows:

- Students are given active role in the decision making bodies of the institution through active functioning of IQAC, Student Council and other academic and administrative bodies.
- Provision of professional training and participation in a range of co-curricular activities in and outside the campus is an added feature to develop all round personalities. The confidence and competitive spirit of students is enhanced with their participation in competitions at Inter-house, Inter-college and University level.
- Feedback mechanism for the programme and faculty with a view to improve is a regular feature of the college.
- Fully functional Grievance Redressal Cell to assist students in solving their problems is one of the best practices to support students.
- Support to economically backward students is given through scholarship and Student Aid fund.
- Book Bank facility is available for economically weak students.
- Immediate medical help is provided to needy students.

### **Additional Information**

**Q1. What were the evaluative observations made under student support and progression in the previous assessment report and how have they been acted upon?**

The feedback received in previous report has been sincerely worked upon to make improvements in the areas specified.

**Details of observations and suggestions made in previous report and steps taken to accomplish these:**

<b>Area of observations and suggestions made in previous report</b>	<b>Steps taken to accomplish the suggestions</b>
Effectiveness of Alumni service	<ul style="list-style-type: none"><li>• A motivating talk by the president of the association</li><li>• Organization of seminar on “Embrace Your Inner Awesomeness” by Women Empowerment Cell in collaboration with Alumni Association</li><li>• Regular Interaction of Alumni with new students</li><li>• Feedback from Alumni for the improvement of the programme</li></ul>
Participation in physical activities(games/sports)	<ul style="list-style-type: none"><li>• Annual Sports Meet is organized every year in which students participate in various sports events like jumps, throws and races</li><li>• Sports Club organize inter house Kho-Kho Competition every year</li></ul>
Financial support by the trust	<ul style="list-style-type: none"><li>• The institution provides financial help to economically weak students under Student Aid Fund.</li></ul>

**Q2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation with regard to student progression?**

Quality measures initiated since previous assessment as well as additional facilities created stated as follows:

- Improved library facility for the students
- Adopted special teaching strategies for slow learners and advanced learners
- Build students competencies before they go for practice teaching
- Feedback mechanism strengthened and utilized for improvement
- Establishment of Placement Cell
- Greater administrative role to students through student council and other academic and administrative committees.
- Active functioning of Alumni Association
- Active functioning of Grievance Redressal Cell
- Organization of Annual Sports Meet and Inter House Kho-Kho Competition is regular feature of college.

Criterion – VI

GOVERNANCE

AND

LEADERSHIP

## **CRITERION – VI GOVERNANCE AND LEADERSHIP**

### ***6.1 INSTITUTIONAL VISION AND LEADERSHIP***

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

##### **Purpose**

The main purpose of the institution is to plan and execute the activities helpful in the actualization of the envisioned goal, mission and objectives of the institution.

##### **Vision**

To strengthen and intensify the culture of excellence in teacher education focused on holistic development of the individual and give a new direction to the society.

##### **Mission**

To develop intellectually competent, morally upright and socially committed teachers for service in the current scenario of education.

##### **Values of the institution**

- Creation of skilled prospective teachers
- Creation of physically fit, mentally alert and democratic citizens for the nation
- Promoting the use of technology among the student teachers
- Establishing relationship between theory and practice
- Maintaining local, national and universal uniformity in attitudes over issues of public importance
- Inculcating a Value System among students
- Nurturing national integration and international understanding
- Fostering global competencies among students

The purpose, vision and values are made known to the various stakeholders through display boards and website of the institution.

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

The institution has set a wide perspective of mission that is preparing not only the competent future teachers but also producing good citizens for the society and nation at large. This mission statement of the institution is further spelled out in the form of objectives through which it endeavours to achieve its mission.

**Needs of the Society:** The institution continuously strives to develop teachers with adequate knowledge, attitude, skills and values that enable them to light the lamp of knowledge and to remove ignorance from the society.

**Students, it seeks to serve:** The institution welcomes the students with the spirit to grow, lead and win. They are provided enriched academic and co-academic experience that escort them to the final goal of being dedicated and professional quality teachers with positive set of attitudes.

**School Sector:** The pupil teachers are provided the opportunity to gain direct teaching experience in schools under the guidance of teacher educators. Here, they come to realize the needs and problems of actual teaching. The gap between theoretical knowledge gained in the college and practical aspect of school teaching is covered through the teaching practice programme. The school sector benefits from the quality teachers, who are well trained in using modern day technology and meet the challenges of modern era.

**Institution's Traditions:** The institution is directed towards the achievements of high ideals and goals on the foundation of its rich traditions which include democratic administration, teachers and students participation in various activities fostering the positive culture, equal opportunities to all, free flow of information, effective remedial process, easy accessibility to principal and faculty.

**Value Orientation:** Value of continuous excellence in professional competencies, gaining sensitive insight into community needs and expediting the efforts to contribute the cause of education are the objectives we strive to cultivate among our pupils teachers and teacher educators.

### **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...)**



Guru Nanak College of Education for Women, Kapurthala is a government aided institute which is administered by the Montgomery Guru Nanak Educational Trust, Jalandhar. It is headed by a Chairman supported by dynamic members. The trust runs eight educational institutions which include two B. Ed. colleges, three secondary schools and three public schools. The management of the institution has its commitment to the development of society through education. The management is always keen to provide all sorts of help for the promotion of quality education. The trust reviews all the activities of the institution through an annual report submitted by the principal at the end of each academic year.

Composition of Montgomery Guru Nanak Educational Trust is as follows:

<b>Chairman</b>	S. Gurinder Singh Narula
<b>Vice-Chairman</b>	S. Sohan Singh Saini
<b>Secretary</b>	S. Jarnail Singh Pasricha
<b>Trustees</b>	Maj. (Retd.) Charanjit Singh Rai
	Col. (Retd.) Daljit Singh Anand
	S. Sudarshan Singh Bains
	S. Gurpreet Singh
	Mrs. Jasneet Kaur
	S. Ravinder Singh Mehta
	S. Mukhtar Singh Dahiya
	S. Gurpartap Singh Wadala

#### **6.1.4 How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?**

The management and the principal of the institution promote democratic environment in which each gets the opportunity to express and contribute. This is done through the effective distribution of role and responsibilities among all. Division of duties is communicated to the staff in following manner:

- Staff meetings are conducted frequently to plan and take the important decisions regarding academic and co-curricular activities.

- Different committees are framed for identifying various needs, which work with well-defined roles and responsibilities.
- Planning for the next academic year is done through staff meetings held in the beginning of every session and major portfolios and persons responsible for handling the portfolio are decided.
- Duties are assigned in consideration with the interest, ability and aptitude of each staff member.
- Activities to be conducted in each portfolio such as Practice Teaching, Examinations, Extension Work, Community Work, Co-curricular activities, Visit and Excursion etc. are discussed in the staff meetings.
- Circulars and notices are the regular means for the free flow of information.
- During the organization of various activities in the college, entire programme is planned.
- Names of the portfolios and names of the teacher-educators handling the portfolio are recorded in the minute-book.
- Any problem faced by the teachers handling the portfolio and others are shared and ideas are brainstormed to find solutions.

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

The Principal compiles all the feedback obtained from the various stakeholders including the current students and other reports regarding the performance of the faculty members, performance of the students and proper delegation of the assigned responsibilities by staff members as well as by the different committees of the institution. The college principal holds frequent meetings with the staff and non-teaching staff to review the activities of the institution. All activities of the college are carried out as per the academic calendar. During meetings, the principal obtains feedback regarding the execution of academic calendar.

**Valid information is available to the management through the following:**

- Students' feedback performs
- Teachers' self appraisal reports
- Suggestion/Complaint box
- Staff and CR's meetings
- Feedback from the staff
- Annual reports of the college, college magazine, information brochure, result of annual examinations and achievements of the students in various activities are all provided to the management to have a close look into the functioning of the institution.
- Management members are invited on the various functions organized in the college and informal discussions lead to information communication.

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

The Principal with the constant support of the management and teacher educators endeavours to identify the barriers and facilitates them to reduce it to the minimum and increase the efficiency to achieve the mission and vision of the institution. Review meetings are arranged after every activity. The feedback obtained through these meetings is communicated to the concerned teacher educator involved in the respective portfolio to find out solutions to the drawbacks identified (if any) during the execution of the activities. All activities are pre-planned and are entrusted to each teacher educator with the responsibility of executing the task effectively and efficiently.

**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?**

No organization can work smoothly without the support and co-operation of the people working in the organization. The staff members put their best so that the institution functions smoothly. The management encourages the staff for the

improvement of the effectiveness and efficiency of the institutional processes in the following ways:

- All the teacher educators are involved in the different activities organized by the institution. Teacher educators are involved in admission procedure, quality management and maintenance.
- Teacher-educators are in-charge of the various portfolios. The portfolios are given to teachers at the start of the session.
- The institution encourages and deposes teacher educators to attend seminars, workshops, refresher courses, training programs and present papers at local, national and international levels.
- The institution encourages the teacher educators to study further and also to complete their doctorate degrees.
- Good work done is appreciated by the Principal in the staff meetings and a report is given confidentially to higher management. The management also acknowledges the work and support given by every individual member of the staff.

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

The success of an organization depends on how effectively the head of the organization has led and guided the organization. The Principal has constantly sought support and encouragement from the management board. The entire curricular as well as co curricular activities are organized under the governance of the Principal. Some of the adopted strategies for facilitating the course are as follows:

- The Principal in concurrence makes decisions regarding the papers that will be taught by the teacher-educators.
- Decisions are made regarding major portfolios to be handled by the teacher-educators.

- Specific targets are set for various portfolios and task on time is the philosophy adopted by the Principal.
- To monitor the progress of work done in each portfolio, meetings are held with all the teacher educators. Opportunities are given to share problems faced by the teacher educators in executing tasks assigned. The problems are discussed and solutions are sought through brainstorming.
- Total freedom is given to approach the Principal when the teacher-educator is faced with any problems with respect to the execution of the portfolios.
- The respective portfolio in-charge plans activities and discusses it with the Principal to bring about the suitable changes (if any). Implementation of the plan takes place only after getting the consent of the Principal.
- The Principal acts as a link between the teacher educators and the management. Any financial help, sharing of infrastructure and other help from the management is sought through the Principal.
- Principal's encouraging attitude and progressive mindedness has helped not only the institute but also the teacher educators and student teachers to evolve.
- The humane and understanding approach of the principal makes it easy to carry out various portfolios smoothly.

## **6.2 ORGANIZATIONAL ARRANGEMENTS**

### **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 linkages and examinations during the last year.**

The Principal monitors activities of the college assisted by different committees, which are constituted for effective functioning of college. Committees work on the principle of autonomy and communication. List of the various academic and administrative committees in the college, the functions assigned to them and their operational procedure is given in the following table.

### List of Academic and Administrative Committees of the College

S. No.	Committee/Cell and its Members	Meetings held and Decisions taken
1.	Library Advisory Committee <ul style="list-style-type: none"> <li>• Mrs. Sawinder Arora</li> <li>• Mrs. Kulwinder Kaur</li> <li>• Mrs. Sukhjit Kaur</li> <li>• Mrs. Manpreet Kaur</li> </ul>	It held meetings from time to time to improve the functioning of library. It took decisions to decide library policies and upgradation of library, prepare the bound volumes of journals, purchase more educational journals, take feedback about books from subject teachers and prepare the list of books to be purchased.
2	Grievance Redressal Cell <ul style="list-style-type: none"> <li>• Mrs. Deepmala</li> <li>• Mrs. Mandeep Kaur</li> </ul>	It held meetings to solve different problems of students related to library, time-table, examination, teaching practice, internet services, purified water etc.
3	Anti- Ragging Committee <ul style="list-style-type: none"> <li>• Mrs. Manpreet Kaur</li> <li>• Ms. Sapna Saini</li> <li>• Ms. Preeti</li> </ul>	It held meetings to make students aware about ragging that it is punishable as per law and is banned in the college which will also help them in their future professional life.
4	Editorial Board <ul style="list-style-type: none"> <li>• Mrs. Sawinder Arora</li> <li>• Mrs. Manpreet Kaur</li> <li>• Ms. Amanpreet Kaur</li> <li>• Ms. Sapna</li> <li>• Mrs. Harbinder Kaur</li> </ul>	It held meetings with respect to the Annual College Magazine “Gyan Pushp”. Decisions were taken to conduct a written test followed by an interview for the selection of student editors, invite articles, review and select articles for publications
5	Cleanliness Committee <ul style="list-style-type: none"> <li>• Mrs. Deepmala</li> <li>• Ms. Sapna</li> <li>• Ms. Amanpreet Kaur</li> </ul>	It held meetings to maintain the clean and hygienic environment of the institution. Students participated in the cleanliness campaigns.

6	A-fund Committee <ul style="list-style-type: none"> <li>• Mrs. Deepmala</li> <li>• Simran Bhatia (Student)</li> </ul>	It held meetings to discuss the expenditures to be incurred on different heads of expenditure. The bills of the expenditure were checked and signed by the teacher as well as student member of the committee.
7	Time-Table Committee <ul style="list-style-type: none"> <li>• Mrs. Sawinder Arora</li> <li>• Mrs. Manpreet Kaur</li> <li>• Ms. Preeti</li> </ul>	It held meetings to prepare the time table by giving due consideration to the psychological principles. Moreover flexibility was also provided to the requirement of the situation.
8	Examination Committee <ul style="list-style-type: none"> <li>• Mrs. Sawinder Arora</li> <li>• Mrs. Harbinder Kaur</li> </ul>	It held meetings to conduct two House Tests (Theory and Practical). The decisions were taken regarding schedule of theory and practical examinations, date sheet, paper setting, printing and procurement of answer sheets. It also planned for conducting supplementary examinations for giving a chance to the absentees and students with poor academic performance in both the house examinations.
9	Internal Assessment Committee <ul style="list-style-type: none"> <li>• Mrs. Sawinder Arora</li> <li>• Mrs. Sukhjit Kaur</li> <li>• Ms. Lakhwinder Kaur</li> </ul>	It held meetings to decide and finalize the procedure of internal assessment and to maintain the computerized record of the same.
10	Seminar and Extension Lecture Committee <ul style="list-style-type: none"> <li>• Mrs. Sawinder Arora</li> <li>• Mrs. Mandeep Kaur</li> </ul>	It held meetings to conduct seminars and extension lectures for the development of students and faculty. It also encouraged teacher educators to participate in paper presentations and publications at National/ International levels.

11	Purchase Committee <ul style="list-style-type: none"> <li>• Mrs. Deepmala</li> <li>• Mrs. Mandeep Kaur</li> <li>• Mrs. Harbinder Kaur</li> </ul>	It held meetings to assess the minor purchase requirements of the institution and required purchases were made.
12	Result Committee <ul style="list-style-type: none"> <li>• Mrs. Sawinder Arora</li> <li>• Mrs. Sukhjit Kaur</li> <li>• Ms. Lakhwinder Kaur</li> </ul>	It held meetings to prepare the result of both house examinations. It identified meritorious students and slow learners and submitted their names in the office for due consideration.
13	Skill in Teaching Committee <ul style="list-style-type: none"> <li>• Mrs. Mandeep Kaur</li> <li>• Mrs. Sukhjit Kaur</li> <li>• Ms. Lakhwinder Kaur</li> </ul>	It held meetings to plan and prepare the schedule for the implementation of School Based Experience Programme.
14	Academic Committee <ul style="list-style-type: none"> <li>• Mrs. Sawinder Arora</li> <li>• Mrs. Mandeep Kaur</li> </ul>	It held meetings to prepare plans for the whole academic year and chalk out the academic calendar at the beginning of the session. It determined strategies for the preparation of instructional plans. It retrieved and disseminated information about guidelines of the university.
15	Cultural Committee <ul style="list-style-type: none"> <li>• Mrs. Deepmala</li> <li>• Ms. Preeti</li> </ul>	It held meetings to organize talent hunt programme and other co-curricular activities in the institution. Besides, it guided and supervised the preparation of the students for participation in Youth Festival at G.N.D.U., Amritsar and other inter-college competitions.
16	Feedback Committee <ul style="list-style-type: none"> <li>• Mrs. Sawinder Arora</li> <li>• Mrs. Sukhjit Kaur</li> </ul>	It held meetings to take feedback from the students & alumni. The collected feedback was documented and analysed for improvement in future.  Feedback was also sort from practicing schools, parents & employers.

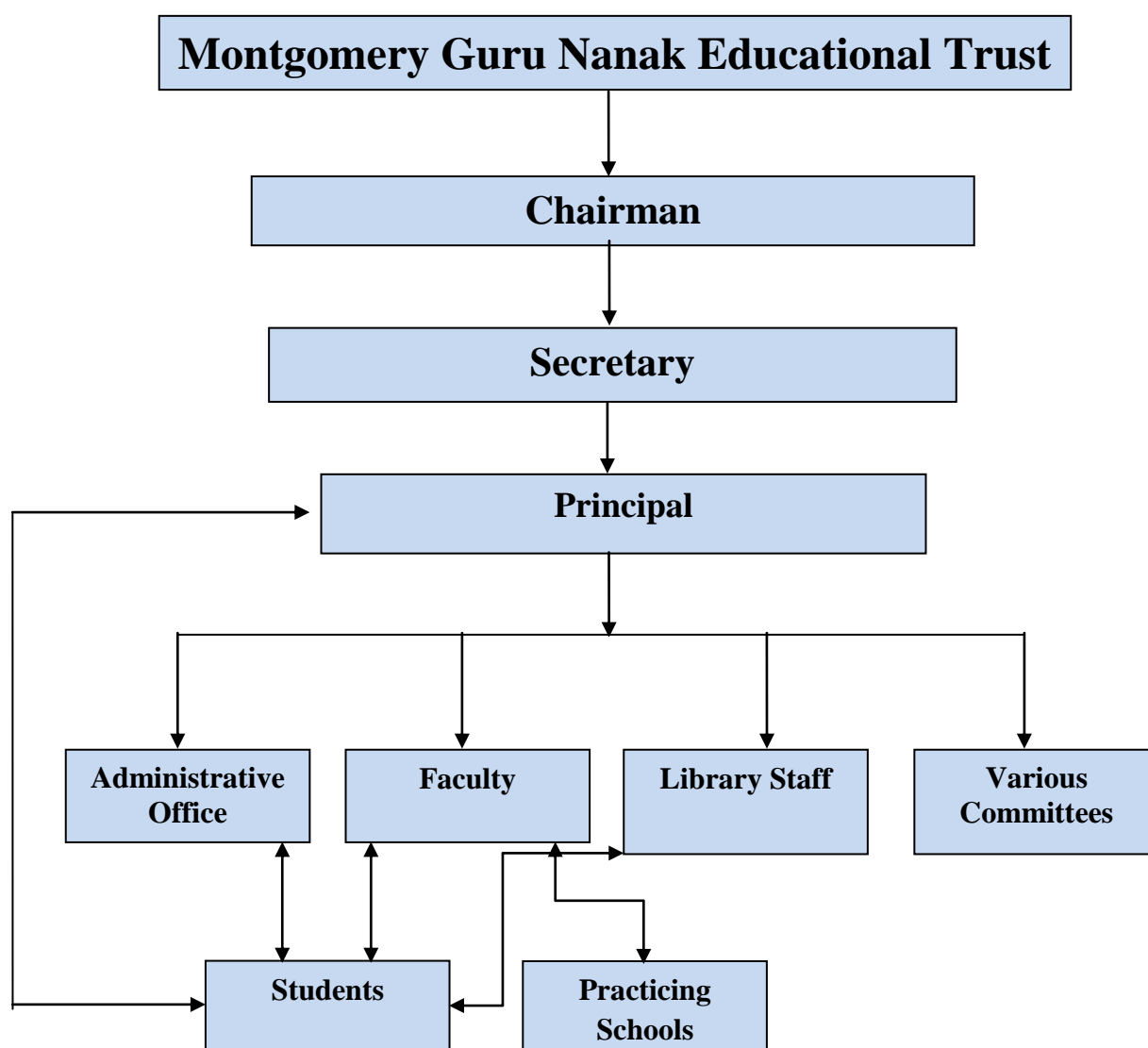


17	Discipline Committee <ul style="list-style-type: none"> <li>• Mrs. Deepmala</li> <li>• Ms. Amanpreet Kaur</li> </ul>	It held meetings to encourage the students for self-discipline and maintain discipline in the institution throughout the year.
18	IQAC <ul style="list-style-type: none"> <li>• Mrs. Sawinder Arora</li> <li>• Mrs. Mandeep Kaur</li> <li>• Mrs. Sukhjit Kaur</li> <li>• Mrs. Manpreet Kaur</li> </ul>	It held meetings to work towards realizing the goals of quality enhancement and sustenance. It guided the faculty members regarding methodology of teaching, their professional growth etc. It also advised different Clubs, Committees and Cells to organize varied activities to fulfill the objectives of the institution. It organized a National Seminar on “Future Perspectives for Excellence in Teacher Education”.
19	Guidance and Counselling Cell <ul style="list-style-type: none"> <li>• Mrs. Sawinder Arora</li> <li>• Mrs. Manpreet Kaur</li> <li>• Ms. Lakhwinder Kaur</li> </ul>	It held meetings to guide and counsel student teachers regarding their educational and personal problems. A seminar was conducted on Career Guidance in the practising school.
20	Placement Cell <ul style="list-style-type: none"> <li>• Mrs. Deepmala</li> <li>• Mrs. Mandeep Kaur</li> <li>• Mrs. Sukhjit Kaur</li> </ul>	It held meetings to provide career options to student teachers for their professional development. It took decisions to assess about job requirements in practicing and other local schools, disseminate employment opportunities on the notice board, recommend deserving candidates to these schools, and arrange interactions with school heads. It also organized campus interview.
21	Women Empowerment Cell <ul style="list-style-type: none"> <li>• Mrs. Manpreet Kaur</li> <li>• Ms. Amanpreet Kaur</li> <li>• Ms. Sapna Saini</li> </ul>	It held meetings to make the students aware and deal with the domestic problems faced by the women. It organized seminar on “Embrace Your Inner Awesomeness.

### 6.2.2 Give Organizational Structure and details of the Academic and Administrative bodies of the institution.

Every organization has an organizational hierarchy to function systematically. The organizational structure starts with the Chairman of Montgomery Guru Nanak Educational Trust, S. Gurinder Singh Narula followed by Secretary, S. Jarnail Singh Pasricha, the management body, Principal, teaching staff, non-teaching staff and the support staff. Apart from this, various committees have been formed for the smooth functioning of the academic and co-curricular activities as explained in 6.2.1.

The organizational structure is as shown below:



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

Guru Nanak College of Education for Women is headed by Principal Mrs. Manjit Kaur with the constant support and encouragement from the top management. The Principal executes total democratic leadership style. Though total decentralization and freedom is given to the principal and all the teacher educators to take decisions to smoothly conduct various activities of the institution but this academic and financial freedom comes with the accountability, the Principal is answerable to the chairperson of the trust.

For decentralized structure of administration refer 6.2.2.

The functions of decentralized administration are as follows:

- The Principal has direct contact with administrative staff, faculty, library staff and various committees to collect and integrate data.
- The administrative office collects the information of students through their admission forms and feed it in computers so as to retrieve whenever needed by any component of the system.
- The practicing schools are dealt in by the Skill-in-Teaching in-charges who are members of the faculty.
- The institution works on the principle of participative management and different committees are framed with well-defined roles. These committees enjoy autonomy in the conduct of activities and take decisions in their meetings with the principal.
- Clear division of work and duties is done in the institution to reach the goal of effective administration.
- Views of all members and students are welcomed as valuable suggestions. For the qualitative improvement of the educational provisions, meetings are held among different components of administration.

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

- The institution's goal is to prepare efficient teachers for the society. It seeks help from the schools to provide a ground for the student teachers to practice and develop their teaching skills. Permissions are obtained from the practice teaching schools before the start of the School Based Experiences.
- To recognize the help and co-operation extended by the schools that support practice teaching programme, the institution invites and honours the principals of practicing schools.
- The institution is constantly in touch with Guru Nanak Dev University for being an affiliated college under it. Admissions are done according to the rules specified by the university.
- The institution collaborates with other departments and institutes of education. Teacher educators participate in workshops, seminars and conferences conducted by the department of education of other universities and other colleges of education.
- The institution co-operates with the other B.Ed. institutions by deputing teacher educators as invigilators in examinations. We also invite teacher educators from other institution in the programmes conducted by our institution.
- The institution also works with the support and co-operation of other sister institutions of our trust.
- Different organizations are invited to deliver special lectures for the extension work on topics like HIV/AIDS Awareness, Legal Literacy etc.

**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.**

Yes, the institution collects the feedback from students, alumni, teacher educators for finding the strengths and drawbacks of the institution. The feedback obtained from the various stakeholders is shared with teacher educators and the management. The Principal and the management take the necessary actions to improve its processes and functioning.

#### **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 department, creating/providing conducive environment)?**

The success of any institution depends on how well activities are done in co-operation and co-ordination with each other. Our institution is known for its quality education in the circle of college of education and this cannot be achieved unless all the teacher educators work in co-ordination with each other. The following are the ways adopted by the head of the institution to ensure unity of work:

- Portfolios are shared by two or three teacher educators so that there are enough hands and ideas to work on.
- If an activity has a host of responsibilities then all the teacher educators are involved and entrusted with a responsibility so that there is judicious delegation of work.
- The teacher educators are given freedom to express the problems faced in a particular portfolio and ideas to solve them are welcomed.
- Teacher educators are encouraged to attend various workshops, seminars, refresher courses, orientation programs needed for their professional development. The institution provides duty leaves and funds needed for these programs.
- Experts from other educational institutions are also invited to conduct workshops, extension lectures and seminar in the college.
- Overall an attitude of co-operation and co-ordination is maintained among the staff of the college through the constant support, control and intervention of the principal.

### ***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?**

Yes, the institution has an MIS in place, to select, collect, align and integrate data

and information on academic and administrative aspects. Practically in our institution every activity and work undertaken is documented in the following ways:

- The information about the institution, its mission and vision, the syllabus and the staff of the college is mentioned on the website of the college.
- The accounts section is computerized. The accounts are audited every year by chartered accountant.
- Separate files are maintained for every portfolio and all the documents related to it are filed properly. There are separate files for each portfolio.
- A complete computer record of all the students is maintained in various files.
- The study material is provided in the form of hard and soft copies.

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

The institution is Government aided. The allocation of human and financial resources is done after deep insight into the requirements of the institution. Master planning is done to utilize the resources to the full. The action plans are adopted and implemented by doing effective distribution of workload among personnel of the college.

- Faculty recruitment, whether on regular or ad-hoc basis, is made according to the norms laid down by NCTE, Guru Nanak Dev University, Amritsar and Punjab government. The institution selects qualified teacher educators to achieve excellence goals in academic field. The selection committee along with the nominees from University/DPI select trained and efficient staff for the college. The majority of staff selected even on adhoc basis is retained every year.
- The salary structure and service conditions of the faculty are according to UGC/University and Punjab Government norms. The management not only controls but also cares for needs of the employees, which motivates them to achieve the mission and vision of the institution.

Allocation of Human resources in the institution is ensured by appointing well qualified staff and financial resources are managed by the management committee and these resources are made available according to the need of the students and staff time to time.

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

For the fulfillment of mission and goals, annual plans are made before the start of session. The capital expenditure needed for the development and maintenance of college is assessed in advance. Resources needed to implement plans are described below.

- To reach the goals and objectives of the institution, various activities are undertaken for which experts from the college and from outside organizations/institutions are involved. Programmes like Extension lectures, National Seminar, Workshops, and Competitions etc. are organized successfully with the resources of the college.
- The mission of empowering student teachers with professional skills is achieved by conducting various activities such as practice teaching, content delivery through teaching, extension work, co-curricular activities, seminars, workshops, examinations, etc. The principal in communication with various committees decide upon the human, material and financial requirements for conducting the activities in the portfolio and then provide the same without any delay.
- The students are prepared to tackle global issues through the content in the curriculum, environmental based activities, placement and training services and guidance and counselling services. The institution trains students in using computer, OHP, LCD and other audio-visual aids effectively. The institute provides Computer Centre-cum-Educational Technology Lab for the students to practice.

All the above activities are carefully planned by the principal in coordination with the teacher educators. Management willingly provides every endeavor of the

college towards achieving its mission and goals.

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

The academic plan is prepared annually by the Academic Committee in consultation with the Dean, Faculty of Education, Guru Nanak Dev University, Amritsar and Principals of practicing schools. Moreover the plan is discussed with the staff members and their views and suggestions are sought. All the activities to be undertaken in the entire session along with course curriculum are planned ahead in the form of college calendar. Any limitations or drawbacks in the calendar are modified during the same academic year. It includes all curricular and co-curricular activities in a very systematic manner so that tasks are conducted smoothly throughout the year. Views and ideas of faculty regarding planning of classes, distribution of subjects, syllabus to be covered and activities to be undertaken are considered to develop a wholesome academic plan. Teaching practice programme is developed in consultation with the practicing schools. The academic activities like extension lectures, seminars and workshops that are to be organized in the college are planned and implemented by Academic Committee that works in communication with the principal.

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

The mission and the objectives of the institution are communicated to the students, teachers and other personnel through:

- Orientation programme organized at the commencement of the session
- Displaying the objectives on the notice boards and college website
- Discussion of the objectives with the faculty before any activity is undertaken
- Efforts of teacher educators in and outside the classroom to communicate the



objectives to the students

The next responsibility of the institution is to establish a proper system to realize these objectives by assuring individual teacher's contribution for institutional development. The objectives are achieved by conducting various curricular and co-curricular activities. All activities revolve around the objectives of the institution. Teacher educators encourage student teachers to inculcate the values and positive attitude among them. A number of committees and clubs are framed with adequate membership of students to ensure their active involvement in all activities.

#### **6.3.6 How and with what frequency is the vision, mission and implementation plans monitored, evaluated and revised?**

Vision and mission statements are used to express and communicate the institution's specific purpose and goals. The Principal closely monitors whether the activities are being held according to the vision & mission of the college in the following ways:

- Before the start of the academic year several meetings are held by the principal along with the teacher educators to reinforce the mission and objectives of the college. The portfolios for the coming academic year are announced by the principal.
- The required resources are released by the management whenever required. Staff meetings are held frequently to provide an overview in each portfolio and to put forward the needs of the portfolio.
- The problems faced in managing each portfolio are put forward by the portfolio in-charge and also the teacher-educators who assist. Additional infrastructural, financial and human resources required are deployed by the management. Ideas are brainstormed in the staff meetings to solve the problems and thereby achieving the mission and objectives of the college. Tutorial group teachers are constantly interacting with the student teachers on a one to one basis, thereby giving substantial feedback about the entire program. Suggestion box and feedback mechanisms used also help to a great extent in continuous evaluation.

### **6.3.7 How does the institution plan and deploy the new technology?**

The institution plans and deploys new technology in the following ways:

- The institution is well aware of and uses innovative teaching methods such as cooperative learning, self study, models of teaching, seminars, workshops, discussions, peer tutoring etc. The teacher-educators also train student-teachers to use these methods through seminars, workshops and simulated teaching.
- The student-teachers are trained to use the computer by providing them basic skills to use the computer through lectures and practical. The student-teachers are allowed to use OHP and LCD projector for their presentations. It enables the students to enter into world of e-learning and self-learning.
- Teacher educators use innovative methods and multimedia approach by using the LCD projector in the day to day lectures and activities in the institution.
- Institution has provided open access library facility to students.

## **6.4 HUMAN RESOURCE MANAGEMENT**

### **6.4.1 How do you identify the faculty development needs and career progression of the staff?**

All the faculty members fulfil the minimum eligibility criteria as mandated. The institution identifies the gap between what they have already been exposed to and what the wider curricular requirements demand. Thus, the institution identifies those who do not possess degrees in research programmes or training in research methodologies and encourage them to join research, refresher/orientation courses. Secondly, the institution sees to it if the faculty members have had required exposure to each content unit of what is prescribed in the syllabus, curriculum as a whole. Thirdly, it is also ascertained if the faculty is well conversant with the emerging trends, use of ICT, etc. Finally, it also sees if the faculty is fully in tune with the vision, mission, values and objectives of the college and if yes, is it well equipped to translate them into action.

**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?**

To improve teaching, research and service of the faculty, the institution has evolved a comprehensive and continuous evaluation mechanism as follows:

- Teacher-educators appraise themselves through a questionnaire for Self-Appraisal. At the end of the academic year teacher-educators reflect upon their performance and answer very objectively and sincerely to the questions in the questionnaire. It is analysed and compared with that of the appraisal done by the principal.
- The teacher-educators are appraised from the student's perspective through the feedback and informal interaction with student teachers. A questionnaire is used to take feedback from the student teachers about the performance and guidance provided by each teacher-educator. The questionnaire consists of ratings on the Knowledge base of the teacher, Methods of Teaching, Communication Skills, Interest generated by the teacher etc.
- The students can also give feedback or put forward their grievances arising out of dissatisfaction about teacher-educators through the Suggestion Box, Grievance Redressal Cell and Student Council.

Any shortcoming is brought into light and communicated to the person concerned for the purpose of improvement. The aim of assessing the services of the faculty is to suggest measures to make their teaching more effective and successful.

**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).**

Many welfare measures have been adopted by the institution to improve staff well-being, satisfaction and motivation of the staff. To number a few:

- The management pays the teacher-educators as per the UGC scale. It also

provides increments every year.

- The institution spends for the seminars, workshops and training programs attended by the staff.
- When the need of using computers and latest technology was felt by the teacher-educators, the Principal very promptly provided facilities which help the teacher educators to improve teaching learning process.
- The institute encourages its teacher educators to upgrade their qualification and pursue higher studies and doctorate degrees.

Above all, the management respects and appreciates the work done by each and every member of the organization right from the senior level to the support staff.

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

Yes, the college organizes the developmental programme for teaching and non-teaching staff from time to time. It focuses on teaching methodology and skill up-gradation and training for teaching and non-teaching staff. In this regard, seminars, workshops, extension lectures are conducted by the college for the professional growth of teachers. A seminar was conducted by the Employee's Provident Fund Commissioner to highlight the benefits of the scheme to employees and explain how to implement this scheme to benefit them. Our non teaching staff has always been on the move towards smooth functioning of the college. They are trained to use and install the computer, LCD, OHP and other equipments in the classrooms.

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

All the regular posts are advertised in the leading newspapers in the prescribed form recommended by statutory and regulatory bodies (NCTE/UGC/Guru Nanak Dev University/Punjab Government).The recruitment process is followed according to the guidelines and conditions laid down by NCTE, UGC, Guru Nanak Dev University, and Punjab Government.

Interviews are conducted by the selection committee consisting of the Principal, two members of the management, VC's nominee, subject expert as nominated by the vice chancellor of the university, DPI nominee and subject expert from Punjab government. Qualifications, knowledge of the subjects and methods, communication skills and personality are factors considered while interviewing the candidates for post of teacher-educators. They are recruited on maximum two years of probation period and then confirmed. This procedure ensures the selection of staff with the right qualification and expertise. The regular faculty members are paid by the Government (Under 95% grant-in-aid scheme) according to the UGC scales and so resignations seldom occur once the appointments are made. Once the teachers are appointed all opportunities are provided for their career advancement.

Regular teachers on uncovered post are also paid according to the university norms. They are given yearly increments as per the prescribed norms of the university and NCTE.

Service conditions such as workload, working hours, career advancement schemes, opportunities for professional growth. Casual, privileged, medical leave facilities are provided as per Guru Nanak Dev University/Punjab Government norms.

**6.4.6 What are the criteria for employing part-time/Ad hoc faculty? How is the part-time/Ad hoc faculty different from the regular faculty? (e.g. salary structure, workload, specializations).**

Part-time or ad hoc appointments are made when teacher posts remain vacant due to retirement or long leave of the teacher. The vacancy is advertised in newspapers and the applicants are called for an interview. The interview is done by a board consisting of the Principal and two senior members of the faculty. Qualification is never compromised and merit and experience are given due consideration. Salary

of the other part-time/ad hoc staff is met by the management. Ad hoc faculty is appointed on consolidated salary for the tenure of one session and yearly increments are given to retain the faculty members.

**6.4.7 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty (e.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations)?**

The college ensures the professional development of the faculty by providing all kinds of support and motivation.

- The staff members are encouraged to participate actively in workshops, seminars, conferences and refresher courses for their professional development. The institution provides duty leave to attend such courses along with the payment in terms of TA/DA and registration charges.
- The staff is also encouraged for the publication of articles in national and international journals.
- The members of the staff are encouraged to become members of and contribute to the local, state, national and international professional associations.

**6.4.8 What are the physical facilities provided to faculty (Well-maintained and functional office, instructional and other space to carry out their work effectively)?**

The faculty is provided satisfactory physical facilities that contribute to their efficient working by creating the suitable environment. Apart from well-maintained and well lit classrooms, the teachers have specific rooms for carrying on practical work i.e. Education Psychology Laboratory-cum-Science Resource Room, Computer Centre-cum-Education Technology Laboratory, Art and Craft

Resource Room, Mathematics Resource Room, Language Room and Commerce-Economics Resource Room. These rooms have the required infrastructure and source material. The institution has a rich library which can be used by the faculty members at anytime. The library comprises of a good number of books, reference books and subscribes good numbers of journals which can be the important source for the professional development of the teachers. The library provides open access and proper seating arrangement for student teachers as well as teacher educators. The institution provides well maintained and functional office. Our institution has a separate air conditioned staff room with essential facilities for the teacher educators such as comfortable chairs, tables, lockers etc. It provides technology such as wireless internet facilities, intercom telephone facility and reprographic facilities.

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

The major mechanism through which the faculty and other stakeholders can receive information on different aspects of course is college information brochure and college website. The institution has devised various ways of obtaining feedback from its stakeholders.

- There is a Grievance Redressal Cell functioning in the college. It presents a supportive platform to all the students for redressal of their grievance.
- Students can address their grievances through the Student Council.
- There is a provision for the students to drop their grievances and suggestions in the Suggestion Box.
- The Principal conducts frequent meetings with the students. There is a questionnaire through which the students express their views regarding the efficiency through which the teacher-educators deliver the course content.
- The lessons taught in the schools are closely monitored by the teacher educator visiting the schools for supervision. Problems faced by student teachers in practice teaching schools are handled by the practice teaching in-charge.

- Faculty members can discuss their problems with the principal personally or in the staff meetings. Due consideration is given to the view points and suggestions made by the faculty.

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

Every year the institution gains fruitful result which cannot be flourished without the whole-hearted contribution of the faculty members. The stay hours and workload of the teachers is as per UGC/NCTE/Guru Nanak Dev University/Punjab Government norms. The faculty has to display the skills and play an effective role in a wide range of professional and administrative activities. The efficiency enhances as everyone is given the charge of activities according to her interest, abilities and skills. The roles and responsibilities are divided among the staff members annually in a meeting with the Principal in accordance to their aptitude and competency and additional duties are allocated as per the demand of the situation. Names of the portfolios and names of the teacher-educators handling the portfolio are recorded in the minutes-book. **(For more details see 6.1.4)**

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

There are various motivating techniques through which the staff members are appreciated and they become more enthusiastic to bring more productivity in their work. First of all, each staff member is given the opportunity to co-ordinate and direct different academic and co-curricular activities in the college. Under their guidance the college students actively participate in various inter-college and university level competitions. The winning teams and their teacher in-charges are honored and awarded amidst all staff members and students. Appreciation and motivation is always provided to non-teaching staff, students and teachers by the



Principal of the institution.

## **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?**

Government is paying 95% salary and allowances of the permanent faculty members, which is the major expenditure as far as the institution is concerned. In return a part of the fee collected from the students is deposited in Government account.

University Grants Commission is the other important sources of finance. The institution gets grants from UGC under current Five Year Plans. The funds received are used for the improvement of infrastructure facilities and for the implementation of specific programmes.

#### **Details of UGC grant during XI plan period**

##### **i. General Development Grant**

<b>S.No.</b>	<b>Name of the Head</b>	<b>Grant Received</b>	<b>Grant Utilised</b>	<b>Grant Refunded</b>
1.	Purchase of Books/Journals and Equipments	69,360/-	72,609/-	-----
	<b>Total</b>	<b>69,360/-</b>	<b>72,609/-</b>	<b>-----</b>

##### **ii. Merged Scheme**

<b>S. No.</b>	<b>Name of the Head</b>	<b>Grant Received</b>	<b>Grant Utilised</b>	<b>Grant Refunded</b>
1	Purchase of Books and Journals	60,000/-	44,186/-	15,814/-
2	Purchase of Equipment	60,000/-	13,800/-	46,200/-
3	Career & Counseling Cell (Computer, Printer, Photo stat machine)	1,80,000/-	68,411/-	1,11,589/-

4	Establishment of UGC-Network Resource Center	2,30,000/-	-----	2,30,000/-
5	Remedial Coaching for SC/ST/OBC	2,40,000/-	12,410/-	2,27,590/-
	<b>Total</b>	<b>7,70,000/-</b>	<b>1,38,807/-</b>	<b>6,31,193/-</b>

### iii. Miscellaneous

S.No.	Name of the Head	Grant Received	Grant Utilised	Grant Refunded
1.	Additional assistance to Colleges for the purchase of equipments	-----	-----	-----
2.	Additional assistance to Colleges for the purchase of equipments	-----	-----	-----
3.	Financial Assistance towards organization of UGC Sponsored National Conference	-----	-----	-----
	<b>Total</b>	-----	-----	-----

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

Not Applicable

**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?**

The operational budget of the institution is adequate to cover the other day-to- day expenses.

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

Budgetary resources are obtained from the fee collection as well as 95% deficit grant-in-aid from state government. Details of budgetary resources of last five years are as follows:

**Budget allocations over the past five years**

	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Total sanctioned Budget	7745667	10986180	9231538	15045894	8406283
% spent on the salary of faculty	53.95%	62.68%	54.46%	66.132%	53.59%
% spent on the salary of non-teaching employees	18.12%	22.60%	16.39%	15.22%	24.54%
% spent on books and journals	.39%	.55%	.56%	.52%	2.4%
% spent on developmental activities (expansion of building)	----	----	----	----	----
% spent on telephone, electricity and water	.74%	1.17 %	.21%	.08%	.13%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	----	----	----	----	----
% spent on maintenance of equipment, teaching aids, contingency etc.	1.83%	1.50%	1.26%	1.48%	1.44%
% spent on research and scholarship (seminars, conferences, faculty development prog., faculty exchange, etc.)	.04%	.07%	.05%	.06%	2.06%

% spent on travel	.38%	.49%	.12%	.38%	.68%
Printing stationary	12296	8793	9879	13498	14462
Function and festival	137487	219644	206177	256590	292689
Personality development	----	----	----	----	----
Miscellaneous	1780326	615459	3023722	1975658	1056517
Total expenditure incurred	7091284	7711905	12021717	13113017	8778345

**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).**

Accounts of the Institution are audited regularly. Accounts of 95% Deficit grant-in-aid are audited by Pre-Audit Cell (F & A) DPI (Colleges) Punjab, Internal Audit Organisation (F & A) Punjab & Accountant General Government of Punjab. Chartered Accountant appointed by Montgomery Educational Trust audit the other accounts of institution regularly. There are no major paras pending related to finance/recovery. Procedural objections raised were dropped/settled side by side. (*Annexure-I*)

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

Salary bills of the staff and CPF contributions are computerized. Still it is compulsory for the institution to keep paper records. Hence we have not computerized the financial management systems completely. The utilization certificate of grants, deposit of income tax, CPF are done online.

**6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP**

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

The best practices that are highlighted in governance and leadership carried out by the institution are:

- Large scale decentralization in administration through various committees with well-defined roles and responsibilities
- Due representation to faculty in the planning and conduct of various activities of the college
- Large number of clubs to promote all individual talents and promotion of co-curricular and extra-curricular talents
- Regularization of Adhoc staff
- Congenial work conditions including internet facility, computers, purified water, hot case, air conditioned staff room and offices, refrigerator etc. Besides, individual rooms have been provided to all the staff members.
- The commitment of the institution to use education as a tool for the uplifting of the socially and economically unprivileged
- Grievance Redressal mechanism
- Transparency in all dealings and interactions
- Feedback from various stakeholders to bring about an improvement in the functioning of the institution through formal and informal ways.

## **ADDITIONAL INFORMATION**

### **Q1. What were the evaluative observations made under Governance and leadership in the previous assessment report and how have they been acted upon?**

The evaluative observations made under Governance and leadership in the previous assessment report has been taken seriously by the institution and steps have been taken to ensure quality improvement in accordance with the suggestions made in report. The college has initiated various actions in the light of these observations and suggestions.

The peer team had given following suggestions for future perspective:

4. The institution should have a clear and distinct vision of teacher education which would reflect in its functioning. The trust and the faculty should

formulate the mission and goals of the institution in terms of its teacher education programmes leading to a vision statement that has contemporary flavour, is realistic and has futuristic overtones as well.

5. The management should expedite the computerization of library stock and services.
6. The management and the faculty should work out how all B.Ed. students can be facilitated to develop necessary ICT related skills and competencies to become more effective teachers. This would imply going substantially beyond mere ICT literacy.

**Actions taken by the institute to comply with these suggestions:**

The feedback received in previous report has been sincerely worked upon to make improvements in the areas specified. The basic observations in the report were as follows:

- The institution has a clear and distinct vision of teacher education which reflects in its functioning. The mission and vision of the institution are made known through the display boards and website.
- The library is partially automated. Software has been installed and all the records are updated in the software..
- To develop the ICT related skills and competencies in B. Ed. students, workshops are organised to enable students to utilize ICT in their School Based Experience Programme.

**Q2. 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?**

- There are different cells, committees and clubs of the college that work on the principle of equal distribution of duties, hence increasing the efficiency and competency of the teachers.
- All the staff members are given opportunity to exercise his/her option for functioning in the academic and administrative bodies and the annual reconstitution is done on the basis of this option.

- Staff meetings are frequently organized in the college to bring forth their active participation and to welcome their suggestions in all the activities to be undertaken in an academic session.

*Criterion – VII*

# INNOVATIVE PRACTICES



## **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.**

Yes, the institution has established IQAC in the year 2010. The aim is to enhance quality. For quality sustenance of the institution, IQAC interacts with the teachers and students to bring excellence in the quality of teaching and learning. Quality in education is ensured through mutual discussions and then, the plans are chalked out. IQAC functions in absolute co-ordination with staff, cells and committees to develop operational mechanisms to facilitate the institution towards academic excellence. Time frame is set and reports and records are maintained by the concerned committees and cells and the same is submitted to IQAC for review.

#### **Composition of IQAC**

<b>S. No.</b>	<b>Designation</b>	<b>Number</b>	<b>Names</b>
1	Chairperson	01	Mrs. Manjit Kaur Acting Principal, Guru Nanak College of Education for Women, Kapurthala
2	Senior Administrative Officers	02	1. Dr. Surinderjit Kaur, Principal, Ramgarhia College of Education, Phagwara 2. Dr. Parminder Kaur, Professor, Govt. College of Education, Jalandhar
3	Teacher Members	03	1. Mrs. Mandeep Kaur, Assistant Professor 2. Mrs. Sukhjit Kaur, Assistant Professor 3. Mrs. Manpreet Kaur, Assistant Professor
4	Management Representative	01	S. Jarnail Singh Pasricha, Secretary, MGN Educational Trust, Jalandhar

5	Nominees from I. Local Society	01	Dr. (Mrs.) Gurcharan Kaur (Retd.), Ex-Associate Professor, Guru Nanak College of Education for Women, Kapurthala
	II. Student Members	02	1.Shikha Tandon (107) 2.Bhumika Khosla (35)
	III. Alumni	01	Mrs. Loveleen Jha, Science Mistress, Govt. Senior Secondary School, Nurpur Lubana, Kapurthala
6	Nominees from Employers	02	1. S. Gurmohan Singh 2. S. Ramneek Singh Kalra
7	Co-ordinator	01	Mrs. Sawinder Arora, Assistant Professor
8	Administrative/ Technical Staff	01	S. Sukhjit Singh, Superintendent

**MAJOR ACTIVITIES UNDERTAKEN:** To maintain the high academic standards the college holds regular meetings of IQAC. As recommended by IQAC from time to time, the following functions have been performed by the institution during the last five years:-

- Documentation of all major activities
- Best Practices initiated
- Organization of Extension Lectures
- Organization of National Seminar
- Promotion of Research
- Technological Advancement
- Formal Feedback System
- Innovative Teaching Techniques
- Establishment of Placement Cell, Guidance and Counseling Cell, Women Empowerment Cell
- Faculty Enrichment
- Library Enhancement
- Community Work

- Celebration of National and International Days
- Conducting remedial teaching for slow learners

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

The college has systematic mechanism to evaluate the achievement of goals and objectives. It includes:

#### **Organization of Activities:**

Clear goal and specific objectives are formulated that highlight the line of action adopted by the institution. The target is all round development of students as well as staff. Hence, a rainbow of curricular and co-curricular activities is organized during the whole session to give wings to the creative talent of students, to evaluate their performance and to guide them for further improvements.

#### **Feedback Mechanism:**

To bring complete transparency and objectivity in teaching-learning process, a strong feedback mechanism is followed in which responses of the students and alumni are collected through discussions and feedback performa. Students' council also helps the students by informing the teacher educators and principal regarding their problems. Grievance Redressal Cell always helps the students and solves their problems. Moreover, suggestion box is installed in the college campus. Besides the above, institution seeks feedback from other stakeholders such as parents, practicing schools, faculty and employers

### **7.1.3 How does the institution ensure the quality of its academic programmes?**

To ensure the quality of academic programmes, the college adheres to the norms and conditions laid down by concerned regulatory bodies. Moreover, the institution undertakes following activities to enhance the quality of its programme:

- Development of academic calendar
- Organization of Orientation programme to familiarize the students about B.Ed.

course

- Preparation of annual teaching plan as well as detailed course outline by faculty members
- Use of innovative teaching methods in the classroom
- Weekly class tests for improving the performance of students
- Assignments on the topics relevant to syllabus
- Emphasizing quality improvement, particularly with focus on the results
- Identification of low achievers and provision of remedial teaching
- Organization of inter-house competitions in skill-in-teaching, teaching aid preparation, power point presentation etc.
- Feedback from students regarding strengths and weaknesses of the institution
- Preparation of question banks to guide the students for examination
- Organization of extension lectures and workshops
- Peer observation of practice teaching lessons by students
- Observation of practice teaching lessons by the school teacher and principal
- Report to management about institutional performance and achievement
- Meetings with school principals seeking their suggestions for the qualitative improvement of teacher training programme
- Model macro as well as micro lesson plans
- Provision of study material to student teachers through common login ID
- Honor to university merit positions holders by giving away prizes and certificates
- Honor to students who get first three positions in the house examinations
- Facilities of book bank and student aid fund to needy students
- Availability of adequate ICT facilities for quality enhancement

#### **7.1.4 How does the institution ensure the quality of its administration and financial management processes?**

The institute has a strong mechanism for external as well as internal audit evaluation system under the supervision of regulatory bodies and management.

Moreover, IQAC is involved in ensuring the internal quality management. The Audit related to Government grants is done by Government auditors i.e. Internal Auditing Organization(R), Kapurthala and AG Punjab every year. All the College Accounts are audited by the Chartered Accountant annually. Proper financial record of all the items is maintained.

#### **7.1.5 How does the institution identify and share good practices with various constituents of the institution?**

The good practices are discussed at various platforms like IQAC meetings, staff meetings, alumni meet and management meetings with the principal where brain storming and deliberations happen. The principal in her welcome address shares practices and achievements of the institution with students. The institution prepares an annual report highlighting its major activities & achievements and publishes in the college magazine. All the staff members work co-operatively in a transparent mechanism. The good practice adopted by any committee of the institution is identified, observed, discussed and implemented by the other committees of the institution.

### ***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?**

The institution encourages, focusing on design and development of pedagogic activities which will promote inclusion in the institution. It provides a good collection of books on inclusive education and learning disabilities. Teachers are allowed to attend seminars, conferences or workshops etc on inclusion. Moreover, peer discussions are held on :

- different types of disabilities, identification, causes and prevention
- How to help the children with disabilities in the classroom and at home
- Various government facilities available to students with disabilities etc.

**7.2.2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender difference and their impact on learning?**

The curriculum of B.Ed. course includes Inclusive Education as an optional subject and this option is offered by our institution. The curriculum also includes some subjects that cover the topics on education of exceptional children and socially disadvantaged students. This provision in the curriculum makes teachers work easier to teach students about inclusion and exceptionalities as well as gender differences. The institution makes annual plans taking care of the needs of all the sections of students coming from diverse backgrounds. Equal opportunities are provided to all the students irrespective of caste, religion or sex in the various academic and non-academic activities held during the session. Moreover, the college has women empowerment cell which makes efforts to deal with the problems of gender differences.

**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.**

- Students are brought into close contact with differently abled children, old-age people and orphans through visits to Apahaj Ghar, Nirmla Kusht Ashram, Old Age Homes, Pingalwara, Unique Homes like Prayas etc. These visits expose the students to the harsh realities of life and make the students more sensitive, sensible and grateful to the Almighty. A sense of social service is also generated among them.
- In order to upgrade the skills and knowledge of government school students, our student teachers organize various competitions (such as Quiz Competition, Handwriting Competition, Debate, Elocution, Drawing, Painting, Collage Making, Dancing, Poetical recitation competition etc.) during teaching practice under the guidance of their teacher in charges. Awards are distributed among the winners of the competition.

- In order to strengthen the ties with schools self prepared audio-visual aids are donated for their future use by school teachers in order to make teaching and learning effective and interesting.
- To involve the students in learning and develop intrinsic motivation among them, various activities are held in the regular classroom teaching. Students are engaged in preparing assignments, presenting seminars and participating in group discussion. Apart from these, each and every student is involved in the organization of or participation in co-curricular activities. Conducive environment is propagated in which diverse learning needs of the students are catered to.

#### **7.2.4 How does the institution ensure that student teacher develop proficiency for working with children from diverse backgrounds and exceptionalities?**

- In subject B1 (Understanding the Learner and Learning Process) concept of individual differences is mentioned, which promotes students understanding of different skills, needs and problems of different learners.
- Student teachers gain insight into the provisions and policies for special children made under the constitution in subject A2 (Contemporary Issues and Concerns in Secondary Education).
- Another optional subject ‘Inclusive Education’ highlights specific identification of needs, enrichment programmes and adaptations of children with diverse needs. It enables the student teachers to gain comprehensive understanding of the concept and realize the significance of this subject.
- During the teaching practice in school student teachers get appropriate opportunity to understand the children with diverse needs and their problems. The student teachers practically take initiative to adjust these differently abled students in various academic and non – academic activities.

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

The institution has yet not got admitted any student who is physically challenged and differently abled with serious disability. Yet the management is always ready to address to every special need of differently abled students if we admit them. As far as the minor needs of the differently abled students are concerned i.e. slow learners, students with language problems and on the other hand creative ones, we have well qualified and self-motivated staff to cater to the special needs of the students if required. There is a provision of remedial programme for slow learners and enrichment programme for advanced learners.

**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)?**

Our college is women college so never faced any major problem. Moreover the college has the Women Empowerment Cell that organizes various activities to make students aware of their rights. A seminar on Legal Literacy and three days Self-Defence training was organized for the students by Legal Literacy Club of the college in collaboration with District Legal Services Authority, Kapurthala. A Seminar on ‘Embrace Your Inner Awesomeness’ was organized by Women Empowerment Cell.

**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 stakeholder?**

The College has a well-organized system for flow of information on organizational performance to the stakeholders of all levels in the Management System. Stakeholders can have access to academic and administrative information of the institutions through:

- Website – [www.gncewkpt.com](http://www.gncewkpt.com)
- Information Brochure



- College Magazine
- Administrative Records
- Financial Records
- Appraisal Records of teacher educators
- Performance of student teachers in the University Examination and display of merit position through display board
- Coverage in Newspapers
- Interaction with the principals of practicing school
- Informal interaction of principal/staff of different colleges of education
- Meetings of Principal with Managing Committee.
- Self-Appraisal Performa filled by teacher educators

**7.3.2 How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?**

The institution shares and uses the information /data on success and failure of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement through:

- Staff meeting at frequent intervals of time
- Making adequate provision for the professional enrichment of all teacher educators
- Creating appropriate cells/committees to monitor the adherence to proper standards in the programme
- Working in close collaboration with practice teaching schools
- Keeping an active touch with the alumni

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

### **improvement?**

Feedback mechanisms adopted by the institution to collect and use data from students, professional community, alumni and other stakeholders are as given below:

- Through meetings of:
  - Principal and teaching staff
  - Principal, students and stakeholders
  - Principal, teachers, students and alumni
  - Principal and office bearers
- By filling performa at the end of Session
- Provision of Suggestion Box
- Remarks from visitors and resource persons on Visitors Book

The feedback obtained from different sources is collected, documented and analyzed. The outcome of the feedback is discussed with Principal. Their recommendations are followed up actively and adequate changes are made.

### **Additional information to be provided by institutions opting for Re- accreditation:**

#### **Q. 1. How are the core values of NAAC reflected in the various functions of the institution?**

The core values of NAAC are reflected in various functions of the institution in the following manner:

- Equal opportunities to students in various academic and non-academic activities
- Opportunities to teacher educators for professional growth
- Use of ICT in all the transactions
- Inculcation of values through
  - Morning Assemblies
  - Community Activities
  - Religious Functions

- Annual Sports Meet
- Club/Cell Activities
- Integration of theory with practice
- Use of innovative methods of teaching
- Celebration of national days and events
- Clear objectives and plan of action to achieve the goals
- Effective feedback mechanism

# MAPPING OF ACADEMIC ACTIVITIES

### MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

	1	2	3	4	5	6	7	8	9	10	11
1. Admission & Orientation											
2. Theory											
3. Tutorials/ Seminars											
4. Sessional Work-Tests & Assignments											
5. Practical Work											
6. Preparation of Internship- Demonstration/Observation of Lessons/Micro Teaching/ Simulations											
7. Practice Teaching/Internship											
8. Co-curricular Activities											
9. Working with Community/ Project Work											
10. End Term Examination											

### MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

	12	13	14	15	16	17	18	19	20	21	22
1. Admission & Orientation											
2. Theory											
3. Tutorials/ Seminars											
4. Sessional Work-Tests & Assignments											
5. Practical Work											
6. Preparation of Internship- Demonstration/Observation of Lessons/Micro Teaching/ Simulations											
7. Practice Teaching/Internship											
8. Co-curricular Activities											
9. Working with Community/ Project Work											
10. End Term Examination											

# MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

	23	24	25	26	27	28	29	30	31	32	33
1. Admission & Orientation											
2. Theory											
3. Tutorialsk/ Seminars											
4. Sessional Work-Tests & Assignments											
5. Practical Work											
6. Preparation of Internship: Demonstration/Observation of Lessons/Micro Teaching/ Simulations											
7. Practice Teaching/Internship											
8. Co-curricular Activities											
9. Working with Community/ Project Work											
10. End Term Examination											

### MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

	34	35	36	37	38	39	40	41	42	43	44
1. Admission & Orientation											
2. Theory											
3. Tutorials/ Seminars											
4. Sessional Work-Tests & Assignments											
5. Practical Work											
6. Preparation of Internship: Demonstration/Observation of Lessons/Micro Teaching/ Simulations											
7. Practice Teaching/Internship											
8. Co-curricular Activities											
9. Working with Community/ Project Work											
10. End Term Examination											



**Declaration by the Head of the Institution**

I 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.

*Margit Kang*

*Signature of the Head of the institution*

*with seal*



Place: Kapurthala.

Date: 30.05.2016.

ANNEXURES A to I

(As mentioned in

Criterion I to VII)

**SYLLABUS**

**SESSION: 2011-12**

**Area A- Foundations of Education**

**A1 Education and Development**

**Time -3 hrs.**

**M.Marks:100**

**Terminal: 80**

**Sessional: 20**

**Note:** The question paper will consist of five units. The paper setter will set three questions from each unit and each question will carry 8 marks. The candidate will attempt two questions from each unit.

**Objectives:**

On completion of this course the students will be able to:

- understand the evolution of education.
- analyses the social, cultural and political context of education.
- examine the changing emphasis on education in the context of globalization and internationalization
- understand the relevance of education in relation to socio- political- economic and cultural context.
- Make the students understand how education helps in economic and national development.

**Unit –I**

**Education as an evolving concept**

1. Meaning of Education- Ancient to present, education as an organized and state sponsored activity
2. a. Concepts in education and their changing connotations: school, curriculum, teacher, learner, teaching & learning, instruction, freedom and control in relation to the child and teacher.  
b. Changing aims of education in the context of globalization
3. Expansion in modes of education: face –to-face (tutorial, small group, large group) to distant modes of Education; oral/ aural to digital; individualized and group based

**Unit –II**

### **Education in Socio Cultural and Political context**

1. Education as an instrument of social change; Influence of education on society, family and their practices
2. Interaction of Education and culture in the global context
3. a. Education for democracy, national integration and international understanding.  
b. Four pillars of Education as recommended by UNESCO

### **Unit –III**

### **Education and Individual Development**

1. Education for development of individual capabilities, enhancement of quality of life in the socio- political –economic and cultural context
2. Education and actualization of individual aspirations
3. a. Education for development of responsible citizens  
b. Education and development of life skills of individuals for 21st century.

### **Unit –IV**

### **Education for National and Economic Development**

1. National development: Meaning, scope and indicators of national development
2. Role of education for ensuring sustainable development
3. a. Education as an investment  
b. Education as development of human resource

### **Unit –V**

### **Learning Environment – The changing Scenario**

1. Changes in teacher's role, learner's participation, knowledge emphasis and learning resources
2. a. Shift in pedagogy: Knowledge focused to teacher focused to learner focused learning environment  
b. Shift in learning environment: Unimodal to multi-mediated, school based to community linked and real to virtual learning environment. The open – distance learning environment
3. Education as a system: Meaning and Nature

### **Sessional Work: 20 Marks**

House Examination- I & II : **10 Marks**

Two Assignments on (one Indian and one Western Philosopher) **10 Marks**

(a) Shri Guru Nanak Dev Ji, Vivekananda, Swami Dayananda, Tagore and Gandhi

(b) Rousseau, Dewey, Plato, Montessori, Froebel

Discuss in groups the aspects of education evolving in them. After discussions, students document their Understanding in lucid manner as a term paper.

## **A2 Contemporary Issues & Concerns in Secondary Education**

**Time 3 hrs.**

**M.Marks: 100**

**Terminal: 80**

**Sessional: 20**

**Note:** The question paper will consist of five units. The paper setter will set three questions from each unit and each question will carry 8 marks. The candidate will attempt two questions from each unit.

### **Objectives:**

On completion of this course the students will be able to:

Know historical background of Secondary Education.

Understand the constitutional obligations in relation to education.

Understand the changing concepts of education in relation to changing socio, political and economic conditions in India.

Familiarize with the present educational problems of Secondary Education.

Critically appraise various aspects of Secondary Education.

### **Unit –I**

1. Elementary Education – Concept, need, problem of universalization and problem of wastage and stagnation and suggestions for their removal
2. (a) Role of Sarv Shiksha Abhiyan in strengthening Elementary Education  
(b) Inclusive education, integrated education, Alternative education
3. Right to Education and its implications

### **Unit –II**

1. Secondary Education – Concept, aims and problems of Secondary Education (curriculum, instructional design, text-books) and suggestions for their removal
2. Administrative set up of Secondary Education at state and national level
3. Universalization of Secondary Education (USE): Issues and concerns

### **Unit –III**

1. Salient features of NPE 1986 and Revised Policy 1992
2. National Knowledge Commission (NKC) with special reference to School Education
3. Constitutional Provisions of education in India

### **Unit –IV**

1. Teacher Education – Concept & aims of Pre- service and In- service Teacher Education

(According to SEC, IEC, NCF)

2. Problems of Teacher Education

3. Regulatory/ Advisory bodies: NCERT, NCTE, NAAC, UGC

#### **Unit –V**

1. Modernization: Concept and role of education

2. Privatization and Globalization

3. HRD: Concept, need and role of education

#### **Sessional Work: 20 Marks**

House Examination- I & II: 10 Marks

Survey related with social evils 10 Marks

## **Area B- Pedagogical Knowledge**

### **B1 Understanding the Learner and Learning Process**

**Time 3 hrs.**

**M.Marks: 100**

**Terminal: 80**

**Sessional: 20**

**Note:** The question paper will consist of five units. The paper setter will set three questions from each unit and each question will carry 8 marks. The candidate will attempt two questions from each unit.

#### **Objectives:**

On completion of this course the students will be able to:

- understand the nature of learner.
- understand learners on the basis of individual differences.
- understand the theoretical perspective of learning.
- understand learning as a construction of knowledge.
- understand the learning in terms of learning styles and kinds.
- improve quality of instructions.

#### **Unit –I**

##### **Nature of the Learner**

1. Learner as a developing individual; a psycho- social entity; stages of development, factors Influencing development such as heredity, nutrition, child rearing practices, siblings & peers
2. Developmental characteristics of an adolescent physical, cognitive, social, emotional, moral and their interrelationships
3. Developmental tasks and their implications in adolescence

#### **Unit –II**

##### **Understanding differences among Learners**

1. Dimensions of differences in individual learners
2. Understanding learners with varying cognitive abilities especially with ‘learning difficulties’- Slow learner and Dyslexia
3. Multiple Intelligences: implications for understanding learner variations and their learning needs

#### **Unit –III**



### **heoretical Perspective on Learning- an Overview**

1. Learning- concept, principles and factors affecting learning
2. Behaviorism, Cognitivism, Constructivism in relation to learner, teacher & teaching learning process
3. Transfer of Learning, its types and methods

### **Unit –IV**

#### **Learning in ‘Constructivist’ Perspective**

1. Learning as ‘Construction of Knowledge’ as different from learning as ‘Transmission and Reception of Knowledge’.
2. Processes facilitating ‘Construction of Knowledge’
  - Experiential Learning and reflection
  - Social Mediation
  - Cognitive Negotiability
  - Situated Learning and Cognitive apprenticeship
  - Meta cognition

(Each of these to be dealt with classroom situations or content of learning)

### **Unit –V**

#### **Learning Styles and Learning**

1. Concept of Learning styles- audio, visual, kinesthetic
2. Learning styles and their bearing on different kinds of learning:- Concept learning, learning of skills, creative and critical thinking, modeling
3. Teacher’s role in changing, strengthening and sustaining learning styles

#### **Sessional Work: 20 Marks**

House Examination- I & II : 10 Marks

**Administration and interpretation of any three psychological tests** 10 Marks

Intelligence, Personality, Interest, Learning and Achievement

## **B2 Learning Resources & Assessment of Learning**

**Time 3 hrs.**

**M.Marks: 100**

**Terminal: 80**

**Sessional: 20**

**Note:** The question paper will consist of five units. The paper setter will set three questions from each unit and each question will carry 8 marks. The candidate will attempt two questions from each unit.

### **OBJECTIVES:**

To enable the student teachers to:

Understand the concept & scope of learning resources.

Analyze the process of teaching & learning.

Make aware of models of teaching.

Keep abreast with the different innovation in learning resources.

Make the students aware about the different types of assessment.

### **UNIT-I**

1. Concept and principles of selection and utilization of learning resources
2. Human Resources: Teachers and students as learning resources
3. Material Resources: Projected aids, Non-projected aids and Activity aids

### **UNIT II**

1. Concept and characteristics of teaching and learning
2. Maxims and principles of teaching
3. Instructional objectives in terms of Bloom's Taxonomy

### **UNIT III**

1. Learner controlled learning resources:
  - a. On line resources: e-journals,e-books,blogs
  - b. Programmed learning: Meaning , principles, types
2. Teacher controlled learning resources: Explanation, narration, illustration, questioning
3. CAI: Concept, modes, characteristics, role of teacher and use of CAI in education

### **UNIT IV**

1. Micro teaching as a training technique: Concept, procedure and theoretical orientation to basic skills
2. a. Simulated teaching: Concept, parameters, procedure, merits and demerits

- b. Flander's interaction analysis category system: Concept and procedure
- 3. Teaching models: Meaning, concept and types.
  - a) Glaser's basic teaching model
  - b) Concept attainment model

## **UNIT V**

- 1. Concept and Types of assessment
  - a. Formative
  - b. Summative
  - c. Diagnostic
- 2. Assessment of Cognitive domain
  - a. Construction of various types of test items
  - b. Preparation of blue print
- 3. Assessment of Cognitive and Affective domain
  - a. Observations-Preparation of observation schedule
  - b. Administration and interpretation of Art judgment test

### **Sessional Work: 20 Marks**

- (a) Performance in two house tests = 10 Marks
- (b) Preparation of a Blue print along with the question paper = 10 Marks

### **B3 (a) School Management**

**Time 1:30 hrs**

**M.Marks: 50**

**Terminal: 40**

**Sessional: 10**

#### **Instructions for the Paper Setter/ Candidate**

1. The question paper will consist of three units: Unit I, II and III.
2. The paper setter will set three questions from each unit I and II.
3. The candidate will be asked to attempt two questions from each unit. Each question will carry 8 marks.
4. Unit-III will be compulsory. It will consist of two short answer questions covering the entire syllabus and Carry 4 marks each.

#### **OBJECTIVES:**

To enable students to understand

School as a conducive learning environment.

The role of teacher and the principal in ensuring a vibrant school climate.

The concept of Quality Enhancement and Management in school.

#### **Unit –I**

1. School Organization and Management: Meaning, need, functions and latest trends
2. Total Quality Management
  - a) Concept, need and importance
  - b) Significance of TQM to schools with special reference to
    - i. physical resources
    - ii. human resources
    - iii. healthy practices for staff and students with special reference to IQAC
3. Norms and conditions of opening a school according to CBSE/PSEB

#### **Unit –II**

1. Principal –The Leadership role
  - a. Importance
  - b. Qualities
  - c. Relation with others
  - d. Duties and functions

2. Mechanism for co-ordinated functioning in school.

a. Planning of annual school calendar

b. Time Table

a. Co-curricular activities

3. Registers and Records

a) Meaning, need and importance

b) Stock register, Admission register, Attendance register, Cumulative record card and Anecdotal records

**Sessional Work : 10 Marks**

House Examination I & II : 5 Marks

Practical work: Preparation of any one record- : 5 Marks

1. Cumulative Record Card

2. Anecdotal records

### **B3 (b) Option (iv) Health Education**

**Time 1:30 Hrs**

**M.Marks: 50**

**Terminal: 40**

**Sessional: 10**

#### **Instructions for the Paper Setter/ Candidate**

1. The question paper will consist of three units: Unit I, II and III.
2. The paper setter will set three questions from each unit I and II.
3. The candidate will be asked to attempt two questions from each unit. Each question will carry 8 marks.
4. Unit-III will be compulsory. It will consist of two short answer questions covering the entire syllabus and carry 4 marks each.

#### **Objectives:**

To enable the student teachers to:

Aware about the concept of health education.

know problems of defective postures.

know the importance of balanced diet.

promote an understanding of personal hygiene.

understand the techniques used to diagnose health.

#### **Unit –I**

1. a. Health: Concept of health. Principles of life as a base for positive health  
b. Health Education: Meaning, need and importance and objectives, health appraisal, organization and administrative purposes of health education.
2. a. Diet: Elements of balanced diet  
b. Personal hygiene: Meaning and importance of personal hygiene  
c. Communicable diseases: Meaning, causes and preventive measures of Typhoid, Chicken pox, AIDS, Diabetes
3. Posture:
  - a. Importance of good posture
  - b. Common Postural deformities
    - i. Kyphosis
    - ii. Flat foot
    - iii. Knock Knee

iv. Bow legs

v. Lordosis

### **Unit-II**

1. Techniques for diagnosing health: TLC, DLC, MRI, ECG, EEG.
2. Health education in rural area : Role of women in health education, social service camps, role of village Health committees, village health scheme.
3. The training of teachers and supervisors in health education.

### **Sessional Work : 10 Marks**

House Examination I & II : 5 Marks

Project Work : 5 marks

Preparation of diet chart for specific health related problem/ BMI [Body Mass Index]

## Area C- Pedagogical Content Knowledge

C1 school subject-I

C2 school subject-II

### ਪੰਜਾਬੀ ਅਧਿਆਪਨ

ਸਮਾਂ: 3 ਘੰਟੇ

ਕੁਲ ਅੰਕ: 100

ਬਾਹਰੀ ਪਰੀਖਿਆ: 80

ਅੰਦਰੂਨੀ ਪਰੀਖਿਆ: 20

ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਨਿਰਮਾਤਾ/ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਲਈ ਨਿਰਦੇਸ਼:

1. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਨੂੰ ਪੰਜ ਇਕਾਈਆਂ ਵਿੱਚ ਵੰਡਿਆ ਜਾਵੇਗਾ- 1, 2, 3, 4, 5
2. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਨਿਰਮਾਤਾ ਹਰੇਕ ਇਕਾਈ ਵਿੱਚੋਂ ਤਿੰਨ ਪ੍ਰਸ਼ਨ ਲਿਖੇਗਾ, ਜਿਵੇਂ 'ੀ, 'ੀ, 'ੀ, 'ੀੜ (ਸੰਬੰਧਿਤ ਇਕਾਈ ਦੇ ਪਾਠਕ੍ਰਮ ਵਿੱਚੋਂ) ਹਰੇਕ ਪ੍ਰਸ਼ਨ ਦੇ 8 ਅੰਕ ਹੋਣਗੇ।
3. ਹਰੇਕ ਇਕਾਈ ਵਿੱਚੋਂ ਕੋਈ ਦੋ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਹੋਣਗੇ।
4. ਇਕਾਈ ਪੰਜ ਸਭ ਲਈ ਜ਼ਰੂਰੀ ਹੈ। ਇਕਾਈ ਪੰਜ ਵਿੱਚ ਪਾਠ ਯੋਜਨਾ ਦੇ ਅੱਠ ਅੰਕ ਹੋਣਗੇ। ਦੋ ਪ੍ਰਸ਼ਨ ਚਾਰ ਚਾਰ ਅੰਕਾਂ ਦੇ ਪਾਠ ਯੋਜਨਾ, ਸੂਖਮ ਯੋਜਨਾ ਅਤੇ ਅਧਿਆਪਨ ਕੋਸ਼ਲਾਂ 'ਤੇ ਅਧਾਰਿਤ ਹੋਣਗੇ।

### ਉਦੇਸ਼:

ਵਿਦਿਆਰਥੀਆਂ/ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਪੰਜਾਬੀ ਪੜ੍ਹਾਉਣ ਦੀ ਰੁਚੀ ਪੈਦਾ ਕਰਨੀ।

ਵਿਦਿਆਰਥੀ/ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਸਕੂਲ ਪੱਧਰ 'ਤੇ ਮਾਤਾ ਭਾਸ਼ਾ ਪੰਜਾਬੀ ਪੜ੍ਹਾਉਣ ਸੰਬੰਧੀ ਪੇਸ਼ ਆਉਂਦੀਆਂ ਮੁਸ਼ਕਿਲਾਂ ਹੱਲ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।

ਵਿਦਿਆਰਥੀ/ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਸਿਰਜਨਾਤਮਿਕ, ਉਪਰਚਾਰਤਮਿਕ ਤੇ ਅਨੁਸਥਾਨਤਮਿਕ ਕੁਸ਼ਲਤਾਵਾਂ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।

ਵਿਦਿਆਰਥੀ/ਅਧਿਆਪਕਾਂ ਨੂੰ ਲੋੜ ਅਨੁਸਾਰ ਹਵਾਲਾ ਪੁਸਤਕਾਂ ਦੀ ਵਰਤੋਂ ਕਰਨ ਦੀ ਆਦਤ ਪਾਉਣੀ।

ਵਿਦਿਆਰਥੀ/ਅਧਿਆਪਕਾਂ ਨੂੰ ਸਾਹਿਤ ਦੇ ਵਿਭਿੰਨ ਰੂਪਾਂ ਦੇ ਅਧਿਆਪਨ ਢੰਗਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।

ਵਿਦਿਆਰਥੀ/ਅਧਿਆਪਕਾਂ ਨੂੰ ਮਾਤਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ਾਂ ਅਤੇ ਸਿਧਾਂਤਾਂ ਦੀ ਸੋਝੀ ਕਰਾਉਣਾ।

### ਇਕਾਈ (1)

1. ਭਾਸ਼ਾ ਦੀ ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਿਰਤੀ ਅਤੇ ਉਤਪਤੀ ਦੇ ਸਿਧਾਂਤ
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ
3. ਮਾਤਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼, ਮਹੱਤਵ, ਸਿਧਾਂਤ ਅਤੇ ਸੂਤਰ



## ਇਕਾਈ (2)

1. ਸੁਣਨ ਕੋਸ਼ਲ ਦੀ ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਮਹੱਤਤਾ, ਲੋੜਦੀਆਂ ਸ਼ਰਤਾਂ ਅਤੇ ਅਭਿਆਸ
  2. ਬੋਲਚਾਲ ਦੀ ਸਿੱਖਿਆ ਦਾ ਮਹੱਤਵ, ਭਾਸ਼ਾ ਦੇ ਅਸ਼ੁੱਧ ਉਚਾਰਣ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ
  3. ਓ) ਪੜ੍ਹਨਾ (ਵਾਚਨ) ਸਿਖਾਉਣਾ: ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਵਿਧੀਆਂ -ਸੂਖਮ ਪੜ੍ਹਾਈ ਅਤੇ ਸਥੂਲ ਪੜ੍ਹਾਈ ਅਤੇ ਕਿਸਮਾਂ ਮੋਨਪਾਠ ਤੇ ਉੱਚੀ ਪਾਠ।
- ਅ) ਲਿਖਣਾ ਸਿਖਾਉਣਾ: ਲਿਖਤ ਰਚਨਾ ਦਾ ਮਹੱਤਵ, ਵਿਧੀਆਂ ਅਤੇ ਅਭਿਆਸ, ਲਿਖਤੀ ਕੰਮਾਂ ਦੀ ਸੁਧਾਈ ਅਤੇ ਸੁਲੇਖ ਸਿੱਖਿਆ ।

## ਇਕਾਈ (3)

1. ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਅਧਿਆਪਨ: ਮਹੱਤਵ, ਉਦੇਸ਼, ਅਤੇ ਪੜ੍ਹਾਉਣ ਦੀਆਂ ਵਿਧੀਆਂ, ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਅਧਿਆਪਨ ਵਿੱਚ ਅੰਤਰ ।
  2. ਵਿਆਕਰਨ ਦੀ ਸਿੱਖਿਆ: ਪਰਿਭਾਸ਼ਾ, ਸਿੱਖਿਆ ਦੇਣ ਦੀ ਉਮਰ/ਸਮਾਂ, ਮਹੱਤਤਾ, ਉਦੇਸ਼ ਅਤੇ ਵਿਧੀਆਂ।
  3. ਓ) ਮਾਤਭਾਸ਼ਾ ਦੀ ਪਾਠ ਪੁਸਤਕ: ਉਦੇਸ਼, ਮਹੱਤਤਾ ਅਤੇ ਸਿਧਾਂਤ ।
- ਅ) ਮਾਤਭਾਸ਼ਾ ਦਾ ਪਾਠਕ੍ਰਮ: ਉਦੇਸ਼, ਮਹੱਤਤਾ ਅਤੇ ਸਿਧਾਂਤ ।

## ਇਕਾਈ (4)

1. ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਦ੍ਰਿਸ਼ਟੀ ਸਰੋਤ ਸਾਧਨ: ਅਰਥ, ਮਹੱਤਤਾ, ਕਿਸਮਾਂ ਅਤੇ ਉਪਯੋਗੀ ਵਰਤੋਂ
  2. ਮੁਲਅੰਕਣ: ਨਿਰੰਤਰ ਵਿਆਪਕ ਮੁਲਅੰਕਣ- ਅਰਥ, ਵਿਧੀਆਂ ਅਤੇ ਅੰਕ ਵੰਡ (ੜੀ ਤੋਂ ੜੀੀ, ੜੀ ਤੋਂ ੜੀ, ੜੀ ਤੋਂ ੜੀ)
  3. ਓ) ਭਾਸ਼ਾ ਪ੍ਰਯੋਗਸ਼ਾਲਾ ਅਰਥ, ਉਦੇਸ਼, ਮਹੱਤਤਾ ਅਤੇ ਵਰਤੋਂ ਦੇ ਢੰਗ
- ਅ) ਭਾਸ਼ਾ ਪੁਸਤਕਾਲਾ: ਮਹੱਤਤਾ, ਲਾਭ ਅਤੇ ਵਰਤਮਾਨ ਸਥਿਤੀ

## ਇਕਾਈ (5)

1. ਪਾਠ ਯੋਜਨਾ: ਪਰਿਭਾਸ਼ਾ, ਉਦੇਸ਼, ਮਹੱਤਤਾ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਅਤੇ ਕਿਸਮਾਂ- ਵਾਰਸ਼ਿਕ, ਇਕਾਈ ਅਤੇ ਦੈਨਿਕ ਯੋਜਨਾਵਾਂ
  2. ਮਾਤ ਭਾਸ਼ਾ ਦੇ ਅਧਿਆਪਨ ਲਈ ਪਾਠ ਯੋਜਨਾ ਤਿਆਰ ਕਰਨੀ ਸਿੱਖਣੀ
  3. ਸੂਖਮ ਪਾਠ ਯੋਜਨਾ ਅਤੇ ਅਧਿਆਪਨ ਕੋਸ਼ਲ:
- ਓ) ਜਾਣ ਪਛਾਣ ਕੋਸ਼ਲ
- ਅ) ਪ੍ਰਸ਼ਨ ਉੱਤਰ ਕੋਸ਼ਲ
- ੲ) ਵਿਆਖਿਆ ਕੋਸ਼ਲ
- ਸ) ਬਲੈਕਬੋਰਡ ਕੋਸ਼ਲ
- ਹ) ਉਦੀਪਨ ਪਰਿਵਰਤਨ ਕੋਸ਼ਲ

ਅੰਦਰੂਨੀ ਮੁਲਾਂਕਣ 20 ਅੰਕ

ੳ) ਢੇ ਅੰਦਰੂਨੀ ਪ੍ਰੀਖਿਆਵਾਂ 10 ਅੰਕ

ਅ) ਪ੍ਰੋਜੈਕਟ(ਪੰਜਾਬੀ ਲਈ ਨਿਰਧਾਰਿਤ ਪਾਠ ਪੁਸਤਕ ਦਾ ਮੁਲਾਂਕਣ) 10 ਅੰਕ

## **Teaching of English**

### **Option i (c)**

**Time 3 hrs.**

**M.Marks: 100**

**Terminal: 80**

**Sessional: 20**

### **Instructions for Paper Setter/ Candidate**

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.
4. Unit V will be compulsory and consist of three questions. One question will be based on the preparation of composite lesson plan carrying 8 marks and two short answer questions will be from the entire V unit Carrying 4 marks each.

### **Objectives:**

To promote awareness in student teachers to create a warm & accepting classroom environment conducive to learning.

To enable student teachers to understand the nature, characteristics of Language and mother tongue as well as the use of language.

To enable student teachers to teach basic language skills such as listening, speaking, reading, and writing and integrate them for communicative purposes.

To introduce student teachers to some important methodologies & techniques of teaching English.

To develop in student teachers insight into the form and use of English and to give practice in lesson planning.

To enable student teachers to prepare and use appropriate audio- visual teaching aids for effective teaching of English.

To help student teachers to use school & village resources for professional inputs.

### **Unit-I**

#### **Teaching of English In India: Some General Principles, Methods And Approaches**

1. Teaching of English in India Today
  - a. Importance of English in India

- b. Aims and objectives of Teaching English
- c. Conditions under which English is taught and learnt, declining standards and suggested remedies
- 2. Nature of Language
  - a. Linguistic principles of teaching and learning English Language
  - b. General principles of teaching and learning English Language
- 3. Methods and Approaches of teaching English
  - a. Grammar Translation Method, Direct Method and Bilingual Method
  - b. Structural- Situational Approach
  - c. Communicative Language Teaching Approach

## **Unit-II**

### **Developing Language Skills: Listening and Speaking**

- 1. Meaning and Importance of Phonetics:
  - a. Phonetic Symbols
  - b. Pure and impure vowels and consonants
- 2. Features of connected speech: Stress, Rhythm, Intonation
- 3. Presentation skills:
  - Dramatization
  - Declamation
  - Paper Reading
  - Extempore
  - Role Playing

## **Unit-III**

### **Developing Language Skills: Reading and Writing**

- 1. Teaching Reading Skills:
  - a. Teaching Mechanics of Reading & Types of Reading
  - b. Teaching Reading to Beginners
  - c. Extensive & Intensive Reading
  - d. Teaching Reading Comprehension
  - e. Teaching of Poetry
- 2. Teaching Writing Skill:
  - a. Mechanics of Writing
  - b. Teaching writing to Beginners

- c. Teaching of composition from controlled to free practices
- d. Creative writing
- 3. a. Teaching of Grammar:-Place of Grammar, Types and Methods of Teaching Grammar.
- b. Teaching of Vocabulary: - Levels of Meaning, Word Meaning in context, use of dictionary and thesaurus
- expansion of vocabulary, selection and gradation of vocabulary

#### **Unit-IV**

##### **Evaluation and Teaching Aids**

- 1. Evaluation: Continuous & Comprehensive Evaluation: Concept, technique and weightage distribution (VI to VIII, IX to X)
- 2. Development of a Language test
- 3. Audio- Visual Aids
  - a. Educational Significance and practical use of Teaching Aids in English
  - b. Essential qualities of teaching Aids- with special reference to OHP, LCD projector, Computer
  - c. Language Laboratory- its set up, uses and limitation
  - d. Language Games

#### **Unit-V**

##### **Lesson Planning**

- 1. Need & importance
- 2. Preparation of Macro Lessons
  - 1. Prose
  - 2. Poetry
  - 3. Grammar
  - 4. Composition
    - i. Message writing
    - ii. Letter writing
    - iii. Advertisement writing
    - iv. Article writing
    - v. Dialogue writing
- 3. Micro Lessons

- i. Skill of B.B. writing.
- ii. Skill of Introducing a lesson.
- iii. Skill of Stimulus variation
- iv. Skill of Fluency in questioning
- v. Skill of Illustrating with examples.

**Sessional Work 20 Marks**

Review of at least two articles (5+5) =10 Marks

House Examination I & II (5+5) =10 Marks

## **Teaching of Social Studies**

### **Option ii (a)**

**Time 3 Hrs.**

**M.Marks: 100**

**Terminal: 80**

**Sessional: 20**

#### **Instructions for Paper Setter/ Candidate**

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.
4. Unit V will be compulsory and consist of three questions. One question will be based on the preparation of composite lesson plan carrying 8 marks and two short answer questions will be from the entire V unit carrying 4 marks each.

#### **Objectives:**

##### **Knowledge**

1. To enable the pupil-teachers to understand the nature and concept of Social Studies.
2. To enable the pupil-teachers to understand aims, objectives and values of teaching Social Studies.
3. To develop the understanding of pupil-teachers concerning curriculum organization.
4. To acquaint the pupil-teachers with various methods and techniques of teaching Social Studies.
5. To acquaint the pupil-teachers with different audio-visual aids and their utilization.
6. To develop proper understanding of Nationalism and Internationalism.

##### **Skills:**

1. To enable the pupil-teachers to express themselves clearly.
2. To take active part in meetings, debates, seminars and other activities.
3. To collect information from different sources.
4. Analysis of present day problems in the Social context.
5. To develop a skill of preparation of lesson plan and its presentation.
6. To develop a skill of preparation of question papers.

##### **A. Attitudes:**

1. To promote positive social outlook.

2. Respect for and pride in national goals and values.
3. Self reliance.

**B. Teacher's Activities:**

Lecture, discussion, demonstration, questioning and seminars.

**C. Student's Activities:**

Listening to lectures preparing notes, asking questions and seeking clarifications, participation in seminars and discussions, preparing assignments, and preparing lesson plans.

**UNIT I**

1. Meaning, nature, scope and importance of social studies. Difference between social studies and social science
2. Aims, objectives and values of teaching social studies
3. a. Curriculum: Meaning, principles of curriculum construction and organization of curriculum (Topical, chronological and concentric).
- b. Correlation of Social Studies with Math, Science, Language and Art

**UNIT II**

1. Meaning of methods: Characteristics of good and suitable method in Social Studies
2. Types of method-Lecture, project, observation, story telling, socialized recitation method. (Seminar, debate, panel discussion, workshop, symposium and dramatization)
3. Need, importance and equipments of social studies room

**UNIT III**

1. Social Studies textbook: Need, importance and qualities
2. Social Studies teacher: Qualities and role
3. Audio-Visual Aids: Meaning, importance, projective and non-projective teaching aids: Overhead projector, chalk board, maps, charts, model, picture, graphs, globe, television, computer, films and excursions

**UNIT IV**

1. Current affairs in Social Studies: Meaning, importance and utilizing current events in teaching social studies.
2. Evaluation in Social Studies: Continuous & Comprehensive Evaluation: Concept, technique and weightage distribution (VI to VIII, IX to X)
3. Different types of tests: Essay type and objective type



## **UNIT V**

1. Lesson Planning: Meaning, need and importance
2. Construction of Composite lesson plan.
3. Teaching Micro-skills with special reference to five core skills: Skill of introducing the lesson, skill of questioning, skill of explanation, skill of stimulus variation and skill of black board writing.

### **Sessional Work : 20 marks**

House Examination: I & II : (5+5) = 10 Marks

Practical Work : 10 Marks

### **Practical work:**

- a) Review of prescribed Social Studies curriculum or text books of any class of PSEB, CBSE or ICSE.
- b) Visit to any community resource and writing a report for the same

## **Teaching of Economics**

### **Option ii (e)**

**Time 3 Hrs.**

**M.Marks: 100**

**Terminal: 80**

**Sessional: 20**

### **Instructions for Paper Setter/ Candidate**

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.
4. Unit V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire unit carrying 4 marks each.

### **Objectives**

#### **A. Knowledge:**

1. To provide understanding of growing concept, principles and theories of economics.
2. To enable the pupil-teachers to develop an understanding of aims and objectives of teaching of economics.
3. To acquaint them with various economic problems which our country is facing.
4. To provide knowledge of different methods of teaching.
5. To provide knowledge of different teaching aids.
6. To develop interest in teaching of economics.

#### **B. Skills:**

1. Preparation of teaching aids.
2. Use of devices and techniques of teaching.
3. Use of various methods of teaching.
4. Conducting economic survey.
5. Organize seminars, symposium and discussion.
6. Writing instructional objectives.
7. Preparation of test items of an achievement test.
8. To develop skill in making use of Educational Technology.

#### **C. Attitude:**

To promote among pupil-teacher an attitude of

1. Critical Thinking
2. Critical Analysis
3. Scientific Outlook
4. Observation
5. Wise Consumerism
6. Providing solution to economic problems.

### **UNIT I**

1. Meaning, nature and scope of Economics as a teaching subject
2. a. Importance of teaching of Economics in school curriculum  
b. Aims and objectives of teaching Economics as given in present school curriculum
3. Correlation of Economics with Commerce, Mathematics, Statistics, History, Political Science Geography and science.

### **UNIT II**

1. Principles of constructing curriculum of Economics and approaches of curriculum organization - unit, topical and concentric
2. Critical Analysis of existing curriculum of Economics
3. Economics text book- importance and criteria of selection

### **UNIT III**

1. Methods of teaching: Lecture method, discussion method, project method, survey method, inductive-deductive method.
2. Techniques and devices: Assignment, seminar, illustration, symposium, excursions and supervised study
3. (a) Economics teacher: Importance, qualities and professional growth  
(b) Economics Room: Importance and equipment

### **UNIT IV**

1. Teaching Aids: Importance and types of teaching aids; Radio, Charts, Films, T.V., Graph, Maps and Computer.
2. Evaluation – Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X), types of tests-Essay type, short answer type and objective type.
3. concepts and current affairs: Major challenges before Indian economy, liberalization

and globalization and consumer awareness.

## **UNIT V**

1. Lesson Planning: Meaning, need and Importance
2. Construction of composite lesson plan
3. Teaching micro skills with special reference to five skills:
  - skill of introducing the lesson
  - skill of questioning
  - skill of explanation
  - skill of stimulus variation
  - skill of black board writing

### **Sessional Work : 20 Marks**

House Examination- I & II : (5 + 5) = 10 Marks

Practical Work : 10 Marks

### **Suggested Practical Work (any two)**

1. Low cost and improvised teaching aids.
2. Surveys and Projects on a chosen theme.
3. Write up on a current economic issue.
4. Co-curricular activities in school related to teaching of economics.
5. Critical analysis of existing textbook and curriculum of Economics.

## **Teaching of Commerce**

### **Option iii**

**Time 3 Hrs.**

**M.Marks: 100**

**Terminal: 80**

**Sessional: 20**

#### **Instructions for Paper Setter/ Candidate**

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.
4. Unit V will consist of lesson planning. One question on lesson plan will be framed and will carry 8 marks. Four short answer questions carrying 2 marks each will also be framed. All the questions will be compulsory.

#### **Objectives:**

##### **Knowledge**

1. To enable the pupil-teachers to understand the nature and concept of Commerce
2. To enable the pupil-teachers to understand aims, objectives and values of teaching Commerce
3. To develop the understanding of pupil-teachers concerning curriculum organization.
4. To acquaint the pupil-teachers with various methods and techniques of teaching Commerce
5. To acquaint the pupil-teachers with different audio-visual aids and their utilization.
6. To develop proper understanding of Nationalism and Internationalism.

##### **Skills**

1. To enable the pupil-teachers to express themselves clearly.
2. To take active part in meetings, debates, seminars and other activities.
3. To collect information from different sources.
4. Analysis of present day problems in the Social context.
5. To develop skill of preparation of lesson plan and its presentation.
6. To develop skill of preparation of question papers.

##### **A. Attitudes:**

1. To promote positive social outlook.

2. Respect for and pride in national goals and values.
3. Self reliance.

**B. Teacher's Activities:**

Lecture, discussion, demonstration, questioning and seminars.

**C. Students Activities:**

Listening to lectures preparing notes, asking questions and seeking clarifications, participation in seminars and discussions, preparing assignments, and preparing lesson plans.

**UNIT I**

1. Meaning, nature, scope of teaching Commerce
2. (a) Place of commerce in school curriculum  
(b) Aims, value and objective with reference to Bloom's Taxonomy
3. Correlation-Meaning and types. Correlation of Commerce with language, economics, mathematics and public administration

**UNIT II**

1. Curriculum-Meaning, principles and critical analysis of curriculum of teaching of commerce
2. Criteria of selection of good commerce text book
3. Qualities and role of Commerce teacher

**UNIT III**

1. Method - meaning and principles of selection of method
2. Types of method:
  - i) Lecture Method
  - ii) Problem-Solving Method
  - iii) Inductive-Deductive Method
  - iv) Demonstration Method
3. Method of teaching short hand and typing.

**UNIT IV**

1. Commerce room-need, importance and equipment
2. Development and utilization of teaching aids (projective and non-projective and performing arts required for commerce programme), Community resources and its use in Commerce

3. Evaluation – Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution

(VI to VIII, IX to X), types of tests-Essay type, short answer type and objective type

### **UNIT V**

1. Lesson Planning: Meaning, need and importance

2. Construction of composite lesson plan

3. Teaching micro skills with special reference to five skills:

- skill of introducing the lesson

- skill of questioning

- skill of explanation

- skill of stimulus variation

- skill of black board writing

- 

**Sessional Work: : 20 Marks**

House Examination- I & II :  $(5 + 5) = 10$  Marks

Practical work : 10 Marks

Two Low cost and improvised teaching aids (Model/Chart/Graph)

## **Teaching of Mathematics**

### **Option iv**

**Time 3 hrs.**

**M.Marks: 100**

**Terminal: 80**

**Sessional: 20**

### **Instructions for Paper Setter/ Candidate**

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.
4. Unit V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V unit carrying 4 marks each.

### **Objectives:**

To acquaint pupil teachers with the methods and techniques of teaching Mathematics.

To help pupil teachers in instructional planning and development of relevant material for the teaching of Mathematics.

To help pupil teachers in the process of comprehensive evaluation in Mathematics.

To acquaint pupil teachers with the use of computers in teaching of Mathematics.

To make the students aware of the value of Mathematics and relationship of Mathematics with the other subjects.

To enable the students to learn the principles, concepts and the terms in the teaching of Mathematics and to enable them to apply the same.

To acquaint them with the role of teaching aids, text books, drill work, home work, mathematical laboratories and libraries.

### **UNIT I**

1. Meaning, nature and values of Mathematics- Practical, social, moral, aesthetic and intellectual
2. Place of Mathematics in school curriculum and relationship of Mathematics with other school subjects such as Physical Sciences, Bio-Sciences, Economics, Logic, Fine arts
3. (i) Aims and objectives of teaching Mathematics at Secondary Level  
(ii) Formulation of objectives with reference to Bloom's Taxonomy



## **UNIT II**

1. (i) Selection and evaluation of text book  
(ii) Critical study of 10th class Mathematics curriculum (C.B.S.E./P.S.E.B.)
2. (i) Concept of evaluation : Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution(VI to VIII, IX to X)  
(ii) Construction of test items (essay type, short answer type and objective type)
3. Remedial measures for defects in present day teaching of Mathematics to make it more interesting and activity based.

## **UNIT III**

1. Methods of teaching
  - i. Inductive- Deductive
  - ii. Analytic – Synthetic
  - iii. Problem Solving
  - iv. Laboratory
2. Pedagogical analysis of different topics of Mathematics
3. (i) Qualities for Mathematics teacher and role of Mathematics teacher in drill work and written work, supervised study and Error analysis  
(ii) Mathematics laboratory: Teaching aids- charts, models, chalk boards, OHP, LCD and computers

## **UNIT IV**

1. (i) Number system.  
(ii) Polynomials and equations – linear, simultaneous and quadratic.
2. (i) Geometrical Concept: Point, line, line segment, angle and triangle.  
(ii) Types of Angles, Triangles and quadrilaterals.
3. (i) Trigonometric ratios, identities, heights and distances.  
(ii) Measure of central tendencies.(Mean, Median, Mode)

## **UNIT V**

1. Lesson planning: Meaning, importance and Herbartian steps
2. Planning of Macro lessons with special reference to Arithmetic, Algebra, Geometry, Trigonometry and Statistics.
3. Concept, components and preparation of micro lesson plans for developing teaching skills of

- a. skill of introducing the lesson
- b. skill of questioning
- c. skill of explanation
- d. skill of stimulus variation
- e. skill of black board writing

**Sessional Work : 20 Marks**

House Examination I and II :  $(5 + 5) = 10$  Marks

Practical Work/ Activities : 10 Marks

**Suggested Practical Work (Any two)**

1. Preparation of two teaching aids
2. Construction of test items
3. Analytic report of curriculum
4. Preparation of two Micro lessons plans

## **Teaching of Computer Education**

### **Option–v**

**Time 3 Hrs.**

**M.Marks: 100**

**Terminal: 80**

**Sessional: 20**

### **Instructions for Paper Setter/ Candidate**

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.
4. Units V will consist of lesson planning. One question on lesson plan will be framed and will carry 8 marks. Four short answer questions carrying 2 marks each will also be framed. All the questions will be compulsory.

### **OBJECTIVES:**

To understand the concept of Computer Education

To understand the values of learning computer.

To understand the learning strategies.

To equip them with knowledge to set up and maintain a Computer laboratory.

To make them able to plan lessons and present them effectively.

To acquire knowledge on latest trends in Information Technology.

To enable them to use computers to enhance teaching / learning skills.

### **UNIT I**

1. Concept, need and importance of Computer Education, utilities of computers in different fields with special reference to Education
2. Place of Computer Education in School Curriculum and relationship of Computer Education with other school subjects such as Science, Economics, Social Sciences, Languages, Art.
3. Aims and objectives of Computer Education-Meaning and formation of
  - a. Instructional Objectives
  - b. Behavioural objectives

### **UNIT II**

1. Methods of teaching: Lecture, Lecture cum Demonstration, Problem solving, Project

method, Laboratory Method, Computer Assisted Instructions, Web Based Instructions

2. Computer Teacher: Essential qualifications and qualities, professional growth and code of conduct for ethical computer teaching.

3. Need for computer laboratory, special features of computer lab, setting a computer lab.

#### **UNIT IV**

1. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X).

2. Types of test items for evaluation -Essay type, short answer type, objective type

3. Online testing.

#### **UNIT V**

1. Lesson plan –Meaning , need and importance

2. Steps in writing lesson plan , digital lesson plan

3. Components and Preparation of Micro Lesson Plan for developing teaching skills of:

Skill of Introducing a Lesson

Skill of Explanation

Skill of Stimulus Variation,

Skill of Questioning

Skill of Blackboard Writing

#### **Sessional Work: : 20 Marks**

Home Examination- I & II : 10 Marks

Practical Work : 10 Marks

Two Low cost and improvised teaching aids (Model/Chart/Graph)

## Teaching of Physical Sciences

### Option vi (b)

**Time 3 Hrs.**

**100**

**M.Marks:**

**Terminal: 80**

**Sessional: 20**

### **Instructions for Paper Setter/ Candidate**

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.
4. Unit V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V unit carrying 4 marks each.

### ***Objectives :***

To formulate precise questions about various things in environment.

To collect information from various sources and use it in a given situation.

To classify objects, events, phenomenon.

To arrange objects and data in a sequence so as to ascertain a pattern.

To analyze data and make inference.

To find some cause-effect relationship from the data available.

To make predictions.

To design simple experiments.

To solve problems.

To develop an objective attitude towards experimental evidences and to make decisions on the basis of facts and data.

To make a judicious use of National resources after their proper identification.

To correlate the knowledge of science and technology to economic and social development of the community.

To place due emphasis on scientific knowledge in every day life.

To develop instrumental, communicational and problem solving skills.

To develop scientific attitude, spirit of cooperation, scientific temper and scientific

approach.

### **UNIT I**

1. Meaning, nature and scope of Physical Sciences. Reasons for including physical sciences in school curriculum and its correlation with other school subjects
2. Aims and objectives of teaching Physical Sciences
  - (a) Bloom's taxonomy of educational objectives
  - (b) Writing instructional objectives in behavioral terms
3. Scientific attitude and scientific method- Concept and role of Physical Sciences teacher in their development.

### **UNIT II**

1. Curriculum- Meaning and principles of constructing a good curriculum in Physical Sciences
2. Methods of teaching Physical Sciences with reference to lecture cum demonstration, project method, problem solving approach and Inductive-Deductive approach of teaching Physical Science
3. Professional growth of Physics/Chemistry teacher

### **UNIT III**

1. Instructional media: Need and importance. Classification and integration of media in teaching learning process. Use of chalk board, periodic tables, charts, over head projector, T.V and computers in teaching Physics and Chemistry.
2. Criteria for selection of Physical Sciences text book and its evaluation procedure
3. Importance and organization of science club, science exhibition, science excursion and wall magazine

### **UNIT IV**

1. Need and organization of Practical work in Physical Sciences, Physical Science laboratory in a high school
2. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X),  
Types of test items for evaluation -Essay type, short answer type, objective type
3. Preparation of a blue print along with the question paper in Physical Sciences

### **UNIT V**

1. Lesson Planning: need and importance

2. Herbartian approach in lesson planning

3. Micro teaching skills:

Black Board writing

Writing instructional objectives

Illustrating with examples,

Probing questions

Stimulus variation.

### **Sessional Work : 20 Marks**

House Examination- I & II :  $(5 + 5) = 10$  Marks

Practical Work : 10 Marks

### **Suggested Practical Work**

Student will perform any three experiments:

1. To verify the laws of reflection.
2. To verify the laws of refraction.
3. Preparation of hydrogen gas and study of its properties.
4. Preparation of methane gas.

## **Teaching of Physical Education**

### **Option vii**

**Time : 3 Hrs.**

**Max. Marks: 100**

**Terminal: 80 Marks**

**Sessional: 20 Marks**

### **Instructions for Paper Setter/ Candidate**

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.
4. UnitV will consist of lesson planning. One question on lesson plan will be framed and will carry 8 marks. Two short answer questions carrying 4 marks each will also be framed. All the questions will be compulsory.

### **Objectives**

#### **To enable student teachers to:**

develop an understanding of aims, objectives and importance of teaching of physical education in schools.

promote physical education through various means and methods of teaching.

know the importance and values of teaching physical education and the relationship of physical education with other subjects.

understand the importance of physical education room, equipment and text book.

make the teaching of physical education more interesting and innovative.

bring the overall awareness of values and to inculcate among students the desired habits and attitude towards physical education.

develop an awareness regarding the importance of physical fitness and organic efficiency in individual and social life.

develop awareness regarding first aid.

### **UNIT I**

1. Physical Education: Meaning, aims and objectives of teaching Physical Education in school curriculum
2. Relationship of Physical Education with general education, psychology and health



education

3. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X), Types of test items for evaluation -Essay type, short answer type, objective type

## **UNIT II**

1. Teaching methods: Intensive study of lecture method, command method, discussion method, demonstration method, part method, whole method and whole part whole method, Project method

2. Audio-visual Aids: Charts, models, black-board, T.V., newspaper clippings, magazines, computers, LCD and OHP

3. Physical Fitness: Components of physical fitness

## **UNIT III**

1. Qualifications, qualities and responsibilities of Physical Education teacher

2. Need, importance and qualities of a good Physical Education text book

3. Need and importance of Physical Education room and equipments

## **UNIT IV**

1. First Aid – Meaning, need and principles, Warming up and cooling down

2. Motivation: Meaning, importance and types

3. Role of Physical Education in developing National Integration and International understanding

## **UNIT V**

1. Lesson Planning: Meaning, need and importance

2. Construction of lesson plan

3. Micro Teaching: Concept and procedure

Teaching Micro-Skills with special reference to:

Skill of introducing the lesson

Skill of instructional objectives

Skill of Questioning

Skill of Explanation with illustration

Skill of stimulus – variation

**Sessional Work : 20 Marks**

House Examination- I & II : 10 Marks

Practical Work : 10 Marks

**Suggested Practical Work (Any two)**

1. Organizing sports activity in a school.
2. To help in conduct and organization of annual sports meet of the college.
3. Demonstration of any five skills of different games or teaching skills.
4. To motivate students to participate in sports activities by using different methods.

## **Teaching of Fine Art**

### **Option ix**

**Time : 3 Hrs.**

**Max. Marks: 100**

**Terminal: 80 Marks**

**Sessional: 20 Marks**

### **Instructions for Paper Setter/ Candidate**

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.
4. Unit V will consist of lesson planning. One question on preparation of composite lesson plan will be framed and will carry 8 marks. Two short answer questions carrying 4 marks each will also be framed. All the questions will be compulsory.

### **Objectives**

#### **To enable student teachers to:**

develop imagination and sense of appreciation of art and interest in teaching of art.

develop aesthetic sense.

learn and understand the principles, concept, elements of art and to apply them in actual teaching and daily life.

be acquainted with different techniques of painting.

### **UNIT – I**

1. Define Art. Indian and Western concept of Art (Origin and Development of Art), Six links of Indian Art, Elements of Art: Line, Form, colour, texture, tone
2. Place of Art in daily life and Education
3. Principles of Art: Balance, Rhythm, Harmony, Dominance, Perspective

### **UNIT – II**

1. Aims and objectives of teaching Art.
2. (a) Correlation of Art with other school subjects  
(b) Principles of curriculum constructions at different levels
3. Art room and its requirements

### **UNIT – III**

1. Qualities and functions of art teacher

2. Field trips and excursions, importance of art exhibitions and competitions among children

3. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X), Types of test items for evaluation -Essay type, short answer type, objective type

#### **UNIT – IV**

1. Method of teaching Art

a. Direct observation Method.

b. Demonstration Method.

c. Project Method.

2. Child Art- Meaning, Importance, Stages

a. Scribbling Stage.

b. Pre-schematic stage.

c. Schematic Stage.

d. Gang Age.

e. Adolescent stage.

3. Contribution of Artists: S.G.S. Sohan Singh, Amrita Sher Gill, S.S.G. Thakur Singh, S. Sobha Singh.

#### **UNIT –V**

1. Lesson Planning: Need & importance

2. Preapartion of composite lesson plan

a. Still life.

b. Landscape.

c. Composition.

d. Design.

e. Tie and Dye.

3. Micro Teaching Skills

a. Stimulus Variation

b. Use of Black Board

c. Demonstration

d. Introducing the Lesson

**Sessional Work 20 Marks**

House Examination- I & II : 10 Marks

Practical Work : 10 Marks

5. Nature study -1 Full sheet

6. Comoposition- 1 Full sheet

7. Still Life- Half sheet

4. Poster 1 Full sheet

5. Design for Rangoli

## **Add on Course**

### **El - ICT Integration in Pedagogy**

**M.M. (Sessional): 25**

#### **Objectives:**

To enable the student teachers to know about computer and its components

To enable the student teachers to make slide presentation.

#### **Unit-I**

1. Introduction to Computer: Characteristics, Hardware & software, application, components of computer
2. Input devices Keyboard, Mouse, Joystick, Scanner, Light Pen and Track Ball. Output devices - Monitor, Printers. Memory, its Types and Units. Storage devices: Floppy Disk, Hard Disk, CD-ROM and DVD.
3. Internet: Meaning, Services -E-mail, Chat

#### **Unit-II**

##### **(Practical Work)**

1. MS-Word:

Creation, Opening and Saving of a document. Editing and Formatting (Font Properties and Paragraph Settings, Spell Checking) Printing (Page Setup, Print Preview). Creating a table, entering and editing text in table and changing format of a table

2. MS-PowerPoint: Introduction to Slides, Views, Creation of PowerPoint Presentation (Inserting, Deleting slides, Formatting) Slide Transitions and Animation, Creating a graph, Managing Slide show

#### **Practical Work/ Activities**

One PowerPoint Presentation : 10 Marks (Soft and Hard copy)

Viva-Voce : 10 Marks

File 05 Marks

## **E2- Language Proficiency**

**M. Marks (Sessional): 25**

### **Objectives:**

- to enable student teachers to acquire basic language skills such as listening, speaking, reading, and writing and integrate them for communicative purposes.
- to introduce student teachers to techniques of note taking and note making.
- to help student teachers to learn effective ways of correspondence.
- to develop the skill of oral presentation and group discussion

### **Unit-I**

1. Communication: types, process, role of communication in a society and channels of communication
2. (a) Speaking: Introduction to phonetics and organs of speech, the skills of effective speaking, the components of an effective talk.  
(b) Listening: Process, barrier to listening, effective listening skills, feedback skills
3. (a) Reading: Process, reading purposes, models, strategies, structure of meaning techniques  
(b) Writing: Elements of effective writing styles, scientific and technical writing

### **Unit-II**

1. Note taking and note making: Purposes and methods of note taking and note making
2. Oral presentation & Group Discussion: Objects/aims, how to deliver an oral presentation, audience analysis , occasion analysis, preparation, organizing the preparation, practice, ten steps to a successful preparation, methods of writing an oral presentation and group discussion
3. Correspondence: Effective letters, faxes, e-mail, notices, agenda and minutes

### **Practical Work/ Activities**

Oral presentation (English/Punjabi/Hindi) 10 Marks

Group Discussion 10 Marks

File 05 Marks

### **E3- Art in Education.**

**M. Marks (Sessional): 25**

#### **Objectives**

##### **To enable student teachers to:**

- develop imagination and sense of appreciation of art and interest in art.
- develop aesthetic sense.
- prepare effective teaching aids.
- have basic knowledge about colour scheme.

#### **UNIT-I**

1. Sketching of different objects related with their respective teaching subjects
2. Preparation of colour chart in file i.e Primary, Secondary, warm, cool, neutral
3. Theme based action figures i.e scene at the railway station, any sports activity, any story, market scene, any festival

#### **UNIT-II**

1. Writing and Sketching practice on the black board in relation with their teaching subjects
2. Alphabets in English, Gurmukhi and Hindi
3. Motto writing in 3 languages i.e English , Gurmukhi and Hindi
4. Preparation of 2 Flash cards according to their teaching subjects

#### **Practical : 25 Marks**

Teaching aids/ charts/ flash cards etc. : 10 Marks

Sessional Work file : 10 Marks

Blackboard sketching : 5 Marks



## **E4 Physical Education**

**M.M. 25**

### **Objectives**

- ☐ To develop an understanding of aims, objectives of teaching of Physical Education.
- ☐ To give awareness regarding physical fitness and its components.
- ☐ To give elementary knowledge of human body.
- ☐ To give awareness regarding yoga for harmonious development/ de-stress activity.
- ☐ To develop an awareness regarding the importance of Physical Fitness and organic efficiency in individual.

### **UNIT-I**

1. Physical Education: Meaning, aims, objectives and importance.
2. a. Meaning and importance of physical fitness and its components.  
b. Effects of exercise on respiratory system, circulatory system and muscular system.
3. Meaning and importance of yoga. Yoga Asana.
  - a) Padma, Sidha, Vajra (Meditative)
  - b) Shava and Makar (Relaxive)
  - c) Bhujang, Ushtra, Chakra Ardhamatryendra, Pashimottar, , Dhanur, Sarvang (Cultural)

### **UNIT-II**

1. Skills in games: (Any one)  
Hockey, Football, Basketball, Badminton, Kho-Kho, Volleyball, Table Tennis.
2. Fundamental Skills in Athletics
  - a) Races – 100m, 200m, 400m
  - b) Jumps-Long Jump, High Jump (any one)
  - c) Throws-Shot Put, Discus Throw, Javelin Throw
3. Warming up and cooling down- its meaning and importance.

### **Sessional : 25 Marks**

House Examination I & II : 10 Marks

Practical Work : 10 Marks

File Work : 5 Marks

**SYLLABUS: 2015-17**

**(Semester-I )**

**PAPER: I**

**UNDERSTANDING THE LEARNER AND LEARNING ENVIRONMENT (P-I)**

**Time: 3 Hrs.**

**Total Marks: 100**

**Theory: 70**

**Sessional Work: 30**

The question paper will consist of five units, Unit I, II, III, IV and V. In Unit I-IV there will be two questions the students will attempt one question from each unit. Each question carries 10 marks. Unit V will be compulsory and it will consist of six short answer type questions selecting one question from each unit and the rest of two questions will cover the entire syllabus. Each question will carry 05 marks.

**Course Objectives:** After the completion of the course students will be able to:

- ☐ ☐ Describe the stages of growth and development
- ☐ ☐ Understand characteristics of adolescents with reference to socio-cultural factors
- ☐ ☐ Analyze the concept of inequality, marginalization and multi-culturalism and their effect on learning
- ☐ ☐ Analyze the different learning approaches and their educational implications
- ☐ ☐ Understand the role of teacher in holistic perspective of learner and learning
- ☐ ☐ Understand the importance of individual differences in normal classroom

**UNIT-I**

- a) Stages of growth and development with special reference to Adolescent and their characteristics – physical, cognitive, social, emotional, moral.
- b) Socio – cultural factors influencing cognition and learning in adolescents w.r.t. family, school, community and religion.
- c) Learner in different learning environment: concept of marginalization (with emphasis on gender inequalities) inclusive setting, multi-culturalism

**UNIT-II**

Cognitive and Information processing approaches

- a) Piaget's cognitive development theory

- b) Sternberg's information processing theory
- c) Gardener's multiple intelligences

### **UNIT-III**

Humanistic and Psycho-social approaches

- a) Kohlberg's moral development
- b) Roger's Social – constructivism
- c) Erickson's psycho-social development

### **UNIT-IV**

- a) Understanding individual difference based on cognitive abilities and affective domain, and their implications for catering to individual variations in view of difference rather than deficit.
- b) Facilitating holistic development of learner: motivation, collaborative, self regulated learning and self – efficacy
- c) Role of teacher in different learning environment settings

### **SESSIONAL WORK**

**Performance in unit tests and house examination 10 Marks**

**Attendance 05 Marks**

**Assignments on the following 15 Marks**

- ☐ ☐ Presentation on issues of marginalization with special reference to gender inequality.
- ☐ ☐ Report based on observation of children in their natural setting with respect to piaget's theory of cognitive development.

**PAPER: II**  
**CONTEMPORARY INDIA AND EDUCATION (P-2)**

**Time: 3 Hrs.**

**Total Marks: 100**

**Theory: 70**

**Sessional Work: 30**

The question paper will consist of five units, Unit I, II, III, IV and V. In Unit I-IV there will be two questions the students will have to attempt one question from each unit. Each question carries 10 marks. Unit V will be compulsory and it will consist of six short answer type questions selecting one question from each unit and the rest of two questions will cover the entire syllabus. Each question will carry 05 marks.

**Course Objectives:** After the completion of the course students will be able to:

- ☐ ☐ Differentiate among Diversity, Inequality and Marginalization.
- ☐ ☐ Understand LPG and its Impact on Society.
- ☐ ☐ Know historical background of Secondary Education
- ☐ ☐ Understand the constitutional obligations in relation to education.
- ☐ ☐ Understand the dynamism in concepts of education in relation to changing socio, political and economic conditions in India.
- ☐ ☐ Familiarize with the present educational problems of Secondary Education.
- ☐ ☐ Critically appraise various aspects of Secondary Education.

**UNIT-I**

- a) Meaning of Diversity, Inequality and Marginalization (Economic, Social, Religious, language) in Society and the Implication for Education.
- b) Equality of Educational Opportunities – Meaning, Provisions and Outcomes.
- c) LPG; Impact on Indian Society

**UNIT-II**

1. Educational Structure in Contemporary India and related Bodies NCERT, UGC, NCTE, NAAC, SCERT, DIET's.
2. Constitutional Provisions– Preamble, Fundamental rights and duties, directive, principles of state policy and constitutional values in the context of education.
3. Critical evaluation of constitutional provision on equality of opportunities.

**UNIT-III**

- a) **Universalisation of Elementary Education:** Expansion, Equity and Excellence.
- b) Sarv Shiksha Abhiyan and Mid Day Meal.
- c) RTE Act-2009 and its Implications.

#### **UNIT–IV**

- a) **Universal Secondary Education:** Expansion, Equity and Excellence; Role of RMSA.
- b) **Pedagogic and Curricular Shifts:** From NPE-1986 and NCF-2005.
- c) **NCFTE-2009:** Implications for Teacher Education for UEE and USE.

#### **SESSIONAL WORK**

**Performance in unit tests and house examination 10 Marks**

**Attendance 05 Marks**

**Assignments on the following 15 Marks**

Critical analysis of the following policy documents:

- ☐ ☐ Right to Education Act-2009
- ☐ ☐ National Curriculum Framework-2005 and NCFTE-2009.

**PAPER: III**  
**EDUCATION AND DEVELOPMENT (P-III)**

**Time: 1.30 Hrs.**

**Total Marks:**

**50**

**Theory: 35**

**Sessional Work: 15**

The question paper will consist of three units, Unit I, II and III. In Unit I and II there will be two Questions the students will have to attempt one question from each unit. Each question carries 10 marks. Unit III will be compulsory and it will consist of three short answer type questions selecting at least one question from each unit. Each question will carry 05 marks.

**Course Objectives:** After the completion of the course students will be able to:

Understand the evolution of education.

- ☐ ☐ Analyses the social, cultural and political context of education.
- ☐ ☐ Examine the changing emphasis on education in the context of globalization and internationalization.
- ☐ ☐ Understand the relevance of education in relation to social, political, economic and cultural context.
- ☐ ☐ Make the students understand how education helps in economic and national development.

**UNIT-I**

1. Meaning and concept of Education – Indian and Western perspective.
2. Changing aims of education in the context of Globalization.
3. Education for development of responsible citizens.
4. Role of education for ensuring sustainable development.
5. Education for 21st century, four pillars of education as recommended by UNESCO.

**UNIT-II**

1. Education as an instrument of social change.
2. Interaction of education and culture in the global context.
3. Education for Democracy, National Integration and International Understanding.
4. Home, School and Community as mediator of education.

5. Concept of values – importance, classification of values, sources of values, ways and means of inculcation of values.

### **SESSIONAL WORK**

**Performance in unit tests and house examination 05 Marks**

**Attendance 02 Marks**

**Assignments on the following 08 Marks**

☐ ☐ One Assignments on contribution of any one of the following w.r.t character development of an individual.

Shri Guru Nanak Dev, Swami Vivekanand, Mahatma Gandhi, Rabindra Nath Tagore.

**PAPER: IV and V**  
**PEDAGOGY OF PUNJABI**  
**CP I and II (A) Option (i)**

**Time: 1.30 Hrs.**

**Total Marks: 50**

**Theory: 35**

**Sessional Work: 15**

The question paper will consist of three units, Unit I, II and III. In Unit I and II there will be two questions the students will have to attempt one question from each unit. Each question carries 10 marks. Unit III will be compulsory and it will consist of three short answer type questions selecting at least one question from each unit. Each question will carry 05 marks.

**ਉਦੇਸ਼**

1. ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਪੰਜਾਬੀ ਪੜ੍ਹਾਉਣ ਦੀ ਰੁਚੀ ਪੈਦਾ ਕਰਨੀ।
2. ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਸਕੂਲ ਪੱਧਰ ਤੇ ਮਾਤ-ਭਾਸ਼ਾ ਪੜ੍ਹਾਉਣ ਸਬੰਧੀ ਪੇਸ਼ ਆਉਂਦੀਆਂ ਮੁਸ਼ਕਿਲਾਂ ਹੱਲ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।
3. ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਸਿਰਜਨਾਤਮਿਕ, ਉਪਚਾਰਤਮਿਕ ਤੇ ਅਨੁਸੰਧਾਨਤਮਿਕ ਕੁਸ਼ਲਤਾਵਾਂ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।
4. ਵਿਦਿਆਰਥੀਆਂ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਲੋੜ ਅਨੁਸਾਰ ਹਵਾਲਾ ਪੁਸਤਕਾਂ ਦੇ ਵਰਤੋਂ ਕਰਨ ਦੀ ਆਦਤ ਪਾਉਣੀ।
5. ਵਿਦਿਆਰਥੀਆਂ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਸਾਹਿਤ ਦੇ ਵਿਭਿੰਨ ਰੂਪਾਂ ਦੇ ਅਧਿਆਪਨ ਢੰਗਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।
6. ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ਾਂ ਅਤੇ ਸਿਧਾਂਤਾਂ ਦੀ ਸੋਝੀ ਕਰਾਉਣਾ।

**ਇਕਾਈ-1**

1. ਭਾਸ਼ਾ ਦੀ ਉਤਪਤੀ ਦੇ ਸਿਧਾਂਤ ਤੇ ਪ੍ਰਕਿਰਤੀ, ਸਮਾਜਕ ਸਰੋਕਾਰ, ਸਮਾਜ, ਸੱਭਾ ਤੇ ਪਛਾਣ।  
ਸਿੱਖਿਆ ਖੇਤਰ ਵਿੱਚ ਭਾਸ਼ਾ ਦਾ ਮਹੱਤਵ - ਘਰ, ਸਕੂਲ, ਭਾਸ਼ਾ ਮਾਧਿਅਮ ਵਜੋਂ, ਪਾਠਕ੍ਰਮ ਦੀ ਭਾਸ਼ਾ, ਬਹੁ-ਭਾਸ਼ੀ ਜਮਾਤ ਅਤੇ ਅਧਿਆਪਕ-ਵਿਦਿਆਰਥੀ ਸਬੰਧ ਵਿੱਚ ਭਾਸ਼ਾ ਦਾ ਰੂਪ।
2. ਸੰਵਿਧਾਨ ਤੇ ਸਿੱਖਿਆ ਸਮਿਤੀਆਂ ਦੀ ਭਾਸ਼ਾ ਸਬੰਧੀ ਰਿਪੋਰਟਾਂ  
ਭਾਸ਼ਾਵਾਂ ਦੀ ਸਥਿਤੀ (ਧਾਰਾ 343-351, 350), ਕੋਠਾਰੀ ਕਮਿਸ਼ਨ (1964 ਤੇ 1966), ਰਾਸ਼ਟਰੀ ਸਿੱਖਿਆ ਨੀਤੀ - 1986, ਪੀ.ਓ.ਏ. - 1992, ਰਾਸ਼ਟਰੀ ਪਾਠਕ੍ਰਮ ਫਰੇਮਵਰਕ - 2005 (ਭਾਸ਼ਾ ਅਧਿਅਨ)
3. ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਧਾਰਨਾ - ਮਾਤ ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼, ਮਹੱਤਵ, ਸਿਧਾਂਤ ਤੇ ਸੂਤਰ।
4. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ - ਲਿੱਪੀ ਦੇ ਅਰਥ, ਗੁਰਮੁੱਖੀ ਲਿੱਪੀ ਦੀ ਪ੍ਰਾਚੀਨਤਾ ਤੇ



ਅਨੁਕੂਲਤਾ।

## ਇਕਾਈ -2

5. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਵਰਤਮਾਨ ਸਥਿਤੀ - ਪੰਜਾਬੀ ਦੀਆਂ ਉਪ-ਬੋਲੀਆਂ, ਅੰਤਰ-ਰਾਸ਼ਟਰੀ ਪੱਧਰ ਤੇ ਪੰਜਾਬੀ ਅਤੇ

ਪੰਜਾਬੀ ਨੂੰ ਦਰਪੇਸ਼ ਸਮੱਸਿਆਵਾਂ।

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਲਿੱਖਣ ਦੇ ਦਾਰਸ਼ਨਿਕ, ਮਨੋਵਿਗਿਆਨਕ ਤੇ ਸਮਾਜਕ ਆਧਾਰ।

6. (ੳ) ਸੁਣਨ ਕੌਸ਼ਲ ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਮਹੱਤਵ, ਅਭਿਆਸ ਤੇ ਲੋੜੀਂਦੀਆਂ ਸ਼ਰਤਾਂ।

(ਅ) ਬੋਲਚਾਲ ਦੀ ਸਿੱਖਿਆ ਦਾ ਮਹੱਤਵ, ਅਸ਼ੁੱਧ ਉਚਾਰਣ ਦੇ ਕਾਰਨ ਤੇ ਸੁਧਾਰ।

7. ਪੜ੍ਹਨਾ (ਵਾਚਨ) ਸਿੱਖਿਆ - ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਵਿਧੀਆਂ ਸੂਖਮ ਤੇ ਸਥੂਲ ਅਤੇ ਕਿਸਮਾਂ ਮਨੋਪਾਠ ਤੇ

ਉੱਚੀਪਾਠ।

8. ਲਿਖਣਾ ਸਿਖਾਉਣਾ - ਲਿਖਤ ਰਚਨਾ ਦਾ ਮਹੱਤਵ, ਵਿਧੀਆਂ, ਅਭਿਆਸ, ਲਿਖਤੀ ਕੰਮਾਂ ਦੀ ਸੁਧਾਈ ਸੁਲੇਖ ਤੇ

ਰਚਨਾਤਮਕ ਲਿਖਣਾ।

## ਸੈਸ਼ਨਲ ਵਰਕ:-

Performance in Unit tests and House examination-05 marks

Attendance -02 marks

Assignment on the following -08 marks

1. ਭਾਸ਼ਾ ਸਬੰਧੀ ਸੰਵਿਧਾਨ ਸਮਿਤੀਆਂ ਦੀਆਂ ਰਿਪੋਰਟਾਂ ਦਾ ਮੁਲਾਂਕਣ।
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਸਕੂਲਾਂ ਵਿੱਚ ਵਰਤਮਾਨ ਸਥਿਤੀ ਸਬੰਧੀ ਸਰਵੇਖਣ ਸਬੰਧੀ ਰਿਪੋਰਟ ਤਿਆਰ ਕਰਨਾ।

**PAPER: IV and V**  
**PEDAGOGY OF ENGLISH**  
**CP I and II (A) Option: iii**

**Time: 1.30 Hrs.**

**Total Marks: 50**

**Theory: 35**

**Sessional Work: 15**

The question paper will consist of three units, Unit I, II and III. In Unit I and II there will be two questions the students will have to attempt one question from each unit. Each question carries 10 marks. Unit III will be compulsory and it will consist of three short answer type questions selecting at least one question from each unit. Each question will carry 05 marks.

**Course Objectives:** After the completion of the course students will be able to:

- ☐ ☐ To develop understanding of the significance of English as a subject in the present context.
- ☐ ☐ To analyze the factors influencing learning English
- ☐ ☐ To develop the understanding of the significance of basic competencies in language acquisition
- ☐ ☐ To enable student teachers to understand the nature, characteristics of Language and mother tongue as well as the use of language.
- ☐ ☐ To enable student teachers to teach basic language skills such as listening, speaking, reading, and writing and integrate them for communicative purposes.

**UNIT-I**

**1. English as a subject in the present context**

- a) Importance of English in a multilingual society.
- b) Aims and objectives of teaching English.
- c) Factors affecting Language Learning (Physiological, Psychological and Social)

**2. Nature of the language**

- a) Linguistic principles of teaching and learning English language.
- b) General Principles of teaching and learning English language

**UNIT-II**

**1. Developing Language Skills: Listening and Speaking**

- a) **Features of Connected Speech:** Stress, Rhythm and Intonation.

b) Description of Vowels and Consonant Sounds.

**Reading and Writing:**

a) Loud Reading and Silent Reading, Teaching Reading Comprehension, Obstacles to Efficient Reading, Intensive Reading vs. Extensive Reading, Teaching Prose and Teaching poetry.

b) Essential Marks of good handwriting Controlled and Free Composition, Teaching the Mechanics of Writing, Importance of Correction Work.

**2) Teaching of Grammar:** Place of Grammar Types and Methods of Teaching Grammar

**3) Teaching of Vocabulary:** Expansion of Vocabulary, Selection and Gradation of Vocabulary.

**SESSIONAL WORK**

**Performance in Unit Tests and House Examination 05 Marks**

**Attendance 02 Marks**

**Assignments on the following 08 Marks**

1) Prepare a chart of phonetic symbols along with examples.

2) Presentation of any two skills in the classroom from the following:

(a) Declamation

(b) Extempore

(c) Role playing

(d) Dramatization

**PAPER: IV and V**  
**PEDAGOGY OF SOCIAL SCIENCE**  
**CP I and II (A) Option: iv**

**Time: 1.30 Hrs.**

**Total Marks: 50**

**Theory: 35**

**Sessional Work: 15**

The question paper will consist of three units, Unit I, II and III. In Unit I and II there will be two questions the students will have to attempt one question from each unit. Each question carries 10 marks. Unit III will be compulsory and it will consist of three short answer type questions selecting at least one question from each unit. Each question will carry 05 marks.

**Course Objectives:** After completion of the course students will be able to:

- ☐ ☐ Understand the nature of social sciences.
- ☐ ☐ Know about the historical background of Social Science.
- ☐ ☐ Correlate Social science with other school subjects.
- ☐ ☐ Differentiate various approaches of Teaching of Social sciences.
- ☐ ☐ Know different current affairs in teaching of social sciences.

**UNIT-I**

**Nature of Social Science and its relation to Disciplinary Knowledge.**

1. (a) Historical Background of Social Science, meaning, nature and scope of social science.  
(b) Difference between Social Studies and Social Science
2. (a) Need of teaching of Social Science in the school curriculum for the holistic development of the students.  
(b) Values of teaching Social Science
3. Correlation of Social Science with Maths, Sciences, Languages and Arts.

**UNIT-II**

**Aims and pedagogical approaches for Teaching of Social Science**

1. Aims and objectives of Social Science at different stages:-
  - Middle stage
  - Secondary stage
2. Pedagogical Approaches – Interdisciplinary approach, experiential approach, co-

operative learning, constructivist approach to learning.

3. Current affairs in social science: Meaning, Importance and utilizing current events in teaching social science.

4. Social Science Room: importance and equipments.

### **SESSIONAL WORK**

**Performance in unit tests and house examination 05 Marks**

**Attendance 02 Marks**

**Assignments on the following 08 Marks**

1. Maintenance of scrap book showing the major political and social developments in present context.

2. Organizing and evaluating discussion/ debate/ seminar on present day problems in social context.

**PAPER: IV and V**  
**PEDAGOGY OF ECONOMICS**  
**CP I and II (A) Option: viii**

**Time: 1.30 Hrs.**

**Total Marks: 50**

**Theory: 35**

**Sessional Work: 15**

The question paper will consist of three units, Unit I, II and III. In Unit I and II there will be two questions the students will have to attempt one question from each unit. Each question carries 10 marks. Unit III will be compulsory and it will consist of three short answer type questions selecting at least one question from each unit. Each question will carry 05 marks.

**Course Objectives:** After completion of course the students will be able to:

- ☐ ☐ To provide understanding of growing concept, principles and theories of economics.
- ☐ ☐ To enable the pupil-teachers to develop an understanding of aims and objectives of teaching of economics.
- ☐ ☐ To acquaint them with various economic problems which our country is facing.
- ☐ ☐ To provide knowledge of different methods of teaching.
- ☐ ☐ To provide knowledge of different teaching aids.
- ☐ ☐ To develop interest in teaching of economics.

**UNIT-I**

**Nature of Economics and its relation to disciplinary Knowledge**

1. (a) Meaning, nature and scope of Economics.  
(b) Historical background of Economics.
2. (a) Need of teaching Economics in the school curriculum for holistic development of the students
3. Correlations of Economics with Commerce, Mathematics, Statistics, History, Political Science, Geography and Science.

**UNIT-II**

**Aims and pedagogical approaches for teaching of Economics**

1. (a) Aims and objectives of teaching of Economics at different stages:-
  - (i) Secondary Stage
  - (ii) Senior Secondary Stage

2. **Pedagogical Approaches:** Interdisciplinary Approach, Experiential Approach, Co-operative Learning.
3. Current affairs- meaning, scope, utilizing current affairs in teaching economics.

### **SESSIONAL WORK**

**Performance in unit tests and house examination 05 Marks**

**Attendance 02 Marks**

**Assignments on the following 08 Marks**

1. Write up on a current economic issue.
2. Write detail on various Co-curricular activities in school related to teaching of economics which can be organized.

**PAPER: IV and V**  
**PEDAGOGY OF COMMERCE**  
**CP I and II (A) Option: ix**

**Time: 1.30 Hrs.**

**Total Marks: 50**

**Theory: 35**

**Sessional Work: 15**

The question paper will consist of three units, Unit I, II and III. In Unit I and II there will be two questions the students will have to attempt one question from each unit. Each question carries 10 marks. Unit III will be compulsory and it will consist of three short answer type questions selecting at least one question from each unit. Each question will carry 05 marks.

**Course Objectives:** After completion of course the students will be able to:

- ☐ ☐ Understand the nature and concept of commerce.
- ☐ ☐ Acquaint the pupil-teachers with various methods and techniques of teaching commerce
- ☐ ☐ Develop the understanding of pupil-teachers concerning curriculum organization
- ☐ ☐ To make the pupil teacher aware about the role of commerce in developing professional outlook.
- ☐ ☐ Develop proper understanding of nationalism and internationalism.

**UNIT-I**

**Nature of commerce and its relation to disciplinary knowledge**

1. (a) Meaning, Nature and scope of Commerce
- (b) Historical background of Commerce
2. Need of teaching of Commerce in the school curriculum for the holistic development of the students.
3. Correlation of commerce with other school subject: Maths, Language, Economics, management information system and public administration

**UNIT-II**

**Aims and pedagogical approach for teaching of Commerce**

9. Aims and objectives of teaching of Commerce at Senior Secondary stage.
10. Pedagogical approaches:- Interdisciplinary approach, Experiential approach and cooperation learning.
11. Current affairs:- Meaning, importance and utilizing current events in Teaching of



Commerce.

### **SESSIONAL WORK**

**Performance in unit tests and house examination 05 Marks**

**Attendance 02 Marks**

**Assignments on the following 08 Marks**

1. Visit to any two places (Banks, insurance house, warehouse, companies) and write a report with reference to its importance in present day context.
2. Survey of local commercial area and writing a report of factors leading to development of that area.

**PAPER: IV and V**  
**PEDAGOGY OF MATHEMATICS**

**CP I and II (A) Option: x**

**Time: 1.30 Hrs.**

**Total Marks: 50**

**Theory: 35**

**Sessional Work: 15**

The question paper will consist of three units, Unit I, II and III. In Unit I and II there will be two questions the students will have to attempt one question from each unit. Each question carries 10 marks. Unit III will be compulsory and it will consist of three short answer type questions selecting at least one question from each unit. Each question will carry 05 marks.

**Course Objectives:** After completion of course the students will be able to:

- ☐ ☐ Understand the nature of mathematics.
- ☐ ☐ Appreciate the contributions of famous mathematicians in mathematics.
- ☐ ☐ Understand the aims and objectives of teaching of mathematics
- ☐ ☐ Understand the value of mathematics' and relationship of mathematics with other school subjects
- ☐ ☐ Understand of learning theories and their applications in mathematics education.
- ☐ ☐ Improve their competencies in secondary level mathematics.

**UNIT-I**

**The Nature of Mathematics and its relation to disciplinary knowledge**

1. Meaning and nature of mathematics- Science of logical reasoning, mathematical language & symbolism, Pure and applied mathematics (axioms, postulates, patterns and language of Mathematics)
2. Scope and significance of mathematics in present day curriculum.
3. Integration of Mathematics with other subjects (Physical Science, Economics, Bio Sciences, Fine Arts).

**UNIT-II**

**Aims and pedagogical approaches to Teaching Mathematics**

1. Aims of Teaching of Mathematics.
2. Objectives of Teaching Mathematics at the different stages of school (Middle Level- 6th, 7th, 8th, Secondary Level - 9th, 10th Senior Secondary Level - +1, +2) Bloom's

Taxonomy of educational objectives.

3. Values of teaching Mathematics.

4. Management of math in small group and in large group (based on learning theories of Piaget Vygostky, Bruner, Chomsky)

### **SESSIONAL WORK**

**Performance in unit tests and house examination 05 Marks**

**Attendance 02 Marks**

**Assignments on the following 08 Marks**

1. Report on mathematics club/mathematics' fair
2. Contribution of Indian mathematicians ( Bhaskracharya Aryabhatta, Ramaanujam) and history of symbol.

**PAPER: IV and V**  
**PEDAGOGY OF PHYSICAL SCIENCE**

**CP I and II (A) Option: xiii**

**Time: 1.30 Hrs.**

**Total Marks: 50**

**Theory: 35**

**Sessional Work: 15**

The question paper will consist of three units, Unit I, II and III. In Unit I and II there will be two questions the students will have to attempt one question from each unit. Each question carries 10 marks. Unit III will be compulsory and it will consist of three short answer type questions selecting at least one question from each unit. Each question will carry 05 marks.

**Course Objectives:** After completion of the course students will be able to:-

- ☐ ☐ To develop an understanding of pedagogical analysis of various concepts in Science.
- ☐ ☐ To develop an understanding of global perspectives in Science teaching.
- ☐ ☐ To develop an understanding of the approaches and methods of teaching Science.
- ☐ ☐ acquire the knowledge of aims, values & objectives of teaching Science
- ☐ ☐ apply learning experiences and educational aids to teaching biology in the classroom
- ☐ ☐ acquire the knowledge of science laboratory
- ☐ ☐ acquire mastery over the development and use of evaluation tools in Science

**UNIT-I**

**Nature of Physical Science and its relation to disciplinary knowledge:**

(a) Meaning, nature and scope of Physical Science, Impact of Physics and chemistry on our modern living and globalization, Correlation of Physics and chemistry Science with other school subjects, Importance of Physical Sciences in school context, in holistic development of child.

(b) Path tracking discoveries & land mark developments in physical science, Development of Physical Science in India (Scientific Institutions - ICRISAT, CCMB, ICAR, MCT, NIN, NAARM, CRIDA).

**UNIT-II**

**Pedagogical approaches to teaching Physical Science:**

(a) Aims of teaching Physical Science at Middle, Secondary and higher secondary levels, Values of teaching Physical Science, General and specific objectives of teaching of

Physical science.

(b) Approach to Physical Science Teaching- Brainstorming, Quiz, Seminar, Discussion, Scenario building. Individualization of Science Instruction - Personalized System of instruction, Programmed instruction, Computer assisted instruction, Planning of Physical Science laboratories & Mobile laboratories, Equipping science laboratories (purchase & maintenance), Maintaining Registers in the Science laboratory, Improvised Apparatus, Safety procedures.

### **SESSIONAL WORK**

**Performance in unit tests and house examination 05 Marks**

**Attendance 02 Marks**

**Assignments on the following 08 Marks**

Any two activities to be performed and a file of activities conducted to be maintained and certified.

- 1) Make a report on contribution of any three eminent scientists: Issac Newton, C. V. Raman, Albert Einstein, Darwin, Mendel, Hargobind Khurana and A.P.J Abdul Kalam. Discuss in groups the aspects of Science education evolving in them. After discussions, students document their understanding in lucid manner as a term paper and present the content in the form of presentation.
- 2) Conducting and reporting two experiments useful at middle, secondary and higher secondary level.
- 3) Preparation of Scrap book containing original science stories/ articles/ features/ plays/ Interview report useful for teaching of Science
- 4) Planning an out of class activity to use local resources to teach Science

**PAPER: VI**  
**LANGUAGE PROFICIENCY AND COMMUNICATION**  
**(CP-III)**

**Time: 1.30 Hrs.**

**Total Marks: 50**

**Theory: 35**

**Sessional Work: 15**

The question paper will consist of three units, Unit I, II and III. In Unit I and II there will be two questions the students will have to attempt one question from each unit. Each question carries 10 marks. Unit III will be compulsory and it will consist of three short answer type questions selecting at least one question from each unit. Each question will carry 05 marks.

**Course Objectives:** After the completion of the course students will be able to:

- ☐ ☐ Understand the concept of classroom transaction
- ☐ ☐ Understand schema theories
- ☐ ☐ Explain the nature and types of questioning
- ☐ ☐ Explain the Concept of Listening, Speaking, Reading and Writing and its significance

**UNIT-I**

1. Multilingualism in Classroom – Role of Home Language and School Language in classroom instructions.
2. Languages in India – Status, Constitutional provisions and language policy (Art. 345 – 351, 350 A)
3. Language issues in Kothari Commission (1964 – 66), NPE - 1986, POA – 1992, NCF – 2005

**UNIT-II**

1. Language Development (Listening, Speaking, Reading and Writing) in content area: Social Sciences, Sciences, Mathematics and Languages.
2. Deficit, Discontinuity and schema theories.
3. Classroom discourse and its nature, Discussion and Questioning as tool for learning.

**SESSIONAL WORK**

**Performance in unit tests and house examination 05 Marks**

**Attendance 02 Marks**

**Assignments on the following 08 Marks**

- ☐ ☐ Writing of one article from the content areas viz. a viz. social studies, science, math keeping in view language enrichment development (Listening, Speaking, Reading and Writing)
- ☐ ☐ Review of the at least one article from the content areas –Literature, Social Sciences, science, Mathematics.
- ☐ ☐ Analyzing structure of the article, identifying subheadings, keywords, sequencing f ideas, use of concrete details, illustration, and statistical representation.
- ☐ ☐ Preparation of a plan to use multilingualism as a strategy in the classroom.
- ☐ ☐ Debate and Discussion in classroom on the policies specified in the syllabus and report writing thereof.

**PAPER: VII**  
**READING AND REFLECTING ON TEXTS**  
**( EPC-I)**

**. Time: 1.30 Hrs.**

**Total Marks: 50**

**Sessional Work: 50**

**The whole sessional work will be submitted to the incharge.**

**Course Objectives:** After the completion of the course students will be able to:

- ☐ ☐ Able to explain different types of Text
- ☐ ☐ Reflect upon different types of policy document

**UNIT-I**

- a) Reading Resources: NPE-1986, NCF-2005
- b) Reflection on core elements in the above stated policy documents with respect to aim of education, pedagogy and evaluation.

**UNIT-II**

- a) Reading of school text books (Class VIII /IX) -- social sciences, sciences, mathematics and languages.
- b) Reflection on core elements in the above stated school text books (Any one) with respect to gender, environment and health. (Prepare a Report).

**SESSIONAL WORK:**

Attendance -**05 marks**

Sessional work related to Unit I-**15 marks**

Sessional work related to Unit II-**15 marks**

Assignments on the following-**15 marks**

**Review and Evaluation of the following**

- ☐ ☐ Learning to Be (UNESCO Report)
- ☐ ☐ Learning without Burden
- ☐ ☐ Human development Chapter in Annual Economic survey (2014- 2015)



**PAPER: VIII**  
**FIELD ENGAGEMENT WITH SCHOOL (FE-I)**

**Total Marks: 25**

**Sessional/ Internal: 25**

**ACTIVITIES DURING ONE WEEK FIELD ENGAGEMENT PROGRAMME**

The following activities will be performed by the students during this one week field engagement programme with school:

1. Interaction with the Principal of the school.
2. Interaction with the Teachers of the school.
3. Visit to the library and going through the books of their teaching subjects.
4. Observing the schedule of the school and analyzing the schedule of the session of the school.
5. Interaction with the student of the class and analyzing the problems of the students.
6. Visit to various laboratories and observe its functioning.

Students will prepare a file to record their experiences after having detailed discussion with their supervisor.

**(Semester–II)**  
**PAPER: I**  
**UNDERSTANDING THE LEARNING PROCESS**  
**(P-IV)**

**Time: 3Hrs.**

**Total Marks: 100**

**Theory: 70**

**Sessional Work: 30**

The question paper will consist of five units, Unit I, II, III, IV and V. In Unit I-IV there will be two questions the students will have to attempt one question from each unit. Each question carries 10 marks. Unit V will be compulsory and it will consist of six short answer type questions selecting one question from each unit and the rest of two questions will cover the entire syllabus.

Each question will carry 05 marks.

**Course Objectives:** After Completion of Course the Students will be able to:

- ☐ ☐ Understand the various theories of learning
- ☐ ☐ Understand the concept of motivation and understand the role of teacher in motivating, strengthening and sustaining learning styles.
- ☐ ☐ Explain the nature and characteristics of teaching
- ☐ ☐ Describe the principles and maxims of teaching
- ☐ ☐ Discuss anatomy of teaching
- ☐ ☐ Differentiate between teaching and learning

**UNIT–I**

- a) Learning- Meaning, Nature and Factors affecting Learning
- b) Learning Theories-Behavioristic, Cognitivist and Bandura's Social learning theories in relation to learner, teacher and teaching learning process.
- c) Transfer of learning, its types and educational implications.

**UNIT–II**

- a) Learning as construction of knowledge as different from learning as Transmission and reception of knowledge.
- b) Constructivism (Piaget, Bruner and Vygotsky)

**UNIT–III**

- a) **Learning Styles:** Meaning and concept; Implications for classroom learning

- b) **Motivation:** Concept, Types and Techniques
- c) Teacher's role in motivating, strengthening and sustaining motivation among learners.

#### **UNIT-IV**

- a) **Learning Disabilities:** Meaning and concept
- b) Types of Learning Disabilities in children and adolescents
- c) Access, participation and quality of education of children and youth with disabilities at elementary and secondary educational levels

#### **SESSIONAL WORK**

**Performance in unit tests and house examination 10 Marks**

**Attendance 05 Marks**

**Assignments on the following 15 Marks**

- ☐ ☐ Case study of Learning Disabled child
- ☐ ☐ Institutional visit and reporting of activities for mainstreaming of disabled children in school education

**PAPER: II**  
**ASSESSMENT FOR LEARNING**  
**(CP-IV)**

**Time: 3Hrs.**

**Total Marks: 100**

**Theory: 70**

**Sessional Work: 30**

The question paper will consist of five units, Unit I, II, III, IV and V. In Unit I-IV there will be two questions the students will have to attempt one question from each unit. Each question carries 10 marks. Unit V will be compulsory and it will consist of six short answer type questions selecting one question from each unit and the rest of two questions will cover the entire syllabus. Each question will carry 05 marks.

**Course Objectives:** After Completion of Course the Students will be able to:

- Gain a critical understanding of issues in assessment and evaluation.
- Become cognizant of key concepts, such as formative and summative assessment, evaluation
- and measurement, test, examination;
- Be exposed to different kinds and forms of assessment that aid student learning;
- Become the use of a wide range of assessment tools, and learn to select and construct these
- appropriately; and
- Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the
- whole student in view

**UNIT-I**

- a) **Assessment:** Concept, nature and characteristics of assessment
- b) Distinction between “Assessment of learning” and ‘Assessment for learning’.
- c) Purpose of assessment in a “Constructivist Paradigm

**UNIT-II**

- a) **Types of Assessment:** Diagnostic, Formative and summative
- b) **Concept of Continuous and Comprehensive Assessment and Grading:** Concept and characteristics

c) Bloom's taxonomy of educational objectives

### **UNIT-III**

a) Assessment of scholastic and allied aspects in learning outcomes: (i) Construction of various test items (ii) Blue print of a question paper

b) Assessment of affective domain: Observation, interview and rating scale as a tool of assessment.

c) Assessment of psychomotor domain of learning outcomes

### **UNIT IV**

a) Statistical tool: Percentage, Graphical representation, frequency distribution, central tendency, variation, normal distribution, standard scores (Z, T and Stanine)

b) Feedback as an essential component for assessment.

i. Types of feedback

ii. Developing maintain and reporting a comprehensive learner profile

### **SESSIONAL WORK**

**Performance in unit tests and house examination 10 Marks**

**Attendance 05 Marks**

**Assignments on the following 15 Marks**

- Preparation of Cumulative Record Card (CRC) for CCE
- Conversion of raw scores into grade point average

**PAPER: III**  
**Educational Technology and ICT**  
**P-V**

**Time: 3Hrs.**

**Total Marks: 100**

**Theory: 70**

**Sessional Work: 30**

The question paper will consist of five units, Unit I, II, III, IV and V. In Unit I-IV there will be two questions the students will have to attempt one question from each unit. Each question carries 10 marks. Unit V will be compulsory and it will consist of six short answer type questions selecting one question from each unit and the rest of two questions will cover the entire syllabus. Each question will carry 05 marks.

**Course Objectives:** After Completion of Course the Students will be able to:

- Understand the nature and scope of educational technology and also about the various forms of technology
- Know the systems approach to Education and communication theories and modes of communication
- Familiar with the instructional design and modes of development of self learning material
- Describe the concept of ICT in education and appreciate the scope of ICT for improving the personal productivity and professional competencies

**UNIT-I**

**Nature and Scope**

**1) Educational Technology: Concept, Approaches of Educational Technology:**

Hardware and software, Multimedia and Mass media approach.

2) Concept of Teaching, Anatomy and principles of teaching. Relationship of the term teaching with other similar concepts such as conditioning, instruction, training and indoctrination.

3) Major institutions of educational technology in India – CIET, EMMRC (AVRC, EMRC and MCRC), IGNOU, SIET

**UNIT-II**

**Systems Approach to Education and Communication**

- 1) Systems Approach to Education and Components: Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies. Computer Assisted Learning (CAL) and Computer Managed Learning (CML) – Concept, process, merits and demerits.
- 2) Communication and Instruction: Concept, nature, principles, modes, facilitators and barriers of communication process, Classroom Communication (Interaction- verbal and Non-verbal).
- 3) Instructional Strategies and Media for Instruction; designing of instructional strategies such as lecture, team teaching, discussion, smart class, seminar and tutorials (concept and importance), Programmed Learning – Concept, origin, basic structure of Linear (Extrinsic) and Branching (Intrinsic) styles of programming, Various steps involved in construction of programmes.

### **UNIT–III**

#### **Innovations in Teaching Learning Process**

- 1) Bloom's Taxonomy of instructional objections.
- 2) **Teaching Models:** concept, types- concept attainment and Advance Organiser Model
- 3) **Micro Teaching:** Concept process , limitations and knowledge of few important teaching skills

### **UNIT–IV**

#### **ICT in Education**

- 1) **Information & Communication Technology:** Concept, Need and Scope alongwith its difference with Educational Technology.
- 2) E-learning, Mobile learning as manifestation of ICT
- 3) Digital resources and Digital platform as means for integrating ICT in Edu.

### **SESSIONAL WORK**

**Performance in unit tests and house examination 10 Marks**

**Attendance 05 Marks**

**Assignments on the following 15 Marks**

- Organise seminar/ debates on different approaches of ICT in teaching learning process.
- Visit to local TV / Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content.

- Review of CIET/UGC/IGNOU TV Programmes, and preparation of report.
- Preparation of two lesson plans based on any model of teaching.



**PAPER: IV AND V**  
**PEDAGOGY OF PUNJABI**  
**CP I and II (B) Option-i**  
**ਪੰਜਾਬੀ ਅਧਿਆਪਨ**

**Time: 1.30 Hrs.**

**Total Marks: 50**

**Theory: 35**

**Sessional Work: 15**

The question paper will consist of three units, Unit I, II and III. In Unit I and II there will be two questions the students will have to attempt one question from each unit. Each question carries 10 marks. Unit III will be compulsory and it will consist of three short answer type questions selecting at least one question from each unit. Each question will carry 05 marks.

**ਇਕਾਈ-1**

- (ੳ) ਪੰਜਾਬੀ ਸਾਹਿਤ ਤੇ ਵੱਖ-ਵੱਖ ਰੂਪ, ਸਕੂਲੀ ਪਾਠਕ੍ਰਮ ਵਿੱਚ ਵੱਖ-ਵੱਖ ਰੂਪਾਂ ਦੀ ਪੜ੍ਹਾਈ।  
(ਅ) ਸਕੂਲੀ ਪਾਠਕ੍ਰਮ ਵਿੱਚ ਮੀਡੀਆ ਦੀ ਭੂਮਿਕਾ  
(ੲ) ਭਾਸ਼ਾ ਵਿੱਚ ਅਨੁਵਾਦ ਦਾ ਮਹੱਤਵ ਤੇ ਲੋੜ  
2. ਕਵਿਤਾ ਤੇ ਵਾਰਤਕ ਅਧਿਆਪਨ - ਮਹੱਤਵ, ਉਦੇਸ਼, ਵਿਧੀਆਂ ਤੇ ਅੰਤਰ।  
3. ਵਿਆਕਰਣ ਸਿੱਖਿਆ - ਪਰਿਭਾਸ਼ਾ, ਸਿੱਖਿਆ ਦੇਣ ਦੀ ਸਹੀ ਉਮਰ, ਮਹੱਤਵ, ਉਦੇਸ਼ ਤੇ ਵਿਧੀਆਂ।  
4. ਨਾਟਕ ਸਿੱਖਿਆ - ਮਹੱਤਵ, ਉਦੇਸ਼ ਤੇ ਵਿਧੀਆਂ, ਕਹਾਣੀ ਦੀ ਸਿੱਖਿਆ - ਕਹਾਣੀ ਸੁਣਾਉਣ ਦੀ ਕਥਾ, ਅਧਿਆਪਨ ਵਿਧੀਆਂ।

**ਇਕਾਈ-2**

5. ਪਾਠ ਯੋਜਨਾ - ਪਰਿਭਾਸ਼ਾ, ਉਦੇਸ਼, ਮਹੱਤਤਾ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਤੇ ਕਿਸਮਾਂ ਪਾਠ ਯੋਜਨਾ ਦੀ ਤਿਆਰੀ ਸੂਖਮ ਪਾਠ ਯੋਜਨਾਂ ਦੀ ਤਿਆਰੀ ਤੇ ਕੋਸ਼ਲ ਅਧਿਆਪਨ  
6. ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਸਹਾਇਕ ਸਮੱਗਰੀ-ਅਰਥ, ਮਹੱਤਤਾ, ਕਿਸਮਾਂ ਤੇ ਉਪਯੋਗੀ ਵਰਤੋਂ  
ਭਾਸ਼ਾ ਪ੍ਰੋਯੋਗਸ਼ਾਲਾ - ਅਰਥ, ਉਦੇਸ਼, ਮਹੱਤਤਾ, ਵਰਤੋਂ ਦੇ ਢੰਗ।  
7. ਮਾਤਭਾਸ਼ਾ ਪਾਠਪ੍ਰਸਤਕ, ਪਾਠਕ੍ਰਮ - ਉਦੇਸ਼, ਮਹੱਤਤਾ ਤੇ ਸਿਧਾਂਤ।  
8. ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਲਈ ਮੁਲਾਂਕਣ - ਅਰਥ ਤੇ ਵਿਧੀਆਂ, ਨਿਰੰਤਰ ਵਿਆਪਕ ਮੁਲਾਂਕਣ ਦੀ ਧਾਰਨਾ ਅਤੇ ਤੋਂ ਯ ਵੀ ਤੱਕ ਅੰਕ ਵੰਡ। ਮੁਲਾਂਕਣ ਲਈ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਰੂਪ ਅਤੇ ਪਰਤਵੀ ਸੂਚਨਾ।

**ਸੈਸ਼ਨਲ ਵਰਕ:-**

Performance in Unit tests and House examination-05 marks

Attendance -02 marks

Assignment on the following -08 marks

1. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਮਹਾਨ ਲੇਖਕਾਂ (ਕੋਈ ਵੀ ਦੋ) ਦੇ ਪੰਜਾਬੀ ਸਾਹਿਤ ਵਿੱਚ ਯੋਗਦਾਨ ਦੇ ਸਬੰਧੀ ਰਿਪੋਰਟ ਤਿਆਰ ਕਰੋ।
2. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਕੋਈ ਵੀ ਦੋ ਮਹਾਨ ਕਵੀਆਂ ਦੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਸਾਹਿਤ ਵਿੱਚ ਯੋਗਦਾਨ ਸਬੰਧੀ ਰਿਪੋਰਟ ਤਿਆਰ ਕਰੋ।

**PAPER: IV and V**  
**PEDAGOGY OF ENGLISH**  
**CP I and II (B) Option-iii**

**Time: 1.30 Hrs.**

**Total Marks: 50**

**Theory: 35**

**Sessional Work: 15**

The question paper will consist of three units, Unit I, II and III. In Unit I and II there will be two questions the students will have to attempt one question from each unit. Each question carries 10 marks. Unit III will be compulsory and it will consist of three short answer type questions selecting at least one question from each unit. Each question will carry 05 marks.

**Course Objectives:** After Completion of Course the Students will be able to:

- ☐ To introduce student teachers to some important methodologies & techniques of teaching English.
- ☐ To enable student teachers to prepare and use appropriate audio- visual teaching aids for effective teaching of English
- ☐ To enable the students to evaluate student's performance in English
- ☐ To develop in student teachers insight into the form and use of English and to give practice in lesson planning.
- ☐ To develop understanding of the significance of professional preparedness of English teachers.

**UNIT-I**

**1. Methods and approaches of Teaching English:**

- ☐ Grammar Translation Method, Bilingual method and Direct Method.
- ☐ The Structural Approach and its Application in the Classroom.
- ☐ Situational Teaching and Communicative Language Teaching.
- ☐ Constructivist Approach to Teaching English.

**2. Evaluation and Teaching Aids**

- a) Continuous and Comprehensive Evaluation (CCE): Concept, technique and weight age distribution.
- b) Development of language test.
- c) Educational significance and practical use of teaching aids in English.

- d) Essential qualities of teaching aids with special reference to OHP, LCD Projector and computer.
- e) Language Laboratory – its set up, uses and limitations.
- f) Language games

## **UNIT-II**

### **Lesson Planning**

1. Need & Importance
2. Preparation of Macro lesson
  - (a) Prose
  - (b) Poetry
  - (c) Grammar
  - (d) Composition
    - (i) Notice Writing
    - (ii) Letter Writing
    - (iii) Paragraph
    - (iv) Story Writing
3. Micro Lesson
  - i) Skill of B.B Writing.
  - ii) Skill of Stimulus variation.
  - iii) Skill of questioning.
  - iv) Skill in illustrating with examples.

## **SESSIONAL WORK**

**Performance in unit tests and house examination 05 Marks**

**Attendance 02 Marks**

**Assignments on the following 08 Marks**

- ☐ Develop a blue print of language test balancing all the skills i.e listening, speaking, reading & writing.
- ☐ Prepare five lesson plans based on ICT and Teaching Models II)

**PAPER: IV and V**  
**PEDAGOGY OF SOCIAL SCIENCE**  
**CP I and II (B) Option-iv**

**Time: 1.30 Hrs.**

**Total Marks: 50**

**Theory: 35**

**Sessional Work: 15**

The question paper will consist of three units, Unit I, II and III. In Unit I and II there will be two questions the students will have to attempt one question from each unit. Each question carries 10 marks. Unit III will be compulsory and it will consist of three short answer type questions selecting at least one question from each unit. Each question will carry 05 marks.

**Course Objectives:** After Completion of Course the Students will be able to:

- ☐ Differentiate different types of approaches of social science.
- ☐ Understand the concept of evaluation.
- ☐ Understand different types of test.
- ☐ Know how to plan lesson.
- ☐ Understand different types of micro teaching skills

**UNIT-I**

**Methods of Teaching of Social Science**

**1. (a) Methods:** Meaning, Characteristics of good teaching method for Social Science.

**(b)** (i) Lecture Method

(ii) Project Method, Socialised recitation method (Seminar, debate, Panel discussion, workshop, symposium and dramatization), Story telling method (With special reference to learning theories given by Piaget, Bruner, Vygotsky, Chomsky)

**2. Evaluation:**

(a) Concept, Need and importance.

(b) **CCE:** Concept, techniques & weight age distribution(VI to VIII, IX to X)

**3. Types of Test:** Essay Type Test, Short Answer Type Tests, Objective Type Tests along with merits.

**UNIT-II**

**Understanding of delivery of Social Science knowledge to children with diverse need**

1. Lesson planning - Meaning, Characteristics and steps of construction of composite

lesson plan.

2. (a) Integration of projected and non projected teaching aids with lesson planning

(b) Specific topics for composite lesson plan:

- ☐ ☐ Demand of supply
- ☐ ☐ Revenue and cost
- ☐ ☐ Green revolution
- ☐ ☐ Democracy
- ☐ ☐ Organs of government
- ☐ ☐ Indian constitution
- ☐ ☐ Structure of Atmosphere
- ☐ ☐ Face of Earth
- ☐ ☐ Natural Vegetation and wild life
- ☐ ☐ The Mughal Empire
- ☐ ☐ Monumental Architecture
- ☐ ☐ Revolution of 1857
- ☐ ☐ Indian freedom movement
- ☐ ☐ Environment
- ☐ ☐ Natural Disasters

3. Teaching Micro skills with special reference to five skills-

- ☐ ☐ Skill of Introducing the topic
- ☐ ☐ Skill of questioning
- ☐ ☐ Skill of Explanation
- ☐ ☐ Skill of Stimulus variation
- ☐ ☐ Skill of Blackboard Writing

### **SESSIONAL WORK**

**Performance in unit tests and house examination 05 Marks**

**Attendance 02 Marks**

**Assignments on the following 08 Marks**

1. Quiz Question Bank ( Including Questions for preliminary round and main round)
2. Preparation of blue print with question paper and evaluation key.

**PAPER: IV and V**  
**PEDAGOGY OF ECONOMICS**  
**CP I and II (B) Option-viii**

**Time: 1.30 Hrs.**

**Total Marks: 50**

**Theory: 35**

**Sessional Work: 15**

The question paper will consist of three units, Unit I, II and III. In Unit I and II there will be two questions the students will have to attempt one question from each unit. Each question carries 10 marks. Unit III will be compulsory and it will consist of three short answer type questions selecting at least one question from each unit. Each question will carry 05 marks.

**Course Objectives:** After completion of the course students will be able to:

1. Differentiate different types of methods of teaching Economics.
2. Understand the concept of Evaluation.
3. Differentiate between different types of test items.
4. Know how to plan a lesson.
5. Understand different types of micro teaching skills.

**UNIT-I**

**Methods of Teaching Economics**

1. (a) **Methods:** Meaning, Characteristics of Good Teaching Method for Economics.

(b) i) Lecture Method.

ii) Discussion Method.

iii) Project Method.

iv) Survey Method.

v) Inductive deductive method

(With special reference to learning theories given by Piaget, Bruner, vygotsky, Chomsky)

(c) **Devices and Techniques:** Assignments, Seminars, Symposium, Supervised Study, Excursions.

**2. Evaluation:**

(a) Concept, Need and importance.

(b) **CCE:** Concept, techniques & weight age distribution(VI to VIII, IX, to X)

3. **Types of Test:** Essay Type Test, Short Answer Type Tests, Objective Type Tests

along with merits and demerits

## **UNIT-II**

### **Understanding of delivery of Economics knowledge to children with diverse need**

1. (a) **Lesson Planning:** Meaning, Characteristics and Steps of Construction of Composite Lesson Plan.

(b) Integration of projected and non projected teaching aid with lesson planning.

(c) Specific topics for composite lesson plan

i) Demand and supply

ii) Revenue and cost

iii) Importance of Agriculture

iv) Functions of Money

v) Functions of Banking

vi) Circular flow of income

vii) Law of diminishing marginal utility

3. Teaching Micro skills with special reference to five skills.

i) Skill of introducing the lesson

ii) Skill of probing questions

iii) Skill of Explanation

iv) Skill of stimulus variation

v) Skill of Black Board Writing

## **SESSIONAL WORK**

**Performance in unit tests and house examination 05 Marks**

**Attendance 02 Marks**

**Assignments on the following 08 Marks**

☐ Project work on any two economic resource contributing to economics development.

(1) Bank (2) Dams (3) Company (4) Agriculture sector.



**PAPER: IV and V**  
**PEDAGOGY OF COMMERCE**  
**CP I and II (B) Option-ix**

**Time: 1.30 Hrs.**

**Total Marks: 50**

**Theory: 35**

**Sessional Work: 15**

The question paper will consist of three units, Unit I, II and III. In Unit I and II there will be two questions the students will have to attempt one question from each unit. Each question carries 10 marks. Unit III will be compulsory and it will consist of three short answer type questions selecting at least one question from each unit. Each question will carry 05 marks.

**Course Objectives:** After completion of the course students will be able to:

- ☐ ☐ Differentiate different types of methods of teaching Commerce.
- ☐ ☐ Understand the concept of Evaluation.
- ☐ ☐ Differentiate between different types of test items.
- ☐ ☐ Know how to plan a lesson.
- ☐ ☐ Understand different types of micro teaching skills.

**UNIT-I**

**Methods of Teaching of Commerce**

- 1.(a) Meaning, Characteristics of good teaching method for commerce.
- (b) Lecture method, discussion method, project method, inductive- deductive method and survey method with special reference to learning theories given by Piaget, Bruner, Vygotsky and Chomsky.
- 2.(a) **Evaluation:** Need and Importance.
- (b) **CCE** – Concept, Characteristics and weight age distribution (XI to XII)
3. **Type of Tests:**
  - Essay Type Test
  - Short Answer Type Tests
  - Objective Type Tests Demerits.Along with merits and demerits

**UNIT-II**

**Understanding of delivery of commerce knowledge to children with diverse needs**

1. **Lesson Planning:** Meaning, Characteristics and steps of construction of composite lesson plan.
2. Integration of projected and non projected teaching aid with lesson planning. Specific topics for composite lesson planning:-
  1. Banking
  2. Warehouse
  3. Trade
  4. Insurance
  5. Marketing
  6. Product
  7. Marketing Mix
  8. Transport
  9. Advertisement
  10. Journal
  11. Ledger
  12. Types of Account
  13. Partnership
  14. Final Accounts
  15. Social Responsibility of Business
3. Teaching Micro skill with special reference to five skills:-
  1. Skill of introducing the topic
  2. Skill of Questioning
  3. Skill of Explanation
  4. Skill of Stimulus Variation
  5. Skill of B.B. writing.

### **SESSIONAL WORK**

**Performance in unit tests and house examination 05 Marks**

**Attendance 02 Marks**

**Assignments on the following 08 Marks**

1. Preparation of PPT and commercial ad on marketing of a commodity.

**PAPER: IV and V**  
**PEDAGOGY OF MATHEMATICS**  
**CP I and II (B) Option-x**

**Time: 1.30 Hrs.**

**Total Marks: 50**

**Theory: 35**

**Sessional Work: 15**

The question paper will consist of three units, Unit I, II and III. In Unit I and II there will be two questions the students will have to attempt one question from each unit. Each question carries 10 marks. Unit III will be compulsory and it will consist of three short answer type questions selecting at least one question from each unit. Each question will carry 05 marks.

**Course Objectives:** After Completion of Course the Students will be able to:

- ☐ ☐ Understand various instructional strategies and their appropriate use in teaching mathematics at the secondary level.
- ☐ ☐ Understand preparation and use of diagnostics test and organize remedial teaching.
- ☐ ☐ Application of appropriate evaluation techniques in mathematics.
- ☐ ☐ Understand the application of appropriate evaluation techniques in mathematics

**UNIT-I**

**Methods of Teaching Mathematics**

1. **Approaches** – Constructivist, Discoveries.
3. **Methods** – Problem Solving, Laboratory, Project, Inductive – Deductive, Analytic-Synthetic.

Techniques (Oral, Written Work, Drill Work, Supervised Study, Error Analysis)

4. Types of Assessment (Diagnostic, Formative & Summative), Different Types of Tests Used for Evaluation in Mathematics)

**UNIT-II**

**Understanding of delivery of mathematics knowledge to children with diverse needs**

1. Annual Plan & Unit Plan
2. **Lesson Planning** – Herbartian lesson plan, planning of macro / composite lessons with special references to
  - a) number system
  - b) polynomials

- c) line segment
  - d) angles
  - e) triangles
  - f) quadrilaterals
  - g) trigonometric ratios, height and distances
  - h) linear , simultaneous and quadratic equations
  - i) measure of central tendency ( mean , median , mode )
  - j) Pythagoras theorem
  - k) Congruence
3. (a) Micro teaching: meaning, steps of micro teaching.
- (b) Orientation of different micro teaching skills:
- a) Skill of introducing the lesson
  - b) Skill of questioning
  - c) Skill of explanation
  - d) Skill of stimulus variation
  - e) Skill of black board writing

### **SESSIONAL WORK**

**Performance in unit tests and house examination 05 Marks**

**Attendance 02 Marks**

**Assignments on the following 08 Marks**

- 1) Test construction –Achievement and Diagnosis
- 2) Preparation of improvised teaching aids.

**PAPER: IV and V**  
**PEDAGOGY OF COMPUTER SCIENCE**  
**CP I and II (B) Option-xi**

**Time: 1.30 Hrs.**

**Total Marks: 50**

**Theory: 35**

**Sessional Work: 15**

The question paper will consist of three units, Unit I, II and III. In Unit I and II there will be two questions the students will have to attempt one question from each unit. Each question carries 10 marks. Unit III will be compulsory and it will consist of three short answer type questions selecting at least one question from each unit. Each question will carry 05 marks.

**Course Objectives:** After Completion of Course the Students will be able to:

- ☐ ☐ To equip them with different methods and techniques to be utilized in classroom situation.
- ☐ ☐ To provide them knowledge about evaluation techniques.
- ☐ ☐ To make them able to plan lessons and present them effectively.
- ☐ ☐ To enable them to use computers to enhance teaching / learning skills.

**UNIT-I**

**Methods of Teaching Computer Science**

1. **Methods of Teaching:** Lecture, Lecture cum Demonstration, Problem solving, Project method. Laboratory Method, Computer Assisted Instructions, Web Based Instructions
2. **Evaluation:** Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X).
3. (a) Types of test items- Essay type, short answer type, objective type.  
(b) Online Testing

**UNIT-II**

**Understanding of delivery of Computer Science Knowledge to children with diverse needs**

1. Lesson plan –Meaning, need and importance.
2. Steps in writing lesson plan.
3. Components and Preparation of Micro Lesson Plan for developing teaching skills of: • Skill of Introducing a Lesson • Skill of Explanation • Skill of Stimulus Variation, • Skill

of Questioning • Skill of Blackboard Writing.

4. Digital Lesson Plan

### **SESSIONAL WORK**

**Performance in unit tests and house examination 05 Marks**

**Attendance 02 Marks**

**Assignments on the following 08 Marks**

1. Preparation of digital lesson plan
2. Preparation of a online computer based test from syllabi of class VI-XII

**PAPER: IV**  
**PEDAGOGY OF PHYSICAL SCIENCE**  
**CP I and II (B) Option-xiii**

**Time: 1.30 Hrs.**

**Total Marks: 50**

**Theory: 35**

**Sessional Work: 15**

The question paper will consist of three units, Unit I, II and III. In Unit I and II there will be two questions the students will have to attempt one question from each unit. Each question carries 10 marks. Unit III will be compulsory and it will consist of three short answer type questions selecting at least one question from each unit. Each question will carry 05 marks.

**Course Objectives:** After completion of the course students will be able to:

- ☐ Differentiate different types of methods of teaching of physical science.
- ☐ Understand the concept of Evaluation.
- ☐ Differentiate between different types of test items.
- ☐ Know how to plan a lesson.
- ☐ Understand different types of micro teaching skills.

**UNIT-I**

**Methods of teaching Physical Science:**

(a) Bloom's Taxonomy of Educational Objectives, Instructional Objectives for Teaching Physical Science, Lecture Method, Demonstration method, Demonstration-cum-Discussion method, Heuristic method, Inductive deductive method, Project method, Scientific method

(Each Method should also highlight Processes of Science viz. — Heurism, Analysis, Synthesis, and Scientific Inquiry).

(b) Continuous & Comprehensive Evaluation, Concept, Types & Importance of Evaluation, Types of test items for evaluation -Essay type, short answer type, objective type.

**UNIT-II**

**Understanding of delivery of Physical Science knowledge to children with diverse needs:**

(a) Meaning, Need and Herbartian approach of Lesson Planning, Planning of Composite/

Macro lessons with special reference to: Rutherford model of an atom, States of matter, Carbon & its compounds, Insulators & Conductors, Motion, Energy & its types, Bohr atom model, conductors and insulators, metals and non metals, Inertia, Force, preparation of methane gas, Solutions, acid and bases etc.

(b) Meaning, Steps, Orientation of different microteaching Skills

- ☐ Skill of Introducing the lesson
- ☐ Skill of Blackboard writing
- ☐ Skill of Introducing with example
- ☐ Skill of Probing Questions
- ☐ Skill of Explanation
- ☐ Skill of Reinforcement
- ☐ Skill of Demonstration

### **SESSIONAL WORK**

**Performance in unit tests and house examination 05 Marks**

**Attendance 02 Marks**

**Assignments on the following 08 Marks**

1. Conduct of Two school related practical.
2. Preparation of two Low cost working models.



**PAPER:VI**  
**DRAMA AND ART IN EDUCATION**  
**(EPC-II)**

**Time: 1.30 Hrs.**

**Total Marks: 50**

**Sessional Work: 50**

**The whole sessional work will be submitted to the incharge.**

**Course Objectives:** After Completion of Course the Students will be able to:

- ☐ ☐ Develop imagination and sense of appreciation of art and interest in art.
- ☐ ☐ Develop aesthetic sense.
- ☐ ☐ Prepare effective teaching aids.
- ☐ ☐ Have basic knowledge about colour scheme.
- ☐ ☐ To use drama processes to examine their present and to generate new knowledge, understanding and perceptions of the world and themselves in it.
- ☐ ☐ Train, enhance some theatre skills that will later help them be creative and enlightened teachers. A process that draws our physical, emotional, intellectual and other faculties together in a moment (eg. life itself) makes for worthwhile, far reaching, holistic learning.

Drama is one such experience and should therefore have a central place in school education.

**UNIT-I**

1. Sketching of different objects related with their respective teaching subjects
2. Preparation of colour chart in file i.e Primary, Secondary, warm, cool, neutral
3. Theme based action figures i.e scene at the railway station, any sports activity, any story, market scene, any festival
4. Writing and Sketching practice on the black board with respect to teaching subjects
5. Alphabets in English, Gurmukhi and Hindi
6. Motto writing in 3 languages i.e English, Gurmukhi and Hindi
7. Preparation of 2 Flash cards according to their teaching subjects.

**UNIT-II**

1. Orientation to different forms of music with either a film screening or lecture demonstration by an artist.
2. Various forms of music and a brief history of one or two forms.

3. Connecting to music in nature and within our own selves; voice training: opening the voice, music and rhythm exercises: singing, creating music with different objects, folk of any one region.

4. (a) Recognition of differences among people; caste, class, religion, age, community, occupation, lifestyle etc. and how these influence action, decision and relationship of people.

(b) Basic concept of acting, advertisement, basic theatre, costume, directing, lighting, make up, set design, sound etc.

### **SESSIONAL WORK**

#### **Attendance -05 marks**

Sessional work related to Unit I-**15 marks**

Sessional work related to Unit II-**15 marks**

Assignments on any two of the following-**15 marks**

1. Script writing of any skit, play, mimicry.
2. Singing and composition of any folk song.
3. Performing any song.
4. Performing any theatre item such as skit, play, mimicry, mime.
5. Survey of any religion/ community/ age/ caste/ occupation/ lifestyle.
6. Preparation of an advertisement.
7. Stage setting, makeup of theatre items, costume design.

**PAPER: VII**  
**FILED ENGAGEMENT WITH RESPECT TO THE PERSPECTIVE PAPERS**  
**(FE-II)**

**Duration: 1 week**

**Total Marks: 25**

**Sessional/ Internal: 25**

**ACTIVITIES DURING ONE WEEK FIELD ENGAGEMENT PROGRAMME**

Any three of the following activities will be performed by the students during this one week field engagement programme with school:

1. Visit to Historical Places.
2. Visit to institutions of repute of the region.
3. Visit to National parks.
4. Visit to Museums.

Students will prepare a file to record their experiences along with photographs and educational implications.

**Annexure-C**

**Conference / Seminar / Workshop attended by the faculty**

<b>S. No</b>	<b>Date</b>	<b>Faculty Member</b>	<b>Workshops/ Seminars/ Conferences/ Orientation Program</b>	<b>Organized by</b>	<b>International/ National/ State/ University/ College</b>
1	30-31 August, 2010	Mrs. Gawinderjit Walia	Workshop	Khalsa College of Education, Amritsar	National
2	16-17 September, 2010	Mrs. Gawinderjit Walia	Workshop	Khalsa College of Education, Amritsar	National
3	16-17 September, 2010	Mrs. Deepmala	Workshop	Khalsa College of Education, Amritsar	National
4	30 September - 1 October, 2010	Mrs. Gurcharan Kaur	Orientation Program	Khalsa College of Education, Amritsar	National
5	30 September - 1 October, 2010	Mrs. Gawinderjit Walia	Orientation Program	Khalsa College of Education, Amritsar	National
6	4 October, 2010	Mrs. Gurcharan Kaur	Seminar	D.A.N. College of Education, Nawanshahr	National
7	12 October, 2010	Mrs. Gurcharan Kaur	Orientation Program	Government College of Education, Jalandhar	National
8	26-27 November, 2010	Mrs. Gurcharan Kaur	Seminar-cum-Workshop	Malwa Central College of Education for Women, Ludhiana	National
9	26-27 November, 2010	Mrs. Sawinder Arora	Seminar-cum-Workshop	Malwa Central College of Education for Women, Ludhiana	National
10	21 February, 2011	Mrs. Gurcharan Kaur	Seminar	DIPS College of Education, Dhilwan	National
11	21 February, 2011	Mrs. Manjit Kaur	Seminar	DIPS College of Education, Dhilwan	National

12	03 February, 2012	Mrs. Gurcharan Kaur	Seminar	Malwa Central College of Education for Women, Ludhiana	National
13	15-16 February, 2012	Mrs. Gurcharan Kaur	Conference	Ramgarhia College of Education, Phagwara	National
14	15-16 February, 2012	Mrs. Sawinder Arora	Conference	Ramgarhia College of Education, Phagwara	National
15	29 February, 2012	Mrs. Sawinder Arora	Workshop	Om Parkash Memorial Institution of Education, Dyalpur	National
16	05 April, 2015	Mrs. Deepmala	Workshop	Khalsa College of Education, Amritsar	National
17	05 April, 2015	Ms. Amanpreet Kaur	Workshop	Khalsa College of Education, Amritsar	National
18	05 April, 2015	Ms. Lakhwinder Kaur	Workshop	Khalsa College of Education, Amritsar	National

**Annexure-D****Paper Presented by the faculty**

<b>S. No.</b>	<b>Date</b>	<b>Faculty Member</b>	<b>Seminars/ Conferences</b>	<b>Title of the paper</b>	<b>Organized by</b>	<b>International/ National/ State/ University/ College</b>
1.	15 January, 2011	Mrs. Mandeep Kaur	Seminar	Issues on Integrating Approaches of ICT in Teacher Education	Kamla Nehru College of Education, Phagwara	National
2.	15-16 February, 2012	Mrs. Sawinder Arora	Conference	Effect of Polya's Problem Solving Method on Problem Solving Ability in Mathematics	Ramgarhia College of Education, Phagwara	National
3.	6-8 April, 2012	Mrs. Sawinder Arora	Conference	ICT to Strengthen Teaching-Learning Process	Lovely Professional University, Phagwara	International
4.	26-27 October, 2012	Mrs. Mandeep Kaur	Conference	Facet of Education to Gain Economic Maturity.	Hindu Kanya College, Kapurthala	National
5	7 March, 2013	Mrs. Manjit Kaur	Seminar	Teachers as facilitator in the Changing Scenario	D.A.N. College of Education, Nawanshahr	National
6	7 March, 2013	Mrs. Sawinder Arora	Seminar	Reflecting on Teaching – A way to Quality Teaching	D.A.N. College of Education, Nawanshahr	National
7	8-9 March, 2013	Mrs. Sawinder Arora	Seminar	Challenge for Indian Education: Result from PISA 2009+	BCM College of Education, Ludhiana.	National
8	1 May, 2013	Mrs. Manjit Kaur	Seminar	Preparing Teachers for 21 <sup>st</sup> century	Sant Baba Bhag Singh Institute of Education, Jalandhar	National

9	22-24 November, 2013	Mrs. Manjit Kaur	Conference	Quality Assurance of Teacher Education, Role of UGC	Khalsa College of Education, Amritsar	International
10	4-5 December, 2013	Mrs. Manpreet Kaur	Conference	Constructive Teaching in Teacher Education for Sustainable Development	Rajiv Gandhi National University of Law, Chandigarh	International
11	21-22 February, 2014	Mrs. Manjit Kaur	Conference	Girl Child Glutted in Indian Society	Sri Sai Group of Institutes, Badhiani-Pathankot	International
12	3-4 May, 2014	Mrs. Sawinder Arora	Seminar	Changing Role of Teacher and ICT Integration in Teacher Training: An Overview	M.G.N College of Education, Jalandhar	National
13	3-4 May, 2014	Mrs. Manjit Kaur	Seminar	Inclusive Education- Need of an Hour	M.G.N College of Education, Jalandhar	National
14	26-27 June, 2014	Mrs. Mandeep Kaur & Ms. Sapna Saini	Conference	Education and Economic Development	Amritsar College of Engineering and Technology, Amritsar	National
15	10 September, 2014	Mrs. Mandeep Kaur & Ms. Sapna Saini	Conference	Technological Innovations in Teaching	Sant Baba Bhag Singh Institute of Engineering and Technology, Padhiana, Jalandhar	National
16	6 December, 2014	Mrs. Manjit Kaur	Seminar	Innovation: The Confidence to Try Something New in Teaching-Learning Process	Guru Nanak College of Education for Women, Kapurthala	National

17	6 December, 2014	Mrs. Sawinder Arora	Seminar	Problem Solving in Mathematics Education: An Innovative Teaching Strategy	Guru Nanak College of Education for Women, Kapurthala	National
18	6 December, 2014	Mrs. Deepmala	Seminar	Role of ICT in Improving the Quality of Physical Education	Guru Nanak College of Education for Women, Kapurthala	National
19	6 December, 2014	Mrs. Mandeep Kaur	Seminar	Futuristic Window of Teacher Education	Guru Nanak College of Education for Women, Kapurthala	National
20	6 December, 2014	Mrs. Sukhjot Kaur	Seminar	Report of Verma Commission on Quality Perspective of Teacher Edu.	Guru Nanak College of Education for Women, Kapurthala	National
21	6 December, 2014	Mrs. Manpreet Kaur	Seminar	Shaping Future Generation through Innovative Methods of Teaching	Guru Nanak College of Education for Women, Kapurthala	National
22	6 December, 2014	Ms. Lakhwinder Kaur	Seminar	ICT Tools in Education for Future Classroom	Guru Nanak College of Education for Women, Kapurthala	National
23	6 December, 2014	Ms. Amanpreet Kaur	Seminar	Use of Technology in the Curriculum Development for Teacher Education	Guru Nanak College of Education for Women, Kapurthala	National
24	6 December, 2014	Ms. Sapna Saini	Seminar	Integration of Information and Communication Technology in Teacher Education	Guru Nanak College of Education for Women, Kapurthala	National
25	6 December, 2014	Ms. Preeti	Seminar	Peer Tutoring – An Innovative Teaching Strategy	Guru Nanak College of Education for Women, Kapurthala	National



26	6 December, 2014	Mrs. Harbinder Kaur	Seminar	Perspective of Excellence in Fine Arts Teaching	Guru Nanak College of Education for Women, Kapurthala	National
27	3-4 March, 2015	Mrs. Manjit Kaur	Conference	Implementation Challenges of E-Learning Assisted Distance Education System in India	Ramgarhia College of Education, Phagwara	International
28	3-4 March, 2015	Mrs. Sawinder Arora	Conference	The Benefits of Computer based Diagnostic Test in Mathematics	Ramgarhia College of Education, Phagwara	International
29	3-4 March, 2015	Mrs. Mandeep Kaur	Conference	Empowering the Learner for 21 <sup>st</sup> century.	Ramgarhia College of Education, Phagwara	International
30	3-4 March, 2015	Mrs. Sukhjit Kaur	Conference	Empowering the Learner for 21 <sup>st</sup> century.	Ramgarhia College of Education, Phagwara	International
31	3-4 March, 2015	Ms. Lakhwinder Kaur	Conference	Implementation Challenges of E-Learning Assisted Distance Education System in India	Ramgarhia College of Education, Phagwara	International
32	3-4 March, 2015	Ms. Amanpreet Kaur	Conference	Readiness of Teachers towards Inclusive Education	Ramgarhia College of Education, Phagwara	International
33	3-4 March, 2015	Ms. Sapna Saini	Conference	Empowering the Learner for 21 <sup>st</sup> century	Ramgarhia College of Education, Phagwara	International
34	25-26 April, 2015	Mrs. Manjit Kaur	Seminar	Integration of Peace and Harmony in Curriculum of Secondary Education	Sri Satya Sai B.Ed. College, Malout	National

**GOC and Refresher Courses attended by the faculty**

<b>S.No.</b>	<b>Faculty Member(s)</b>	<b>Programme</b>	<b>Dates and Duration of Course</b>	<b>University</b>
1.	Mrs. Manjit Kaur	Refresher Course	17 Dec, 2010 to 06 Jan, 2011 (21 days)	G.N.D.U, Amritsar, Punjab
		Refresher Course	22 June, 2011 to 12 July, 2011 (21 days)	G.N.D.U, Amritsar, Punjab
2.	Mrs. Sawinder Arora	General Orientation Course	18 Feb to 17 Mar, 2011 (28 days)	G.N.D.U, Amritsar, Punjab
3.	Mrs. Deepmala	General Orientation Course	11 Dec, 2013 to 7 Jan, 2014 (28 days)	G.N.D.U, Amritsar, Punjab
		Refresher Course	5 June to 25 June, 2014 (21 days)	G.N.D.U, Amritsar, Punjab
		Refresher Course	9 June, 2015 to 29 June, 2015 (21days)	G.N.D.U, Amritsar, Punjab
4.	Mrs. Mandeep Kaur	General Orientation Course	11 Dec, 2014 to 7 Jan, 2015 (28 days)	G.N.D.U, Amritsar, Punjab

**Workshops, Seminars and Extension Lectures organized by the Institution**

<b>S. No</b>	<b>Date</b>	<b>Workshop /Seminar/ Extension Lecture</b>	<b>Expert (s)</b>	<b>Topic</b>
1.	20 January,2011	Extension Lecture	Dr. D.R.Vij (President , CTE)	Making the Best Stay in the College
2.	24 January,2012	Extension Lecture	S. Daljit Singh (Advocate)	Literacy and Human Rights
3.	09 February,2012	Extension Lecture	Dr. Ravinder Kaur (Principal, Malwa College of Education, Ludhiana)	Self Esteem –Role of Teacher
4.	09 February,2012	Extension Lecture	Dr. Param Saini	Self Consciousness
5.	29 March,2012	Workshop	Mr. Ajay Kumar	Art of Living
6.	10 January,2013	Extension Lecture	Dr.Ashwani Kumar Sharma (HOD, Pol.Sci. Department) D.A.V College, Jalandhar)	Teacher and Teaching Transition from Degrees to Virtues
7.	28 January,2013	Extension Lecture	Dr. D.R.Vij (President , CTE)	Teaching Proficiency
8.	12 December,2013	Extension Lecture	Dr. Meharban Singh (Asst. Prof. M.G.N College of Education , Jalandhar)	How to Improve Lesson Presentation
9.	12 December,2013	Extension Lecture	Dr. Surinderjit Kaur (Principal, Ramgarhia College of Education, Phagwara)	Constructive Approach in Teaching Learning Process
10.	22 August, 2014	Extension Lecture	Capt. Gurnam Singh (Programme Officer, Red Ribbon Project, PSACS, Punjab)	HIV/AIDS Awareness

11.	06 December, 2014	National Seminar  (Future Perspectives for Excellence in Teacher Education)	<p>Dr. Mubark Singh (Dean and Head, Department of Education, University of Jammu, Jammu and Kashmir)</p> <p>Dr. Amit Kauts (Dean, Faculty of Education, GNDU, Amritsar and Principal, MGN College of Education, Jalandhar, Punjab)</p> <p>Dr. Khushvinder Kumar (Principal, MM Modi College, Patiala, Punjab)</p> <p>Dr. Satish Chand Bhadwal (Professor, Department Of Education, HP University, Himachal Pradesh)</p>	<p>Issues, Concerns and Policies: A Step towards Sustaining Quality Teacher Education</p> <p>Quality Assurance in Teacher Education in Context of Justice Verma Committee Report</p> <p>Poonam Batra Committee Report : Some Reflections</p> <p>Research and Innovation in Education</p>
12.	07 February, 2015	Extension Lecture	Dr. Yogesh Sharma (Asst. Prof., Ramgarhia College of Education, Phagwara)	Role of Teacher – Transmitter of Knowledge or Mediator of Learning
13.	14 February, 2015	Workshop	S. Gurmeet Singh (Master, Govt. High School, Village Mehtan, (Phagwara)	Teaching Aids in Mathematics

***Annexure-G***

**List of journals in which the faculty members have published papers in the last five years**

<b>S.No.</b>	<b>Month/Year</b>	<b>Author</b>	<b>Title of Paper</b>	<b>Journal</b>	<b>ISSN/ ISBN No.</b>
1.	April 2015	Ms. Manjit Kaur	The Role of School Environment in The Preservations and Promotion of Mental Health of Students	Education Sector	2321-0478
2.	2014	Ms. Manjit Kaur	The Influence of Socio-Economic Status on Personality of Students	International Journal of Commerce, Arts and Sciences (e-journal)	2319-9202
			Water Pollution Arrest-Strategies	RCE Monograph-I	978-93-8014-543-3
3	2014	Mrs. Sawinder Arora	Metacognition: A Review of Conceptual and Methodological Considerations.	RCE Monograph-I	978-93-8014-543-3
4	July-December 2013	Mrs. Manpreet Kaur	Effect of Problem Solving Approach on Problem Solving Ability of Senior Secondary Students	Khalsa Journal of Research in Education	978-93-81278-75-8
	January 2014		Effect of Constructive Teaching on Creative Teaching Attitude among B.Ed. Students	Education Sector	2321-0478
5	2015	Mrs. Sawinder Arora	Diagnostic Testing in Mathematics-A Literature Review	GHG Journal of Sixth Thought	2348-9936

## Publications in Conference Proceedings and Chapters in Edited Books

S. No.	Date	Faculty Member	Seminars/ Conference/ Edited Book	Title of the paper if presented	Organized by	International/ National/ State/ University/ College
1.	15-16 February, 2012	Mrs. Sawinder Arora	Conference	Effect of Polya's Problem Solving Method on Problem Solving Ability in Mathematics	Ramgarhia College of Education, Phagwara.	National
2.	26-27 October, 2012	Mrs. Mandeep Kaur	Conference	Facet of Education to Gain Economic Maturity.	Hindu Kanya College, Kapurthala.	National
3.	7 March, 2013	Mrs. Manjit Kaur	Seminar	Teachers as facilitator in the Changing Scenario	D.A.N. College of Education, Nawanshahr	National
4.	7 March, 2013	Mrs. Sawinder Arora	Seminar	Reflecting on Teaching – A way to Quality Teaching	D.A.N. College of Education, Nawanshahr	National
5.	8-9 March, 2013	Mrs. Sawinder Arora	Seminar	Challenge for Indian Education: Result from PISA 2009+	BCM College of Education, Ludhiana.	National
6.	1 May, 2013	Mrs. Manjit Kaur	Seminar	Preparing Teachers for 21 <sup>st</sup> century	Sant Baba Bhag Singh Institute of Education, Jalandhar	National
7.	3-4 May, 2014	Mrs. Sawinder Arora	Seminar	Changing Role of Teacher and ICT integration in Teacher Training: An Overview	M.G.N College of Education, Jalandhar	National
8.	3-4 May, 2014	Mrs. Manjit Kaur	Seminar	Inclusive Education- Need of an Hour	M.G.N College of Education Jalandhar	National

9.	26-27 June, 2014	Mrs. Mandeep Kaur & Ms.Sapna Saini	Conference	Education and Economic Development	Amritsar College of Engineering and Technology, Amritsar	National
10.	6 December, 2014	Mrs. Manjit Kaur	Seminar	Innovation: The Confidence to Try Something New in Teaching-Learning Process	Guru Nanak College of Education for Women, Kapurthala	National
11.	6 December, 2014	Mrs. Sawinder Arora	Seminar	Problem Solving in Mathematics Education: An Innovative Teaching Strategy	Guru Nanak College of Education for Women, Kapurthala	National
12.	6 December, 2014	Mrs. Deepmala	Seminar	Role of ICT in Improving the Quality of Physical Education	Guru Nanak College of Education for Women, Kapurthala	National
13.	6 December, 2014	Mrs. Mandeep Kaur	Seminar	Futuristic Window of Teacher Education	Guru Nanak College of Education for Women, Kapurthala	National
14.	6 December, 2014	Mrs. Sukhjit Kaur	Seminar	Report of Verma Commission on Quality Perspective of Teacher Education	Guru Nanak College of Education for Women, Kapurthala	National
15.	6 December, 2014	Mrs. Manpreet Kaur	Seminar	Shaping Future Generation through Innovative Methods of Teaching	Guru Nanak College of Education for Women, Kapurthala	National

16.	6 December, 2014	Ms. Lakhwinder Kaur	Seminar	ICT Tools in Education for Future Classroom	Guru Nanak College of Education for Women, Kapurthala	National
17.	6 December, 2014	Ms. Amanpreet Kaur	Seminar	Use of Technology in the Curriculum Development for Teacher Education	Guru Nanak College of Education for Women, Kapurthala	National
18.	6 December, 2014	Ms. Sapna Saini	Seminar	Integration of Information and Communication Technology in Teacher Education	Guru Nanak College of Education for Women, Kapurthala	National
19.	6 December, 2014	Ms. Preeti	Seminar	Peer Tutoring – An Innovative Teaching Strategy	Guru Nanak College of Education for Women, Kapurthala	National
20.	6 December, 2014	Mrs. Harbinder Kaur	Seminar	Perspective of Excellence in Fine Arts Teaching	Guru Nanak College of Education for Women, Kapurthala	National
21.	3-4 March, 2015	Mrs. Sawinder Arora	Conference	The Benefits of Computer based Diagnostic Test in Mathematics	Ramgarhia College of Education, Phagwara	International
22.	09 March, 2015	Mrs. Sawinder Arora	CTE Annual State Conference and National Seminar	Barriers in the Integration of ICT in Teaching Learning Process	Shri Guru Teg Bahadur College of Education, Seh-ke (Malerkotla)	State and National
23.	09 March, 2015	Mrs. Deepmala & Ms. Sapna Saini	CTE Annual State Conference and National Seminar	Need for Ethical Development in School Education	Shri Guru Teg Bahadur College of Education, Seh-ke (Malerkotla)	State and National



24.	09 March,2015	Mrs. Sukhjit Kaur & Ms. Preeti	CTE Annual State Conference and National Seminar	Parameters to enhance the Quality of Teaching-Learning Process	Shri Guru Teg Bahadur College of Education, Seh-ke (Malerkotla)	State and National
25.	09 March,2015	Ms. Amanpreet Kaur	CTE Annual State Conference and National Seminar	Quality of Education and concerns	Shri Guru Teg Bahadur College of Education, Seh-ke (Malerkotla)	State and National
26	May, 2015	Mrs. Manpreet Kaur	Chapter in Edited Book	Blended Learning- A New Innovative Strategy for Quality Teacher Education	KC College of Education, Nawanshahr	--
27	May, 2015	Ms. Amanpreet Kaur	Chapter in Edited Book	A View on Teachers' Management Style of Students	KC College of Education, Nawanshahr	--
28	May, 2015	Ms. Lakhwinder Kaur	Chapter in Edited Book	Teacher Education: Emerging Trends and Innovation in India	KC College of Education, Nawanshahr	--

S. S. KALRA &amp; CO.,

Chartered Accountants,

4th Floor, K. K. Tower,

Civil Lines, Jalandhar.

GURU NANAK COLLEGE OF EDUCATION FOR WOMEN

KAPURTHALA

## INCOME AND EXPENDITURE ACCOUNT OF A FUND COLLEGE FUND FOR THE YEAR ENDING 31/03/2013.

EXPENDITURE	AMOUNT	INCOME	AMOUNT
To Advertisement Expenses	22,026.00	By Annual Dues	347,750.00
To Audit Fee	10,674.00	By Quarterly Dues	1,037,960.00
To Bank Commission	9,316.72	By University Dues	13,100.00
To College Continuation Fee	10,000.00	By Misc. Income	4,129.00
To College Hand Book Fund	15,000.00	By Misc. Dues	8,342.00
To College Magazine Expenses	28,000.00	By Photostat Copies	779.00
To Computer Repair	23,600.00	By Red Ribbon Club Grant	2,568.00
To Depreciation	190,424.00	By Bank Interest	187,255.00
To Electric Stores Expenses	13,711.00		
To Exterior Lattices Expenses	5,398.00		
To Function Expenses	132,792.00		
To Gardening Expenses	1,820.00		
To Generator Maintenance Expenses	102,819.00		
To Group Photo Charges	0,720.00		
To House Examination Expenses	2,480.00		
To Internet Expenses	18,318.00		
To Library Expenses	7,292.00		
To Medical Expenses	8,427.00		
To Misc. Expenses	12,514.00		
To Misc. Stores	180.00		
To Newspapers & Periodicals Expenses	10,205.00		
To Postage Expenses	2,000.00		
To Printing & Stationery Expenses	9,879.00		
To Red Ribbon Club Activities Expenses	2,879.00		
To Refreshment Expenses	16,027.00		
To Repair Expenses	10,993.00		
To Salary	183,789.00		
To Sanitation Expenses	4,389.00		
To Seminar/Conference Expenses	290.00		
To Special Allowance	30,000.00		
To Sports Expenses	73,385.00		
To Student Aid Fund	20,000.00		
To Subscription Expenses	8,834.00		
To TADA Expenses	14,776.00		
To Telephone Bills	11,118.00		
To Water/Water Expenses A/c	8,900.00		
To Excess of Income Over Expenditure	554,854.28		
	<u>1,599,830.00</u>		<u>1,599,830.00</u>

PLACE : JALANDHAR

DATED: 15/07/2013

PRINCIPAL

ACCOUNTANT

For M/s. S. S. KALRA & CO.,  
CHARTERED ACCOUNTANTS

S. S. KALRA & CO.,  
Chartered Accountants,  
4th Floor, K. K. Tower,  
CWE Lines, Jalandhar.

REF: GURU NANAK COLLEGE OF EDUCATION FOR WOMEN,  
KAPURTHALA.

BALANCE SHEET OF AMALGAMATED FUND AS ON 31ST MARCH, 2013.

LIABILITIES	AMOUNT	ASSETS	AMOUNT
<b>GENERAL FUND ACCOUNT :-</b>		<b>FIXED ASSETS:-</b>	
Last year Balance	5,570,754.29	As per Schedule 'A' attached	625,142.70
Add - Excess of Income			
Less Expenditure	554,654.29	<b>CURRENT ASSETS:-</b>	
	5,016,100.00	Cash in Hand	9,204.00
<b>CURRENT LIABILITIES &amp; PROVISIONS:-</b>		Indian Bank A/c No. 14188	4,302,281.37
Library Security	109,000.00	Current A/c No. 494358870	184,277.00
Bills Payable	20,000.00	Indian Bank A/c No. 14189	1,010,000.00
		Amalgamated/Student Fund	17,000.00
		Bills Receivable (GNDU)	4,770.00
		Advance	2,000.00
	<u>5,254,675.57</u>		<u>6,254,675.57</u>

AS PER OUR SEPARATE REPORT OF EVEN DATE.

For M/s S. S. KALRA & CO.,

Chartered Accountants.

PLACE : JALANDHAR  
DATED : 15/09/2015

*[Signature]*  
PRINCIPAL

*[Signature]*  
ACCOUNTANT

*[Signature]*  
(S.S. KALRA)  
F.C.A.

S. S. KALRA & CO.,  
Chartered Accountants,  
4th Floor, K. K. Tower,  
Civil Lines, Jalandhar.

REF: GURU NANAK COLLEGE OF EDUCATION FOR WOMEN,  
KAPURTHALA.

SCHEDULE OF FIXED ASSETS AS ON 31-03-2013.

S. NO.	ASSETS	OP. BALANCE	ADDITIONS	SALES	BALANCE	RATE	AMOUNT	NET BALANCE
1	Air Conditioner	19053.00	0.00	0.00	19053.00	10%	2050.00	16185.00
2	Black Board	7108.50	0.00	0.00	7108.50	10%	1056.00	6043.50
3	Books	80000.00	56635.00	0.00	140635.00	25%	36659.00	103976.00
4	Computers	8709.00	43350.00	0.00	52059.00	60%	31235.00	20824.00
5	Cookers	5568.00	0.00	0.00	5568.00	10%	835.00	4731.00
6	Cycle	2470.00	0.00	0.00	2470.00	10%	371.00	2099.00
7	EPABX	3335.00	0.00	0.00	3335.00	10%	500.00	2835.00
8	Fire Extinguisher	9584.00	0.00	0.00	9584.00	10%	1438.00	8146.00
9	Flags	1453.00	0.00	0.00	1453.00	10%	218.00	1235.00
10	Furniture	198729.50	64600.00	0.00	263329.50	10%	35469.00	227860.50
11	Gas Stove	148.75	0.00	0.00	148.75	10%	22.00	127.75
12	Generator Shed	72539.00	0.00	0.00	72539.00	10%	10881.00	61658.00
13	Generator Set	303908.00	0.00	0.00	303908.00	10%	53086.00	250822.00
14	Hot Case	4205.27	0.00	0.00	4205.27	10%	631.00	3574.27
15	Misc. Stock	10185.75	24800.00	0.00	34785.75	10%	5218.00	29567.75
16	Sign Board	12466.00	1584.00	0.00	14049.00	10%	2107.00	11942.00
17	Sports Stock	5429.60	0.00	0.00	5429.60	10%	814.00	4615.60
18	Spray Pump	159.00	0.00	0.00	159.00	10%	24.00	135.00
19	Stages	3499.33	0.00	0.00	3499.33	10%	525.00	2974.33
20	Steel Almirah	16448.00	0.00	0.00	16448.00	10%	2467.00	13981.00
		822997.70	102969.00	0.00	1015966.70		180434.00	825142.70

For M/s S. S. KALRA & CO.,  
Chartered Accountants

ACCOUNTANT

Principal



S. S. KALRA & CO.,  
Chartered Accountants,  
4B, Floor, K. K. Tower,  
Civil Lines, Jaipur

GURU NANAK COLLEGE OF EDUCATION FOR WOMEN  
KAPURTHALA

INCOME & EXPENDITURE ACCOUNT OF 85% DEFICIT GRANT-IN-AID FOR THE YEAR ENDING 31.03.2013.

INCOME	DETAIL	AMOUNT	EXPENDITURE	DETAIL	AMOUNT
To Balance B/S 01.04.2012			By Balance B/S 01.04.2012		
85% Grant-in-Aid Receivable			Annual Payable		20,542.00
Balance from 1994-07 to 1994-99	86,381.00		5% Management Share received in Advance		195,126.28
Salary paid in Advance	73,780.00		Loan - Indian Bank S.S. A/c No. 14138		1,010,000.00
Funding Grant received 1993-1994	420.00		Loan - Indian Bank S.S. A/c No. 20		405,400.00
Fixed Asset received 2004-2008	3,300.00		Loan - College Fund		256,000.00
Indian Bank S.S. A/c No. 14138	742.00		Loan - Hostel		85,481.00
Cash in Hand	1,022.00		Loan - M. G. N. E. I.		3,253,000.00
					5,313,829.28
To Income under different heads :-			By Expenditure on Capital :-		
Admission Fee	20,384.00		Salary Teaching Staff		2,944,835.00
Tuition Fee	141,382.00		CPE Teaching Staff		468,482.00
Other Fees	4,369.00		L. Tea Teaching Staff		460,000.00
2% National Management Share	2,000.00		Salary Non Teaching Staff		1,382,461.00
Bank Interest	48,431.00		CPE Non Teaching Staff		288,136.00
	217,603.00		L. Tea Non Teaching Staff		85,885.00
Less : Excess of Actual over Estimated Income	27,222.00				5,611,370.00
			Less: Payment made out of Management Fund		539,587.00
					8,012,303.00
To 85% Grant-in-Aid :-			By Annual Retention of Gooden T. Staff		664,119.00
Received against Claim 2012-2013	3,678,002.00		Less: Payment made out of Management Fund		202,362.00
Received against Claim 2011-2012	8,410,082.00				761,757.00
Received against Claim 2009-2010, 2009-2010 (B&I)	1,592,669.00		By Payment made out of Management Fund		621,448.00
Received against L. R. & M. A. Claims Non T. Staff	131,688.00				821,448.00
	3,678,002.00		By Annual L. R. & Enhanced Medical Allowance		138,619.00
To 5% Management Share	308,884.00				125,979.00
To Additional Staff Fund 2012-13	993,000.00		By Annual of C. A. Residents Jan-2010, July 2010 & July 2011		291,874.00
			By Annual of Senior Scale Mrs. Maryil Kaur		391,874.00
					46,481.00
			Balance C/B =		12,394,102.20
					Credit 2



**S. S. KALRA & CO.,**  
Chartered Accountants  
4th Floor, K. K. Tower,  
Civil Lines, Jalandhar.

2

To: Balance C/B (31.03.2014)

Annual Payable  
F/L Management Share received in Advance  
Excess of F/L of new Estimated Income Payable  
Loan - Indian Bank (22 A/c No. 141108)  
Loan - Indian Bank (23 A/c No. 28)  
Loan - College Fund  
Loan - Friend  
Loan - (A. G. N. E. T.)

Balance S/T \* 10,511,215.00

20,512.00  
101,205.20  
10,000.00  
1,000,000.00  
455,450.00  
250,000.00  
80,000.00  
4,304,773.20

15,865,779.20

By: Balance C/B (31.03.2014)

Int'l Grant receivable from 1996 BT to 1998 BT  
Salary paid in Advance  
Freshly Grant receivable 1999-1994  
Freshly Grant receivable 2004-2008  
Administration Fee Receivable  
Mortgage Fee Receivable  
Indian Bank (22 A/c No. 141108)  
Cash in Hand

Balance S/T \* 14,782,757.20

68,258.00  
73,725.00  
430.00  
3,300.00  
1,800.00  
12,840.00  
900,245.00  
1,012,479.00

15,865,779.20

AS PER OUR SEPARATE REPORT OF EVEN DATE

PLACE: JALANDHAR  
DATED:

*Major Singh*  
PRINCIPAL

*Major Singh*  
ASSISTANT



For M/s S. S. KALRA & CO.,  
Chartered Accountants,  
(S. S. KALRA)  
F.C.A.

**KALRA & CO.,**  
 Chartered Accountants,  
 5 Floor, K.K. Tower,  
 2nd, 1st, Jalandhar.

REF: M.G.N. EDUCATIONAL TRUST,  
 ADARSH NAGAR,  
 JALANDHAR.

INCOME AND EXPENDITURE ACCOUNT OF G.N. COLLEGE OF EDUCATION, KAPURTHALA  
FOR THE YEAR ENDING 31/03/2013

EXPENDITURE	AMOUNT	INCOME	AMOUNT
To: Audit Fee & Legal Exps	6405.00	By: B.Ed. Fee	1821700.00
To: Electricity Expenses	13908.00	By: Misc. Income	300.00
To: Gratuity	2421507.00	By: Excess of Expenditure over income	1754904.00
To: Salary	620308.00		
To: Advertisement	9505.00		
	<u>3278904.00</u>		<u>3278904.00</u>

AS PER NOTE APPENDED ON THE FOOT OF THE BALANCE SHEET

For M/s. S.S. KALRA & CO.,  
 Chartered Accountants.

 ACCOUNTANT  
 CHAIRMAN  
 SECRETARY





**S. S. KALRA & CO.,**

Chartered Accountants,

4th Floor, K. K. Tower,

Civil Lines, Jalandhar.

**GURU NANAK COLLEGE OF EDUCATION FOR WOMEN  
KAPURTHALA****INCOME AND EXPENDITURE ACCOUNT OF A FUND COLLEGE FUND FOR THE YEAR ENDING 31/03/2014.**

EXPENDITURE	AMOUNT	INCOME	AMOUNT
To Advertisement Expenses	4,132.00	By Annual Dues	357,500.00
To Audit Fee	10,674.00	By Quarterly Dues	1,067,000.00
To Bank Commission	2,486.00	By University Dues	17,005.00
To Building Repair	18,485.00	By Misc. Income	2,472.00
To College Continuation Fee	10,000.00	By Misc. Dues	7,000.00
To College Hand Book Fund	16,000.00	By Photostat Copies	1,428.00
To College Magazine Expenses	29,000.00	By Red Ribbon Club Grant	2,500.00
To Computer Repair	3,800.00	By Bank Interest	158,732.00
To Depreciation	186,028.00		
To Electric Stores Expenses	37,884.00		
To Extension Lecture Expenses	4,508.00		
To Farewell/Welcome Meet Expenses	4,022.00		
To Function Expenses	181,532.50		
To Gardening Expenses	3,483.00		
To Generator Maintenance Expenses	79,845.50		
To House Examination Expenses	20,061.00		
To Identity Card Expenses	7,964.00		
To Internet Expenses	33,308.00		
To Legal Expenses	11,000.00		
To Medical Expenses	12,000.00		
To Misc. Expenses	10,624.00		
To Misc. Stores	1,240.00		
To Newspapers & Periodicals Expenses	20,768.00		
To Postage Expenses	3,000.00		
To Photostat Expenses	7,660.00		
To Printing & Stationery Expenses	13,468.00		
To Red Ribbon Club Activities Expenses	2,580.00		
To Refreshment Expenses	17,323.00		
To Repair Expenses	47,300.00		
To Salary	178,800.00		
To Sanitation Expenses	11,191.00		
To Seminar/Conference Expenses	3,532.00		
To Special Allowance	36,000.00		
To Sports Expenses	71,038.00		
To Student Aid Fund	30,000.00		
To Subscription Expenses	9,644.00		
To TA/DA Expenses	32,392.00		
To Telephone Bills	10,485.00		
To Wholy Worn Expenses A/c	45,000.00		
To Excess of Income Over Expenditure	384,733.00		
	<u>1,813,837.00</u>		<u>1,813,837.00</u>

PLACE : JALANDHAR  
DATED :Manjit Kaur  
PRINCIPAL

ACCOUNTANT

For M/s. S. S. KALRA & CO.,  
CHARTERED ACCOUNTANTS



S. S. KALRA & CO.,  
Chartered Accountants,  
4th Floor, K. K. Tower,  
Civil Lines, Jalandhar.

REF: GURU NANAK COLLEGE OF EDUCATION FOR WOMEN,  
KAPURTHALA.

BALANCE SHEET OF AMALGAMATED FUND AS ON 31ST MARCH, 2014.

LIABILITIES	AMOUNT	ASSETS	AMOUNT
<b>GENERAL FUND ACCOUNT :-</b>		<b>FIXED ASSETS:-</b>	
Last year Balance	6,125,608.57	As per Schedule 'W' attached	863,371.70
Add:- Excess of Income	-		
over Expenditure	354,733.00	<b>CURRENT ASSETS:-</b>	
	6,510,341.57	Cash in Hand	10,152.00
<b>CURRENT LIABILITIES &amp; PROVISIONS:-</b>		Indian Bank A/c No. 14189	4,565,593.67
Library Security	384,000.00	Current A/c No. 454358870	258,677.00
Dues Payable	936.00	Indian Bank A/c No. 14189	1,000,000.00
		Amalgamated Student Fund	17,000.00
		Bills Receivable (GNDU)	10,542.00
		Advance	2,000.00
		Dues Receivable	166,940.00
	<u>6,895,276.57</u>		<u>6,895,276.57</u>

AS PER OUR SEPARATE REPORT OF EVEN DATE.

For M/s S. S. KALRA & CO.,  
Chartered Accountants,

PLACE: JALANDHAR  
DATED:

*Major Kan*  
PRINCIPAL

*[Signature]*  
ACCOUNTANT

*[Stamp]*  
(S. S. KALRA)  
F.C.A.

S. S. KALRA & CO.,  
Chartered Accountants,  
4th Floor, K. K. Tower,  
Civil Lines, Jalandhar.

REF: GURU NANAK COLLEGE OF EDUCATION FOR WOMEN,  
KAPURTHALA

SCHEDULE OF FIXED ASSETS AS ON 31-03-2014.

S. NO.	ASSETS	CP. BALANCE	ADDITIONS	SALES	BALANCE	DEPRECIATION	
						RATE	AMOUNT
1	Air Conditioner	16195.00	0.00	0.00	16195.00	15%	2429.00
2	Black Board	6043.50	0.00	0.00	6043.50	15%	907.00
3	Books	108976.00	58295.00	0.00	167271.00	25%	42068.00
4	Computers	20824.00	5380.00	0.00	26204.00	60%	15722.00
5	Coolers	4731.00	0.00	0.00	4731.00	15%	710.00
6	Cycle	2099.00	0.00	0.00	2099.00	15%	315.00
7	EPABX	2835.00	0.00	0.00	2835.00	15%	425.00
8	Fire Extinguisher	8146.00	0.00	0.00	8146.00	10%	1222.00
9	Flags	1235.00	0.00	0.00	1235.00	15%	185.00
10	Furniture	223660.50	99000.00	0.00	322660.50	15%	48399.00
11	Gas Stove	127.75	0.00	0.00	127.75	15%	19.00
12	Generator Shed	61658.00	0.00	0.00	61658.00	10%	5249.00
13	Generator Set	300822.00	0.00	0.00	300822.00	15%	45123.00
14	Hammerium	0.00	6500.00	0.00	6500.00	15%	975.00
15	Hot Case	3574.27	0.00	0.00	3574.27	15%	536.00
16	Misc. Stock	29567.75	1724.00	0.00	31291.75	15%	4694.00
17	Sign Board	11942.00	0.00	0.00	11942.00	15%	1791.00
18	Sports Stock	4815.60	160.00	0.00	4975.60	15%	746.00
19	Spray Pump	135.00	0.00	0.00	135.00	15%	20.00
20	Stage	2974.33	0.00	0.00	2974.33	15%	446.00
21	Steel Anvraah	13981.00	0.00	0.00	13981.00	15%	2097.00
22	Water Cooler	0	53178.00	0.00	53178.00	15%	7977.00
		825142.70	224257.00		1049399.70		186028.00
							863371.70

For M/s S. S. KALRA & CO.  
Chartered Accountants

ACCOUNTANT

MANJIV KOUR  
PRINCIPAL



**S. S. KALRA & CO.,**  
Chartered Accountants,  
4th Floor, K. K. Tower,  
Civil Lines, Jaipur

**GURU NANAK COLLEGE OF EDUCATION FOR WOMEN  
KAPURTHALA**

**INCOME & EXPENDITURE ACCOUNT OF 5% DEFICIT GRANT-IN-AID FOR THE YEAR ENDING 31.03.2014.**

INCOME	DETAIL	AMOUNT	EXPENDITURE	DETAIL	AMOUNT
To Balance B/B 01.04.2013			By Balance B/B 01.04.2013		
10% Grant-in-Aid Receivable			Arrear Payable	20,562.00	
Balance from 1995-97 in 1998-99	66,288.00		5% Management Share received in Advance	235,565.20	
Salary paid in Advance	73,785.00		Excess of Actual over Estimated Income Payable	27,303.00	
Feeship Grant receivable 1993-1994	420.00		Loan - Indian Bank SB A/c No. 14108	1,010,000.00	
Feeship Grant receivable 2004-2005	3,390.00		Loan - Indian Bank SB A/c No. 28	495,462.00	
Indian Bank SF A/c No. 14108	4,103,322.00		Loan - College Fund	280,000.00	
Cash in Hand	1,397.00		Loan - Hostel	60,481.00	
			Loan - M. G. N. E. T.	3,256,000.00	5,381,401.20
<b>To Income under different heads:-</b>					
Admission Fee	20,020.00		By Expenditure on Current Prods. -		
Tuition Fee	141,240.00		Salary Teaching Staff	2,601,130.00	
Other Fees	3,175.00		CFF Teaching Staff	453,532.00	
2% National Management Share	2,568.00		I Tax Teaching Staff	446,828.00	
Bank Interest	109,494.00		Salary Non Teaching Staff	1,423,953.00	
	278,496.00		CFF Non Teaching Staff	207,318.00	
	60,865.00		I Tax Non Teaching Staff	74,773.00	
Less - Excess of Actual over Estimated Income		217,633.00	Less: Payment made out of Management Fund	5,206,622.00	
				40,427.00	5,166,195.00
<b>To 5% Grant-in-Aid:-</b>			By Arrear Revision of Grades T. Staff	3,629,970.00	3,629,970.00
Received against Claim 2013-2014	942,310.00				
Received against Claim 2013-2014 Arrear T. Staff	3,838,470.00		By Payment made out of Management Fund	40,427.00	40,427.00
<b>To 5% Management Share</b>			By Excess Grant Refunded to Moga College of Edu.	209,594.00	209,594.00
	446,021.00		Moga as per instructions from CFI (C), P.O., Chd.		
<b>To Additional Staff Fund 2012-13</b>			By Arrear D.A. Volement July 2011 Admitted in 2012-13	156,162.00	156,162.00
	960,000.00				
<b>Balance C/B =</b>		10,513,015.00			
			<b>Balance C/B =</b>		14,760,707.20
					Comd. 2



**S. S. KALRA & CO.,**  
Chartered Accountants  
4th Floor, K. K. Tower,  
Civil Lines, Jalandhar.

2

To Balance B/F (31.03.2014)		By Balance C/B (01.04.2014)	
Annual Payable		Salary paid in Advance	
F/S Management Share received in Advance		F/S Grant receivable from 1906 HT to 1908 HT	
Excess of P/L of new Estimated Income Payable		Freshly Grant receivable 1909-1914	
Loan - Indian Bank (22 Ac No. 14110)		Freshly Grant receivable 2004-2008	
Loan - Indian Bank (23 Ac No. 28)		Admission Fee Receivable	
Loan - College Fund		Tuition Fee Receivable	
Loan - Haryana		Indian Bank (22 Ac No. 14110)	
Loan - W. G. N. E. T.		Cash in Hand	
20,512.00		68,258.00	
101,205.25		73,725.00	
10,000.00		430.00	
1,000,000.00		3,300.00	
455,450.00		1,600.00	
250,000.00		12,840.00	
80,000.00		900,245.00	
2,75,700.00		3,254.00	
<b>15,865,779.20</b>		<b>15,865,779.20</b>	

AS PER OUR SEPARATE REPORT OF EVEN DATE

*Major Singh*  
PRINCIPAL

PLACE : JALANDHAR  
DATED:

For M/s S. S. KALRA & CO.,  
Chartered Accountants,  
(S. S. KALRA)  
F.C.A.

S.S. KALRA & CO.,  
Chartered Accountants,  
4th Floor, K.K. Tower,  
Civil Lines, Jalandhar.

REF: M.G.N. EDUCATIONAL TRUST,  
ADARSH NAGAR,  
JALANDHAR.

INCOME AND EXPENDITURE ACCOUNT OF BN COLLEGE OF EDUCATION, KAPURTHALA  
FOR THE YEAR ENDING 31/03/2014

EXPENDITURE	AMOUNT	INCOME	AMOUNT
To: Audit Fee & Legal Exps.	13770.00	By: B.Ed. Fee	1310000.00
To: Advertisement	6590.00	By: Misc. Income	400.00
To: Gratuity	1264290.00	By: Excess of Expenditure over Income	1181544.00
To: Salary	1189554.00		
To: TA/DA Expenses	17730.00		
	<u>2491944.00</u>		<u>2491944.00</u>

AS PER NOTE APPENDED ON THE FOOT OF THE BALANCE SHEET.

  
ACCOUNTANT

  
CHAIRMAN

  
SECRETARY

For M/s. S.S. KALRA & CO.,  
Chartered Accountants,



ANNEXURES I to XI  
(As Demanded)

**TEACHER EDUCATION SCENARIO IN PUNJAB**

Punjab has a well developed education system and Teacher Education is one of the key element of it. Besides the university departments of education, government, government aided institutions and self-financing colleges affiliated to various universities are also engaged for preparing teachers to teach at elementary, secondary and undergraduate level. Though teacher education programmes like E.T.T, B.Ed. and M.Ed. are nearly identical yet their standard varies across institutions and universities.

Departments and colleges of teacher education are working under universities namely Panjab University, Chandigarh; Punjabi University, Patiala; Guru Nanak Dev University, Amritsar; Lovely Professional University, Phagwara; Central University, Bathinda; Desh Bhagat University, Mandi Gobindgarh; Guru Kashi University, Talwandi Sabo; Chitkara University, Rajpura and Baba Bhag Singh University, Adampur,

There are different types of institutions concerned with teacher education in Punjab like District Institute of Education and Training (DIETs)-12, District Resource Centers (DRCs)-5, Colleges of Teacher Education (CTEs)-02, Govt. In-service Training Centers (GISTCs)-12, Institute of Advanced Studies in Education (IASE)-01, Govt. Colleges of Education-04, Govt. Aided Colleges of Education-15, Self-Financed Colleges of Education-167 and University Departments of Education-09.

The twin strategy is followed in Teacher Education as firstly it tends to prepare the teachers for the school system (pre-service training) and secondly, to improve capacity of existing school teachers (in-service training).

For pre-service training, the National Council of Teacher Education (NCTE), a statutory body of the central government, is responsible for planned and coordinated development of teacher education in the country. The NCTE lays

down norms and standards for various teacher education courses, minimum qualifications for teacher educators, course, content, duration and minimum qualification for entry of student-teachers for the various courses. It also grants recognition to institutions (government, government-aided and self-financing) interested in undertaking such courses and has in-built mechanism to regulate and monitor their standards and quality. The government and government-aided teacher education institutions are financially supported by the State Government. Further, under the Centrally Sponsored Scheme on Teacher Education, the Central Government also supports many institutions, including the DIETs and CTEs.

For in-service training, the State Council of Educational Research and Training (SCERT), prepares modules for teacher training and conducts specialized courses for teacher educators and school teachers. The Colleges of Teacher Education (CTEs) and Institute of Advanced Studies in Education (IASE) provide in-service training to secondary and senior secondary school teachers and teacher educators. At the district level, in-service training is provided by the District Institutes of Education and Training (DIETs) and District Resource Centres (DRCs). The Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) form the lowest rung of institutions in the vertical hierarchy for providing in-service training to school teachers.

The colleges/departments of education have to abide by the policies, rules and regulations issued by the State, Affiliating University and the ones laid down by the NCTE. A new college can be started with the permission of the Government of Punjab. The Government imposes the condition of adhering to the rules of the State and other authorities for establishing a college. It regulates quality of teaching, budgetary provisions for research and other related activities, availability of infrastructure and monitors compliance from time to time.

The NCTE regulates whole of infrastructure, physical and human. It specifies the conditions for building, labs, library, workshops, games and sports



facilities and amenities. Before granting approval for starting and running the course, it also augments the conditions for appointing well-qualified faculty and other staff in the required strength.

The other regulatory body is the Affiliating University that enforces compliance to the provisions of the Act. Our college is affiliated to Guru Nanak Dev University, Amritsar. It regulates admissions, curriculum, examination, selection of staff, ensures transparency and faculty development. It regulates appointment of adequate qualified staff, student related amenities and facilities and maintenance of prescribed infrastructure and augmentation of required learning resources. Affiliation is conditional upon strict adherence to all the mandated conditions.

Our college, Guru Nanak College of Education for Women, Kapurthala, established in 1966, is one of the oldest institution of education in the region and is making strenuous efforts and striving hard to maintain and enhance qualitative standards in the sphere of teacher education.

**INSTITUTIONAL ACADEMIC CALENDER 2014-15**

<b>Month</b>	<b>Programme</b>
July, 2014	General Orientation
August, 2014	Shubh Arambh Celebration of Independence Day Talent Hunt Talent Hunt in Fine Art by Art Club
September, 2014	Celebration of Teacher's Day Election of the office bearers Extension Lecture by IQAC Activity by Science/Math Club Youth Festival
October, 2014	Celebration of Gandhi Jayanti Demonstration of Micro Lessons Practice Micro Lessons Demonstration Composite Lessons Simulated Teaching 1st Terminal Test
November, 2014	School Based Experiences Inter House Competitions Celebration of Founder Day (Bani Diwas)
December, 2014	Celebration of World AIDS Day by Red Ribbon Club National Seminar 1 <sup>st</sup> Discussion Lessons Celebration of Human Rights Day by Samarpan Club Educational Tour
January, 2015	Competition of On the Spot Teaching Aid Preparation Celebration of Lohri Celebration of Republic Day Inter House Kho-Kho, Badminton Matches

February, 2015	Field specific community experiences Annual Sports Meet Extension Lecture by IQAC 2 <sup>nd</sup> Terminal Test
March, 2015	Celebration of International Women Day Alumni Meet (IQAC)
April, 2015	Final Theory Examination School Based Experiences
May, 2015	School Based Experiences 2 <sup>nd</sup> Discussion Lesson Final Skill in Teaching Examination Farewell

**GURU NANAK COLLEGE OF EDUCATION FOR WOMEN, KAPURTHALA.**  
**TIME-TABLE FOR THE SESSION 2014-2015**

PERIOD TIME	I 9.00-9.40	II 9.45-10.30	III 10.35-11.15	IV 11.15-12.00	V 12.00-12.40	VI 1.15-1.55	VII 1.55-2.44	VIII 2.45-3.20	IX 3.25-4.00
Section-A	A2 Ms. Sharda Mon. to Fri.	A7 Mrs. Swarnika Kaur Mon. to Sat.	A6 Mrs. Harbhajan Kaur Mon. to Sat.	A3 Mrs. Manpreet Kaur Mon. to Sat.	A5 Mrs. Harbhajan Kaur Mon. to Sat.	Teaching of Maths, Commerce, English Physics	Teaching of Phy. & Chem. Statistics, Economics, & B. Pol. Sci.	E4 - Monday E4 - Tuesday	E1 - Tuesday E1 - Wednesday
	A8 Mrs. Manpreet Kaur Mon. to Sat.	A4 Mrs. Manpreet Kaur Mon. to Sat.	A1 Mrs. Manpreet Kaur Mon. to Sat.	A9 Mrs. Manpreet Kaur Mon. to Sat.	A6 Mrs. Manpreet Kaur Mon. to Sat.			E2 - Wednesday E2 - Thursday	E3 - Wednesday E3 - Thursday
	A10 Mrs. Manpreet Kaur Mon. to Sat.	A11 Mrs. Manpreet Kaur Mon. to Sat.	A12 Mrs. Manpreet Kaur Mon. to Sat.	A13 Mrs. Manpreet Kaur Mon. to Sat.	A14 Mrs. Manpreet Kaur Mon. to Sat.			E5 - Friday E5 - Saturday	E6 - Friday E6 - Saturday
	A15 Mrs. Manpreet Kaur Mon. to Sat.	A16 Mrs. Manpreet Kaur Mon. to Sat.	A17 Mrs. Manpreet Kaur Mon. to Sat.	A18 Mrs. Manpreet Kaur Mon. to Sat.	A19 Mrs. Manpreet Kaur Mon. to Sat.			E7 - Sunday E7 - Monday	E8 - Sunday E8 - Monday
Section-B	A2 Mrs. Sharda Mon. to Fri.	A7 Mrs. Swarnika Kaur Mon. to Sat.	A6 Mrs. Harbhajan Kaur Mon. to Sat.	A3 Mrs. Manpreet Kaur Mon. to Sat.	A5 Mrs. Harbhajan Kaur Mon. to Sat.	Teaching of Maths, Commerce, English Physics	Teaching of Phy. & Chem. Statistics, Economics, & B. Pol. Sci.	E4 - Monday E4 - Tuesday	E1 - Tuesday E1 - Wednesday
	A8 Mrs. Manpreet Kaur Mon. to Sat.	A4 Mrs. Manpreet Kaur Mon. to Sat.	A1 Mrs. Manpreet Kaur Mon. to Sat.	A9 Mrs. Manpreet Kaur Mon. to Sat.	A6 Mrs. Manpreet Kaur Mon. to Sat.			E2 - Wednesday E2 - Thursday	E3 - Wednesday E3 - Thursday
	A10 Mrs. Manpreet Kaur Mon. to Sat.	A11 Mrs. Manpreet Kaur Mon. to Sat.	A12 Mrs. Manpreet Kaur Mon. to Sat.	A13 Mrs. Manpreet Kaur Mon. to Sat.	A14 Mrs. Manpreet Kaur Mon. to Sat.			E5 - Friday E5 - Saturday	E6 - Friday E6 - Saturday
	A15 Mrs. Manpreet Kaur Mon. to Sat.	A16 Mrs. Manpreet Kaur Mon. to Sat.	A17 Mrs. Manpreet Kaur Mon. to Sat.	A18 Mrs. Manpreet Kaur Mon. to Sat.	A19 Mrs. Manpreet Kaur Mon. to Sat.			E7 - Sunday E7 - Monday	E8 - Sunday E8 - Monday
Section-C	A2 Mrs. Sharda Mon. to Fri.	A7 Mrs. Swarnika Kaur Mon. to Sat.	A6 Mrs. Harbhajan Kaur Mon. to Sat.	A3 Mrs. Manpreet Kaur Mon. to Sat.	A5 Mrs. Harbhajan Kaur Mon. to Sat.	Teaching of Maths, Commerce, English Physics	Teaching of Phy. & Chem. Statistics, Economics, & B. Pol. Sci.	E4 - Monday E4 - Tuesday	E1 - Tuesday E1 - Wednesday
	A8 Mrs. Manpreet Kaur Mon. to Sat.	A4 Mrs. Manpreet Kaur Mon. to Sat.	A1 Mrs. Manpreet Kaur Mon. to Sat.	A9 Mrs. Manpreet Kaur Mon. to Sat.	A6 Mrs. Manpreet Kaur Mon. to Sat.			E2 - Wednesday E2 - Thursday	E3 - Wednesday E3 - Thursday
	A10 Mrs. Manpreet Kaur Mon. to Sat.	A11 Mrs. Manpreet Kaur Mon. to Sat.	A12 Mrs. Manpreet Kaur Mon. to Sat.	A13 Mrs. Manpreet Kaur Mon. to Sat.	A14 Mrs. Manpreet Kaur Mon. to Sat.			E5 - Friday E5 - Saturday	E6 - Friday E6 - Saturday
	A15 Mrs. Manpreet Kaur Mon. to Sat.	A16 Mrs. Manpreet Kaur Mon. to Sat.	A17 Mrs. Manpreet Kaur Mon. to Sat.	A18 Mrs. Manpreet Kaur Mon. to Sat.	A19 Mrs. Manpreet Kaur Mon. to Sat.			E7 - Sunday E7 - Monday	E8 - Sunday E8 - Monday

  
 Principal  
 G.C.E. (W) Kapurthala

## **SYLLABUS**

**SESSION: 2014-15**

### **AREA A- FOUNDATIONS OF EDUCATION**

#### **A1 EDUCATION AND DEVELOPMENT**

**Time: 3 hrs.**

**M. Marks: 100**

**Terminal: 80**

**Sessional: 20**

Note: The question paper will consist of five UNITS. The paper setter will set three questions from each UNIT and each question will carry 8 marks. The candidate will attempt two questions from each UNIT.

#### **Objectives:**

On completion of this course the students will be able to:

- ☐ ☐ Understand the evolution of education.
- ☐ ☐ Analyses the social, cultural and political context of education.
- ☐ ☐ Examine the changing emphasis on education in the context of globalization and internationalization
- ☐ ☐ Understand the relevance of education in relation to socio- political- economic and cultural context.
- ☐ ☐ Make the students understand how education helps in economic and national development.

### **UNIT –I**

#### **Education as an evolving concept**

1. Meaning and Concept of Education- Indian and Western Perspective, Education as an organized and state sponsored activity
2. Concepts in education and their changing connotations: school, curriculum, teacher and learner
3. Changing aims of education in the context of globalization

## **UNIT –II**

### **Education in Socio Cultural and Political context**

1. Education as an instrument of social change
2. Interaction of education and culture in the global context
3. Education for democracy, national integration and international understanding.

## **UNIT –III**

### **Education and Individual Development**

1. (a) Education for self-actualization and development of individual capabilities  
(b) Education for socio- political- economic and cultural awareness
2. Education for development of responsible citizens
3. Education and development of life skills of individuals for 21st century.

## **UNIT –IV**

### **Education for National and Economic Development**

1. National development: Meaning, scope and indicators of national development
2. Role of education for ensuring sustainable development
3. a. Education as an investment  
b. Education as development of human resource

## **UNIT –V**

### **Learning Environment – The changing Scenario**

Education for 21st Century , Four pillars of Education as recommended by UNESCO

Home, School & Community as mediators of Education.

Concept of values - importance, classification of values, sources of values, ways and means for inculcation of values.

### **Sessional Work:**

**20 Marks**

Performance in House Examination- I & II : 10 Marks

Two Assignments on (one Indian and one Western Philosopher): 10 Marks

- (a) Shri Guru Nanak Dev Ji, Vivekananda, Swami Dayananda, Tagore and Gandhi
- (b) Rousseau, Dewey, Plato, Montessori, Froebel Discuss in groups the aspects of education evolving in them. After discussions, students document their understanding in lucid manner as a term paper.

## **A2 CONTEMPORARY ISSUES & CONCERNS IN SECONDARY EDUCATION**

**Time: 3 hrs.**

**M. Marks: 100**

**Terminal: 80**

**Sessional: 20**

**Note:** The question paper will consist of five UNITS. The paper setter will set three questions from each UNIT and each question will carry 8 marks. The candidate will attempt two questions from each UNIT.

**Objectives:** On completion of this course the students will be able to:

- ☐ ☐ Know historical background of Secondary Education.
- ☐ ☐ Understand the constitutional obligations in relation to education.
- ☐ ☐ Understand the changing concepts of education in relation to changing socio, political and economic conditions in India.
- ☐ ☐ Familiarize with the present educational problems of Secondary Education.
- ☐ ☐ Critically appraise various aspects of Secondary Education.

### **UNIT-I**

1. Elementary Education – Concept, need, problem of universalization and problem of wastage and stagnation and suggestions for their removal
2. (a) Role of Sarv Shiksha Abhiyan in strengthening Elementary Education  
(b) Inclusive education, Integrated education, Alternative education
3. Right to Education and its implications

### **UNIT-II**

1. Secondary Education – Concept, aims and problems of Secondary Education (curriculum, instructional design, text-books) and suggestions for their removal
2. Administrative set up of Secondary Education at state and national level
3. Universalization of Secondary Education (USE): Issues and concerns

### **UNIT-III**

1. Salient features of NPE 1986 and Revised Policy 1992
2. National Knowledge Commission(NKC) with special reference to School Education
3. Constitutional Provisions of education in India

### **UNIT-IV**

1. Teacher Education – Concept & aims of Pre- service and In- service Teacher Education

(According to SEC, IEC, NCF)

2. Problems of Teacher Education

3. Regulatory/ Advisory bodies: NCERT, NCTE, NAAC, UGC

#### **UNIT-V**

1. Modernization: Concept and role of education

2. Privatization and Globalization

3. HRD: Concept, need and role of education

#### **Sessional Work:**

**20 Marks**

Performance in House Examination- I & II: 10 Marks

Survey related with social evils: 10 Marks



**AREA B- PEDAGOGICAL KNOWLEDGE**  
**B1 UNDERSTANDING THE LEARNER AND LEARNING PROCES**

**Time: 3 Hrs.**

**M. Marks: 100**

**Terminal: 80**

**Sessional: 20**

**Note:** The question paper will consist of five UNITS. The paper setter will set three questions from each UNIT and each question will carry 8 marks. The candidate will attempt two questions from each UNIT.

**Objectives:**

On completion of this course the students will be able to:

- ☐ ☐ Understand the nature of learner.
- ☐ ☐ Understand learners on the basis of individual differences.
- ☐ ☐ Understand the theoretical perspective of learning.
- ☐ ☐ Understand learning as a construction of knowledge.
- ☐ ☐ Understand the learning in terms of learning styles and kinds.
- ☐ ☐ Improve quality of instructions.

**UNIT-I**

**Understanding the development of Learner**

1. Importance of Education Psychology for understanding the learner. Concept and principles of Growth & Development, factors influencing (Heredity & Environment) Growth & Development, Erickson Theory of Psycho- Social development.
2. Stages of development with special emphasis on Physical, Cognitive, Social, Emotional, Moral Characteristics of Adolescents.
3. Development tasks of adolescents and its educational implications.

**UNIT-II**

**Understanding differences among Learners**

1. Meaning and concept of individual differences, implications of individual differences for organizing educational programmes.
2. Understanding learners with varying needs: gifted, creative, dyslexic, slow learners.
3. Intelligence : meaning and concept, theories explaining intelligence (Spearman, Guilford, Gardner)

### **UNIT–III**

#### **Theoretical Perspective on Learning- an Overview**

1. Learning- concept, principles and factors affecting learning
2. Behaviorism (Thorndike and Skinner) and Cognitivism (Kohler and Koffka) in relation to learner, teacher & teaching learning process
3. Transfer of Learning, its types and educational implications.

### **UNIT–IV**

#### **Learning in ‘Constructivist’ Perspective**

1. Constructivism (Piaget & Bruner)
2. Learning as ‘Construction of Knowledge’ as different from learning as ‘Transmission and Reception of Knowledge’.
3. Processes facilitating ‘Construction of Knowledge’ :
  - Experiential Learning
  - Situated learning
  - Cognitive apprenticeship
  - Meta Cognition

### **UNIT–V**

#### **Learning Styles and Learning**

1. Concept of Learning styles- audio, visual & kinesthetic
2. Motivation: concept, types and techniques
3. Teacher’s role in motivating, strengthening and sustaining learning styles

#### **Sessional Work:**

**20 Marks**

Performance in House Examination- I & II : 10 Marks

Administration and interpretation of any three psychological tests : 10 Marks

Intelligence, Personality, Interest, Learning and Achievement

## **B2 LEARNING RESOURCES & ASSESSMENT OF LEARNING**

**Time: 3 Hrs.**

**M.Marks: 100**

**Terminal: 80**

**Sessional: 20**

**Note:** The question paper will consist of five UNITS. The paper setter will set three questions from each UNIT and each question will carry 8 marks. The candidate will attempt two questions from each UNIT.

### **OBJECTIVES:**

To enable the student teachers to:

- ☐ ☐ Understand the concept & scope of learning resources.
- ☐ ☐ Analyze the process of teaching & learning.
- ☐ ☐ Make aware of models of teaching.
- ☐ ☐ Keep abreast with the different innovation in learning resources.
- ☐ ☐ Make the students aware about the different types of assessment.

### **UNIT-I**

1. Concept and principles of selection and utilization of learning resources
2. Human Resources: Teachers and students as learning resources
3. Material Resources: Projected aids, Non-projected aids and Activity aids

### **UNIT-II**

1. Concept and characteristics of teaching and learning
2. Maxims and principles of teaching
3. Instructional objectives in terms of Bloom's Taxonomy

### **UNIT-III**

1. Learner controlled learning resources:
  - a. On line resources: e-journals, e-books, blogs
  - b. Programmed learning: Meaning, principles, types
2. Teacher controlled learning resources: Explanation, narration, illustration, questioning
3. CAI: Concept, modes, characteristics, role of teacher and use of CAI in education

### **UNIT-IV**

1. Micro teaching as a training technique: Concept, procedure and theoretical orientation to basic skills
2. a. Simulated teaching: Concept, parameters, procedure, merits and demerits

- b. Flander's interaction analysis category system: Concept and procedure
- 3. Teaching models: Meaning, concept and types
  - a. Glaser's basic teaching model
  - b. Concept attainment model

#### **UNIT-V**

- 1. Concept and Types of assessment
  - a. Formative
  - b. Summative
  - c. Diagnostic
- 2. Assessment of Cognitive domain
  - a. Construction of various types of test items
  - b. Preparation of blue print
- 3. Assessment of Conative and Affective domain Observations, Interview and Rating scale as tools of assessment

#### **Sessional Work:**

20 Marks

Performance in house examination I & II: 10Marks

Preparation of a Blue print for achievement test: 10 Marks

### **B3 (A) SCHOOL MANAGEMENT**

**Time: 1:30 Hrs**

**M. Marks: 50**

**Terminal: 40**

**Sessional: 10**

#### **Instructions for the Paper Setter/ Candidate**

1. The question paper will consist of three UNITS: UNIT I, II and III.
2. The paper setter will set three questions from each UNIT I and II.
3. The candidate will be asked to attempt two questions from each UNIT. Each question will carry 8 marks.
4. UNIT-III will be compulsory. It will consist of two short answer questions covering the entire syllabus and carry 4 marks each.

#### **Objectives:-**

To enable students to understand

1. School as a conducive learning environment.
2. The role of teacher and the principal in ensuring a vibrant school climate.
3. The concept of Quality Enhancement and Management in school.

#### **UNIT-I**

1. School Organization and Management: Meaning, need, functions and latest trends
2. Total Quality Management
  - a) Concept, need and importance
  - b) Significance of TQM to schools with special reference to
    - i. physical resources
    - ii. human resources
    - iii. healthy practices for staff and students with special reference to IQAC
3. Norms and conditions of opening a school according to CBSE/PSEB

#### **UNIT-II**

1. Principal –The Leadership role
  - a. Importance
  - b. Qualities
  - c. Relation with others
  - d. Duties and functions

2. Mechanism for co-ordinated functioning in school.

a. Planning of annual school calendar

b. Time Table

c. Curricular Activities

3. Registers and Records

a) Meaning, need and importance

b) Stock register, Admission register, Attendance register, Cumulative record card and Anecdotal records

**Sessional Work :**

**10 Marks**

Performance in House Examination I & II : 5 Marks

Practical work: Preparation of any one record- : 5 Marks

Cumulative Record Card

Anecdotal records

### **B3 (B) OPTION (IV) HEALTH EDUCATION**

**Time: 1:30 Hrs**

**M. Marks:**

**50**

**Terminal: 40**

**Sessional: 10**

#### **Instructions for the Paper Setter/ Candidate**

The question paper will consist of three UNITS: UNIT I, II and III.

The paper setter will set three questions from each UNIT I and II.

The candidate will be asked to attempt two questions from each UNIT. Each question will carry 8 marks.

UNIT-III will be compulsory. It will consist of two short answer questions covering the entire syllabus and carry 4 marks each.

#### **Objectives**

To enable the student teachers to:

- ☐ ☐ Aware about the concept of health education.
- ☐ ☐ Know problems of defective postures.
- ☐ ☐ Know the importance of balanced diet.
- ☐ ☐ Promote an understanding of personal hygiene.
- ☐ ☐ Understand the techniques used to diagnose health.

#### **UNIT-I**

1. Health: Concept of health. principles of life as a base for positive health
- b. Health Education: Meaning, need and importance and objectives, health appraisal, organization and administrative purposes of health education.
2. a. Diet: Elements of balanced diet
- b. Personal hygiene: Meaning and importance of personal hygiene
- c. Communicable diseases: Meaning, causes and preventive measures of Typhoid, Chicken pox, AIDS
3. Posture:
  - a. Importance of good posture
  - b. Common Postural deformities
    - i. Kyphosis

- ii. Flat foot
- iii. Knock Knee
- iv. Bow legs
- v. Lordosis

## **UNIT-II**

1. Common health problems –Stress, depression and Obesity-Meaning, Causes and preventive measures
2. Health education: Role of women in health education, social service camps, role of village health committees, village health insurance scheme.
3. The training of teachers and supervisors in health education.

### **Sessional Work :**

**10 Marks**

Performance in House Examination I & II : 5 Marks

Project Work : 5 Marks

Preparation of diet chart for specific health related problem/ BMI [Body Mass Index]



### **B3 (B) OPTION (V) MEASUREMENT AND EVALUATION**

**Time: 1:30 Hrs**

**M. Marks:**

**50**

**Terminal: 40**

**Sessional: 10**

#### **Instructions for the Paper Setter/ Candidate**

1. The question paper will consist of three UNITS: UNIT I, II and III.
2. The paper setter will set three questions from each UNIT I and II.
3. The candidate will be asked to attempt two questions from each UNIT. Each question will carry 8 marks.
4. UNIT-III will be compulsory. It will consist of two short answer questions covering the entire syllabus and carry 4 marks each.

#### **Objectives**

To enable student teachers to:

- ☐ ☐ Understand the concepts employed for evaluation of pupils.
- ☐ ☐ Construct different types of test items.
- ☐ ☐ Understand the situations in which to employ different evaluation techniques.

#### **UNIT-I**

1. Evaluation: Concept of measurement and evaluation, scales of measurement
2. Types of evaluation: Summative and formative- their merits and demerits
3. Pearson's Product Moment co-efficient of correlation

#### **UNIT-II**

1. Construction of different types of test items- Short answer type, essay type and objective type test items and their relative advantages and limitations
2. Preparation of blue print and question paper
3. Characteristics of a good tool of evaluation – Reliability, Validity and Usability, use of computer in evaluation

**Sessional work :**

**10 Marks**

Performance in House Examination I & II : 5 Marks

Practical work : 5 Marks

1. Construction of a blue print and a question paper of any subject of any class.
2. Take a class of students. Take the marks of any two subjects of school examination and find out the coefficient of correlation between these two subjects by Pearson's Product Moment Method.

### **B3 (B) OPTION (VIII) INCLUSIVE EDUCATION**

**Time: 1:30 hrs.**

**M. Marks: 50**

**Terminal: 40**

**Sessional: 10**

#### **Instructions for the Paper Setter/ Candidate**

1. The question paper will consist of three UNITS: UNIT I, II and III.
2. The paper setter will set three questions from each UNIT I and II.
3. The candidate will be asked to attempt two questions from each UNIT. Each question will carry 8 marks.
4. UNIT-III will be compulsory. It will consist of two short answer questions covering the entire syllabus and carry 4 marks each.

#### **Objectives**

On completion of this course the students will be able to:

- ☐ ☐ Understand concept of inclusive education.
- ☐ ☐ Appreciate the need for promoting inclusive practice.
- ☐ ☐ Understand the nature of difficulties encountered by children.
- ☐ ☐ Understand the needs and magnitude of the challenges faced by children with diverse needs.

#### **UNIT-I**

1. Inclusive education for persons with disabilities: Concept, need and importance, purposes of inclusive education
2. Historical perspective of inclusive education
3. Legal basis of inclusive education
  - a. UNITED nation convention on the rights of persons with disabilities (UNCRPD)
  - b. Role of government organization and Non-government organizations (NGOs) in taking care of special persons with disabilities

#### **UNIT-II**

1. Persons with sensory disabilities (Visual, Hearing): Concept, identification characteristics, causes educational provisions and rehabilitation.
2. Persons with orthopaedic disabilities: Concept, identification, characteristics, causes, educational provisions and rehabilitation.

3. Juvenile delinquents: Concept, identification, characteristics, causes, educational provisions and rehabilitation.

**Sessional work :**

**10 Marks**

Performance in House Examination I & II : 5 Marks

Practical work : 5 Marks

The students are required to carry out any one of the following:-

1. Visit to any organization or Rehabilitation center dealing with such persons and preparation of case study of any one person with some kind of disability.
2. Practice in teaching on school children with some kind of disabilities.
3. Conduct a survey on the type of supportive services needed for inclusion of children with any disability of your choice and share the findings in the class.

### **B3 (B) OPTION (VIII) GUIDANCE AND COUNSELING**

**Time: 1:30 hrs.**

**M. Marks: 50**

**Terminal: 40**

**Sessional: 10**

#### **Instructions for the Paper Setter/ Candidate**

1. The question paper will consist of three UNITS: UNIT I, II and III.
2. The paper setter will set three questions from each UNIT I and II.
3. The candidate will be asked to attempt two questions from each UNIT. Each question will carry 8 marks.
4. UNIT-III will be compulsory. It will consist of two short answer questions covering the entire syllabus and carry 4 marks each.

#### **Objectives:**

On completion of this course the students will be able to:

1. Understand the meaning, nature and scope of guidance.
2. Recognize the role of guidance in attaining the goals of education.
3. Appreciate the need for guidance.
4. Understand the meaning, nature and scope of counseling.
5. Analyze the relationship between guidance and counseling.
6. Recognize the different areas of counseling.
7. Become acquainted with the skills and qualities of an effective counselor.

#### **UNIT-I**

1. Meaning purposes, assumption
2. Principles of guidance in India
3. Kinds of guidance- Educational, Vocational, and Personal

#### **UNIT-II**

1. Kinds of counseling: directive, non-directive and eclectic
2. Role of teacher and counselor, counseling interview
3. Survey of guidance programme of a secondary school

**Sessional work :**

**10 Marks**

Performance in House Examination I & II: 5 Marks

Practical work: 5 Marks

Survey of guidance programme of a secondary school.

## AREA C- PEDAGOGICAL CONTENT KNOWLEDGE

### C1 METHODOLOGY-I

### C2 METHODOLOGY-II

#### ਪੰਜਾਬੀ ਅਧਿਆਪਨ

#### Option i (a)

ਸਮਾਂ: 3 ਘੰਟੇ

ਕੁਲ ਅੰਕ: 100

ਬਾਹਰੀ ਪਰੀਖਿਆ: 80

ਅੰਦਰੂਨੀ ਪਰੀਖਿਆ: 20

ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਨਿਰਮਾਤਾ/ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਲਈ ਨਿਰਦੇਸ਼:

1. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਨੂੰ ਪੰਜ ਇਕਾਈਆਂ ਵਿੱਚ ਵੰਡਿਆ ਜਾਵੇਗਾ- 1, II, III, IV, V
2. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਨਿਰਮਾਤਾ ਹਰੇਕ ਇਕਾਈ ਵਿੱਚੋਂ ਤਿੰਨ ਪ੍ਰਸ਼ਨ ਲਿਖੇਗਾ, ਜਿਵੇਂ I, II, III, IV (ਸੰਬੰਧਿਤ ਇਕਾਈ ਦੇ ਪਾਠਕ੍ਰਮ ਵਿੱਚੋਂ) ਹਰੇਕ ਪ੍ਰਸ਼ਨ ਦੇ 8 ਅੰਕ ਹੋਣਗੇ।
3. ਹਰੇਕ ਇਕਾਈ ਵਿੱਚੋਂ ਕੋਈ ਦੋ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਹੋਣਗੇ।
4. ਇਕਾਈ ਪੰਜ ਸਭ ਲਈ ਜ਼ਰੂਰੀ ਹੈ। ਇਕਾਈ ਪੰਜ ਵਿੱਚ ਪਾਠ ਯੋਜਨਾ ਦੇ ਅੱਠ ਅੰਕ ਹੋਣਗੇ। ਦੋ ਪ੍ਰਸ਼ਨ ਚਾਰ ਚਾਰ ਅੰਕਾਂ ਦੇ ਪਾਠ ਯੋਜਨਾ, ਸੂਖਮ ਯੋਜਨਾ ਅਤੇ ਅਧਿਆਪਨ ਕੋਸ਼ਲਾਂ 'ਤੇ ਅਧਾਰਿਤ ਹੋਣਗੇ।

ਉਦੇਸ਼:

ਵਿਦਿਆਰਥੀਆਂ/ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਪੰਜਾਬੀ ਪੜ੍ਹਾਉਣ ਦੀ ਰੁਚੀ ਪੈਦਾ ਕਰਨੀ।

ਵਿਦਿਆਰਥੀ/ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਸਕੂਲ ਪੱਧਰ 'ਤੇ ਮਾਤਾ ਭਾਸ਼ਾ ਪੰਜਾਬੀ ਪੜ੍ਹਾਉਣ ਸੰਬੰਧੀ ਪੇਸ਼ ਆਉਂਦੀਆਂ ਮੁਸ਼ਕਿਲਾਂ ਹੱਲ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।

ਵਿਦਿਆਰਥੀ/ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਸਿਰਜਨਾਤਮਿਕ, ਉਪਰਚਾਰਤਮਿਕ ਤੇ ਅਨੁਸਧਾਨਤਮਿਕ ਕੁਸ਼ਲਤਾਵਾਂ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।

ਵਿਦਿਆਰਥੀ/ਅਧਿਆਪਕਾਂ ਨੂੰ ਲੋੜ ਅਨੁਸਾਰ ਹਵਾਲਾ ਪੁਸਤਕਾਂ ਦੀ ਵਰਤੋਂ ਕਰਨ ਦੀ ਆਦਤ ਪਾਉਣੀ।

ਵਿਦਿਆਰਥੀ/ਅਧਿਆਪਕਾਂ ਨੂੰ ਸਾਹਿਤ ਦੇ ਵਿਭਿੰਨ ਰੂਪਾਂ ਦੇ ਅਧਿਆਪਨ ਢੰਗਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।

ਵਿਦਿਆਰਥੀ/ਅਧਿਆਪਕਾਂ ਨੂੰ ਮਾਤਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ਾਂ ਅਤੇ ਸਿਧਾਂਤਾਂ ਦੀ ਸੋਝੀ ਕਰਾਉਣਾ।

#### ਇਕਾਈ (1)

1. ਭਾਸ਼ਾ ਦੀ ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਿਰਤੀ ਅਤੇ ਉਤਪਤੀ ਦੇ ਸਿਧਾਂਤ
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ
3. ਮਾਤਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼, ਮਹੱਤਵ, ਸਿਧਾਂਤ ਅਤੇ ਸੂਤਰ

### ਇਕਾਈ (2)

1. ਸੁਣਨ ਕੋਸ਼ਲ ਦੀ ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਮਹੱਤਤਾ, ਲੋੜਦੀਆਂ ਸ਼ਰਤਾਂ ਅਤੇ ਅਭਿਆਸ
  2. ਬੋਲਚਾਲ ਦੀ ਸਿੱਖਿਆ ਦਾ ਮਹੱਤਵ, ਭਾਸ਼ਾ ਦੇ ਅਸ਼ੁੱਧ ਉਚਾਰਣ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ
  3. ਓ) ਪੜ੍ਹਨਾ (ਵਾਚਨ) ਸਿਖਾਉਣਾ: ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਵਿਧੀਆਂ -ਸੂਖਮ ਪੜ੍ਹਾਈ ਅਤੇ ਸਥੂਲ ਪੜ੍ਹਾਈ ਅਤੇ ਕਿਸਮਾਂਮੋਨਪਾਠ ਤੇ ਉੱਚੀ ਪਾਠ ।
- ਅ) ਲਿਖਣਾ ਸਿਖਾਉਣਾ: ਲਿਖਤ ਰਚਨਾ ਦਾ ਮਹੱਤਵ, ਵਿਧੀਆਂ ਅਤੇ ਅਭਿਆਸ, ਲਿਖਤੀ ਕੰਮਾਂ ਦੀ ਸੁਧਾਈ ਅਤੇ ਸੁਲੇਖ ਸਿੱਖਿਆ ।

### ਇਕਾਈ (3)

1. ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਅਧਿਆਪਨ: ਮਹੱਤਵ, ਉਦੇਸ਼, ਅਤੇ ਪੜ੍ਹਾਉਣ ਦੀਆਂ ਵਿਧੀਆਂ, ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਅਧਿਆਪਨ ਵਿੱਚ ਅੰਤਰ ।
  2. ਵਿਆਕਰਨ ਦੀ ਸਿੱਖਿਆ: ਪਰਿਭਾਸ਼ਾ, ਸਿੱਖਿਆ ਦੇਣ ਦੀ ਉਮਰ/ਸਮਾਂ, ਮਹੱਤਤਾ, ਉਦੇਸ਼ ਅਤੇ ਵਿਧੀਆਂ।
  3. ਓ) ਮਾਤਭਾਸ਼ਾ ਦੀ ਪਾਠ ਪੁਸਤਕ: ਉਦੇਸ਼, ਮਹੱਤਤਾ ਅਤੇ ਸਿਧਾਂਤ ।
- ਅ) ਮਾਤਭਾਸ਼ਾ ਦਾ ਪਾਠਕ੍ਰਮ: ਉਦੇਸ਼, ਮਹੱਤਤਾ ਅਤੇ ਸਿਧਾਂਤ ।

### ਇਕਾਈ (4)

1. ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਵਿਸ਼ੇਸ਼ ਸਰੋਤ ਸਾਧਨ: ਅਰਥ, ਮਹੱਤਤਾ, ਕਿਸਮਾਂ ਅਤੇ ਉਪਯੋਗੀ ਵਰਤੋਂ
  2. ਮੁਲਅੰਕਣ: ਨਿਰੰਤਰ ਵਿਆਪਕ ਮੁਲਅੰਕਣ- ਅਰਥ, ਵਿਧੀਆਂ ਅਤੇ ਅੰਕ ਵੰਡ (ੜੀ ਤੋਂ ੜੀੀ, ੜੀ ਤੋਂ ੜੀ, ੜੀ ਤੋਂ ੜੀ)
  3. ਓ) ਭਾਸ਼ਾ ਪ੍ਰਯੋਗਸ਼ਾਲਾ ਅਰਥ, ਉਦੇਸ਼, ਮਹੱਤਤਾ ਅਤੇ ਵਰਤੋਂ ਦੇ ਢੰਗ
- ਅ) ਭਾਸ਼ਾ ਪੁਸਤਕਾਲਾ: ਮਹੱਤਤਾ, ਲਾਭ ਅਤੇ ਵਰਤਮਾਨ ਸਥਿਤੀ

### ਇਕਾਈ (5)

1. ਪਾਠ ਯੋਜਨਾ: ਪਰਿਭਾਸ਼ਾ, ਉਦੇਸ਼, ਮਹੱਤਤਾ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਅਤੇ ਕਿਸਮਾਂ- ਵਾਰਸ਼ਿਕ, ਇਕਾਈ ਅਤੇ ਦੈਨਿਕ ਯੋਜਨਾਵਾਂ
  2. ਮਾਤ ਭਾਸ਼ਾ ਦੇ ਅਧਿਆਪਨ ਲਈ ਪਾਠ ਯੋਜਨਾ ਤਿਆਰ ਕਰਨੀ ਸਿੱਖਣੀ
  3. ਸੂਖਮ ਪਾਠ ਯੋਜਨਾ ਅਤੇ ਅਧਿਆਪਨ ਕੋਸ਼ਲ:
- ਓ) ਜਾਣ ਪਛਾਣ ਕੋਸ਼ਲ
- ਅ) ਪ੍ਰਸ਼ਨ ਉੱਤਰ ਕੋਸ਼ਲ
- ੲ) ਵਿਆਖਿਆ ਕੋਸ਼ਲ
- ਸ) ਬਲੈਕਬੋਰਡ ਕੋਸ਼ਲ
- ਹ) ਉਦੀਪਨ ਪਰਿਵਰਤਨ ਕੋਸ਼ਲ



ਅੰਦਰੂਨੀ ਮੁਲਾਂਕਣ

20 ਅੰਕ

ੳ) ਢੇ ਅੰਦਰੂਨੀ ਪ੍ਰੀਖਿਆਵਾਂ

10 ਅੰਕ

ਅ) ਪ੍ਰੋਜੈਕਟ (ਪੰਜਾਬੀ ਲਈ ਨਿਰਧਾਰਿਤ ਪਾਠ ਪੁਸਤਕ ਦਾ ਮੁਲਾਂਕਣ)

10 ਅੰਕ

## **TEACHING OF ENGLISH**

### **OPTION I (C)**

**Time: 3 Hrs.**

**M. Marks: 100**

**Terminal: 80**

**Sessional: 20**

#### **Instructions for Paper Setters/Candidate:-**

1. The question paper will consist of five UNITS: I, II, III, IV and V.
2. The paper setter will set three questions from each UNITS I, II, III and IV. (From the syllabus of the respective UNITS). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each UNIT.
4. UNIT V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V UNIT carrying 4 marks each.

#### **Objectives**

- a. To promote awareness in student teachers to create a warm & accepting classroom environment conducive to learning.
- b. To enable student teachers to understand the nature, characteristics of Language and mother tongue as well as the use of language.
- c. To enable student teachers to teach basic language skills such as listening, speaking, reading, and writing and integrate them for communicative purposes.
- d. To introduce student teachers to some important methodologies & techniques of teaching English.
- e. To develop in student teachers insight into the form and use of English and to give practice in lesson planning.
- f. To enable student teachers to prepare and use appropriate audio- visual teaching aids for effective teaching of English.
- g. To help student teachers to use school & village resources for professional inputs.

### **UNIT-I**

#### **Teaching of English in India: Some General Principles, Methods And Approaches**

1. Teaching of English in India Today
  - a. Importance of English in India
  - b. Aims and objectives of Teaching English

c. Conditions under which English is taught and learnt, declining standards and suggested remedies

## 2. Nature of Language

a. Linguistic principles of teaching and learning English Language

b. General principles of teaching and learning English Language

## 3. Methods and Approaches of teaching English

a. Grammar Translation Method, Direct Method and Bilingual Method

b. Structural- Situational Approach

c. Communicative Language Teaching Approach

## UNIT-II

### **Developing Language Skills: Listening and Speaking**

#### 1. Meaning and Importance of Phonetics:

a. Phonetic Symbols

b. Pure and impure vowels and consonants

#### 2. Features of connected speech: Stress, Rhythm, Intonation

#### 3. Presentation Skills:

Dramatization

Declamation

Paper Reading

Extempore

Role Playing

## UNIT-III

### **Developing Language Skills: Reading and Writing**

#### 1. Teaching Reading Skills:

a. Teaching Mechanics of Reading & Types of Reading

b. Teaching Reading to Beginners

c. Extensive & Intensive Reading

d. Teaching Reading Comprehension

e. Teaching of Poetry

#### 2. Teaching Writing Skill:

a. Mechanics of Writing

b. Teaching writing to Beginners

c. Teaching of composition from controlled to free practices

d. Creative writing

3. a. Teaching of Grammar:-Place of Grammar, Types and Methods of Teaching Grammar.

b. Teaching of Vocabulary: - Levels of Meaning, Word Meaning in context, use of dictionary and thesaurus, expansion of vocabulary, selection and gradation of vocabulary

#### **UNIT-IV**

##### **Evaluation and Teaching Aids**

1. Evaluation: Continuous & Comprehensive Evaluation: Concept, technique and weightage distribution (VI to VIII, IX to X)

2. Development of a Language test

3. Audio- Visual Aids

a. Educational Significance and practical use of Teaching Aids in English

b. Essential qualities of teaching Aids- with special reference to OHP, LCD projector , Computer

c. Language Laboratory- its set up, uses and limitation

d. Language Games

#### **UNIT-V**

##### **Lesson Planning**

1. Need & importance

2. Preparation of Macro Lessons

1. Prose

2. Poetry

3. Grammar

4. Composition

i. Message writing

ii. Letter writing

iii. Advertisement writing

iv. Article writing

v. Dialogue writing

3. Micro Lessons

i. Skill of B.B. writing.

ii. Skill of Introducing a lesson.

- iii. Skill of Stimulus variation
- iv. Skill of Fluency in questioning
- v. Skill of Illustrating with examples.

**Sessional Work**

**20 Marks**

Performance in House Examination I & II: (5+5) =10 Marks

Review of atleast two articles: (5+5) =10 Marks

## **TEACHING OF SOCIAL STUDIES**

### **OPTION II (A)**

**Time: 3 Hrs.**

**M. Marks: 100**

**Terminal: 80**

**Sessional: 20**

#### **Instructions for Paper Setter/ Candidate**

1. The question paper will consist of five UNITS: I, II, III, IV and V.
2. The paper setter will set three questions from each UNITS I, II, III and IV. (From the syllabus of the respective UNITS). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each UNIT I to UNIT V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V UNIT carrying 4 marks each.

#### **Objectives:**

##### **Knowledge**

1. To enable the pupil-teachers to understand the nature and concept of Social Studies.
2. To enable the pupil-teachers to understand aims, objectives and values of teaching Social Studies.
3. To develop the understanding of pupil-teachers concerning curriculum organization.
4. To acquaint the pupil-teachers with various methods and techniques of teaching Social Studies.
5. To acquaint the pupil-teachers with different audio-visual aids and their utilization.
6. To develop proper understanding of Nationalism and Internationalism.

##### **Skills**

1. To enable the pupil-teachers to express themselves clearly.
2. To take active part in meetings, debates, seminars and other activities.
3. To collect information from different sources.
4. Analysis of present day problems in the Social context.
5. To develop a skill of preparation of lesson plan and its presentation.
6. To develop a skill of preparation of question papers.

#### **A. Attitudes:**

1. To promote positive social outlook.
2. Respect for and pride in national goals and values.

3. Self reliance.

**B. Teacher's Activities:**

Lecture, discussion, demonstration, questioning and seminars.

**C. Student's Activities:**

Listening to lectures preparing notes, asking questions and seeking clarifications, participation in seminars and discussions, preparing assignments, and preparing lesson plans.

**UNIT-I**

1. Meaning, nature, scope and importance of social studies. Difference between social studies and social science
2. Aims, objectives and values of teaching social studies
3. a. Curriculum: Meaning, principles of curriculum construction and organization of curriculum (Topical, chronological and concentric)  
b. Correlation of Social Studies with Math, Science, Language and Art

**UNIT-II**

1. Meaning of methods: Characteristics of good and suitable method in Social Studies
2. Types of method-Lecture, project, observation, storytelling, socialized recitation method. (Seminar, debate, panel discussion, workshop, symposium and dramatization)
3. Need, importance and equipments of social studies room

**UNIT-III**

1. Social Studies textbook: Need, importance and qualities
2. Social Studies teacher: Qualities and role
3. Audio-Visual Aids: Meaning, importance, projective and non-projective teaching aids: Overhead projector, chalk board, maps, charts, model, picture, graphs, globe, television, computer, films and excursions

**UNIT-IV**

1. Current affairs in Social Studies: Meaning, importance and utilizing current events in teaching social studies
2. Evaluation in Social Studies: Continuous & Comprehensive Evaluation: Concept, technique and weightage distribution (VI to VIII, IX to X)
3. Different types of tests: Essay type and objective type

**UNIT-V**

1 Lesson Planning: Meaning, need and importance

2 Construction of Composite lesson plan.

3 Teaching Micro-skills with special reference to five core skills: Skill of introducing the lesson, skill of questioning, skill of explanation, skill of stimulus variation and skill of black board writing.

**Sessional Work :**

**20 marks**

Performance in House Examination: I & II: (5+5) = 10 Marks

Practical Work: 10 Marks

**Practical work:**

- a) Review of prescribed Social Studies curriculum or text books of any class of PSEB, CBSE or ICSE.
- b) Visit to any community resource and writing a report for the same.



## **TEACHING OF ECONOMICS**

### **OPTION II (E)**

**Time: 3 hrs.**

**M. Marks: 100**

**Terminal: 80**

**Sessional: 20**

#### **Instructions for Paper Setter/ Candidate:**

1. The question paper will consist of five UNITS: I, II, III, IV and V.
2. The paper setter will set three questions from each UNITS I, II, III and IV. (From the syllabus of the respective UNITS). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each UNIT.
4. UNIT V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V UNIT carrying 4 marks each.

#### **Objectives:**

##### **A. Knowledge:**

1. To provide understanding of growing concept, principles and theories of economics.
2. To enable the pupil-teachers to develop an understanding of aims and objectives of teaching of economics.
3. To acquaint them with various economic problems which our country is facing.
4. To provide knowledge of different methods of teaching.
5. To provide knowledge of different teaching aids.
6. To develop interest in teaching of economics.

##### **B. Skills:**

1. Preparation of teaching aids.
2. Use of devices and techniques of teaching.
3. Use of various methods of teaching.
4. Conducting economic survey.
5. Organize seminars, symposium and discussion.
6. Writing instructional objectives.
7. Preparation of test items of an achievement test.
8. To develop skill in making use of Educational Technology.

##### **C. Attitude:**

To promote among pupil-teacher an attitude of

1. Critical Thinking
2. Critical Analysis
3. Scientific Outlook
4. Observation
5. Wise Consumerism
6. Providing solution to economic problems.

#### **UNIT-I**

1. Meaning, nature and scope of Economics as a teaching subject
2. a. Importance of teaching of Economics in school curriculum  
b. Aims and objectives of teaching Economics as given in present school curriculum
3. Correlation of Economics with Commerce, Mathematics, Statistics, History, Political Science Geography and Science

#### **UNIT-II**

1. Principles of constructing curriculum of Economics and approaches of curriculum organization - UNIT, topical and concentric
2. Critical Analysis of existing curriculum of Economics
3. Economics text book- importance and criteria of selection

#### **UNIT-III**

1. Methods of teaching: Lecture method, discussion method, project method, survey method, inductive-deductive method
2. Techniques and devices: Assignment, seminar, illustration, symposium, excursions and supervised study
3. (a) Economics teacher: Importance, qualities and professional growth  
(b) Economics Room: Importance and equipment.

#### **UNIT-IV**

1. Teaching Aids: Importance and types of teaching aids; Radio, Charts, Films, T.V., Graph, Maps and Computer
2. Evaluation – Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X), types of tests-Essay type, short answer type and objective type
3. Concepts and current affairs: Major challenges before Indian economy, liberalization and globalization and consumer awareness

## **UNIT-V**

1. Lesson Planning: Meaning, need and Importance
2. Construction of composite lesson plan
3. Teaching micro skills with special reference to five skills:
  - Skill of introducing the lesson
  - Skill of questioning
  - Skill of explanation
  - Skill of stimulus variation
  - Skill of black board writing

### **Sessional Work :**

**20 Marks**

Performance in House Examination- I & II: (5 + 5) = 10 Marks

Practical Work: 10 Marks

### **Suggested Practical Work (any two)**

1. Low cost and improvised teaching aids.
2. Surveys and Projects on a chosen theme.
3. Write up on a current economic issue.
4. Co-curricular activities in school related to teaching of economics.
5. Critical analysis of existing textbook and curriculum of Economics.

## **TEACHING OF COMMERCE**

### **(OPTION III)**

**Time: 3 Hrs.**

**M. Marks: 100**

**Terminal: 80**

**Sessional: 20**

#### **Instructions for Paper Setter/ Candidate**

1. The question paper will consist of five UNITS: I, II, III, IV and V.
2. The paper setter will set three questions from each UNITS I, II, III and IV. (From the syllabus of the respective UNITS). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each UNIT.
4. UNIT V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V UNIT carrying 4 marks each.

#### **Objectives:**

##### **Knowledge**

1. To enable the pupil-teachers to understand the nature and concept of Commerce
2. To enable the pupil-teachers to understand aims, objectives and values of teaching Commerce
3. To develop the understanding of pupil-teachers concerning curriculum organization.
4. To acquaint the pupil-teachers with various methods and techniques of teaching Commerce
5. To acquaint the pupil-teachers with different audio-visual aids and their utilization.
6. To develop proper understanding of Nationalism and Internationalism.

##### **Skills**

1. To enable the pupil-teachers to express themselves clearly.
2. To take active part in meetings, debates, seminars and other activities.
3. To collect information from different sources.
4. Analysis of present day problems in the Social context.
5. To develop skill of preparation of lesson plan and its presentation.
6. To develop skill of preparation of question papers.

#### **A. Attitudes:**

1. To promote positive social outlook.
2. Respect for and pride in national goals and values.

3. Self reliance.

**B. Teacher's Activities:**

Lecture, discussion, demonstration, questioning and seminars.

**C. Students Activities:**

Listening to lectures preparing notes, asking questions and seeking clarifications, participation in seminars and discussions, preparing assignments, and preparing lesson plans.

**UNIT-I**

1. Meaning, nature, scope of teaching Commerce
2. (a) Place of commerce in school curriculum  
(b) Aims, value and objective with reference to Bloom's Taxonomy
3. Correlation-Meaning and types. Correlation of Commerce with language, economics, mathematics and public administration

**UNIT-II**

1. Curriculum-Meaning, principles and critical analysis of curriculum of teaching of commerce
2. Criteria of selection of good commerce text book
3. Qualities and role of Commerce teacher

**UNIT-III**

- 1 Method - meaning and principles of selection of method
- 2 Types of method:
  - i) Lecture Method
  - ii) Problem-Solving Method
  - iii) Inductive-Deductive Method
  - iv) Demonstration Method
- 3 Method of teaching short hand and typing.

**UNIT-IV**

1. Commerce room-need, importance and equipment
2. Development and utilization of teaching aids (projective and non-projective and performing arts required for commerce programme), CommUNITY resources and its use in Commerce

3. Evaluation – Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X) types of tests-Essay type, short answer type and objective type

### **UNIT-V**

1. Lesson Planning: Meaning, need and importance
2. Construction of composite lesson plan
3. Teaching micro skills with special reference to five skills:
  - Skill of introducing the lesson
  - Skill of questioning
  - Skill of explanation
  - Skill of stimulus variation
  - Skill of black board writing

#### **Sessional Work :**

**20 Marks**

Performance in House Examination- I & II: (5 + 5) = 10 Marks

Practical work: 10 Marks

Two Low cost and improvised teaching aids (Model/Chart/Graph)

## TEACHING OF MATHEMATICS

### (OPTION IV)

**Time: 3 hrs.**

**M. Marks: 100**

**Terminal: 80**

**Sessional: 20**

#### **Instructions for Paper Setter/ Candidate**

1. The question paper will consist of five UNITS: I, II, III, IV and V.
2. The paper setter will set three questions from each UNITS I, II, III and IV. (From the syllabus of the respective UNITS). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each UNIT.
4. UNIT V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V UNIT carrying 4 marks each.

#### **Objectives:**

- ☐ ☐ To acquaint pupil teachers with the methods and techniques of teaching Mathematics.
- ☐ ☐ To help pupil teachers in instructional planning and development of relevant material for the teaching of Mathematics.
- ☐ ☐ To help pupil teachers in the process of comprehensive evaluation in Mathematics.
- ☐ ☐ To acquaint pupil teachers with the use of computers in teaching of Mathematics.
- ☐ ☐ To make the students aware of the value of Mathematics and relationship of Mathematics with the other subjects.
- ☐ ☐ To enable the students to learn the principles, concepts and the terms in the teaching of Mathematics and to enable them to apply the same.
- ☐ ☐ To acquaint them with the role of teaching aids, text books, drill work, home work, mathematical laboratories and libraries.

#### **UNIT-I**

1. Meaning, nature and values of Mathematics- Practical, social, moral, aesthetic and intellectual
2. Place of Mathematics in school curriculum and relationship of Mathematics with other school subjects such as Physical Sciences, Bio-Sciences, Economics, Logic, Fine arts
3. (i) Aims and objectives of teaching Mathematics at Secondary Level  
(ii) Formulation of objectives with reference to Bloom's Taxonomy

## **UNIT-II**

1. (i) Selection and evaluation of text book  
(ii) Critical study of 10th class Mathematics curriculum (C.B.S.E./P.S.E.B.)
2. Concept of evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X)  
(ii) Construction of test items (essay type, short answer type and objective type)
3. Remedial measures for defects in present day teaching of Mathematics to make it more interesting and activity based

## **UNIT-III**

1. Methods of teaching  
Inductive- Deductive  
Analytic – Synthetic  
Problem Solving  
Laboratory
2. Pedagogical analysis of different topics of Mathematics
3. (i) Qualities for Mathematics teacher and role of Mathematics teacher in drill work and written work, supervised study and Error analysis  
(ii) Mathematics laboratory: Teaching aids- charts, models, chalk boards, OHP, LCD and computers.

## **UNIT-IV**

1. (i) Number system.  
(ii) Polynomials and equations – linear, simultaneous and quadratic.
2. (i) Geometrical Concept: Point, line, line segment, angle and triangle.  
(ii) Types of Angles, Triangles and quadrilaterals.
3. (i) Trigonometric ratios, identities, heights and distances.  
(ii) Measure of central tendencies. (Mean, Median, Mode)

## **UNIT-V**

1. Lesson planning: Meaning, importance and Herbartian steps
2. Planning of Macro lessons with special reference to Arithmetic, Algebra,
3. Geometry, Trigonometry and Statistics.
4. Concept, components and preparation of micro lesson plans for developing teaching skills of
  - a. Skill of introducing the lesson



- b. Skill of questioning
- c. Skill of explanation
- d. Skill of stimulus variation
- e. Skill of black board writing

**Sessional Work :**

**20 Marks**

Performance in House Examination I and II:  $(5 + 5) = 10$  Marks

Practical Work/ Activities: 10 Marks

**Suggested Practical Work (Any two)**

1. Preparation of two teaching aids
2. Construction of test items
3. Analytic report of curriculum
4. Preparation of two Micro lessons plans

**TEACHING OF COMPUTER EDUCATION**  
**(OPTION V)**

**Time: 3 hrs.**

**M. Marks: 100**

**Terminal: 80**

**Sessional: 20**

**Instructions for Paper Setter/ Candidate**

1. The question paper will consist of five UNITS: I, II, III, IV and V.
2. The paper setter will set three questions from each UNITS I, II, III and IV. (From the syllabus of the respective UNITS). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each UNIT.
4. UNIT V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V UNIT carrying 4 marks each.

**OBJECTIVES:**

- ☐ ☐ To understand the concept of Computer Education
- ☐ ☐ To understand the values of learning computer.
- ☐ ☐ To understand the learning strategies.
- ☐ ☐ To equip them with knowledge to set up and maintain a Computer laboratory.
- ☐ ☐ To make them able to plan lessons and present them effectively.
- ☐ ☐ To acquire knowledge on latest trends in Information Technology.
- ☐ ☐ To enable them to use computers to enhance teaching / learning skills.

**UNIT-I**

1. Concept, need and importance of Computer Education, utilities of computers in different fields with special reference to Education
2. Place of Computer Education in School Curriculum and relationship of Computer Education with other school subjects such as Science, Economics, Social Sciences Languages, Art.
3. Aims and objectives of Computer Education-Meaning and formation of
  - a. Instructional Objectives
  - b. Behavioural objectives

**UNIT-II**

1. Methods of teaching: Lecture, Lecture cum Demonstration, Problem solving, Project

- method, Laboratory Method, Computer Assisted Instructions, Web Based Instructions
2. Computer Teacher: Essential qualifications and qualities, professional growth and code of conduct for ethical computer teaching.
  3. Need for computer laboratory, special features of computer lab, setting a computer lab.

### **UNIT–III**

1. Concept, importance and principles of curriculum development in Computer Education.
2. Critical analysis of 10th class computer education curriculum(PSEB,CBSE)
3. Characteristics and criteria for selection of computer text books.

### **UNIT–IV**

1. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X), types of test items for evaluation -Essay type, short answer type, objective type
2. Online testing.

### **UNIT–V**

1. Lesson plan –Meaning, need and importance
2. Steps in writing lesson plan, digital lesson plan Components and Preparation of Micro Lesson Plan for developing teaching skills of:
  - ☐ ☐ Skill of Introducing a Lesson
  - ☐ ☐ Skill of Explanation
  - ☐ ☐ Skill of Stimulus Variation,
  - ☐ ☐ Skill of Questioning
  - ☐ ☐ Skill of Blackboard Writing

### **Sessional Work :**

**20 Marks**

Performance in Home Examination- I & II: 10 Marks

Practical Work: 10 Marks

Two Low cost and improvised teaching aids (Model/Chart/Graph)

## TEACHING OF PHYSICAL SCIENCES

### OPTION VI (B)

**Time: 3 hrs.**

**M. Marks: 100**

**Terminal: 80**

**Sessional: 20**

#### **Instructions for Paper Setter/ Candidate**

1. The question paper will consist of five UNITS: I, II, III, IV and V.
2. The paper setter will set three questions from each UNITS I, II, III and IV. (From the syllabus of the respective UNITS). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each UNIT.
4. UNIT V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V UNIT carrying 4 marks each.

#### **Objectives:**

- ☐ ☐ To formulate precise questions about various things in environment.
- ☐ ☐ To collect information from various sources and use it in a given situation.
- ☐ ☐ To classify objects, events, phenomenon.
- ☐ ☐ To arrange objects and data in a sequence so as to ascertain a pattern.
- ☐ ☐ To analyze data and make inference.
- ☐ ☐ To find some cause-effect relationship from the data available.
- ☐ ☐ To make predictions.
- ☐ ☐ To design simple experiments.
- ☐ ☐ To solve problems.
- ☐ ☐ To develop an objective attitude towards experimental evidences and to make decisions on the basis of facts and data.
- ☐ ☐ To make a judicious use of National resources after their proper identification.
- ☐ ☐ To correlate the knowledge of science and technology to economic and social development of the community.
- ☐ ☐ To place due emphasis on scientific knowledge in every day life.
- ☐ ☐ To develop instrumental, communicational and problem solving skills.
- ☐ ☐ To develop scientific attitude, spirit of cooperation, scientific temper and scientific approach.

### **UNIT-I**

1. Meaning, nature and scope of Physical Sciences. Reasons for including physical sciences in school curriculum and its correlation with other school subjects
2. Aims and objectives of teaching Physical Sciences
  - (a) Bloom's taxonomy of educational objectives
  - (b) Writing instructional objectives in behavioral terms
3. Scientific attitude and scientific method- Concept and role of Physical Sciences teacher in their development

### **UNIT-II**

1. Curriculum- Meaning and principles of constructing a good curriculum in Physical Sciences
2. Methods of teaching Physical Sciences with reference to lecture cum demonstration, project method, problem solving approach and Inductive-Deductive approach of teaching Physical Science
3. Professional growth of Physics/Chemistry teacher

### **UNIT-III**

1. Instructional media: Need and importance. Classification and integration of media in teaching learning process. Use of chalk board, periodic tables, charts, over head projector, T.V and computers in teaching Physics and Chemistry
2. Criteria for selection of Physical Sciences text book and its evaluation procedure
3. Importance and organization of science club, science exhibition, science excursion and wall magazine

### **UNIT-IV**

1. Need and organization of Practical work in Physical Sciences, Physical Science laboratory in a high school
2. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X).Types of test items for evaluation -Essay type, short answer type, objective type
3. Preparation of a blue print along with the question paper in Physical Sciences

### **UNIT-V**

1. Lesson Planning: need and importance
2. Herbartian approach in lesson planning
3. Micro teaching skills:

- ☐ ☐ Black Board writing
- ☐ ☐ Writing instructional objectives
- ☐ ☐ Illustrating with examples,
- ☐ ☐ Probing questions
- ☐ ☐ Stimulus variation.

**Sessional Work :**

**20 Marks**

Performance in House Examination- I & II:  $(5 + 5) = 10$  Marks

Practical Work: 10 Marks

**Suggested Practical Work**

Student will perform any three experiments:

1. To verify the laws of reflection.
2. To verify the laws of refraction.
3. Preparation of hydrogen gas and study of its properties.
4. Preparation of methane gas.

## **TEACHING OF PHYSICAL EDUCATION**

### **OPTION VII**

**Time: 3 Hrs.**

**M. Marks: 100**

**Terminal: 80**

**Sessional: 20**

#### **Instructions for Paper Setter/ Candidate**

1. The question paper will consist of five UNITS: I, II, III, IV and V.
2. The paper setter will set three questions from each UNITS I, II, III and IV. (From the syllabus of the respective UNITS). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each UNIT.
4. UNIT V will consist of lesson planning. One question on lesson plan will be framed and will carry 8 marks. Two short answer questions carrying 4 marks each will also be framed. All the questions will be compulsory.

#### **Objectives**

##### **To enable student teachers to:**

- ☐ ☐ Develop an understanding of aims, objectives and importance of teaching of physical education in schools.
- ☐ ☐ Promote physical education through various means and methods of teaching.
- ☐ ☐ Know the importance and values of teaching physical education and the relationship of physical education with other subjects.
- ☐ ☐ Understand the importance of physical education room, equipment and text book.
- ☐ ☐ Make the teaching of physical education more interesting and innovative.
- ☐ ☐ Bring the overall awareness of values and to inculcate among students the desired habits and attitude towards physical education.
- ☐ ☐ Develop an awareness regarding the importance of physical fitness and organic efficiency in individual and social life.
- ☐ ☐ Develop awareness regarding first aid.

#### **UNIT-I**

1. Physical Education: Meaning, aims and objectives of teaching Physical Education in school curriculum
2. Relationship of Physical Education with general education, psychology and health education

3. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X), Types of test items for evaluation -Essay type, short answer type, objective type

### **UNIT-II**

1. Teaching methods: Intensive study of lecture method, command method, discussion method, demonstration method, part method, whole method and whole part whole method, Project method
2. Audio-visual Aids: Charts, models, black-board, T.V., newspaper clippings, magazines, computers, LCD and OHP
3. Physical Fitness: Components of physical fitness

### **UNIT-III**

1. Qualifications, qualities and responsibilities of Physical Education teacher
2. Need, importance and qualities of a good Physical Education text book
3. Need and importance of Physical Education room and equipments

### **UNIT-IV**

1. First Aid – Meaning, need and principles, Warming up and cooling down
2. Motivation: Meaning, importance and types
3. Role of Physical Education in developing National Integration and International understanding

### **UNIT-V**

1. Lesson Planning: Meaning, need and importance
2. Construction of lesson plan
3. Micro Teaching: Concept and procedure

Teaching Micro-Skills with special reference to:

- ☐ Skill of introducing the lesson
- ☐ Skill of instructional objectives
- ☐ Skill of Questioning
- ☐ Skill of Explanation with illustration
- ☐ Skill of stimulus – variation

**Sessional Work :**

**20 Marks**

Performance in House Examination- I & II: 10 Marks

Practical Work: 10 Marks



**Suggested Practical Work (Any two)**

1. Organizing sports activity in a school.
2. To help in conduct and organization of annual sports meet of the college.
3. Demonstration of any five skills of different games or teaching skills.
4. To motivate students to participate in sports activities by using different methods.

**ADD ON COURSE**  
**E1 - ICT INTEGRATION IN PEDAGOGY**

**M.M. (Sessional): 25**

**Objectives:**

- ☐ ☐ To enable the student teachers to know about computer and its components
- ☐ ☐ To enable the student teachers to make slide presentation.

**UNIT-I**

1. Introduction to Computer: Characteristics, Hardware & software, application components of computer
2. Input devices Keyboard, Mouse, Joystick, Scanner, Light Pen and Track Ball. Output devices - Monitor, Printers. Memory, its Types and UNITS. Storage devices: Floppy Disk, Hard Disk, CD-ROM and DVD.
3. Internet: Meaning, Services -E-mail, Chat

**UNIT-II**

**(Practical Work)**

1. MS-Word:

Creation, Opening and Saving of a document. Editing and Formatting (Font Properties and Paragraph Settings, Spell Checking) Printing (Page Setup, Print Preview). Creating a table, entering and editing text in table and changing format of a table

2. MS-PowerPoint:

Introduction to Slides, Views, Creation of PowerPoint Presentation (Inserting, Deleting slides, Formatting) Slide Transitions and Animation, Creating a graph, Managing Slide show.

**Sessional work:**

**25 Marks**

Performance in House examination 1 & 2: (5 +5=10) marks

One PowerPoint Presentation (Soft and Hard copy): 05 Marks

Viva-Voce: 05 Marks

File: 05 Marks

## **E2- LANGUAGE PROFICIENCY**

**M. Marks (Sessional): 25**

### **Objectives**

- a. To enable student teachers to acquire basic language skills such as listening, speaking, reading, and writing and integrate them for communicative purposes.
- b. To introduce student teachers to techniques of note taking and note making.
- c. To help student teachers to learn effective ways of correspondence.
- d. To develop the skill of oral presentation and group discussion

### **UNIT-I**

1. Communication: types, process, role of communication in a society and channels of communication
2. (a) Speaking: Introduction to phonetics and organs of speech, the skills of effective speaking, the components of an effective talk.  
(b) Listening: Process, barrier to listening, effective listening skills, feedback skills
3. (a) Reading: Process, reading purposes, models, strategies, structure of meaning techniques  
(b) Writing: Elements of effective writing styles, scientific and technical writing

### **UNIT-II**

1. Note taking and note making: Purposes and methods of note taking and note making
2. Oral presentation & Group Discussion: Objects/aims, how to deliver an oral presentation, audience analysis, occasion analysis, preparation, organizing the preparation, practice, ten steps to a successful preparation, methods of writing an oral presentation and group discussion.
3. Correspondence: Effective letters, faxes, e-mail, notices, agenda and minutes

### **Sessional work:**

**25 Marks**

Performance in House examination 1 & 2: (5 +5=10)

Oral presentation (English/Punjabi/Hindi): 05 Marks

Group Discussion: 05 Marks

File: 05 Marks

### **E3- ART IN EDUCATION.**

**M. Marks (Sessional): 25**

#### **Objectives**

To enable student teachers to:

- ☐ ☐ Develop imagination and sense of appreciation of art and interest in art.
- ☐ ☐ Develop aesthetic sense.
- ☐ ☐ Prepare effective teaching aids.
- ☐ ☐ Have basic knowledge about colour scheme.

#### **UNIT-I**

1. Sketching of different objects related with their respective teaching subjects
2. Preparation of colour chart in file i.e Primary, Secondary, warm, cool, neutral
3. Theme based action figures i.e scene at the railway station, any sports activity, any story, market scene, any festival

#### **UNIT-II**

1. Writing and Sketching practice on the black board in relation with their teaching subjects
2. Alphabets in English, Gurmukhi and Hindi
3. Motto writing in 3 languages i.e English, Gurmukhi and Hindi
4. Preparation of 2 Flash cards according to their teaching subjects

#### **Sessional work :**

**25 Marks**

Performance in House examination 1 & 2: (5 +5=10) Marks

Teaching aids/ charts/ flash cards etc.: 05 Marks

Sessional Work file: 05 Marks

Blackboard sketching: 05 Marks

## **E4 PHYSICAL EDUCATION**

**Time: 1:30 Hrs**

**M. Marks (Sessional): 25**

### **Objectives:**

- ☐ ☐ To develop an understanding of aims, objectives of teaching of Physical Education.
- ☐ ☐ To give awareness regarding physical fitness and its components.
- ☐ ☐ To give elementary knowledge of human body.
- ☐ ☐ To give awareness regarding yoga for harmonious development/ de-stress activity.
- ☐ ☐ To develop an awareness regarding the importance of Physical Fitness and organic efficiency in individual.

### **UNIT-I**

1. Physical Education: Meaning, aims, objectives and importance.
2. a. Meaning and importance of physical fitness and its components.  
b. Effects of exercise on respiratory system, circulatory system and muscular system.
3. Meaning and importance of yoga.

Yoga Asana.

- a) Padma, Sidha, Vajra (Meditative)
- b) Shava and Makar (Relaxive)
- c) Bhujang, Ushtra, Chakra Ardhamatryendra, Pashimottar, , Dhanur, Sarvang  
(Cultural)

### **UNIT-II**

1. Skills in games: (Any one)  
Hockey, Football, Basketball, Badminton, Kho-Kho, Volleyball, Table Tennis.
2. Fundamental Skills in Athletics
  - a) Races – 100m, 200m, 400m
  - b) Jumps-Long Jump, High Jump (any one)
  - c) Throws-Shot Put, Discus Throw, Javelin Throw
3. Warming up and cooling down- its meaning and importance.

### **Sessional Work :**

**25 Marks**

Performance in House Examination I & II: (5+5=10 Marks)

Practical Work: 10 Marks

File Work: 05 Marks

## **E5- CO-CURRICULUM DOMAIN**

**Time: 1.30 Hrs.**

**Grade Points A- E**

### **Objectives**

To enable student teachers to:

- Perform multifarious duties in the school and outside the school.
- Sensitize the student teachers to various social problems, issues and Ideas where they can contribute in a meaningful way.
- Create an environment of work culture based on mutual work, co-operation and Team work.
- Develop a deep faith in dignity of labour and life of active social involvement.
- Develop aesthetic, creative and innovative abilities
- To work for the preservice, promotion and spread of cultural values & cultural heritage.

### **Community Activities (Any Two)**

- a. Cleanliness and beautification of campus
- b. Participation in NSS Activities
- c. Working in social service centres like old people home, hospitals, institutions for blind, orphan houses, shelter or any other social service centre.
- d. Service to the unprivileged communities of the society
- e. Helping the needy- Donating Blood/eye Donation Awareness camps/Literacy camps/HIV awareness camps
- f. Tree plantation and growing of ornamental plants

### **Co-Curricular And Cultural Activities**

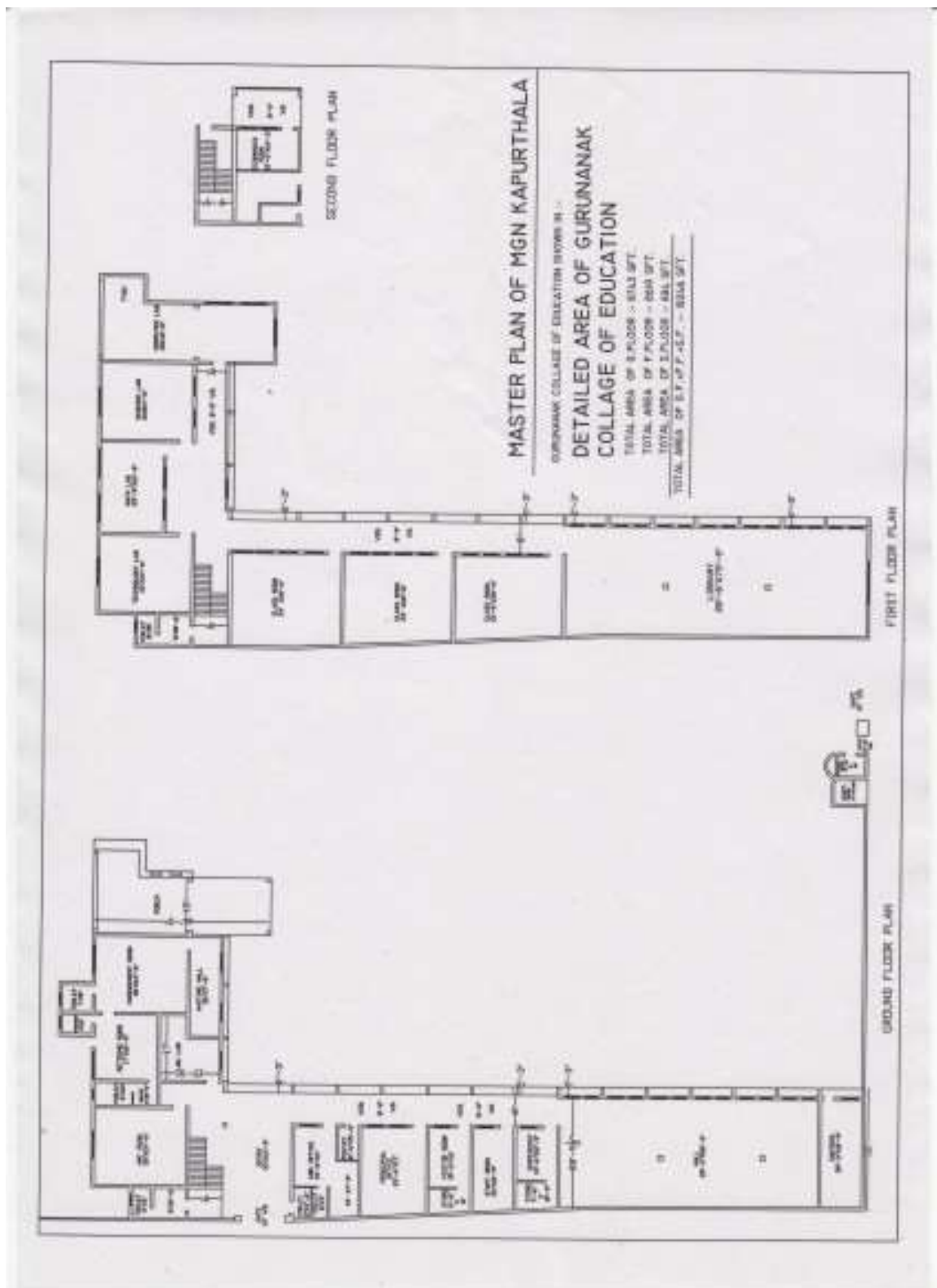
1. Organising college functions
2. Participation in co-curricular activities and cultural activities
3. Organizing and participation in morning assemblies
4. Celebration of all important days
5. Organizing and participating in educational trips and tours

### **Evaluation**

1. The students will maintain the record of activities performed by him/her during community services

2. The tutor incharge will award the grade points from A-E to their wards on the basis of their attendance and performance in the above activities during the whole session

**Annexure-V**  
**MASTER PLAN**





Annexure-VI

Guru Nanak College of Education for Women, Kapurthala

## Feedback from Students on Course

## Questionnaire No. 1

Programme: B. Ed.

Department : College of Education

Semester/Term/Year : One Year Course

Students are required to rate the courses on the following attributes using the 5-point scale shown.

Excellent = 5, Very Good = 4, Good = 3, Satisfactory = 2 Unsatisfactory = 1

Parameters	A1	A2	B1	B2	B3 (a)	B3 (b) i	B3 (b) ii	B3 (b) iii	B3 (b) iv	T-1	T-2
1. Depth of the course content including project work if any											
2. Extent of coverage of course											
3. Applicability/ relevance to real life situations											
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)											
5. Clarity and relevance of textual reading material											
6. Relevance of additional source material (Library)											
7. Extent of effort required by students											
8. Overall rating											

**Department: College of Education**  
**Geno Narak College of Education for Women, Kapurthala**  
**Student Feedback on Teachers**  
**Questionnaire No. 2**

Semester/ Term/ Year : Autumn

Please rate the teacher on the following attributes using the 3-point scale shown  
 Excellent = 3, Very Good = 4, Good = 5, Satisfactory = 2, Unsatisfactory = 1

Parameters	Very Satisfactory	Satisfactory	Not Satisfactory	Very Dissatisfactory	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed
1. Knowledge base of the teacher for present/for year												
2. Communication skills in terms of articulation and comprehensibility												
3. Honesty / Commitment of the teacher												
4. Interest generated by the teacher												
5. Ability to integrate course material with contemporary/other issues to provide a broader perspective												
6. Ability to communicate with other subjects												
7. Availability of the teacher in and out of the class (includes availability of the teacher to include further study and discussion outside class)												
8. Ability to design questions / tests / assignments / examinations and projects to evaluate students understanding of the course												
9. Provision of sufficient time for feedback												
10. Methods of Teaching												
11. Coverage of the syllabus												
12. Motivated to explore												
13. Punctuality & regularity												
14. Overall rating												

# Annexure-VIII

**S. S. KALRA & CO.,**  
Chartered Accountants,  
4th Floor, K. K. Tower,  
Civil Lines, Jalandhar.

## GURU NANAK COLLEGE OF EDUCATION FOR WOMEN KAPURTHALA

### INCOME AND EXPENDITURE ACCOUNT OF A FUND COLLEGE FUND FOR THE YEAR ENDING 31/03/2014

EXPENDITURE	AMOUNT	INCOME	AMOUNT
To Advertisement Expenses	4,132.00	By Annual Dues	357,500.00
To Audit Fee	10,674.00	By Quarterly Dues	1,067,000.00
To Bank Commission	2,456.00	By University Dues	17,005.00
To Building Repair	18,485.00	By Misc. Income	2,473.00
To College Continuation Fee	10,000.00	By Misc. Dues	7,000.00
To College Hand Book Fund	16,000.00	By Photostat Copies	1,429.00
To College Magazine Expenses	29,000.00	By Red Ribbon Club Grant	2,500.00
To Computer Repair	3,800.00	By Bank Interest	198,732.00
To Depreciation	186,028.00		
To Electric Stores Expenses	37,884.00		
To Extension Lecture Expenses	4,508.00		
To Farewell/Women Meet Expenses	4,022.00		
To Function Expenses	181,532.50		
To Gardening Expenses	3,483.00		
To Generator Maintenance Expenses	76,845.50		
To House Examination Expenses	20,061.00		
To Identity Card Expenses	7,954.00		
To Internet Expenses	33,306.00		
To Legal Expenses	11,000.00		
To Medical Expenses	12,000.00		
To Misc. Expenses	10,824.00		
To Misc. Stores	1,240.00		
To Newspapers & Periodicals Expenses	20,768.00		
To Postage Expenses	3,000.00		
To Photostat Expenses	7,660.00		
To Printing & Stationery Expenses	13,498.00		
To Red Ribbon Club Activities Expenses	2,580.00		
To Refreshment Expenses	17,323.00		
To Repair Expenses	47,300.00		
To salary	178,800.00		
To Sanitation Expenses	11,191.00		
To Seminar/Conference Expenses	3,532.00		
To Special Allowance	36,000.00		
To Sports Expenses	71,036.00		
To Student Aid Fund	30,000.00		
To Subscription Expenses	9,644.00		
To TA/DA Expenses	32,392.00		
To Telephone Bills	10,485.00		
To Wifi Web Expenses A/c	45,000.00		
To Excess of Income Over Expenditure	384,733.00		
	<u>1,813,837.00</u>		<u>1,813,837.00</u>

PLACE : JALANDHAR  
DATED :

*Mangjit Kaur*  
PRINCIPAL

*[Signature]*  
ACCOUNTANT

For M/s. S. S. KALRA & CO.,  
CHARTERED ACCOUNTANTS



S. S. KALRA & CO.,  
Chartered Accountants,  
4th Floor, K. K. Tower,  
Civil Lines, Jalandhar.

REF: GURU NANAK COLLEGE OF EDUCATION FOR WOMEN,  
KAPURTHALA.

BALANCE SHEET OF AMALGAMATED FUND AS ON 31ST MARCH, 2014.

LIABILITIES	AMOUNT	ASSETS	AMOUNT
<b>GENERAL FUND ACCOUNT :-</b>		<b>FIXED ASSETS:-</b>	
Last year Balance	6,125,608.57	As per Schedule 'A' attached	883,371.70
Add: Excess of Income	-		
over Expenditure	384,733.00	<b>CURRENT ASSETS:-</b>	
	6,510,341.57	Cash in Hand	10,152.00
<b>CURRENT LIABILITIES &amp; PROVISIONS:-</b>		Indian Bank A/c No. 14189	4,565,593.87
Library Security	384,000.00	Current A/c No. 454358870	258,677.00
Dues Payable	936.00	Indian Bank A/c No. 14189	1,000,000.00
		Amalgamated Student Fund	17,000.00
		Bills Receivable (GNDU)	10,542.00
		Advance	2,000.00
		Dues Receivable	166,940.00
	<u>6,896,276.57</u>		<u>6,895,276.57</u>

AS PER OUR SEPARATE REPORT OF EVEN DATE.

For M/s S. S. KALRA & CO.,  
Chartered Accountants,

PLACE: JALANDHAR  
DATED:

*Manjit Kaur*  
PRINCIPAL

*[Signature]*  
ACCOUNTANT

*[Stamp]*  
(S. S. KALRA)  
F.C.A.

S. S. KALRA & CO.,  
Chartered Accountants,  
4th Floor, K. K. Tower,  
Civil Lines, Jalandhar.

REF: GURU NANAK COLLEGE OF EDUCATION FOR WOMEN,  
KAPURTHALA.

SCHEDULE OF FIXED ASSETS AS ON 31-03-2014.

S. NO.	ASSETS	CP. BALANCE	ADDITIONS	SALES	BALANCE	DEPRECIATION	
						RATE	AMOUNT
1	Air-Conditioner	16195.00	0.00	0.00	16195.00	15%	2429.00
2	Black Board	6043.50	0.00	0.00	6043.50	15%	907.00
3	Books	103976.00	56795.00	0.00	160771.00	25%	40088.00
4	Computers	20024.00	5380.00	0.00	25404.00	60%	15722.00
5	Coolers	4731.00	0.00	0.00	4731.00	15%	710.00
6	Cycle	2088.00	0.00	0.00	2088.00	15%	315.00
7	EPABX	2835.00	0.00	0.00	2835.00	15%	425.00
8	Fire Extinguisher	8146.00	0.00	0.00	8146.00	15%	1222.00
9	Flags	1235.00	0.00	0.00	1235.00	15%	185.00
10	Furniture	223660.50	95000.00	0.00	322660.50	15%	48399.00
11	Gas Stove	127.75	0.00	0.00	127.75	15%	19.00
12	Generator Sheet	61558.00	0.00	0.00	61558.00	15%	9245.00
13	Generator Set	300822.00	0.00	0.00	300822.00	15%	45123.00
14	Harmonium	0.00	6500.00	0.00	6500.00	15%	975.00
15	Hot Case	3574.27	0.00	0.00	3574.27	15%	536.00
16	Misc. Stock	20567.75	1724.00	0.00	22291.75	15%	3343.76
17	Sign Board	11042.00	0.00	0.00	11042.00	15%	1791.00
18	Sports Stock	4815.60	160.00	0.00	4975.60	15%	746.34
19	Spray Pump	135.00	0.00	0.00	135.00	15%	20.25
20	Stage	2974.33	0.00	0.00	2974.33	15%	446.15
21	Steel Almirah	13981.00	0.00	0.00	13981.00	15%	2097.00
22	Water Cooler	0	53178.00	0.00	53178.00	15%	7977.00
		825142.70	224257.00		1049399.70		156028.00
							893371.70

For M/s S. S. KALRA & CO.  
Chartered Accountants

ACCOUNTANT

MANIT KANS  
PRINCIPAL





उत्तर क्षेत्रीय समिति  
राष्ट्रीय अध्यापक शिक्षा परिषद्  
(भारत सरकार का एक विधिक संस्थान)



Northern Regional Committee  
National Council for Teacher Education  
(A Statutory Body of the Government of India)

12/06/15  
F.No./NRC/NCTE/PB-19/2015

108/64

Dated: 30 MAY 2015

**TO BE PUBLISHED IN GAZETTE ON INDIA PART III SECTION 4**

**ORDER**

**WHEREAS**, in exercise of the powers conferred by Sub-section (2) of Section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993) and in supersession of the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 01.12.2014.

2. **AND WHEREAS**, the institution **Guru Nanak College of Education for Women, Kapurthala – 144601, Punjab** was recognized by NRC vide its Order No. NRC/NCTE/F-3/PB-19/4975-981 dated 30.09.1997 for B.Ed. course for 60 seats.

3. **AND WHEREAS**, the institution **Guru Nanak College of Education for Women, Kapurthala – 144601, Punjab** has by affidavit consented to come under New Regulations and sought for one basic unit in B.Ed. which require additional facilities.

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

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

5. **Now therefore**, in the light of the above, the Northern Regional Committee, NCTE hereby issues the revised Recognition Order to **Guru Nanak College of Education for Women, Kapurthala – 144601, Punjab** for conducting B.Ed. programme of two years duration with an annual intake of 50 for one basic unit of 50 students from the academic session 2015-2016 subject to fulfillment of the conditions mentioned herein before 31.10.2015.

कार्यालय : चौथी मंजिल, जिवन निधि-II, LIC Building, Ambedkar Circle,  
Bhawani Singh Marg, Jaipur-302 005 (Rajasthan)  
कार्यालय : उत्तर प्रदेश, तारापथ दिल्ली, हरियाणा, राजस्थान, पंजाब, हिमाचल प्रदेश, राजस्थान  
Phone No. 0141-2744288, 2744635. Fax : 0141-2744173

Office : 4th Floor, Jeevan Nidhi-II, LIC Building, Ambedkar Circle,  
Bhawani Singh Marg, Jaipur -302 005 (Rajasthan)  
Jurisdiction : U.P., Uttranchal, Delhi, Haryana, Punjab, Chandigarh, H.P., Rajasthan  
E-mail : nrc@ncte-india.org. Website : www.ncte-india.org

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

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

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

- (a) Sanctioned programmes along with annual intake in the institution.
- (b) Name of the faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- (c) Name of faculty members who left or 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 so desires.
- (k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

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

By Order,

(Dr. S.K. Chaudhary)  
Regional Director

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

Copy to:-

1. The Principal, **Guru Nanak College of Education for Women, Kapurthala - 144601, 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, Guru Nanak Dev University, Amritsar, 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

Roll No	Regd. No.	Candidate Name	Father Name	Mother Name	Results Est.*Sem. + Total
BHOOCENT HEARTS COLLEGE OF EDUCATION, JALANIHAR					
Full Subject Candidates					
9301400560	2008203.387	HIRSA GUPTA	DEEPA GUPTA	KIRAN GUPTA	375+235 = 610
9301400561	to 93014005700	Gap			
O. N. COLLEGE OF EDUCATION FOR WOMEN, KAPURTHALA					
93014005701	2010302A.109	RAHMANDEEP KALR	RAJANDEEP SINGH	PARAGDEEP KALR	400+240 = 640
93014005702	2010302A.106	SURINDER BUTALIA	SURESH CHAND BUTALIA	PARVINDER KALR	400+230 = 630 - D
93014005703	2010302A.104	DIYTA	DEEPA DIXIT	SAVITRI KALR	475+234 = 710 - D
93014005704	2009302A.440	PARVINDER KALR	DARSHAN SINGH	SURESH KALR	390+240 = 630
93014005705	2009302A.14	PARVINDER	BALWINDER SINGH	SOMAN	400+277 = 677
93014005706	2010302A.1	SONIA DEVI	VISHU KUMAR	SONIA DEVI	425+230 = 655
93014005707	2008302.9903	KADALDEEP KALR	LAKSHAR SINGH	SAVITRI KALR	400+235 = 635
93014005708	2010302A.18	SAVITRI KALR	MOHAMMAD YUNUS KHAN	KHADIJA KHAN	400+241 = 641
93014005709	2009302A.110	AMITA	DEEPA KALR	DARSHAN KUMAR	390+230 = 620
93014005710	2010302A.105	HANDEEP KALR	JAGIT SINGH	KARANDEEP KALR	400+272 = 672 - D
93014005711	2008302A.104	RUCHI SHARMA	SURINDER KUMAR	NEELAM	400+244 = 644
93014005712	2010302A.118	POORNIMA SHARMA	MOHAMMAD YUNUS KHAN	NEELAM SHARMA	81(A)
93014005713	2010302A.107	SURINDER KALR	LOKESH SINGH	HANDEEP KALR	400+233 = 633 - D
93014005714	2010302A.106	HANDEEP KALR	KIRAN SINGH	KANALDEEP KALR	475+231 = 706 - D
93014005715	2010302A.130	HANDEEP KALR	HANDEEP KALR	MOHAMMAD YUNUS KHAN	400+240 = 640 - D
93014005716	2010302A.109	HANDEEP KALR	DEEPA KALR	HANDEEP KALR	400+277 = 710 - D
93014005717	2008302A.11	RUPALI ARORA	RAHMANDEEP KALR	PRINCE ARORA	400+230 = 630 - D
93014005718	2008302A.10	HANDEEP KALR	DEEPA KALR	RAJESH KALR	400+240 = 640
93014005719	2008302A.10	HANDEEP KALR	DARSHAN SINGH	LAKSHAR KALR	400+217 = 617
93014005720	2008302A.10	HANDEEP KALR	KARANDEEP SINGH	HANDEEP KALR	400+214 = 614 - D
93014005721	2008302A.10	HANDEEP KALR	DEEPA KALR	HANDEEP KALR	81(B) (100)
93014005722	2010302A.175	DIYTA	DEEPA DIXIT	SAVITRI KALR	400
93014005723	2007302.17813	DIYTA	HANDEEP KALR	HANDEEP KALR	400+240 = 640
93014005724	2010302A.17	DIYTA	HANDEEP KALR	HANDEEP KALR	400+230 = 630
93014005725	2010302A.104	HANDEEP KALR	HANDEEP KALR	HANDEEP KALR	400+230 = 630 - D
93014005726	2010302A.102	HANDEEP KALR	KIRAN SINGH	HANDEEP KALR	400+270 = 710 - D
93014005727	2010302A.175	DIYTA	DEEPA DIXIT	SAVITRI KALR	400+240 = 640 - D
93014005728	2010302A.10	HANDEEP KALR	DEEPA KALR	HANDEEP KALR	390+211 = 601
93014005729	2010302A.10	HANDEEP KALR	KIRAN SINGH	HANDEEP KALR	400+240 = 640
93014005730	2008302A.109	HANDEEP KALR	HANDEEP KALR	HANDEEP KALR	390+211 = 601
93014005731	2010302A.106	HANDEEP KALR	HANDEEP KALR	HANDEEP KALR	81(A)
93014005732	2010302A.105	HANDEEP KALR	HANDEEP KALR	HANDEEP KALR	400+240 = 640
93014005733	2008302A.121	HANDEEP KALR	HANDEEP KALR	HANDEEP KALR	400+230 = 630
93014005734	2007302A.12	HANDEEP KALR	HANDEEP KALR	HANDEEP KALR	400+240 = 640 - D
93014005735	2007302A.12	HANDEEP KALR	HANDEEP KALR	HANDEEP KALR	81(A)
93014005736	2010302A.10	HANDEEP KALR	HANDEEP KALR	HANDEEP KALR	400+240 = 640
93014005737	2007302A.102	HANDEEP KALR	HANDEEP KALR	HANDEEP KALR	400+240 = 640
93014005738	2008302A.104	HANDEEP KALR	HANDEEP KALR	HANDEEP KALR	400+240 = 640
93014005739	2008302A.104	HANDEEP KALR	HANDEEP KALR	HANDEEP KALR	400+240 = 640
93014005740	2008302A.10	HANDEEP KALR	HANDEEP KALR	HANDEEP KALR	400+240 = 640
93014005741	2008302A.10	HANDEEP KALR	HANDEEP KALR	HANDEEP KALR	400+240 = 640
93014005742	2008302A.10	HANDEEP KALR	HANDEEP KALR	HANDEEP KALR	400+240 = 640
93014005743	2008302A.10	HANDEEP KALR	HANDEEP KALR	HANDEEP KALR	400+240 = 640
93014005744	2008302A.10	HANDEEP KALR	HANDEEP KALR	HANDEEP KALR	400+240 = 640
93014005745	2008302A.10	HANDEEP KALR	HANDEEP KALR	HANDEEP KALR	400+240 = 640



Roll No.	Regd. No.	Candidate Name	Father Name	Mother Name	Rounds Est. + Sec. = Total
CL N. COLLGE OF EDUCATION FOR WOMEN, KAPURTHALA					
Full Section Candidates					
001406736	2011 HZ 3966	RUNITA KAGR	ABHISTHAN CHANAI	RENA KAGR	162+239 = 401
001406737	2010 HZ/A. 58	AMANDIEP KAGR	MANOJESH SINGH	ANJALI KAGR	199+231 = 430
001406738	2010 HZ/A. 763	MANOJESH KAGR	HARJIT SINGH	HARJINDER KAGR	406+250 = 756 - 10
001406739	2007 HZ/A. 44	SAVDEEP KAGR	LAKSHY SINGH	KARISHMA KAGR	419+238 = 757 - 10
001406740	2010 HZ/A. 599	DEEPA KAGR	DEEPA SINGH	DEEPA KAGR	406+238 = 754 - 10
001406741	2008 HZ 1580	RUTHEENA	TAJINDER PAL	ANJALI KAGR	166+249 = 415
001406742	2010 HZ/A. 494	SHANU YADAV	KAM KISHORE YADAV	SHANU DEVI	425+258 = 683
001406743	2010 HZ/A. 129	AMANDIEP KAGR	JASNA SINGH	SHRUTI KAGR	419+231 = 650
001406744	2010 HZ/A. 64	MANOJESH KAGR	DEEPA SINGH	MANOJESH KAGR	449+248 = 697
001406745	2010 HZ/A. 100	ANJALI KAGR	SHRUTI SINGH	SHRUTINDER KAGR	425+227 = 652
001406746	2008 HZ 7774	SHANU KAGR	ROHAN KAGR	HARINDER KAGR	362+228 = 590
001406747	2010 HZ/A. 126	TAJINDER KAGR	NORMAL SINGH	SHANU KAGR	477+238 = 715 - 10
001406748	2010 HZ/A. 577	AMANDIEP KAGR	TARJINDER SINGH	DEEPA KAGR	466+278 = 744 - 10
001406749	2008 HZ 18546	AMANDIEP KAGR	SHANU SINGH	SHANU KAGR	399+236 = 635
001406750	2008 HZ 18272	POOJA KAGR	DEEPA SINGH	DEEPA KAGR	419+220 = 639
001406751	2008 HZ/A. 263	POOJA KAGR	RAJ KAGR	SHANU DEVI	425+231 = 656
001406752	2008 HZ/A. 7	SHANU KAGR	SHANU SINGH	SHANU KAGR	466+248 = 714
001406753	2010 HZ/A. 146	MANOJESH KAGR	AMANDIEP SINGH	SHANU KAGR	411+268 = 679
001406754	2010 HZ/A. 46	AMANDIEP KAGR	DEEPA SINGH	MANOJESH KAGR	399+231 = 630
001406755	2007 HZ 17890	ANU KAGR	AMANDIEP KAGR	DEEPA KAGR	376+238 = 614
001406756	2010 HZ/A. 115	MANOJESH KAGR	SHANU SINGH	SHANU KAGR	466+278 = 744 - 10
001406757	2010 HZ/A. 81	SHANU KAGR	SHANU SINGH	MANOJESH KAGR	399+231 = 630
001406758	2010 HZ/A. 117	SHANU KAGR	SHANU SINGH	SHANU KAGR	366+231 = 597
001406759	2008 HZ/A. 366	DEEPA KAGR	SHANU SINGH	MANOJESH KAGR	419+220 = 639
001406760	2010 HZ/A. 112	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406761	2008 HZ 4797	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406762	2008 HZ/A. 361	MANOJESH KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406763	2007 HZ/A. 578	SHANU KAGR	SHANU SINGH	SHANU KAGR	466+238 = 704 - 10
001406764	2010 HZ/A. 114	MANOJESH KAGR	SHANU SINGH	SHANU KAGR	419+231 = 650
001406765	2010 HZ/A. 115	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406766	2010 HZ/A. 116	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406767	2010 HZ/A. 117	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406768	2010 HZ/A. 118	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406769	2010 HZ/A. 119	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406770	2010 HZ/A. 120	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406771	2010 HZ/A. 121	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406772	2010 HZ/A. 122	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406773	2010 HZ/A. 123	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406774	2010 HZ/A. 124	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406775	2010 HZ/A. 125	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406776	2010 HZ/A. 126	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406777	2010 HZ/A. 127	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406778	2010 HZ/A. 128	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406779	2010 HZ/A. 129	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406780	2010 HZ/A. 130	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406781	2010 HZ/A. 131	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406782	2010 HZ/A. 132	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406783	2010 HZ/A. 133	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406784	2010 HZ/A. 134	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406785	2010 HZ/A. 135	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406786	2010 HZ/A. 136	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406787	2010 HZ/A. 137	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406788	2010 HZ/A. 138	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406789	2010 HZ/A. 139	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406790	2010 HZ/A. 140	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406791	2010 HZ/A. 141	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406792	2010 HZ/A. 142	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406793	2010 HZ/A. 143	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406794	2010 HZ/A. 144	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406795	2010 HZ/A. 145	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406796	2010 HZ/A. 146	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406797	2010 HZ/A. 147	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406798	2010 HZ/A. 148	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406799	2010 HZ/A. 149	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406800	2010 HZ/A. 150	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406801	2010 HZ/A. 151	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406802	2010 HZ/A. 152	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406803	2010 HZ/A. 153	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406804	2010 HZ/A. 154	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406805	2010 HZ/A. 155	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406806	2010 HZ/A. 156	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406807	2010 HZ/A. 157	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406808	2010 HZ/A. 158	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406809	2010 HZ/A. 159	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406810	2010 HZ/A. 160	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406811	2010 HZ/A. 161	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406812	2010 HZ/A. 162	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406813	2010 HZ/A. 163	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406814	2010 HZ/A. 164	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406815	2010 HZ/A. 165	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406816	2010 HZ/A. 166	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406817	2010 HZ/A. 167	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406818	2010 HZ/A. 168	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406819	2010 HZ/A. 169	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406820	2010 HZ/A. 170	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406821	2010 HZ/A. 171	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406822	2010 HZ/A. 172	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406823	2010 HZ/A. 173	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406824	2010 HZ/A. 174	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406825	2010 HZ/A. 175	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406826	2010 HZ/A. 176	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406827	2010 HZ/A. 177	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406828	2010 HZ/A. 178	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406829	2010 HZ/A. 179	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406830	2010 HZ/A. 180	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406831	2010 HZ/A. 181	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406832	2010 HZ/A. 182	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406833	2010 HZ/A. 183	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406834	2010 HZ/A. 184	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406835	2010 HZ/A. 185	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406836	2010 HZ/A. 186	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406837	2010 HZ/A. 187	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406838	2010 HZ/A. 188	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406839	2010 HZ/A. 189	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406840	2010 HZ/A. 190	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406841	2010 HZ/A. 191	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406842	2010 HZ/A. 192	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406843	2010 HZ/A. 193	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406844	2010 HZ/A. 194	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406845	2010 HZ/A. 195	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406846	2010 HZ/A. 196	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406847	2010 HZ/A. 197	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406848	2010 HZ/A. 198	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406849	2010 HZ/A. 199	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630
001406850	2010 HZ/A. 200	SHANU KAGR	SHANU SINGH	SHANU KAGR	399+231 = 630

Roll No.	Regd. No.	Candidate Name	Father Name	Mother Name	Results Est. + Sec. = Total
<b>G. N. COLLEGE OF EDUCATION FOR WOMEN, KAPURTHALA</b>					
<b>Full Subject Candidates</b>					
0201400794	2007 DPWA, 746	SHYVA SAMAN	PARMAN SINGH	ANITA	420+127 = 547
0201400795	2008 JLA, 20	KRANPREET KAUR	KULDEEP SINGH	HARINDER KAUR	415+148 = 563 - D
0201400796	2002 DPWA, 11	THARPREET Kaur	CHANDRAN DASS	MEENA Kaur	377+162 = P
0201400797	2011 SCIA, 44	SUSHEER Kaur	MALEET SINGH	PALWINDER KAUR	424+128 = 552
0201400798	2008 JLA, 409	SHOBNA Kaur	DEEPAK Kaur	VEDNA KUMARI	377+145 = 522
0201400799	2008 JLA, 47	KUSHWINDER Kaur	GERMAN SINGH	KULDEEP KAUR	431+125 = 556
0201400800	2011 SCIA, 148	NAVPREET KAUR	SURET SINGH	BALDEE KAUR	387+129 = 516
0201400801	2011 JLA, 481	KARTI	SATPAL SINGH	SUNITA	51(0)
0201400802	2008 JLA, 21	PRIVANKA SINGH	SHIVA LAL SINGH	VEDNA SINGH	444+142 = 586
0201400803	2010 JLA, 373	ANURADHA	NEEMAN LAL	MEENA KUMARI	403+127 = 530
0201400804	2011 NZ, 8037	NAVPREET KAUR	JAGWANT SINGH	SUSHEER KAUR	397+128 = 525
0201400805	2008 JLA, 372	MEENA	DEEPAK SINGH	SHRUTI Kaur	384+123 = 507
0201400806	2010 JLA, 112	NAVPREET KAUR	SURET SINGH	JAGDEE KAUR	393+124 = 517
0201400807	2011 JLA, 3	KRANPREET KAUR	KULDEEP SINGH	SUNITA KAUR	404+128 = 532
0201400808	2010 SCIA, 442	AMANDIP KAUR	KOPAL SINGH	JAGDEE KAUR	403+127 = 530
0201400809	2011 JLA, 47	KULVIR KAUR	WACHIND SINGH	PALWINDER KAUR	415+143 = 558
0201400810	2007 DPWA, 116	SHRUTI SINGH	PRITAM DASS	ANURADHA	428+140 = 568
0201400811	n 2001400800	Gap			
<b>OM PARKASH MEMORIAL INSTITUTE OF EDUCATION, DYALPUR (KAPURTHALA)</b>					
0201400801	2007 SCIA, 134	SATINDER JI SINGH	JAGDEE SINGH	SHRUTI KAUR	0(0)
0201400802	2011 DPWA, 1	ANURADHA	LATHEE NARAYAN TANTI	MEENA Kaur	375+123 = 498
0201400803	2008 JLA, 28	MEENA Kaur	KULDEEP SINGH	SUSHEER KAUR	420+148 = 568
0201400804	2010 DPWA, 118	NAVPREET KAUR	KANWANT SINGH	SHRUTI KAUR	380+124 = 504
0201400805	2008 SCIA, 47	RAJENDRA	BALWINDER SINGH	SHRUTI KAUR	413+130 = 543 - D
0201400806	2010 JLA, 4	NAVPREET KAUR	KULDEEP SINGH	SUNITA KAUR	412+128 = 540
0201400807	2010 JLA, 2	RAJIT KAUR	JAGWANT SINGH	NAVINDER KAUR	417+140 = 557
0201400808	2010 DPWA, 11	KANWANT KAUR	VIR SINGH	BALWINDER KAUR	408+121 = 529
0201400809	2010 JLA, 17	NAVPREET KAUR	KANWANT SINGH	KANWANT KAUR	420+123 = 543
0201400810	2010 JLA, 204	KANWANT KAUR	KULDEEP SINGH	SUSHEER KAUR	400+140 = 540
0201400811	2010 NZ, 1403	NAVPREET KAUR	KULDEEP SINGH	BALWINDER KAUR	384+126 = 510
0201400812	2010 DPWA, 2	HARSH KAUR	SURET SINGH	NAVINDER KAUR	420+128 = 548
0201400813	2010 JLA, 212	KULDEEP KAUR	CHANDRAN SINGH	NAVINDER KAUR	414+128 = 542
0201400814	2010 NZ, 1912	SOMA	JAGDEE SINGH	SUSHEER KAUR	397+128 = 525
0201400815	2008 DPWA, 24	NAVPREET KAUR	TANVEER SINGH	MALEET KAUR	414+141 = 555
0201400816	2010 JLA, 718	AMANDIP KAUR	KULDEEP SINGH	NAVINDER KAUR	409+141 = 550
0201400817	2010 DPWA, 34	NAVPREET KAUR	NAVINDER SINGH	KANWANT KAUR	418+127 = 545
0201400818	2012 NZ, 12036	NAVINDER KAUR	KULDEEP SINGH	NAVINDER KAUR	412+124 = 536
0201400819	2008 JLA, 719	KULDEEP	NAV SINGH	NAVINDER KAUR	408+127 = 535
0201400820	2007 JLA, 26	NAVPREET KAUR	KANWANT SINGH	NAVINDER KAUR	414+141 = 555
0201400821	2010 JLA, 12	AMANDIP KAUR	KULDEEP SINGH	NAVINDER KAUR	412+124 = 536
0201400822	2010 JLA, 184	NAVINDER	NAV SINGH	NAVINDER KAUR	412+121 = 533
0201400823	2010 JLA, 693	NAVINDER KAUR	NAV SINGH	NAVINDER KAUR	409+121 = 530
0201400824	2010 DPWA, 108	AMANDIP KAUR	NAVINDER SINGH	NAVINDER KAUR	410+127 = 537
0201400825	2010 DPWA, 107	NAVPREET KAUR	NAV SINGH	NAVINDER KAUR	410+128 = 538
0201400826	2010 DPWA, 106	NAVINDER KAUR	NAV SINGH	NAVINDER KAUR	397+125 = 522
0201400827	2010 JLA, 834	NAVINDER KAUR	NAV SINGH	NAVINDER KAUR	396+122 = 518
0201400828	2008 JLA, 112	NAVINDER KAUR	NAV SINGH	NAVINDER KAUR	400+124 = 524
0201400829	2010 DPWA, 114	NAVINDER KAUR	NAV SINGH	NAVINDER KAUR	449+126 = 575 - D
0201400830	2008 JLA, 737	KANWANT KAUR	NAV SINGH	NAVINDER KAUR	0(0)
0201400831	2010 DPWA, 27	NAVINDER KAUR	NAV SINGH	NAVINDER KAUR	384+128 = 512
0201400832	2010 JLA, 25	NAVINDER KAUR	NAV SINGH	NAVINDER KAUR	376+117 = 493

**FEEDBACK PROFORMA – I (A)**

**PUPIL TEACHER FEEDBACK BY TEACHER EDUCATORS AND PEERS**

The Teacher Educators and Pupil Teachers are advised to give descriptive feedback in the light of the guidelines given below:

1. Appearance of the pupil-teacher
2. Introduction of the topic
3. Chalk- board writing
4. Use of the teaching-aids
5. Technique of questioning
6. Development of the lesson
7. Correction
8. Language
9. Sectional revision
10. Checking of student's classroom work
11. Student's participation
12. Demonstration /practical work
13. Self- confidence and class control
14. Final recapitulation
15. Mastery over the subject
16. General opinion about the lesson

## **FEEDBACK PROFORMA – I (B)**

### **PUPIL TEACHER FEEDBACK BY TEACHER EDUCATORS**

Teacher Educators also provide feedback and assess the Pupil Teachers on the following parameters:

1. Punctuality
2. Regularity
3. Expression
4. Etiquettes
5. Subject matter and its presentation
6. Voice
7. Pupil Teacher relationship
8. Class activities and student's response
9. Lesson plan notebooks:
  - (a) Regularly checked
  - (b) Neatness
  - (c) Sketches and diagrams
  - (d) Well planned

## FEEDBACK PROFORMA - II

### PUPIL TEACHER FEEDBACK BY TEACHER OF PRACTICE TEACHING SCHOOL

RATING SCALE: (1-Poor, 2-Satisfactory, 3-Good, 4-Very Good, 5-Excellent)

Sr. No.	Observation	1	2	3	4	5
1.	Introduction of the Topic by the P.T.					
2.	Chalk-Board Writing					
3.	Use of the Teaching-Aids					
4.	Development of the Lesson					
5.	Technique of Questioning					
6.	Change in Voice					
7.	Language					
8.	Sectional Revision					
9.	Students Participation					
10.	Checking of Students' Class Work					
11.	Demonstration/Practical Work					
12.	Self-Confidence and Class Control					
13.	Final Recapitulation					
14.	Mastery Over the Subject					
15.	General Opinion about the Lesson					

Signature of the teacher.....

of the practicing school