SANT BABA BHAG SINGH
MEMORIAL GIRLS COLLEGE OF EDUCATION

SUKHANAND
MOGA – 142049 PUNJAB INDIA
www.sbbsmgc.in

SELF APPRAISAL REPORT
TRACK ID : 15509

SUBMITTED TO
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
NAGARBHAVI, BANGALORE – 560072
INDIA

CONTENTS

A. PROFILE OF THE INSTITUTION

1. **Name and address of the institution**:

   Sant Baba Bhag Singh Memorial Girls College of Education, VPO Sukhanand, Tehsil : Bhaga Purana, Distt : Moga, Punjab

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

3. **For communication**:

   Sant Baba Singh Memorial Girls College of Education, Sukhanand, Tehsil: Bhagha Purana, Distt: Moga, Punjab

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal : Dr Achla Bhatia	01636-249722	01636-249486	principalsbbs@gmail.com
Self - appraisal Co-ordinator : Ms.Jatinderjit kaur	01636-249722	01636-249486	jatinderjitkaur20@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal : Dr Achla Bhatia	01636-249722	099143-07456
Self - appraisal Co-ordinator: Ms. Jatinderjit kaur	01636-249722	08288925616

4. Location of the Institution:

   Urban ☐ Semi-Urban ☐ Rural √ Tribal ☐

   Any other (specify and indicate) ☐

5. Campus area in acres: 2.5 Acres

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

7. Date of establishment of the institution:
   Month & Year

MM	YYYY
07	2005

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

   Panjab University, Chandigarh

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

2f

MM	YYYY
------	------

   Month & Year

12B

MM	YYYY
------	------

10. Type of Institution

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

    b. By Gender   i.   Only for Men   ☐
                        ii. Only for Women   ■
                        iii. Co-education   ☐

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

11. Does the University/State Education Act have provision for autonomy?
    Yes ☐   No ☑

    If yes, has the institution applied for autonomy?

    Yes ☐   No ☑

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

Sr. No.	Level	Program/ 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	Graduate in any stream	Degree	One Year	Punjabi, Hindi & English
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.NRC/NCTE/F-3/PB-69/4297	Forever	100
Post Graduate				
Other (specify)				

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

   Vision

Yes	√	No	

   Mission

Yes	√	No	

   Values

Yes	√	No	

   Objectives

Yes	√	No	

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

Yes	√	No	

   If yes,

   a. How many programmes?

01, B.Ed

   b. Fee charged per programme

Rs.49500

3. Are there programmes with semester system

---N.A---

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

Yes		No	√

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

Nil

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

   D.Ed.

   B.Ed.

08 (eight)

   M.Ed. (Full Time)

   M.Ed. (Part Time)

   Any other (specify and indicate)

6. Are there Programmes offered in modular form

Yes		No	√

Number	Nil

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

Yes		No	√

Number	Nil

8. Are there Programmes with faculty exchange/visiting faculty

Yes	√	No	

Number	04

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

- Heads of practice teaching schools

Yes	√	No	

- Academic peers

Yes	√	No	

- Alumni

Yes	√	No	

- Students

Yes	√	No	

- Employers

Yes	√	No	

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

As per NCTE Direction

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

Yes		No	√

Number	Nil

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

Yes	√	No	

Number	01

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

Yes | √ | No | |

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

Yes | √ | No | |

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?
   a) Through an entrance test developed by the institution ☐
   b) Common entrance test conducted by the University/Government ☐
   c) Through an interview ☐
   d) Entrance test and interview ☐
   e) Merit at the qualifying examination ■
   f) Any other (specify and indicate) ☐
   (If more than one method is followed, kindly specify the weightages)

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

a) Date of start of the academic year	16.08.2012
b) Date of last admission	29 Aug 2012
c) Date of closing of the academic year	31st May 2013
d) Total teaching days	172
e) Total working days	220

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.	NA	100	100	NA	24	24	NA	76	76
M.Ed. (Full Time)									
M.Ed. (Part Time)									

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

   If yes, how many?   Nil

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).
   a) Unit cost excluding salary component   Rs. 53160.98
   b) Unit cost including salary component   Rs. 78629.50
   *(Please provide the unit cost for each of the programme offered by the institution as detailed at **Question 12** of profile of the institution)*

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	74.58	50.05	66.33	50
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	19	21
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

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

b) Minimum number of pre-practice teaching lessons given by each student | 0 | 6 |

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 lessons given by each student

9	0

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

No. of Lessons In simulation	No. 10	No. of Lessons Pre-practice teaching	No. 06

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.	27.82 %	72.18 %
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	√	
Any other (specify and indicate)	_	

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

Yes	√	No	

Number	01

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

Yes	√	No	

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

Compulsory | √ | Optional | |

Criterion III: Research, Consultancy and Extension

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

| Number | 0 | 1 | | 08.33 % |

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.

| ---N.A--- |

4. How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)
   - ○ Teachers are given study leave — √
   - ○ Teachers are provided with seed money — ×
   - ○ Adjustment in teaching schedule — √
   - ○ Providing secretarial support and other facilities — √
   - ○ Any other specify and indicate — ×

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

   Yes [ ]   No [√]

6. Number of research degrees awarded during the last 5 years.
   a. Ph.D. | N.A |
   b. M.Phil. | 02 |

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	√		06
National journals – referred papers Non referred papers	√		04
Academic articles in reputed magazines/news papers	√		01
Books	√		03
Any other (specify and indicate) Soveneir	√		07

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

Yes	√	No	

Number	08

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

	Faculty	Students
National seminars	39	10
International seminars	04	-
Any other academic forum	01	-

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

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

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

Yes   √   No   ☐

If yes, indicate the nature of the post.

Full-time ☐   Part-time ☐   Additional charge √

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

Yes √   No ☐

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

Yes √   No ☐

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

03

16. Does the institution provide consultancy services?

Yes √   No ☐

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

N.A.

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

Local level	√
State level	√
National level	√
International level	

Criterion IV: Infrastructure and Learning Resources

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

   3725.6

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

a)	Methods lab	Yes	√	No	
b)	Psychology lab	Yes	√	No	
c)	Science Lab(s)	Yes	√	No	
d)	Education Technology lab	Yes	√	No	
e)	Computer lab	Yes	√	No	
f)	Workshop for preparing teaching aids	Yes	√	No	

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

   30

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

   Rs. 50000/-

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

   Rs. 109825/-

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

   Rs. 67490/-

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

   Rs. 20,00000/-

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

   Yes √   No

9. Total number of posts sanctioned

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

10. Total number of posts vacant   Open   Reserved

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

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

	M	F	M	F
Lecturers	–	04	–	02

	M	F	M	F
Readers	–	–	–	–

	M	F	M	F
Professors	–	–	–	–

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

     Open   Reserved

	M	F	M	F
Lecturers	–	4	–	–

	M	F	M	F
Readers	–	–	–	–

	M	F	M	F
Professors	–	–	–	–

c. Number of teachers from

Same state	10
Other states	01

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	1:17
M.Ed. (Full Time)	
M.Ed. (Part Time)	

| | Open | | Reserved | |

13. a. Non-teaching staff

	M	F	M	F
Permanent	----	1	---	---

	M	F	M	F
Temporary	–	2	–	–

b. Technical Assistants   Permanent

M	F	M	F
----	–	–	–

Temporary

M	F	M	F
01	–	–	–

14. Ratio of Teaching – non-teaching staff

3:1

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

26.63%

16. Is there an advisory committee for the library?

Yes | √ | No | |

17. Working hours of the Library

On working days | 8 Hours |

On holidays | 4Hours |

During examinations | 8 Hours |

18. Does the library have an Open access facility

Yes	√	No	

19. Total collection of the following in the library

a. Books | 5020 |

   - Textbooks | 3326 |

   - Reference books | 765 |

b. Magazines | 07 |

e. Journals subscribed

- Indian journals

06

- Foreign journals

----

f. Peer reviewed journals

183

g. Back volumes of journals

33

h. E-information resources

- Online journals/e-journals

03

- CDs/ DVDs

19

- Databases

01

- Video Cassettes

20

- Audio Cassettes

20

20. Mention the

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

103.23 Sq.mt

Seating capacity of the Reading room

50 chairs

21. Status of automation of Library

Yet to intimate [ ]

Partially automated [√]

Fully automated [ ]

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

Circulation [√]

Clipping [√]

Bibliographic compilation [√]

Reference [√]

Information display and notification [√]

Book Bank [√]

Photocopying [√]

Computer and Printer [√]

Internet [√]

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

23. Are students allowed to retain books for examinations?

Yes	√	No	

24. Furnish information on the following

Average number of books issued/returned per day | 15 |

Maximum number of days books are permitted to be retained

by students | 14 days |

by faculty | 01 month |

Maximum number of books permitted for issue

for students | 04 |

for faculty | 05 |

Average number of users who visited/consulted per month | 500 to 550 |

Ratio of library books (excluding textbooks and book bank facility)to the number of students enrolled | 1:17 |

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

| 2 % |

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

	2010-2011		2011-2012		2012-2013	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	161	42250	500	55000	262	44016
Other books	208	95715	427	41395	365	134942
Journals/ Periodicals	06 04	2500 2000	04 04	2400 2000	06 07	2590 3200
Any others specify and indicate						
(Additional rows/columns may be inserted as per requirement)						

Criterion V: Student Support and Progression

1. Programme wise "dropout rate" for the last three batches

Programmes	2010-2011	2011-2012	2012-2013
D.Ed.	–	–	–
B.Ed.	1%	1%	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?

17

3. Does the institution offer Remedial instruction?

Yes	√	No	

4. Does the institution offer Bridge courses?

Yes		No	√

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

	UG			PG			M. Phil		
	I	II	III	I	II	III	I	II	III
Pass percentage	99%	99%	100%						
Number of first classes	99%	99%	100%						
Number of distinctions									
Exemplary performances (Gold Medal and university ranks)									

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

	I	II	III
NET	–	–	–
SLET/SET	–	–	–
Any other (specify and indicate)	07	05	08

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

Financial Aid	I	II	III
Merit Scholarship	03	07	08
Merit-cum-means scholarship	02	02	03
Fee concession	----	04	
Loan facilities			
Any other specify and indicate			

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

Yes	√	No	

09 Does the institution provide Residential accommodation for:

Faculty

Yes	√	No	

Non-teaching staff

Yes	√	No	

10 Does the institution provide Hostel facility for its students?

Yes	√	No	

If yes, number of students residing in hostels

Men	---
Women	01

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

Sports facilities	Yes	√	No	

Indoor sports facilities	Yes	√	No	

Gymnasium	Yes		No	√

12.Availability of rest rooms for Women

Yes	√	No	

13.Availability of rest rooms for men

Yes		No	√

14. Is there transport facility available?

Yes	√	No	

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

Yes	√	No	

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	√		01	√		16
Inter-university		√			√	
National		√			√	
Any other (specify and indicate)	√		01	√		03

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

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

18. Does the institution have an active Alumni Association?

Yes	√	No	

If yes, give the year of establishment

2010

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

Yes　　√　　No

20. Does the institution regularly publish a college magazine?

Yes　　√　　No

21. Does the institution publish its updated prospectus annually?

Yes　　√　　No

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

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	50%	43%	32%
Employment (Total)	15%	18%	04%
Teaching	13%	18%	04%
Non teaching	2%	----	–

23. Is there a placement cell in the institution?

Yes   √   No

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

2010-11	2011-12	2012-13
15	18	04

24. Does the institution provide the following guidance and counselling services to students?   Yes   No

- Academic guidance and Counseling   √
- Personal Counseling   √
- Career Counseling   √

Criterion VI: Governance and Leadership

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

   Yes | √ | No | |

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

Governing Body/management	02
Staff council	06
IQAC/or any other similar body/committee	04
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	As an when required

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

Loan facility	Yes	√	No	
Medical assistance	Yes	√	No	
Insurance	Yes	√	No	
Other (specify and indicate)	Yes		No	

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

	0	6

5. Furnish the following details for the past three years

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

----

   b. Number of teachers who were sponsored for professional   development
   programmes by the institution . ---No----

   National | -- | | |

   International | -- | | |

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

	0	9

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

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

	0	9

   e. Research development programmes attended by the faculty

	3	9

   f. Invited/endowment lectures at the institution

0	1	0

   Any other area (specify the programme and indicate)

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

   a. Self-appraisal

   | Yes | √ | No | |

   b. Student assessment of faculty performance

   | Yes | √ | No | |

   c. Expert assessment of faculty performance

   | Yes | √ | No | |

   d. Combination of one or more of the above

   | Yes | | No | |

   e. Any other (specify and indicate)

   | 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

   | 2 hrs. |

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

   Grant-in-aid   N.A.

   Fees   √

   Donation   N.A.

   Self-funded courses   N.A.

   Any other (specify and indicate)

9. Expenditure statement (for last two years)

	Year1	Year2
Total sanctioned Budget	2100000	4500000
% spent on the salary of faculty	28%	30%
% spent on the salary of non-teaching employees	9%	10%
% spent on books and journals	1%	1%
% spent on developmental activities (expansion of building)	1%	40%
% spent on telephone, electricity and water	0.75%	1%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	5%	6%
% spent on maintenance of equipment, teaching aids, contingency etc.	2%	1%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	2%	1%
% spent on travel	1%	1%
Any other (specify and indicate)		
Total expenditure incurred	50%	91%

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.

| Rs.27,71,624/- |
| Rs.40,22,891/- |
| Rs.3,57,852/- |

11. Is there an internal financial audit mechanism?

Yes   [√]   No   [   ]

12. Is there an external financial audit mechanism?

Yes   [√]   No   [   ]

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

Administration	Yes	√	No	
Finance	Yes	√	No	
Student Records	Yes	√	No	
Career Counselling	Yes	√	No	
Aptitude Testing	Yes		No	√
Examinations/Evaluation/ Assessment	Yes	√	No	
	Yes	√	No	
Any other (specify and indicate)	Yes	–	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?

	Category	Men	%	Women	%
a	SC	–		13	13%
b	ST	–			
c	OBC	–		10	10%
d	Physically challenged	–			
e	General Category	–		77	77%
f	Rural	–		99	99%
g	Urban	–		01	1%
h	Any other (specify)				

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	2	16.67	-	
b	ST			-	
c	OBC		-	1	33%
d	Women	12	100	2	67%
e	Physically challenged		-	-	
f	General Category	10	83.33%	2	67%
g	Any other (specify)				

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

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	62.24	59.29	69.02	68.42
ST	--	--	--	--
OBC	62.12	60.11	71.14	69.68
Physically challenged	--	--	--	--
General Category	59.78	62.41	68.70	78.36
Rural	59.94	61.70	68.48	69.08
Urban	60.34	58.75	73.16	70.66
Any other				

Executive Summary

Sant Baba Bhag Singh Memorial Girls college of Education was established in a rural place at Sukhanand, Moga (Punjab) under the aegis of Sant Baba Bhag Singh Memorial Educational Society in July 2005. This college was recognized by NCTE (Order F.NRC/NCTE/F-3/PB-69/4297 Dated 30June2005) and is affiliated to Panjab University Chandigarh (Order MISC.A-4/6283 dated 26-July-2005). It tries to achieve excellence through hard work and discipline and to provide professional education to girl students by preparing them to face the contemporary challenges.

Curricular Aspects:- The college campus is located in a big area of 2.5 acres and has a total built up area of 3725.6 sq.mt with 05 classrooms, multipurpose hall, meeting room, common room, method room, guest room, Seminar hall and 09 laboratories. It offers B.Ed (Bachelor of Education) one year program and has 08 teaching subjects. It has an approved intake of 100 students and the ratio of pupil teacher and teacher educator is 1:17.

The college follows the curriculum and syllabi designed by affiliating Panjab University Chandigarh. The curriculum structure provides ample scope for healthy teaching practice, internal assessments, field trips, camp activities and work experience. Educational technology, assignments, information and communication technology, action research and case study are compulsory components of curriculum. The feedback from students, academic peers, alumni and employers are obtained, analyzed and used for improving or restructuring the curriculum, co-curricular and extra curricular activities. It reflects the quality enhancement of this institution.

Teaching learning and Evaluation: - The teaching Learning process is strengthened through orientation programmes, lecturers, Papers presentations, demonstrations, democratic environment, Socialized class room techniques, students centered methods, micro teaching, macro teaching, field trips, personality development programmes, camp activities and the use of latest ICT equipments. Our students are involved in a variety of school based activities during the internship. Teaching practice is conducted for 45 days in the nearby schools under the supervision of qualified teachers. Well equipped computer laboratory with internet facilities, enriched library with more than 5000 of books, Journals and back volumes help the teacher educators to keep abreast of latest developments in their respective subjects. The student teachers are continuously evaluated by conducting sessional tests, assignments. Remedial teaching is given to weaker students accordingly.

Research consultancy and extension:- The institution encourages its teacher educators to take up research by providing many concessions for their professional developments. Our Staff members have presented papers in the seminars and workshops organized by the institution and other institutions. The extension and outreach programmes carried out by faculty in the nearby villages and practice teaching schools have been very successful. The college has memorandum understanding with Guru Gobind Singh Study circle, Kotakpura and People Forum for understanding value and literary education for Staff and students.

The Staff members have been provided with all facilities for their academic growth like transport facility, registration fee and adjustments in time table for sending them to seminars, conference and workshops.

The consultancy is provided by the teacher educators of our college to the teaching practice schools, SBBSMG College for women's final year Graduate students of different streams and the pupil teachers in their personal and domestic problems. Vocational and Educational Guidance is given by teacher educators to students of teaching practice schools.

Infrastructure and learning resource :- The campus has 2.5 acres of area with total build up area of the building is 3725.6 sq.mt. Well furnished classrooms, sophisticated laboratories, multipurpose hall, ICT lab, sports facilities, Library and other allied infrastructure of the college are well maintained and utilized by the staff and students on a regular basis. The college library has a very good collection of over 5000 books and many magazines, Periodicals and journals. The book bank caters to the need of economically backward students of the college.

Student Support and Progression:- Counseling is given by career guidance and counseling cell. Placement cell and alumni association has been established. Feedback is collected from alumnus about various dimensions of the college in order to make a more effective functioning. A grievance redressal committee attends the problems of the student teachers.

Governances and leadership:- The institution has a number of bodies and committees which strive for the effective organizational setup and good management. These committees discuss various issues and complex matters in depth and recommend the decisions to the college management through the principal that engages wider participation of the faculty in decision making. All items of expenditure are budgeted and there is transparency in all transactions.

Innovative practices:- The IQAC was constituted in the year 2010 as per norms and guidelines of NAAC. Every year the academic plan is discussed in the IQAC meeting. The college identifies good practices through self appraisal of Staff members, feedback from students & alumni. The college activities are informed to all stakeholders through websites and newspapers. The institution gets feedback from Staff, school head masters, students and parents. The collected feedback is analyzed and discussed in the staff council and governing body for the quality improvement in the institution.

Criterion I: 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.)

Curricular Design and Development

The Institution has apparent, diverse and society oriented objective's   major considerations addressed are as follows:

1. To prepare student teachers to bring quality in all their ventures.
2. To impart holistic quality education to girl students, and empower them with knowledge, skill and competence and make them self-reliant, enlightened and socially committed citizens of the country.
3. To inspire student teachers social, emotional and intellectual competence
4. To develop the quality among pupil teachers to adopt and fulfill democratic principles in professional & personal life.
5. To provide professional education to rural women.
6. To develop self-worth and self-assurance among the weaker sections especially women and the students from SC/ST/OBC communities and physically disabled.
7. To nurture moral values among students.
8. To make the teachers conscientious about the needs of the society and nation and to act accordingly.
9. To create awareness about the issues of Ecology and Environment.
10. To enrich the employability criteria through placement activities.
11 . Student teachers are expected to become capable of applying modern techniques and practices in teaching by obtaining a total perspective of the role of technologies in modern educational practices.

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

The curricular is designed and offered by the Panjab University, Chandigarh. The same has been analyzed by Staff Council, Board of Studies and Faculty of Education. Integrated programs in teaching-learning process based on the feedback from Teacher Educators, Experts, students, alumni etc. and a copy of feedback analysis report is sent to Panjab University, Chandigarh as a suggestion for curricular revision. The curricular is also frequently updated by the Panjab University, Chandigarh taking into account the needs of the society as advised by the experts from college and academia.

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

The Board of Studies, Staff Council and Faculty of Education under the Panjab University, Chandigarh, incorporate modern trends in teacher education in the curriculum and change it wherever and whenever it is necessary. These includes aspects relating to environmental education, moral and ethical aspects, basic pedagogy, creative records that give importance for creativity, Educational Technology records, Socially Useful Productive Work and Computer Education.

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

The institution ensures that the curriculum bears some thrust on National issues through:

- Inculcating ethical values in faculty and students by invited lectures on ethics.

- The Environmental Education is the optional subject of paper V (Part-B) that widely covers issues on environmental problems like global warming, pollution and disaster management.

- Value education, as a part of unit IV of paper I that deals with inculcation of values and classification of values to be followed in all walks of life.

ICT paper V (Part-A) which includes Global trends of technology that facilitates classroom teaching and helps them to acquire computer skills. Educational Technology and Internet facilities provide lot of scope in the B.Ed programmes. LCD presentation helps a great deal in conducting seminars.

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

Yes, the projector, OHP, Internet facility provided in our Institution is helpful to look into the design of different aspects of teacher Education Curriculum. Student teachers are encouraged to use power point presentation through computer, LCD projector during their skill in teaching programmes. ICT in the form of computer education is imparted to the students as a compulsory subject paper-V (Part-A). Institution uses ICT for analyzing feedback, self appraisal and for evaluation of students.

1.2 Academic Flexibility

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

The teaching activities involve various methods such as problem solving, co-operative learning, brainstorming, group discussion, assignments, use of ICT and modern trends which make the students active participants rather than passive listeners.

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

The Institution provides various experiences for the students as per the curriculum of Panjab University, Chandigarh like micro teaching, Teaching practice, field trips, internal assessment, art & work experience, action research, case study, assignments, self learning, group learning and teaching theory subjects. Students' participation in various competitions at inter-collegiate level which provides them to have learning experiences in the campus and in the field.

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.

- Teacher educator makes communication effective verbal as well as written with the help of examples, probing, simulation variation, creating conducive environment, maximum interaction with students and use of various strategies etc.

- The student teachers carry out assigned work with the help of computers. They are trained in the art of using charts, pictures, models and slides.

- To promote the sense of social responsibility, the Institution organizes many programs like various camps in respect of safety from fire, traffic rules camp and social service camp.

- For developing life skills among the teacher trainees, the Institution organizes personality development programs at college.

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

    a) Interdisciplinary/Multidisciplinary

    b) Multi-skill development

    c) Inclusive education

    d) Practice teaching

    e) School experience/internship

    f) Work experience/SUPW

    g) Any other (specify and give details)

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

(a) Multidisciplinary

Students can choose two different specialization subjects, major and language. Apart from this, students have an option to choose the subjects like Education of children with special needs, Health and Physical Education, Population Education, Environmental Education, Educational Technology and Co-curricular activities in school as optional subjects. All the general papers and optional papers make the curriculum multidisciplinary.

(b) Multi skill Development:

The curriculum provides opportunities to the student teachers for developing various skills like communication skills, teaching skills, social skills, writing skills, work experience and technical skills with the help of various subjects including theory and practical.

(c) Inclusive Education:

Students with special needs are taught in the regular classroom and all efforts are made by faculty members to help such students to overcome their difficulties.

(d) Practice teaching:-

Students are sent for teaching practice for a period of 45 days to various approved schools under efficient guide teachers. Practice teaching comprises observation and teaching. The Students have to undergo simulation and pre-practice sessions in the college. Teacher Educator provides guidance to the students. At the end of the teaching practice, feedback from the teaching practice school's Head masters and guide teachers are collected.

(e) School Experience/internship:-

The trainees are familiarized with day to day activities of the school during the teaching practice. Such as:

- Conducting morning assembly.
- Conducting lessons.
- Conducting tests.
- Organizing cultural programs.
- Conducting competitions like quiz, debate, essay writing etc.
- Carrying out Case Studies/Action Research.

(f) Work Experience/SUPW:

Programs are conducted for designing and developing equipment suitable for local conditions and using local raw materials to develop psychomotor skills of the students.

- Painting.
- Handwork.
- Handicrafts.
- Clay modeling.
- Heritage items.

1.3 FEEDBACK ON CURRICULUM

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

Teaching staff gets the feedback from the student teachers regarding theory papers and practical teaching of curriculum. Institution gets comments and suggestions on curriculum, performance of teaching staff and overall evaluation of the program and teaching from pupil teachers as well as alumnus of college. Suggestions are also invited from staff members and Principals of secondary and higher secondary schools during practice and internship program.

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 collected feedback is analyzed and discussed in the staff council to decide the areas of improvement and to send the suggestions to the university level bodies like Board of Studies, Faculty of Education, and Academic council for inclusion of changes.

3. What are the contributions of the institution to curriculum development? (Member of BoS/ sending timely suggestions, feedback, etc.)
The curriculum regulatory body of the B.Ed course is Panjab University, Chandigarh, so there is no scope for any self financing private Institution in the development of the curriculum. But the Institution, as its part, tries well to communicate the urgent need and requirements for modification in the curriculum. The Principal and senior faculty members who attend university meetings voice their opinions regarding curriculum development.

1.4 Curriculum Update

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

As per Panjab University traditions, major changes are implemented after every three years while minor changes are incorporated annually, which we follow as per the norms. The curriculum has been revised in 2013-14 by making modification in the compulsory papers, in elective subjects, in internal & external assessment marks and introduced new component named Communication and Employability skills in the curriculum. These changes have certainly contributed to the quality of the syllabus.

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

Since ours institution is an affiliated with Panjab University, Chandigarh, so curriculum revisions and updates are carried out by the university concerned only. Through feedback from the staff of the practicing schools, we send the suggestions to the university whenever we are asked for the suggestions and changes to be made by the university connected to the institution.

1.5 Best Practices in Curricular Aspects

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

- Academic calendar is developed at the beginning of the year.
- Institute arranges lectures of eminent personalities from different fields.
- Student teachers participate in co-curricular, extracurricular activities in a healthy competitive environment.
- Integrating ICT components in teaching theory and practical.
- Feedback from the students, alumni, employers and heads of practice teaching schools on curriculum.
- Assembly activities/celebrations.

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

- Continuous evaluation of students through tutorials, internal examination etc.
- Feedback from the students on teacher's competencies & its analysis for further improvement.
- Remedial teaching for the students.
- Arranging field trips.
- Organizing sports meet.
- Use of new techniques of teaching.

Criterion II:

Teaching –Learning and Evaluation

2.1 Admission Process and Student Profile

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

Admission to the college of teacher education in Punjab is made in accordance with the policy framework enunciated by the NCTE and the affiliating Universities of Punjab. The student who has secured 50% marks in graduation for general category and 45% marks for OBC/SC is admitted to B.Ed course on the basis of merit followed by central counseling conducted by one of the three universities of the state of Punjab (Guru Nanak Dev University Amritsar, Panjab University Chandigarh and Punjabi University Patiala). In our case, NCTE and Panjab University, Chandigarh are the regulatory bodies for the B.Ed course run by the college.

Management seats are filled in a transparent manner by the admission committee comprising of the Principal and the representatives of the management on the basis of interview of meritorious students. The Admission committee takes care to see that equal opportunities are given to all students who apply.

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

The state of Punjab is having a centralized admission procedure. As such the advertisements for admission to the B.Ed program are published in leading daily newspapers by a university authorized by the state Government for the said purpose. The information regarding eligibility criteria, duration of the course, options for teaching subject combination, important dates for admission, procedure for admission, reservation policy, lists of colleges along with available seats, management quota policy and application forms etc. is also put on the university website for B.Ed program.

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

Having a centralized admission procedure in the state, the equitability in admission process is 100% ensured. The admission of meritorious students is ensured by the system of admission in the state. The received applications for management quota seats are well scrutinized by admission committee and a list of eligible candidates is tabulated and the merit wise list is displayed on the notice board. The Panjab University, Chandigarh controls the entire admission process. It monitors the admissions to ensure that the determined admission criterion is equitably applied to all applicants.

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**)

Our college admits 100 students belonging to various communities as per the norms of Punjab government and NCTE. Discrimination in terms of caste, creed, color, language or religion is strictly not allowed in the institution. The college forwards the applications of SC and students belonging to minorities who apply for scholarships from Punjab Government. Bilingual teaching methodology is adopted. The programs mentioned in the Academic calendar are aimed at addressing to the diverse students population. Focus on core values and culture is given the utmost importance. This process helps the students to adjust even in diversity.

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

An Orientation Programme is organized for all the students every year at the commencement of teaching program. The curriculum, syllabus, rules and regulations, curricular & co-curricular activities, examination criteria, teaching practice schedule, internal assessment criteria, infrastructure and library are explained to the students as part of the orientation program. An interaction program with the former students under the auspices of Alumni Association is arranged to acquaint the students with the institution, course and the profession. The College organizes a Talent Search Programme to provide the student teachers with an opportunity to present curricular and co-curricular talent and potential.

Then, they are divided into different houses and assigned responsibilities as committee members as per their ability, taste and institutional requirements.

2.2 Catering to Diverse Needs

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

   Sant Baba Bhag Singh Memorial Girls College of Education endeavors to create a conducive environment for learning and all round development of the students by providing them the best infrastructure, facilities and instructional materials. The library and ICT resource centre are upgraded to provide the current technology developments to students through audio visual aids and CDs. Study tours are organized for the students which help in creating conducive environment.

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

   The institution takes care about the needs of students. The learners are encouraged and facilitated to enlarge learning beyond the specified curriculum through excellent support by experienced faculty, learning resources in terms of library and internet access.

- Remedial Teaching is conducted periodically for slow learners.

- ICT enabled instruction is focused and practiced. Individual attention is paid by giving due consideration to individual differences of the learners.

- Bilingual method of teaching learning process is used in the class. Study materials are provided according to their needs in bilingual form.

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

There are a variety of activities in the curriculum such as Micro teaching, practice teaching in various schools, social service camp, awareness programmes, creativity and personality development programs, value added courses, psychology experiments, organization of tours etc. which make the student teachers to understand the role of diversity & equity in teaching learning process.

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

Teacher educators are enhancing their knowledge through participating in seminars, paper presentation, conferences and workshops organized by the college and conducted by other institutions.

- Observing the activities of the teacher educators in academic as well as extracurricular activities.

- Obtaining performance appraisal report of the teacher educators and imparting necessary training programs etc.

- It is ensured that knowledge of the teacher educators cater to diverse students needs.

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

- Micro teaching, practice teaching sessions to develop knowledge and communication skills.

- Students are encouraged to participate in various seminars, paper presentation, conference, workshop conducted by college and other colleges.

- Case study is maintained by the student trainees to record the details of a particular student.

- Counseling is given to identify the psychology factors that influence the learning process.

2.3 Teaching- Learning Process

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

The Students are engaged in active learning by the following methods:

- Active learning is emphasized and adopted in each and every stage of learning.

- The library is having text books, reference books, magazines,
e-information resources-CDs, DVDs, periodicals, journals and Back volumes etc.

- Self learning activities are creative and innovative methods preferred to traditional methods.

- Debate, team work, workshops and field work are arranged.

- Group and individual projects are assigned to students in their respective optional subjects.

- Group discussions are conducted.

- Class seminars are arranged.

- Peer teaching is encouraged.

- The students undergo a supervised practice teaching in recognized schools under a selected teacher in that school and also under the general supervision of the Principal and the teacher educator of the college.

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

Learning is made student centered. Students are encouraged to interact in the class room.

- Students are involved in tutorials, laboratories and seminars.
- Knowledge management skills are inculcated by inviting students' ideas & concepts in projects.
- By encouraging them to use the institutional facilities like library and other gadgets available in the institution.
- By encouraging them to present papers in seminars.
- Quiz programs, field trips and awareness rallies are conducted by involving the students.
- Case study and Action research are encouraged.

3. What are the instructional approaches (various models of teaching used) and experience provided for ensuring effective learning? Details any innovation approach/method development and /used?

The following are the various methods/models of teaching;

- Chalk and talk method.
- Using LCD-power point presention.
- Using OHP projector.
- Audio/video presention.
- Interactive method.
- Programed learning.
- Computer learning.
- Experimental learning.
- Seminar/workshop.
- Discussion.
- Suchman Inquiry Training Model.
- Flanders's Interaction Analysis System.

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.

In the syllabus, the models of teaching are taught as theory component. However due to the importance of using the models of teaching, the college has arranged the following activities for additional teaching in models of teaching.

- The Teacher Educators demonstrate model lessons to the students before the start of teaching practice. In this demonstration of model lesson, some of the teachers use the model of teaching.

- Numbers of lessons prepared by the student teachers according to the models of teaching are 2 in number.

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

Yes, the micro teaching is practiced efficiently by monitoring four important skills; two for each teaching subject. Following skills are practiced during the micro teaching practice.

- Skill of introducing a lesson.
- Skill of explanation.
- Skill of questioning.
- Skill of using Blackboard.

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

   Training and guidance is given to the student teachers on Micro Teaching, preparation of lesson plans, case studies, preparation of blue prints, question papers and model preparation before actual teaching practice.

- Student teachers are required to do a teaching practice for 45 days which included observations with relevant teaching models & charts.

- Diagnostic tests for school students are conducted by the student teachers at the end of the internship to evaluate their performances.

- Slow learners are identified and special classes are conducted by the student teachers.

- They are required to do case study and action research at school level and to submit a record to the college.

- The two lessons of trainees per day are evaluated by the respective guide teachers. They submit evaluation sheet to the college.

- A feedback on the performance of the trainees in general is collected from the headmaster of the school concerned and the guide teacher.

- Students are asked to give feedback related to their experience in the school.

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

   During the process, Head of the school and Teacher Educators impart instructions to the students for the smooth functioning of teaching practice which includes the following:

- To maintain attendance register of the classes allotted in a school.

- Preparation of lessons in accordance with class allotted.

- Proper discussion with the class teacher.

- Correction of home work.

- To conduct morning assembly and co-curricular activities in the school.

- Proper maintenance of records of all the activities.

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

The practice teaching lesson sessions are developed with the co-operation from the school teachers. The time table of the schools, examination schedule, holidays etc is considered while allotting the classes and schools. The school teachers make the student teachers aware of the nature of the school students and their needs. They also give their support to the student teachers before actual execution of the lesson.

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

The student teachers are instructed to follow the given aspects in the practice teaching sessions.

- To keep the classes in learner centered mode.
- To follow the school rules and regulations.
- To maintain the classes in activity based learning.
- To deal with the students psychology.
- To motivate the student by asking relevant questions.
- To follow the utilization of as many teaching learning aids as possible.
- To deal with exceptional children using special methods.
- To conduct special classes for slow learners in free period.
- Counsel and motivate weak students.

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

The Institute always encourages the student teachers for using new technology in practice teaching. The teachers guide them for selection of media, teaching aids as per the needs of content and the infrastructural facilities available in the school. Following teaching aids are used in class room teaching.

- Computer & LCD projector.
- Over head projector.
- Laptop.
- Models.
- PPTs

2.4 Teacher Quality

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

The practice teaching planning is done in coordination with the school staff by:-

- Taking the contents from the respective subject teachers and then planning the lessons.
- These lesson plans are corrected by the guiding teacher educator.
- Individual guidance is given to each student teacher.
- Feedback is also taken from the practice teaching schools with regards to any improvement required in the teaching methodologies or content.

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

16/17 student teachers are assigned to the teacher educators. The decision of allocation has been on the basis of the condition of school, availability of schools, students enrollment and convenience, the expected co-operation from schools and number of students in the school and priority is given to that school fulfilling all these factors.

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

1. The teacher educator as well as the peer group provides feedback to the student teachers.

2. Verbal suggestions are given then and there after the class hours.

3. Observation is shared with the students and they are made aware of the corrections to be made for further improvements.

4. The teacher educators emphasize the necessity of incorporating useful corrections with a very optimistic attitude and sanguine approach.

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

The student teachers are given relevant information regarding the new policies of the Government. The students are always given orientation about the new strategies, modern methodologies and subject evaluation techniques and the expectations of the schools from the student teachers. The pupil teachers are given motivation and guidance for improving communication skills so as to cope with the present needs of certain schools.

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

Faculty members attend conferences, paper presentations, workshops and seminars to update themselves. Such faculties in turn inform the students about the innovations in the respective subjects of the trainees. Regular interactions by the teacher educators with the school personnel give an insight to understand the requirements and expectations of the school.

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 teachers participate in conferences, seminars and workshops organized by the college and the other institutions. Transportation facility is given to the staff to attend the professional development programs. The teachers are provided with the registration fees and traffic allowance for attending such activities.

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

Positive encouragement is given after completion of any activity by head of the institution and management in the staff meeting. This boosts the morale of the teachers. Faculty performance appraisal based on students feedback and students' performance in various activities is made and teachers with best performance are rewarded on Teachers' day and annual day.

2.5 Evaluation Process and Reforms

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

The barriers to students in learning are identified by the formal and informal evaluations, informal talks, performance of practice teaching. These barriers are communicated through tutorial meets, method lectures, extra lectures in vernacular medium and by providing guidance and counseling.

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

Internal assessment for the core/optional papers is made on the basis of class interaction, assignments, class seminars, performance in first and second house tests and practical performance in components, craft and discussion lessons. External evaluations are made by the examiners appointed by the University for theory and practical aspects that includes 04 components, crafts and final skill in teaching. In addition to it, students are required to submit two assignments in each subject and deliver class seminars periodically.

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

Students' performances in each test and in model examination are periodically displayed on the notice boards. Students with poor attendance and performance in internal evaluation are counseled periodically & remedial classes are conducted.

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

All the teachers use computers for data entry such as preparation of question papers and documentation of the internal marks for theory and practical. Teachers also use computers for analyzing the students feedback.

Teaching: – Using ICT for effective teaching wherever is needed.

Using models of teaching

Learning:- internet is used in learning process. Library is a center of resource.

Teacher -Taught interaction is encouraged.

Evaluation :- Continuous evaluation for students through unit tests.

Continuous evaluation of Teachers through self appraisal.

2.6 Best practices in Teaching Learning and Evaluation Process.

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

- Students are assigned projects, they are encouraged to take part in group discussions.
- Students are encouraged to take part in various competitions.
- Charts, models, CDs are used to help in their teaching.
- Feedback obtained from student teachers.
- Remedial classes for weak students.
- Group and self learning through assignments and seminars.
- Field trips organized.

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

- The institute has provided OHP, LCD & computers for the purpose of delivering instruction.
- Library, laboratories, computers and internet facility can be utilized during college hours.
- All the student teachers are encouraged to use ICT for teaching during teaching practice in schools & also in the seminars in the college.
- The teachers adopt new methodologies, attractive teaching aids, transparencies, PPT presentations and different instructional materials etc. for effective teaching.

Criterion-III
Research, Consultancy & 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 teacher educators to take up research by following ways:-

• Faculties are encouraged to join Ph.d course to take up research in Education.

• The institution organizes seminars, workshops and extension lectures for the professional development of faculty members.

• Making adjustments in teaching schedules.

• Any notification regarding research activities, seminars and conferences etc. is prominently displayed on the notice board and also by the way of circulars by the institution.

• Library and internet facilities are provided for staff members at any time during working hours of the college.

• Transportation facility/registration fee is provided to the staff to attend the professional development programs.

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

Research on all aspects of Education is encouraged. It depends on the researcher's own interest like Psychology, Technology, Attitude and Achievements etc. As part of our curriculum the student teachers conduct case studies and action research. The action research is directly related to the problems faced by the school students, in the administration of the schools and problems of women. The teacher trainees take steps and give suggestions to solve the problems.

3.1.3 Does the institution encourage Action Research? If yes, give details on some major outcomes & the impact?

Yes, the institution encourages all the teacher educators to take up action research in relation to teaching learning problems that they come across in their teaching and problems of the women. The teacher educators make use of their findings in improving their quality of teaching and guiding. Students are motivated to take up simple action research during their teaching practice in schools.

3.1.4 Give the detail of Conferences/Seminars/workshop attended & organized by the faculty members in last five years.

Workshops Organized by college:-

- One day workshop on Women's Health.
- Two day workshop on ICT.
- Personality Development and Stress Management
- One day workshop on Computer Literacy Program.
- One day workshop on Micro Teaching.
- One day workshop on Teaching Aid Preparation.

Seminar Organized by college

- National seminar on Quality Sustenance in Teacher Education.
- Inclusive Education-Issues and challenges
- Integrating ICT into Teacher Education

Participated:-

- Dr. Achla Bhatia,(Principal) participated in 02 seminars and attended one workshop.
- Ms.Shaminder kaur (Asstt.Prof) attended 06 seminars.
- Ms.Monika Devi (Asstt.Prof) attended 05 seminars.
- Ms.Jatinderjit kaur (Asstt.Prof) attended 08 seminars and 02 international conferences.
- Ms.Aastha khichi (Asstt.Prof) attended 05 seminars.
- Ms.Ramandeep kaur (Asstt.Prof) attended 03 seminars.
- Ms.Kavita (Asstt.Prof) attended 09 seminars and 02 international conferences.

3.2 Research and Publication output

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

Various instructional and other materials used or developed by the college are as follows:-

- Faculty members prepared power point presentations on various subjects.
- The instructional material includes charts, pictures, flash cards, slides, transparencies, video cassettes and models.
- Use of CDs and DVDs

3.2.2 Give details of facilities available with the institution for developing instruction material?

- Wi-Fi connection is installed in the institution for internet access.
- Library provides a lot of scope with the help of reference books for developing instructional materials.
- The college has a well-equipped Educational Technology and computer lab having equipments such as computer, OHP, LCD projector, Digital Camera, TV and tape recorder etc.

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

Yes, the institution has prepared some E-lesson plans and instructional materials using ICT. Faculty members motivate student teachers to utilize ICT as a resource. The faculty members have developed certain instructional materials. The detail of the same is given below:-

- Power point presentation on 'Constitution of India'
- Power point presentation on 'UNO & its organs'
- OHP transparencies for orientation to Micro teaching.

- Power point presentation on 'Noun and its kinds'.
- Power point presentation on Balanced Diet
- Instructional materials like transparencies and slides are developed by the teacher educators for classroom teaching.

3.2.4 Give details on various training programmes and workshops on material development (both instructional & other materials)
(a) Organized by the institution
(b) Attended by the staff
(C) Training provided to Staff

Organized by the institution:
- Workshops on computer literacy program, Personality Development and Stress Management, ICT, Teaching Aids Preparation, Women's Health and Micro Teaching were arranged by the institution for staff as well as students.

Attended by the staff :
- College principal, Dr. Achla Bhatia has attended one **workshop organized by British Council in collaboration with Punjab Government.** She has also been selected as Master Trainer by the Punjab Education Department in collaboration with British Council, U.K. in order to provide training in methodology of teaching to the in-service teachers.

Training provided to Staff
- An induction program is organized for faculty members for planning and developing instructional material with the use of ICT resources.

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

List of journals:-
- Miracle of Teaching.
- Bharati Shikshan.
- Edu-Track.

- Souvenir published by Amity Institute of Education.

- The Quest

- Sui Generis

- Herald of Health

- Textile Trends

- Asian journal of Home Science

- Canopy

- Paisley Moon

- Various souvenirs

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

Details of awards, honors & patents received by faculty members in last five years are as follows: -

Dr.(Mrs.) Achla Bhatia, Principal of this college

- Selected as "Woman of the year" in Education in 2008 by International Research Board of American Biographical Institute (ABI).

- Honored by the Institute of Chartered Accountants of India (ICAI) on 24/10/2008 for her contribution in the field of literature and research.

- Excellence in Education 2010 award given by MIDI (Management and Industrial Development Institute) on 26/03/2011 for her contribution in the field of education.

- Honored by Sanatan Dharam Service Society(Regd.), a NGO on 25/01/2009 for her contribution in the field of Research, Literature and Education.

- Honored by Bhai Banno Ji Gurudwara Management committee in the year 2010 for her literary contribution.

Ms. Jatinderjit kaur, Asstt.Prof.:-

- Appreciation award by Rotaract club of Lyallpur Khalsa College, Jalandhar.

- Appreciation award by Rotaract club of Partap College of Education, Ludhiana.

- Appreciation award by District Governor of Rotary International district 3070.

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

Three staff members of the institution have completed their M.Ed/M.Phil in the last five years and one staff member is pursuing Ph.D in Education.

3.3.1 Consultancy

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

The principal of the institution particularly in her capacity as an eminent scholar in the field of research provides free consultancy to the faculty members and student teachers in their research work.
The faculties also give personal and group guidance to our trainees as well as to practice teaching school from time to time.

3.3.2. Are faculty / staff members of the institution competent to undertake consultancy? If yes, list the area of competency of staff member and the step initiate by the institution to publicize the available expertise.

The staff members of our college are competent to undertake consultancy. The detail is as under:-
- The teacher educators visit various teaching practice schools to provide vocational guidance to secondary and senior secondary students.
- The teacher educators visit SBBSMG College for Women, Sukhanand to provide consultancy services to final year graduate students in different streams, regarding selection for further studies, and the career options
- The principal has good experience and professional competency for providing valuable advice to upcoming research scholars in the field of education and institutional development.
- The teacher educators provide consultancy services to student teachers on the aspects of education including their personal and domestic problems individually in case of academically weak students, special communication problems and for resolving students personal problems.

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

The consultancy service provided to the stakeholders is free of charge as the principal and the faculty members do not charge any fee from the students, or from any person/institution.

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

As the consultancy is provided without making any charge, so the revenue generation is zero from such consultancy services.

3.4 Extension Activities

3.4.1 How has the local community benefited from the institution?

Extension activities are an integral part of teaching program of the college. Extension service is provided to neighboring schools mainly in the field of computers and information technology, vocations, nutrition and home science. The college runs awareness programs on AIDS, Environmental Education, Health & Hygiene awareness, Girl Child Education awareness, water conservation awareness and campus beautification etc. This is a laudable initiative on the part of this college. The institute has conducted numerous programs like Medical camp, Road safety and traffic awareness program.

3.4.2 How has the institution benefited from the community?

The society helps the institution to progress. The members of the society provide their valuable contribution in the development of institution. .

• Institution organizes medical camp with the support and participation of medical practitioners from various hospitals who provided their medical services to the students.
• Community participation is seen in talent search competitions, festivals celebrations, annual get-together functions, awareness programs and convocation etc. During such occasions, interaction with community members yields valuable & suggestive measures to make the institution more progressive in term of efficiency and quality.

• The institution has got the tie-up arrangement with 07 schools for practice teaching. All the staff members and head of these schools are friendly & cooperative with our student as well as teachers.

• Various extension lectures are organized by the institution to enhance the professional knowledge of the students.

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

- The institution has decided to undertake a project called 'Green Sukhanand' at Sukhanand village.
- More intensive programs on 'Drug de-addiction' and 'female foeticide'.
- Conducting literacy campaign.
- Blood donation camp.
.

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

Yes, the institution has completed the projects relating to community development. The institute organized various social awareness programs for community development.

- Road safety and traffic rules program at Bhagta bhai ka.
- Peace rally was conducted by college at Sukhanand village.
- Drink and Drug Prohibition rally at Sukhanand village.

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

For the development of good citizenship, values and social skills among the students, institutes involves them in various activities like Extension Lectures, Seminars, various Co-curricular activities, field trips, celebration of days of national and international importance and social service camps etc.

3.5   Collaborations

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

Yes, the institute has established linkage with national level organizations such as:-

- Council of Teacher Education
- Guru Gobind Singh Study Circle, Kotkapura
- People's Forum (literary)

Institute takes benefits from these organizations. The student teachers participate in Moral Education Competitions, Gurbani Recitation Competitions outside the institution conducted by Guru Gobind Singh Study Circle, Kotkapura. In this way this organization helps in inculcating moral, social, and religious values among the students.

People forum organizes various functions to upgrade and transmit the Punjabi culture and literature among the students inside our institute through extension lectures, Kavi Darbar, Book Exhibition etc. In this way the traditions and punjabi culture is transmitted among the students.

Our institution is a member of the Council of Teacher Education(CTE),the professional organization for the teacher educators.
Our teachers are active members of this organization. Institution is trying to organize a seminar by CTE for the professional growth of the teachers as well as the student teachers.

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.

The institute has established link with Lion Club, Bargari, Which is an international organization on 25th March, 2012. We organize medical camp with help of the said organization.

3.5.3 How does the linkage if any contribute to the following:-

- **Curriculum Development**
- **Teaching**
- **Training**
- **Practice Teaching**
- **Research**

- **Consultancy**
- **Extension**
- **Publication**
- **Student Placement**

Curriculum Development:-

The curricular is designed and offered by the Panjab University, Chandigarh. The same has been analyzed by Staff Council, Board of Studies and Faculty of Education. Integrated programs in teaching-learning process based on the feedback from Teacher Educators, Experts, students, alumni etc and a copy of feedback analysis report is sent to Panjab University, Chandigarh as a suggestion for curricular revision. .

- **Teaching:-**

Guest lectures are organized by the institution to enhance the knowledge of the student teachers and teacher educators.

Training:-

Teacher educators attend seminars and conferences organized college and by various institutions and organization to know about latest innovations and techniques in the field of education. This bondage helps in propagating the teacher trainees in leadership, in participation & in presentation of various activities.

- **Teaching Practice:-**

Through this process the teacher educators apply latest information and new formats of lesson plans acquired through many professional development programs.

Consultancy:-

- The process of consultancy also helps to place our students in various schools. Through the extension lectures the students acquire the knowledge about different schools nearby their villages.

- **Extensions:-**

College organizes various Extension Lectures by the educationists, social reformers, & academicians of great repute and standing. These lectures enhance the knowledge of students and faculty. The faculty members of our

institution visit the teaching practice schools for extending their services regarding different vocations and guide them for their further studies.

- **Publication:-**

College magazine named 'Parwaz' is published. Students are encouraged to contribute their creative and original writing in it. The members of the society also share their views about the performance of the institution by sending their feedback for the college magazine.

- **Student Placement:-**

The linkage with many organizations helps to place our students in different schools by giving information about the posts lying vacant in the schools.

3.5.4:-What are linkages of the institution with social sector? (Institute-School-Community networking).

The institution always tries to promote relations with society through practice teaching schools, arranging guest lectures by experts and organizing awareness programs and rallies in the nearby villages. The institution invites the members of the society and school faculties on various functions conducted by the institution to develop institution and society relationship.

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

Yes, faculties are actively engaged with school staff during practice teaching. Our faculty members visit the schools conducting practice teaching before the start of the Practice session to observe the students in various classes. Principal and faculty members from the Practice Teaching are invited for the suggestions to introduce the new teaching aids. The school teachers and faculty members of college both supervise the lesson of the student teachers and give oral as well as written feedback to the student teachers to for the betterment of the performance of the student teachers. The school teachers and faculty members of college both evaluate the lesson of student teachers. Some of the activities during practice teaching are:-

- Organizing morning assembly
- Co-curricular activities
- Maintaining school Records
- Action Research
- Case Study

3.5.6 How does the faculty collaborate with school, other college and university faculty by extension lectures, seminars, conferences and teaching practice.

Our faculty collaboration with schools:

- By conducting teaching practice in various schools.

- By taking feedback from the practice teaching schools.

- By providing appropriate placement to the students in these schools after completion of the course.

Our faculty collaboration with other colleges and universities:

- By attending and participating in various competitions in other colleges like participation in Youth Festival, Skill In Teaching Competition, On the spot model making competition etc.

- By participating or presenting papers in various seminars in other colleges.

3.6 Best Practices in Research, Consultancy &Extension

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

Research Activities:-

The following facilities are provided to faculty, to enhance their knowledge in the field of research:

- Library and internet facilities are provided for staff members.

- The institution encourages Action Research among students and faculty. The Students are taught to prepare the action plans to solve their day to

day classroom problems. Case Study is also conducted by them during the session.

- Institution extends the necessary opportunity to faculties for attending seminars, workshops, training programmes on research methodology and development of teaching and instructional material. The institution encourages teaching staff for research work by adjusting their work load in the timetable. The college has a research committee. The college provides ICT Laboratory, library facility and the laboratory facility to pursue the research activity.

Consultancy:-

- Teachers' contribution in empowering adolescence learners through educational and vocational guidance in teaching practice schools.

Extension Activities:-

The major measures adopted by the institution to enhance the quality of extension activities.
- "Green Sukhanand" is our mission.
- Teachers' contribution in empowering adolescence learners through educational and vocational guidance in teaching practice schools.
- Educational trips are arranged.

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

Research
- Special leave is sanctioned for carrying out specific research .

- Registration fee, Travelling Allowance and other incidental expenditure is met out by the management for faculty attending seminars, symposia, conferences and workshops.

Consultancy

- The institution regularly provides consultancy services to the nearby secondary schools to impart better teaching in the classroom and solve academic problems.
- The teacher educators provide consultancy services to student teachers on the aspects of education including their personal and domestic problems individually in case of academically weak students, special communication problems and for resolving students personal problems.

Extension

- Providing internet awareness program to the school children.

- We organize special camps like medical camps, Naturopathy programs, Exhibition of Books and many awareness programs.

Criterion-IV
Infrastructure and learning resources

4.1 Physical Facilities

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

Yes, the institution has a well furnished, spacious and excellent physical Infrastructure as per NCTE norms in terms of classrooms, library, laboratories, playground, ICT resource centre and sports facilities. The institution has 100 units of student teachers. The classrooms are equipped with all facilities and are spacious and ventilated. The multi-purpose hall is fully developed with latest gadgets where all the functions are systematically arranged without any hindrance. The institution has fully furnished Science, Psychology, Computer and Educational Technology laboratories. A huge play-ground is in the college for various sports and games. Approximately sum of Rs 3454183.00 amount has been invested for developing infrastructure.
The photo copy of Master plan and balance sheet is attached here with.

4.1.2 How does the institution plan to meet the needs for augmenting the infrastructure with the academic growth?

The management distributes the budget for augmenting the Infrastructure to keep pace with the academic growth. Every year funds are earmarked in the budget to meet the existing needs and requirements of the college building, (For construction, renovation and maintenance) resources in library, ICT lab, Science lab, Art and work experience lab etc. The playground is properly maintained and additional sports materials are made available. The Institution takes into account the emerging and changing needs for procuring new installation, infrastructure and equipments etc. which are made available for the academic growth of the students according to the need of the hour.

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

The institution is fully furnished with all facilities for co-curricular and extra-curricular activities as follows:

Craft Room The institution has established a Craft Room on the lines of 'learning by doing' philosophy in Teacher Education.

Co-curricular activities- The institution has a multipurpose hall, seminar hall and shared auditorium with a sitting capacity of 200, 200 and 1000 persons respectively. We have a team of staff members to train the student teachers in co-curricular activities and the students are encouraged to participate in the

competition conducted in the college itself and also in other colleges affiliated with Panjab university, Chandigarh.

Extra-curricular activities- The institution has a playground with 200 meters track having facility of playing volley ball, basket ball, kho-kho, shuttle court and also has provision of throw ball. The guidance by the physical Education teacher in games and sports helps the students in enhancing their sports skills.

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

There is a separate building for our institution. The auditorium is shared with other institutions of the parent society. As far as the infrastructure is concerned, the college itself is self-sufficient.

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

The college building is well furnished and properly maintained. Institution provides separate toilet facilities for students and staff and attached toilet facilities in principal's room, staff room and guest room. To ensure clean water facility, periodic cleaning and maintenance of water tanks is carried out. The management provides purified drinking water by installing water purifiers in the college building. The institution is having tie up arrangement with dispensary of the school. Transportation is provided immediately for the patient in case of emergency. Fire extinguishers are installed at important places in the building. The entire building is kept cleaned by sweeping and mopping regularly.

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.

Most of our students come from nearby places. Our college is having hostel facility. Only one student of our college stays in the hostel. The hostel can accommodate up to 60 students as there are 29 rooms, besides recreation room, dining hall and kitchen. Our hostel is being shared by the other institutions of the parent society.

4.2 Maintenance of infrastructure

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

The allocated amount is spent properly on different infrastructure items such as building, laboratory, furniture, Lab equipments and maintenance of these facilities. The Budget statement is enclosed with.

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

The requirements given by the staff and students are considered on priority while making budget allocation. Both academic and co-curricular activities are planned every year in order to optimally utilize the available infrastructural facilities in the following ways:

- Seminar hall is optimally used for conducting seminars, association meetings, cultural programs and workshops etc.
- Play ground and canteen is open to all.
- Semi computerized library is made available to all students and teachers.
- Computer laboratories are maximally utilized for net access by both staff & students.
- Maintenance staff is provided who discharge their duties and responsibilities as per the directions given by governing council to ensure that all the facilities are in usable conditions.
- Separate stock registers are maintained for each lab by person incharge.

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

Water problems, sanitary problems, shortage of benches, desks and class rooms are noted and submitted. Follow up actions are taken by the incharge and all requirements are meted out with the permission of the vice chairman and chairman. Plantation is encouraged. All class rooms and laboratories are well furnished and airy. Surroundings are absolutely pollution, smoke and dust free. Issue related to the global warming, disaster management and conservation of environment are discussed on every Wednesday in the morning assembly.

4.3 Library as a Learning Resource
4.3.1 Does the institution has qualified librarian and sufficient technical staff to support the library (material collection and media/computer services)?

The library is headed by a qualified librarian (M.lib, M.Phil.). One computer, printer, photocopier machine has been provided to the librarian for technical support. Internet facility is also available in the library.

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

The college has rich library resources available to the staff and students for the course being run by it. Details are given below:-

Sr.no	Particulars	Quantity
1.	Total no. of books	5020
2.	Text books	3326
3	Total no. of reference books	765
4	National level journals	06
5	E-resources	19
6	General books	400
7	Literature books	510
8	Magazines	07
9	Newspapers	03
10	Software (E- granthalya)	01

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

The library committee is constituted at the beginning of the year which consists of a librarian, two staff members and the principal. The committee takes decisions regarding acquisition of books and other library resources. Meetings are held quarterly a year to consider various aspects of library. Purchase of books is based on budget available.

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

Yes, Our institution has partly computerized library. E-granthylia software is used for automation of the library. Accession register is maintained through this software. All the books and materials have properly been coded and duly numbered for the effective use and easy accessibility.

4.3.5 Does the institution library have computer, internet and reprographic facilities? If yes, give detail on the access to the staff and students and the frequency of use.

Yes, the library in the institution has a computer, internet and reprographic facilities for the faculty and students. The services are given to our users at minimum cost. Students and staff members use the library services during the library hour, break time and during their free time.

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

Our institution has partly computerized library which use E-Granthalia software by National Informatics Centre New Delhi. The institution has subscribed national journals and is trying to set up the implementation of Delnet & IUC facilities.

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

As the library facilities are provided to faculty and students any time, when it is required. Library is open for the whole academic session except University Holidays. The working hours of the library are 8 hours (eight hours) per day.

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

For the information of new arrivals, titles of new books (text books/ reference books) journals and magazines are displayed on the notice board & also circulated among all the faculty members. Library staff also orally gives information regarding the new arrivals to the students and concerned teachers. The concerned teachers make aware their students about these new books in the class-room. The students are motivated to read the books of new authors. The staff of library assists the students in identifying related books for reference.

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

Institution's library has a book bank facility. It contains various books related to curriculum as well as general books. Students use these books for preparing notes and enhancing their knowledge. The book bank issues books to the deserving students for the whole session who are economically backward.

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

The Institution does not face any problem of visually challenged persons but if it occurs, special facilities are provided to physically challenged students in the library. There is a provision of relaxation in the library rules for differently abled students. Xerox copy of the required material is provided to these students free of cost during the whole session. Book bank also provides books for the whole session to differently abled students.

4.4 ICT as learning Resource
4.4.1 Give the detail of ICT facilities available in the institution (computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility?

The institution has well equipped computer laboratory with 30 computers. In order to keep the staff and the students abreast with the latest trends of information technology, internet facilities are made available to them throughout the year. All the systems are networked to support LAN, besides this some other gadgets like overhead projector, TV, LCD, audio and video player, CDs, Camera etc. are available for development of operating ability among the pupil teachers.

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

The syllabus of B.Ed has information communication technology paper V (Part-A) as a compulsory subject. For this the students are given free access to computer and internet for teaching practice to PPTs and resume making.

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

Staff members are given orientation for using ICT resources. They handle classes by using OHP and LCD and students are trained to operate the ICT resources. They are encouraged to present the class seminars with the support of ICT resources.

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

The institution encourages the students for development of teaching aids, lesson plans with the help of new technological resources. The institution provides computers, audio-visual, multimedia, PPT presentations to clarify abstract ideas in a neat, systematic and self explanatory way. This material is used by the students in practice teaching.

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

Our Pupil Teachers are free to use computers, OHP, LCD projector at the Educational Technology lab to prepare their own teaching learning aids. They can take these equipments to the schools for practice teaching with prior permission of the faculty Incharge. The available resources are owned by institution only.

4.5.2 What are the various audio visual facilities/materials(CD's audio and video cassettes and other material related to the program available with the institution ? How are the student teachers encouraged to optimally use them for learning including practice teaching ?

The institution has very rich audio video resources such as CDs ,audio video cassettes, models, charts, PPT's, Transparencies, slides, maps, globes are available in the college. Students are encouraged to use audio visual materials to develop lesson plans, using instructional strategies during practice teaching and presenting their seminars. Teachers themselves use the audio visual aids while presenting the content before the student- teachers in the classroom.

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

There are various general and methods laboratories available in the institution such as Psychology lab, Home science lab, ICT resource center, Computer lab, method lab, Work experience room and sports room. Budget is allocated to such labs to enhance the facilities. The expenditure is made as per the requirement on priority and the allocated amount in respect thereof. The concern faculty of the institution takes care of the equipments and makes sure that they are in working conditions.

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

The institution has a seminar hall for workshops and conducting seminars and extension lectures etc. and a multipurpose hall for prize distribution and cultural programmes which is equipped with sound system, necessary light arrangements and stage etc.

- Musical instruments are available. Students are trained by the experts in the field.
- The institution has a play ground for different outdoor events such as Tennis, Basket ball, Volley-ball, Kho-kho, Handball, Running track, Short put, long jump, High jump, Disc throw and Javelin throw etc.
- College buses ply different routes for both staff members and students. Transport facilities to the staff members are made available free of cost whereas nominal amount is charged from the students for the said facility.
- Generator is having the facility of a generator set up for power back-up.

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

Yes, the classrooms are equipped for the use of latest technologies like OHP, LCD projector, power point presentations for teaching. These resources are portable. Our college has Wi-Fi access. Provision is being made to equip the class rooms with internet facilities through Wi-Fi connection.

4.6 Best Practices in infrastructure and learning resource
4.6.1 How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?

Staff members are using multimedia sources for teaching purpose, internet and other technological sources to access the learning resources and to deliver the instructional materials

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

The following innovation practices are related to the use of ICT's for quality enhancement:-
- Computer lab with internet facility.
- Well equipped laboratories, class rooms and seminar hall.
- Training for preparation of presentations.
- Internet broad band facility.
- The Wi-Fi enabled campus for accessing ICT based learning resources.
- Increasing use of projectors for seminars and classrooms.

4.6.3 What innovations/best practices in Infrastructure and learning resources are in vogue or adopted/adapted by the institution.

The institution has following best practices in infrastructure and learning resources in vogue:-
- Well furnished and equipped Psychology lab.
- Well equipped ICT resource center.
- Use of infrastructure & instructional resources in teaching learning.
- Use of internet and computers for preparing lesson plan, PPT presentations.
- Updated new magazines and journals.

Criterion-V
Student support and Progression

5.1 Student Progression

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

The college assesses academic and scholastic achievements of pupils at the time of admission, besides communication skills, behavior, confidence level and the feedback is also taken from parents. After joining the course, introductory session, orientation about the course curriculum and overall functioning of the course, classroom interaction, tutorial classes and wide range activities prepare the students to have a positive attitude towards teaching.

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

The campus environment is very congenial and comfortable as it takes care of the students' needs. The campus has airy classrooms and well equipped library, computer laboratory and a rest room. Tutorial groups are formed comprising of 16 to 17 student teachers constantly monitored by each teacher educator with respect to their progress. Respective teacher educator motivates the students by handling students' difficulties and grievances with positive attitude. Feedback on a regular basis is given to help them realize their strengths and weaknesses. The various teaching learning activities promote and motivate the overall development, performance and improvement of the students.

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

The dropout rate is very low and ignorable. Dropout rate of the students in the last five years is :-

Year	Number of dropout	Dropout Percentage
2008-09	1/100	1%
2009-10	1/100	1%
2010-11	1/100	1%
2011-12	1/100	1%
2012-13	Nil	Nil

Possible reasons for drop-out

1. Joining service/jobs
2. Continuous illness (medical problem)
3. Parental/family problem

The teachers and principal always put efforts to convince the students for not leaving the course in between the session.

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

The institution motivates the students for appearing in various State/central exams. Efforts are made to render required assistance to the candidates aspiring for appearing in competitive examinations or going for higher studies. The library of the college has a good collection of preparatory books of SLET/NET which the students utilize for the preparation of the examinations.

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

   The college has a placement cell to keep trace of the pupil teachers going for higher studies or opting for the teaching career.

The percentage of students on an average who go for further studies (last three years)

Year	Go for further studies	Percentage
2010-11	50	50%
2011-12	43	43%
2012-13	32	32%

Percentage of students on an average choosing teaching as a career (last three years)

Year	Employed as teacher	Percentage
2010-11	13	13%
2011-12	18	18%
2012-13	04	4%

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

Yes, the institution provides all the facilities to our student teachers after graduating from the institution. Former students can access the resources from library, E-Journals, computer and internet facilities, getting prior approval from the principal. The college always welcomes alumni association for any help even to pursue research and for placements.

7. **Does the institution provide placement services? If yes, Give details on the services provided for the last two years and the numbers of students who have been benefited.**

The college helps in placement and provides job information to students and ex-students. Career guidance and counseling is given to the students. Eligible and willing students are guided properly to enable them to get placed suitably.

Placement made in last two years

Placement in the last two years		Total number of students
2011-12	2012-13	
18	04	22

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

The placement cell is functioning well but not to 100% satisfaction due to some obstacles in placements.

- Many students prefer schools which are closer to their living place.
  - Contact number of some students change frequently, so placement cell shows its inability to contact such students again and again.
  - Students do not give proper information and contact details to the placement cell, while shifting from the one institute to another institute.
  - The self financed schools sometime ask for donations from the students.
  - Unaided schools/ institutions do not give the salary as per government norms.

    The college tries to establish personal contact with the schools and their management and also with the former students.

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

Yes, the personnel of teaching practice schools supervises the efficiency of our student teachers during teaching practice and invite deserving students at their own accord. From time to time the incharge of placement cell visits teaching

practice schools and gets information about the vacant posts in the schools and guide the students for appropriate placements. College placement cell has placed many students in different schools.

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

The College provides necessary human and material resources required for the smooth functioning of the placement cell. The services of the official machinery are freely utilized by the placement cell.

5.2 Student Support

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 and effective implementation of the curriculum?

The institution maintains its yearly calendar and the same is followed accordingly, to achieve the objectives and effective implementation of the curriculum. Orientation program is held during the first week of the very beginning of the session so that the student teachers become familiar with the principles of practice teaching schools, unit lessons and internship programs. Tutorial groups are formed under each teacher educator to meet their student teachers and guide them regularly. All the faculty members are incharge either of curricular, co-curricular and extracurricular activities. These activities are meticulously planned out well in advance and are organized effectively.

Every month the faculty meeting is arranged in principal's office where healthy discussion regarding executed activities, barriers, problems and different steps for further improvements are planned out. Different committees meet regularly on their own and inform the head about their work. The institution takes regular feedback from the faculty, students, alumni association, on the basis of this feedback and necessary improvements are made in the system for achieving the objectives.

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

The percentage of physically challenged students admitted to our institution is very low. Only one physically disabled student was admitted in the last five years. The admitted physically disabled student was given special consideration such as allotment of a nearby practice teaching school, necessary support by the faculty in curriculum transaction and participation in different activities depending upon the nature of disability.

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

The institution has organized mentoring arrangement.

- Students are divided into four houses named Mata Triputa ji, Mata Sulakhni ji, Mata Kheevi ji and Mata Ganga ji. Under these houses, Teacher educators give them training and coaching for extracurricular, co-curricular activities, personality development and career guidance and counseling.

- The mentor students' ratio is 1:17 for students counseling.

- At the allotted time the students share their experiences, aspirations, expectations, ambitions with their mentor.

- The mentor looks after the wards problems, inside the college and inside the practicing schools and every member of the staff acts as a friend, philosopher and guide.

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

Faculty members have been provided with the latest audio-visual aids, LCD projector, OHP and internet facility etc. through which they can make their teaching effective & efficient. There is also a provision for attending various faculty developments programs. College adopts a liberal attitude permitting the faculty to attend orientation, seminars, conferences and workshops.

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

Yes, the institute has its website i.e. www.sbbsmgc.in having information like admission rules, college history, facilities, staff profile, contact information, scholarships, seat allotment, hostel facility, laboratory facility, library facility, vacancies and transportation are posted on the site. The institution updates information as per the requirements.

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

The low achievers are identified by various activities such as tutorials, practice teaching lessons, Micro teaching workshops, creativity and personality development programs, internal examinations, general observation of the students etc. These students are given extra guidance and time for their improvements academically.

7. What specific teaching strategies are adopted for teaching?

a) Advanced learners and (b) Slow learners

For advance learners:-

More challenging tasks and activities are given especially during lessons. The advance learner is asked to monitor the grass root work before the group submits its task to the concerned teachers. They are motivated to organize class seminars, lead and handle curricular and extracurricular activities to develop their leadership qualities, self expression to raise their confidence level.

For slow learners:-

Counselling is given to them for improving their performance and to come up with the main student teachers. Guidance is given with more patience and individual attention is paid. Special classes are conducted for slow learners on the basis of their need.

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

Guidance and counselling starts from the very day the student teacher enters the college. The institution provides various guidance & counselling services to the pupil teachers such as:-

- The matter concerning admission to the course.

- The selection of optional/elective papers.

- The practice teaching and internal submission.

- Guidance & counseling is also provided on interpersonal relationship i.e. on emotional & domestic issues.

- Maintenance of health of physically weak students' especially anemic girls and also on personal hygiene.

- The matter related to higher studies.

- Placement in schools

- Career counseling

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

Suggestion boxes are hooked at the end of the corridor to drop their grievances by the students. The management in consultation with the principal and students representatives analyzes the grievances and takes appropriate actions.

- Student teachers can make their grievances known to the institution through the tutorial groups, the student council and open door policy.

Major grievances redressed in the last two years:-

- Insufficiency in the number of library books was brought to the notice. Subsequently the number of books was increased to meet the needs of the student teachers.

- Library timings were made flexible as per the requirement of the students.

- Grievance regarding internet accessibility. The institution has provided internet access to the teacher trainees by Wi-Fi and broad band connection.

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

Pupil teachers progress is analysed and closely watched and guided throughout the session by their attendance, library references made, evaluation of student teachers, performance in theory subjects, participation in cultural activities, through tests, teaching practice, psychology lab experiments done, innovative teaching, computer lab work, assignments, preparation of teaching aids in two teaching subjects and performance in sports etc.

The principal, staff members come up with solutions for each individual and in this way the student teachers are advised for making improvement by their respective faculty of teaching subjects.

11. How does the institution ensure the student's 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 students are prepared to begin their teaching practice by giving training and exposure in the following ways:-

- Each student is trained in two micro teaching skills for each teaching subjects.
- After completion of Micro teaching, student teachers are trained with one link lesson by integration of the practiced micro teaching skills.
- Teacher educators provide two demonstration lessons in actual classroom situations.
- Students are trained in writing lesson plans.
- Each student takes a lesson in front of the peers and they are given feedback of her teaching by the teacher educator as well as the peers.

5.3 Student activities

1. Does the institution have an Alumni Association? If yes,

College has established an alumni association with the name **'NOSTALGIA'** association in the year 2010. This association functions formally in the college. It provides opportunities for the former students to keep in touch with the institution. The members render valuable services to the institution as resource persons in conducting various curricular programs. The annual alumni meet is held every year. The present office bearers of the alumni association are:-

(i) List the current office bearers.

President   ---- Ms. Kamaljit kaur

Vice-President   ----Mrs. Shifali

Secretary   ----Ms. Baljinder Kaur

Joint secretary   ----Ms. Veerpal Kaur

Treasurer   ----Ms.Gurpreet Kaur

Executive committee members

1.Ms. Charanjit Kaur

2.Ms. Veerpal Kaur

3.Ms. Anmolpreet Kaur

4.Ms. Prinkdeep Kaur

5.Ms. Ramandeep Kaur

6.Ms. Kanwaljit Kaur

7.Ms. Amandeep Kaur

8.Ms. Harpreet Kaur

9.Ms. Sandeep Kaur

10.Ms. Sandeep Kaur

(ii)Give the year of the last election

The institution appointed the above mentioned office bearers unanimously by nomination.

(iii) List Alumni Association activities of last two years.

- Two meetings of the association were conducted.
- Honored alumni students for their achievements.
- Alumni gave their valuable suggestions for the improvement of the college.
- Alumni gave their suggestions to cope up current trends in school.
- Cultural activities.
- Inviting to demonstrate lessons.

(iv) Give details of the top alumni occupying prominent position.

Sr. No.	Name of Alumni	Prominent Position
1	Kanwaldeep Kaur	Teacher
2	Veerpal Kaur	Teacher
3	Shifali	Teacher
4	Kirandeep Kaur	Teacher
5	Harwinder kaur	Teacher
6	Kirandeep Kaur	Asstt.Prof.
7	Jyoti Bala	Teacher
8	Anmolpreet Kaur	Teacher
9	Mandeep Kaur	Teacher
10	Simarjit Kaur	Teacher

(v) Give details on the contribution of alumni to the growth and development of the institution.

Some of the alumni have suggested new areas for programs to be conducted outside the institution in the form of social work.

- They have provided relevant information regarding the strengths, weaknesses, opportunities and threats to internal assessment for the trainees.
- Alumni have always been cooperative with the institution and whenever need arises they do help the institution in mobilizing resources.

- They used to be messengers of the good work being done by the institution and during admissions they refer prospective students to our college.
- Their contribution is also in the form of books that they donate to the book bank.

Que2:-How does the institution encourage participating in extracurricular activities including sports and games? Give details on the achievements of students during the last two years.?

The student teachers are motivated and encouraged to participate in various competitions as well as university youth festival. All the faculty members take keen interest to take out students' hidden talents, so they personally guide the participants and help them during the practice. A competitive spirit is developed among the tutorial groups and in the process student teachers do their best.

- In the year 2011-12, our group team bagged first prize in the traditional and ritualistic song in the Panjab University, Chandigarh 'Zonal- B' youth festival held at Moga.
- In the year 2012-13, Jyoti come first in the item Histrionics and Payal second in the Mimicry in the Panjab University, Chd 'Zonal -B' youth festival held at Lala Hans Raj College of Education, Moga.
- In the year 2013-14, our group folk orchestra stood first bagged with three prizes individually (first, second and third as well) in Panjab University, Chandigarh youth festival at Partap College Of Education. In the same year many prize in Folk song, Pakhi making, Crochet, Dasuti, Kali singing.
- Our students participated in skill in teaching competition for the session 2012-13 and won first prizes in Teaching of Home science and Teaching of Physical Education.

Que3:- How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/materials brought out by the students during the previous academic session.

The students are given a time of a week to display a creative writing/painting on the notice board. The faculty members are given charge of guiding and supporting students in publishing of the college magazine "Parwaaz" which comprises of Hindi,

Punjabi and English language and having separate place for physical education and social sciences that gives various opportunities to the students to express their literary and creative skills.

Que4: Does the institution have a student council or any similar body? Give details on constitution, major activities and funding?

Ans: College Head Girl, Class representatives and president of various committees like literary club, the sports club and the cultural club are elected in a democratic way. The funding of the students council is provided by the institution for various purposes like annual day, youth festivals and sports day.

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

Ans: The following are some of the committees on which student representation has been provided.

1. Editorial Board

2. Library committee

3. Grievance Redressal CELL

4. Sports committee

5. Co-curricular committee

6. Student council

7. Alumni association

Student representatives express their views in each body and their viewpoints are discussed in the meeting and appropriate decisions and actions are taken for the improvements of the college.

Que6:- Does the institution have a mechanism to seek and use data feedback from its graduates and from employers to improve preparation of the programme and the growth and development of the institution?

Ans: Yes, the institution regularly monitors the feedback and revises the program, the teaching learning evaluation process is constantly reviewed and changes are made to improve the program. Institution collects feedback from student teachers personally, in meetings through faculty and also through suggestion box. Collected feedback provides valuable inputs for improving the services in library, laboratories,

computer, teaching learning process, infrastructure and sports activities. Feedback is also taken from high school headmasters, school teachers during teaching practice and college collects feedback from external experts about improvements of course programs.

Best Practices in Student Support and Progression

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

The institution has the following best practices towards students support & progression.

- Feedback on teachers is also considered for improving the quality of teachers.
- Feedback from students on campus is given special consideration.
- Feedback on course content also helps in revamping the syllabus.
- Talent search for students to explore their hidden talents.
- Encouraging the students to take part in the youth festivals organized by Panjab University, Chandigarh.
- Establishing of tutorial system for the benefit of students on academic and personal counseling.
- Students are involved in students association, library committee, sports committee and discipline committee.
- Institution is having book bank under which it provides a set of books to our student teachers for the whole academic year.
- Scope is given for grievance redressal.
- Alumni students are invited for interaction with the students.
- Institute organizes visits to Historical and religious places.

6.1 Governance and Leadership

Institution vision and leadership

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

The Institution has apparent, diverse and society oriented objectives. The major considerations addressed are as follows:

1. To prepare student teachers to bring quality in all their ventures.

2. To inspire individual, social, emotional and intellectual competence.

3. To develop the quality among pupil teachers to adopt and fulfill democratic principles in professional & personal life.

4. To provide professional education to rural women.

5. To develop self-worth and self-assurance among the weaker sections especially women and the students from SC/ST/OBC communities and physically disabled.

6. To nurture moral values among students.

7. To make the teachers conscientious about the needs of the society and nation and to act accordingly.

8. To create awareness about the issues of Ecology and Environment.

9. To enrich the employability criteria through placement activities.

10. Student teachers are expected to become capable of applying modern techniques and practices in teaching by obtaining a total perspective of the role of technologies in modern educational practices.

11. To impart holistic quality education to girl students, and empower them with knowledge, skill and competence and make them self-reliant, enlightened and socially committed citizens of the country.

Vision

To promote academic excellence & create humane, self-reliant teachers to meet the local and global challenges of the society.

Mission

To impart relevant quality training programs of education to students to make them knowledgeable, competent and skillful teachers for the emerging society.

Values

To inculcate the following values in student teachers.

- Punctuality and sense of responsibility.
- Development of skills
.
- Academic excellence and Integrity.
- Outstanding teaching & service.
- Diversity, Equality and Social justice.

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

The mission includes institution's goals and objectives. The main goal of institution is to produce effective trained teachers, who are to serve the society and fulfill its burning needs. Mission includes quality issues to equip student teachers with knowledge and potentialities to meet the school based societal requirements and serve the society with a determination and commitment.

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

The management committee of our institution has the following members on its board:-

Composition of Management	Designation
Sant Baba Hazoora Singh	**Life Chairman**
S.Makhan Singh	Vice Chairman
S.Sukhmander Singh Dhillon	General Secretary
S.Tejinderpal Singh Bedi	Joint Secretary
S.Ram Singh	Treasurer
S.Mukhtiar Singh	Executive Member
S.Karnail Singh	Executive Member

The management is committed to provide necessary ingredients to promote quality Education and highly productive process of teaching and learning. The measures adopted by the management are:

- The management has given full freedom to the teachers to formulate and design policies to achieve academic excellence.
- The management encourages participatory and decentralized management.
- Encourages the staff members to attend seminars, conference and workshops.
- Various committees are constituted and each committee is assigned with a work related to it.
- Proper infrastructure, qualitative human resources, funds for development of modern technology are given by the management to achieve higher grades in teaching learning process.

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

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

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

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

Since the management visits the college regularly and so it keeps abreast of academic activities and finds out short-comings/barriers at its own in achieving the vision. Teachers and students are free to bring out the short-coming, if any to be rectified to the notice of the management and management acts promptly to address the problems. Exact feedback from the students gives the clear picture of the things to be improved.

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

During the course, meeting between the management and staff members, the management considers the suggestions of the staff members, encourages, appreciates and supports the involvement of the staff for the improvement and growth of the institutional process. The staff members are always motivated by the management for participating in professional growth programs such as refresher courses, orientation programmes and seminars)

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

The principal of the institution provides requisite leadership to the institution. The principal is involved in the activities such as planning, monitoring and evaluation of various programmes. The principal chalks out strategies for implementation of the planned programs. To organize various academic activities, different committees are formed by the principal which help in the smooth functioning of the institution. The principal always encourages faculty members for optimum utilization of modern technology and resources in the teaching learning process.

6.2 Organizational Arrangements:-

1. List the different committees constituted by the institution for management of different institutional activities? Give detail of the meeting held and the decision made, regarding academic management, finance, infrastructure, faculty, research, extension and linking and examination during the last year.

The institution encourages participatory management practices and team work for different components of the college. To assist the principal in academic work various sub- committees are constituted. These committees plan, execute and co-ordinate the activities in their respective areas, of the college. The constituted committees and detail of their meetings held during the session 2012-2013 are as under.

S.No	committees	No. of meetings
1.	Examination committee	05
2.	Skill-in-Teaching committee	05
3.	Co-curricular Activities committee	06
4.	Extension lecture & seminar committee	02
5.	Reception committee	05
6.	Discipline committee	03
7.	Morning Assembly committee	03
8.	Seating Arrangement committee	03
10.	Sports meet Committee	02
11.	Property incharge committee	02
12.	Lecture shortage	02
13.	PRO Committee	04
14.	Library Committee	04
15.	Refreshment Committee	06
16.	Time Table Committee	03
17.	NAAC Committee	As an when it required
18.	Stage Decoration committee	04
19.	Alumni committee	02
20.	Tour & Excursion Committee	02
21.	Magazine Incharge	05
22.	Prospectus Incharge	03
23.	Campus Maintainance/ Decoration committee	03

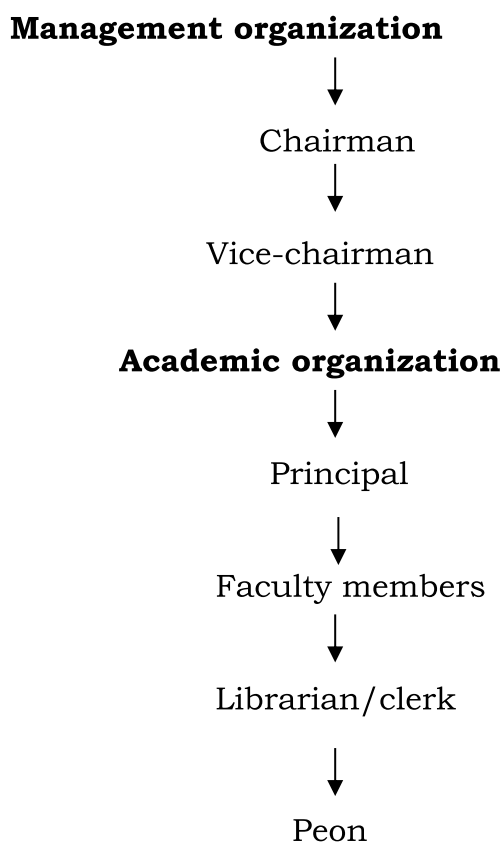## Major outcomes of the meetings.

- The strategies were finalized for implementing the orders of the Government of Punjab regarding the admission to the B.Ed course.
- Rules and regulations were framed by the Discipline committee.
- Schedule regarding orientation about skills, micro teaching and practice teaching was finalized.
- Library committee reviewed the library resources and decisions were taken regarding upgradation of the library facilities. New editions and volumes of books and journals were recommended by the committee.
- Schedule of various literary and extension activities to be organized by the institution was finalized by the Extension lecture and seminar committee.

- Schedule for organizing Talent search competition, celebrating co-friendly Diwali, Lohri function, women's day celebration and other cultural activities for the session 2012-13 was finalized by the Co-curricular activities committee.
- Duties of the faculty members were reallocated for conducting house examinations. Layout was prepared by Examination committee for conducting the annual B.Ed Examination .

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

Management organization

↓

Chairman

↓

Vice-chairman

↓

Academic organization

↓

Principal

↓

Faculty members

↓

Librarian/clerk

↓

Peon

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

Administration of the institution is totally decentralized. This college has maintained an administrative set up in which principal has been given full freedom by the management committee mainly taking care of the financial responsibilities for the development of the institution. The institution has constituted 23 committees to execute different tasks like admissions, academic activities, examinations, management of library etc. There is a constant interaction among the functional units of all the committees. The functions of each committee are well defined to ensure the administrative decentralization.

6.2.4   How does the institution collaborate with other sections/departments and school personal to improve the plan and the quality of education provision?

Meetings of school personnel with college authorities are held regularly for making necessary improvements in the field of teacher education. Feedback about teaching practice is taken from school personnel. School teachers are also consulted while developing the academic plans and their suggestions are considered during decision making. Some of the infrastructure is in common use with other institutions of the parent society. There is a complete co-ordination ensuring optimal use of the common facilities. In addition to this, some programs such as major cultural events, sports and games etc, are arranged jointly. Institution conducts seminars, group discussions, extension lectures for students and staff members of the institution and other institutions of parent society and school personnel to share their knowledge. Exchange of guest faculties as guest lecturers improves the co-ordination.

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

The institution welcomes all the meaningful and relevant information for decision making and performance improvement. The concerned data for feedback is obtained from the faculty members, Student teachers, Heads and Staff of the practice teaching schools, alumni, visiting eminent educationists. The decisions regarding innovative teaching learning practices, teaching aids, academic environment and institution-society relationship are taken for performance improvement. The suggestions and the worthy opinions are considered while allotment of responsibilities in the next academic year.

6.2.6 **What are the institution's initiatives in Promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty?(skill sharing across departments creating/providing conductive environment).**

The following are the ways adopted by the institution to ensure unison of work.

- During the Teacher Educators meetings , teacher educators are given freedom to express the problems faced during the working of allotted committee and ideas to solve them are welcomed.
- Teacher Educators are encouraged to attend various workshops, seminars and orientation programs required for their professional development
- The principal encourages the teacher educators to present their lectures regarding innovative techniques such as co-operative learning, self study, inquiry training model and games etc.
- Attitude of co-operation and co-ordination is maintained among the staff of the college through the constant support, control and guidance of the principal.

6.3 Strategy Development and deployment

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

Yes, The College collects feedback on teachers from parents and also seeks suggestions through suggestion box for better administration and academic reforms. The academic information is recorded and maintained with the help of the computers. This includes student relevant information, internal marks, subject wise distribution of students, internal examination records, tutorial records, academic calendar, practice teaching lesson schedule, evaluation, final exam results. All these activities being computerized has resulted in sound functioning of the institution. In addition to it, the institution monitors the performance of the teaching and non-teaching staff by self appraisal, student feedback on the faculty performance and assessment of faculty members by management and principal.

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

The faculty members are recruited through the interview panel constituted by the Panjab University, Chandigarh and financial resources are drawn out of tuition fees. Recommendations of the minutes of the meetings are taken into consideration for allocating the human and financial resources. Moreover, the allocations of human and financial resources are made on the basis of the past experience, present and emerging needs, and suggestions received from different functionaries and committees.

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

For the implementation of the missions and goals, the principal and management prepare a plan in accordance with the rules and regulations of university and government bodies, in which the activities related to teaching-learning, curricular and co-curricular activities are planned according to needs and urgency of the work and financial resources are provided by the management.

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

Academic planning and management committee prepare academic calendar at college level as per university rules. The recommended academic plan is discussed during staff meeting among staff members, principal of the college, management and school personnel and then it gets finalized. Before finalizing the academic plan, the practice teaching school teachers are consulted regarding tentative schedule for the availability of schools for practice teaching.

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

The institution conducts frequent meetings with all the faculty and non-teaching staff. As most of the faculty members are members of various committees, the suggestions of different committees are taken into consideration in decision making for institutional development. The objectives of the institution are communicated through prospectus, orientation classes, events organized, college Magazine, circulars and notice board.

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

The academic plan is designed at the beginning of the year. The various committees design and define the strategies for the academic year in the light of the vision and mission of the institution. The overall development and implementation of the plan is monitored by the principal and the members of IQAC committee. The IQAC suggests for necessary revision.

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

The institution is always interested in accepting, implementing new technology and recent trends in education. The curriculum involves optimum use of ICT for enhancing the effectiveness of teaching learning, evaluation process. The institution has all the necessary modern hardware and software. The teacher educators, the administrative staff and the students are always encouraged for making the use of technology in their work. The management offers the maximum support to the staff & institution for its continuous development in the knowledgeable society. According to the demands and trends, our institution plans and deploys new technology in curricular aspects and in administration.

6.4 Human Resource Management

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

The faculty development needs and career progression of the staff is identified by the principal, by self appraisal forms, his personal observations, findings, students feedback reports and experts feedback. The obstacles and hurdles in development of the teachers are identified and solved by discussion and guidance. The careers

progression is made by sending the teachers to the seminars, conferences, exposure to the internet, ideas exchange with the colleagues and advice of the principal.

6.4.2 What do you identify the faculty development needs and career progression of the staff?(self-apprised methods, comprehensive evaluations by the student and peer). Does the institution use the evaluations to improve teaching research and services of the faculty and other staff?

The institution collects written and oral feedback from students regarding syllabus, faculties, principal, infrastructure and other aspects concerning to qualitative development.

- Self appraisals of faculty are invited at the end of the academic year.
- Comments of the head of the institution on the performance of the faculties are also sought.
- Feedbacks are taken from the principal of the practice teaching schools assigned to the student teachers, with regard to the strengths, weakness and performance level of the students and faculty in particular and institution in general.
- The input received from student teachers, faculty, practice teaching schools and employers is analyzed for enhancing the academic and administrative process of the institution and management.

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)

Medical facilities are available:-

- Maternity leave is provided.
- Loan and insurance facility is provided to teachers.
- Transport is provided to all faculties free of cost.
- Institution provides on duty facility for all staff members who present papers in seminars.

- Compensatory leaves are provided to the staff members.
- Free hostel facility for the staff.
- The management pays the Teacher educator as per the UGC scales. it also provides increments every year.

6.4.4 Has the institution conducted any staff development programmes for skill up-grading and training of the teaching and non-teaching staff? if yes, give details.

For the skill up gradation and staff development the institute organizes seminars, extension lectures and workshops. Faculty is motivated to attend the seminars and conferences in other colleges also. Orientation Programs are arranged for the faculty to upgrade their knowledge. Faculty is provided reading materials to write articles and update their knowledge in various subjects.

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 qualification, knowledge and skills (Recruitment policy, salary structure service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies(NCTE,UGC, University etc.)?

Rules and regulations established by NCTE and University for recruitment policy, service conditions are followed by the institution. The vacant posts are advertised in two leading newspapers one is of English and other of Punjabi. Applications are invited and then interview is conducted by the selection committee. All the norms and guidelines provided by the affiliating university are followed. Keeping in view the long term development of the institution, the increments are provided by the management to retain the qualified faculty.

6.4.6 What are the criteria for employment part-time/adhoc faculty? How is the part-time/adhoc faculty different from the regular faculty?(E.g salary structure, workload, specialization).

Institution has part time staff of simple expressional competencies, Teaching of home science, Teaching of mathematics, Teaching of science and office assistant on adhoc basis. These members are appointed by the management and principal. Their work load is lesser than the workload of regular staff members. So they are paid salary according to their work load allocated to them.

6.4.7 What are the policies, resources and practice 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, conference, workshop etc, and supporting members and active involvement in local, state, national, international professional associations)

The institution supports and ensures the professional development of the faculty. Faculty members are continuously motivated and encouraged for their professional development. The faculty members are sponsored to participate in seminars and workshops organized by the various other institutions. For the purpose, TA/DA is provided by the institution to the faculty members. Institution also organizes the extension lecturers, seminars and workshops for professional development of the faculty.

6.4.8 What are the physical facilities are provided to faculty?(well-maintain and functional office, instructional and other space to carry out work effectively).

The residential facility in the campus with free boarding and lodging facility is provided to the faculty members. Institution has well furnished staff room with proper seating arrangement , well furnished principal office, college office with all necessary amenities, completely equipped laboratories, class rooms and well stocked library are provided to facilitate the faculty members for imparting their duties in a planned way. Seminar room with all the facilities for organizing seminars is provided.

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

The college website is being updated to give latest information, prospectus and college calendar are provided

- Every activity in the college is displayed on the college notice board.
- Programmes conducted in the college are published in the newspapers.
- A suggestion box is provided to collect suggestions and complaints.
- The college office provides all the information needed.
- People can seek the information through phone.
- Written complaints are accepted by the head of the institution.
- Governance cell solve the faculty problems.

6.4.10   Detail the workload policies and practice 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.

Workload of teaching as well as non-teaching activities is equitably distributed among the staff. The college follows the work load policy of the Panjab University, Chandigarh and the norms of NCTE. The college assigns work load by taking into considerations, the capability, potentiality ,tests of a individual faculty with reference to functional needs of the college. In this democratic approach is practiced. Each member bears and shares the workload. Responsibilities are also changed so as each one way acquire grounding in all activities and indispensability avoided.

6.4.11   Does the institution have any mechanism to reward and motivate staff members ? if yes give details.

Provision of increment is scheduled to motivate the staff members. Staff members are encouraged to pursue higher studies and attend advanced programmes. On annual day of the institution the principal highlights the achievements of its faculty while presenting the annual report of the college. The principal also at the institutional level appreciates good work done by the teacher educators in the staff meetings.

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 the details of the source of revenue and income generated.

No, the institution does not get the financial support from the Government. The resources are generated through the fees collected from the students during the session.

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

No Donation is received.

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

Yes, there is an adequate budget to cover the day-to-day expenses.

6.5.4 What are the budgetary resource to fulfill the mission and offer quality programs? (budget allocation over the past five years, depicted through income expenditure statements, future planning resource allocating during the current year and excess/deficit)

The fee collected from the students is the budgetary resource. The budget and income expenditure statements are enclosed

6.5.5 Are the accounts audited regularly? if yes, give the details of internal and external audits procedures and information on the out come of two audits.(Major pending audit paras, objections raised and dropped)

The accounts are regularly audited. The internal audit is done annually and external audit is done by the qualified Chartered Accountant. The audit reports for the last two years are given in annexure.

6.5.6 Has the institution computerized its finance management systems ? If yes, give details.
Yes, the college has computerized its finance management system through Tally. M.S Excel is also used for the accounting process.

6.6 Best practices in Leadership and Governance

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

- Well defined duties and responsibilities to develop organizational and managerial skills in the members of the staff for smooth functioning.
- Transparency in administration.
- Decentralization of the leadership through committee system.
- Democratic decision making system.
- Cordial interaction among stake-holders and administrative members.
- Organizational and managerial skills are imparted to the student teachers by providing them opportunities to organize and manage various activities like morning assembly, college functions etc.
- Leadership Qualities in the student teachers are inculcated by providing them a platform to participate in various sports and cultural activities organized by the institution.

Criterion: VII
Innovative practices

7.1 Internal Quality Assurance System

7.1.1 Has the institution established internal Quality Assurance cell (IQAC)?

The internal quality assurance cell has been established in the institute which consists of Management, Faculty and Non Teaching Staff as members with a view to ascertain and sustain quality of Teacher Education in the year 2010. Norms and guidelines of NAAC were followed while constituting IQAC. The principal is the chair person of IQAC. IQAC ensures the quality of its academic programmes. The major activities undertaken by IQAC are documentation of all major activities, technological advancements, ICT in education, innovative teaching techniques, library enhancement, community work, discipline, attendance, results, formal feedback system. It follows its calendar for meetings, quality agenda and maintains its proceedings. It circulates its plan and steps for implementation.

7.1.2 Describe the mechanism used by the institution to evaluate the achievement of goals and objectives?

The college prepares an action plan for the whole academic year and implements it effectively which is evaluated periodically. It involves students' feedback, suggestions provided by practice teaching schools, alumni members, well informed community members and faculty members. All the suggestions, feedback, self appraisal of the teacher educators and over all achievements of the institution per year provide a complete picture of accomplishment status of goals and objectives.

7.1.3 How does the institution ensure the quality of its academic programmes?

The college takes utmost care in planning and implementation of the academic programmes. The college makes all efforts to follow recent trends of Education in teaching learning process, implementation of ICT based methodologies, ensures adherence to academic calendar, supervises content delivery by faculty, through principal, monitors attendance of students and also keeps the students informed on quarterly basis, maintains and ensures stock verification. Besides these, meetings are conducted by the principal to enquire about various activities.

7.1.4 How does the institution ensure the quality of its administration and financial management processes?

The institution ensures the quality of its administration and financial management by making the process more transparent and accountable to the stakeholders. The quality initiatives on financial management are as follows:-
- Preparation of annual statement of accounts by the management.
- Auditing by a registered Chartered Accountant.

- The administration is a totally decentralized one, where teaching, non-teaching, student teachers, the management of the institution as well as members of the community participate.

7.1.5 How does the institution identify & share good practices with various constituents of the institution?

Meetings are organized periodically to identify and share good practices with all the constituents of the institution. The institution has constituted some committees consisting of teachers, management members and student representatives to critically evaluate the growth and efficiency of the institution. The Students and Teachers participations are also encouraged especially in academic and administrative matters.

7.2   Inclusive Practices
7.2.1 How does the institution sensitise teachers to the issues of inclusion and the focus given to these in the national policies and the school curriculum.

- Value education is incorporated in our teacher education system according to NPE 1986. Life long learning is encouraged by engaging the students to utilize the library resources to the maximum.
- Quality education is ensured to develop the essential skills in pupils to lead a successful life and also make them morally conscious.
- self-worth is encouraged
- A systematic Education is provided which suits the needs of today and tomorrow's generation.
- Good environment with all physical facilities is provided so that classroom interaction can be made convenient and satisfactory.

7.2.2 What is provision in the academic plan for students to learn about Inclusion and exceptionalities as well as gender differences and their impact on learning?

In the syllabi of B.Ed course, there are some of the subjects especially devoted to the Education of Exceptional Children like the paper II 'The Learner Nature and Development' and Optional paper IV (Part-B) named 'Education of children with special needs'. This provision in the curriculum makes teacher's work easier to teach students about inclusion and exceptionalities as well as dealing with the problems arising out of gender differences and inequalities and their impact on learning.

7.2.3 Detail on various activities envisioned in the curriculum to create learning environments that foster positive social interaction active engagement in learning & self-motivation.

During the whole academic year, various activities are organized through which student teachers are benefitted to live an enlightened social life. By means of various seminars, tutorials, discussions, counseling, student teachers and faculty members interact with each other and come close to each other and thus develop socialization. Field trips, educational tours, excursion of different places make the student teachers to have cordial relationship with society. Students reasoning ability is encouraged through the habit of investigating lessons which helps to uplift their self motivation.

7.2.4   How does the institution ensure that Student teachers develop proficiency for working with children from diverse background and exceptionalities?

Some of the suggestive activities that are being organized in the institution to understand each child individually to give them personal attention in the teaching learning process especially the children with special needs as such:.
- Student teachers are made proficient in handling and counseling of the children with diverse background through guidance and counseling.
- Conducting Case studies of children with special needs relating to diverse backgrounds.
- Conducting Action research by student teachers.
- Observing and reporting about some behavioral aspects of an exceptional Child.

7.2.5   How does the institution address to the special needs of the physically challenged and differently enabled students enrolled in the institution?

Till date no physically challenged student has taken admission, so provision of such special arrangements can be made in the college if such students are ever admitted in future.
- Special sitting arrangement may be made.
- Permission for bringing 'writer' during the time of examination for visually handicapped can be taken.
- All the laboratories, classrooms and library are provisioned on ground floor of the building.

7.2.6   How does the institution handle and respond to gender sensitive issues (activities of woman cell & other similar bodies dealing with gender sensitive issues)

College has a women's cell to deal with all women related issues. This cell is headed by a senior faculty member. The principal also being a woman provides necessary guidance to women cell.

- Special consideration is given to married students in stress, students on family way.
- Women are educated regarding their rights & privileges.
- Social awareness programs are arranged for the students.

7.3 Stakeholder Relationship

7.3.1 How does the institution ensure the access to the information on organization performance (Academic & Administration) to the stakeholder?

The institution provides access to the information on organizational performance of academic and administrative parameters to the stakeholders by way of minutes of meetings, notices and by displaying on the notice board of all relevant information pertaining to the college. The institution has a website which is updated regularly and this can be accessed by all the stakeholders of the college (www.sbbsmgc.in). The students are free to meet principal, teachers and the management. Parent teacher meetings are conducted and their opinions and suggestions are received. Steps are taken to bring the students to the comfort zone through guidance and counseling. The institution's information is also documented through college magazines, administrative records and financial records.

7.3.2 How does the institution share and use the information/data on success and failure of various processes, satisfaction and dissatisfaction and stakeholders for bringing qualitative improvement?

Discussion of causes of failure and success of educational and non educational activities is under taken by the principal and faculty members on regular basis. Feedback reports are collected from the students for analyzing their strengths and weaknesses and administer corrective measures for enhancement of their overall performance. Tutorial groups Incharge ensures the participation of students in cultural and social activities and competitions. The institution involves stakeholders through community awareness programs, parent-teacher meetings, alumni association and working in close collaboration with practice teaching schools.

7.3.3 What are the feedback mechanisms in vogue to collect, collate and data from students, professional community alumni and other stakeholder on program quality? How does the institution use the information for quality improvements?

Oral feedback is taken at regular interval during the academic session. Feedback forms are collected from the students about academic and allied activities, infrastructure facilities, educational programs etc. College Alumnus are invited to the campus to interact and share their experiences with the ongoing student teachers. Suggestion box helps to overcome the problems. All the grievances are heard from the students and solved by the grievance cell.

MAPPING OF ACADEMIC ACTIVITIES

OF THE INSTITUTION

NAAC SELF - APPRAISAL REPORT -SANT BABA BHAG SINGH MEM GIRLS COLLEGE OF EDUCATION ,SUKHANAND (MOGA)

Mapping of Academic Activities

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
Admission and Orientation																																										
Theory																																										
Tutorials/Seminars																																										
Sessional Work-test & Assignments																																										
Practical work																																										
Prepration of Internship : Demonstration /Observation of Lessons/Micro Teaching/Simulations																																										
Practical Teaching/ Internship																																										
Co-curricular Activities																																										
Working with Community/Project Work																																										
End- Term Examination																																										

DECLARATION BY THE HEAD OF THE INSTITUTION

I certify that the data included in this self appraisal report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and no part thereof has been out sourced.

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

Place: Sukhanand   (Dr.Achla Bhatia)
                                                                        Principal

TEACHER EDUCATION SCENARIO IN PUNJAB

(Rules, Regulations and Policies on Academic and Administrative Governance issued by the State and Regulatory Bodies and Affiliating University/Board)

The colleges of Education intend to groom and instill aspiring intellect among those who aims to join teaching profession. Punjab is a state known for its vast cultural, economic and academic excellence, the state is engaged in the venture of teacher education through affiliated colleges by Universities of Punjab (Panjab University, Chandigarh, Guru Nanak Dev University, Amritsar, Punjabi University, Patiala and Lovely Professional University, Phagwara) which are playing an essential part in the process of strengthening the role of teachers. In 2003 there were 35 colleges of Education in Punjab and it increased to 119 colleges of Education in 2005. Now at present there are 185 colleges of Education in Punjab.

Admission to B.Ed course in Punjab is done on merit basis by central counseling conducted by one of the affiliating Universities for Government colleges, aided colleges and for those colleges which are attached with it by their own and admission of B.Ed of self financing colleges is through federation of self financed colleges. The college/departments of Education have to abide by the policies, rules and regulations issued by the state, affiliating University and ones laid down by the NCTE.

The Government of state give NOC to that institution only, which has adequate qualified staff, infrastructure, student related facilities and intensification of required learning resources.

The other regulatory body is the affiliating University that regulates admissions, curriculum, examination, selection of staff, ensures transparency and faculty development. It conducts periodic inspection of college to ensures the quality of Teacher Education and checks that in what extent all conditions, rules and regulations laid down by the University are followed by the institution.

Another regulatory body is NCTE that regulates the norms and conditions relating to financial resources, accommodation, Library, Laboratory, other physical infrastructure, qualified staff including teaching and non teaching personnel etc. The NCTE makes sure adherence to the comprehensive regulations at the start of course and then by effective incidental inspection if college is under complaint.

Sant Baba Bhag Singh Memorial Girls College Of Education Sukhanand, Moga (Punjab) run by Sant Baba Bhag Singh Educational Society, follows the rules and regulations laid down by affiliating University i.e. Punjab University, Chandigarh, Punjab Government and NCTE to achieve the objective of imparting professional education to girl students and empowering them with knowledge and skill to make them self reliant, enlightened and independent.

ACADEMIC CALENDER 2013-14

Months	Activities
July,2013	Inaguration of Session
	Orientation to New B.Ed Entrants
August,2013	Independence Day Celebration
	Extension Lecture
September,2013	Talent Search Programme
	Teacher Day Celebration
	International Literacy Day (8/9/2013)
	Extension Lecture
	On the Spot Creative Writing Competition
	Prepration for Youth Festival
October,2013	Participation in Youth Festival
	Exhibition of teaching aids
	Workshop on preparation of Teaching Aids
	Demonstrations/Observations of Micro/ Macro Lessons
November,2013	Teaching Practice phase- I
	Celebration of Friendly Diwali
	Extension services - Vocational Guidance to school students
	Selection of students editors for college magazines
	Discussion Lessons- I
December,2013	World Aids Day -01/12/13
	First House Test
	Workshop on Art and Craft
	Visit to Guidance Centre
	Inter House Quiz Competition
	Winter Break - NSS Camp , Educational Tour
January,2014	Seminar
	Community Service camp
	Celebration of Lohri Festival
	Skill in Teaching Inter College Competition
	Republic Day Celebration

February,2014	Workshop on Resume Writing , Grooming & Interview Skills
	Class Seminars
	Extension Lecture
	Annual Athletic Meet
	Sessional Work
March,2014	Second House Test
	Release of college Magazine
	Appraisal of Staff by Students
	Alumni Meet
	Annual Fuction / Convocation
	Holi Celebration
April,2014	Final Theory Examinations
May,2014	Teaching Practice phase- II
	Final Skill in Teaching Examination
	Farewell Function
	End of the Session

Incharge   Principal

TIME TABLE

2013 – 14

Sant Baba Bhag Singh Mem Girls College of Education, Sukhanand (Moga)
Time Table B.Ed

Morning Assembly 9:00 to 9:10

Session 2013-14

Period/ Section	9:10 to 9:50	9:50 to 10:30	10:30 to 11:10	11:10 to 11:30	11:30 to 12:10	12:10 to 12:50	12:50 to 1:30	1:30 to 2:00	2:00 to 2:40	2:40 to 3:20	3:20 to 4:00
	I	II	III		IV	V	VI		VII	VIII	IX
A	Paper I Philosophical & Sociologocal Bases of Education (Ms.Aastha Khichi) (1-6)	Paper III Teaching Learning: Process and Evaluati (Mrs.Jatinderjit kaur (1-6)	paper II The Learner : Nautre and Development (Mrs. Kavita) (1-6)	S H O R T B R E A K	School Management (Mrs.RamandeepKaur) (1-3) Guidance & Counselling (Mrs.Monika Devi) (4-6)	T.g of Mathematics (Mrs.Amandeep kaur) (1-6) — T.g of Social studies (Mrs.Jatinderjit Kaur) (1-6)	T.g of Science (Mrs.Shefali) (1-6) — T.g of English (Mrs.Ramandeep kaur) (1-6)	L O N G B R E A K	Information Communication Technology (1-3) (Ms.Sukhwant kaur) Black Board Writing(4,5) (Mrs.Veerpal kaur) HSP Component III (B)(6) (Mrs.Monika Devi)	Paper-IV(B) Option (1-3) Education of Children with Special needs (Mrs.Shaminder Kaur) Health & Physical edication (Mrs.Monika Devi) Enviornmental Education (Ms.Aastha khichi) Co-Curricular Activities in Schools (Mrs.Jatinderjit kaur) Educational Technology (Mrs.Kavita) Library(4) Tutorial(5) CES(component III(A)(6))	Craft(Home Craft (Mrs.Kavita) ,Gardning)(1-2) (Mrs.Ramandeep Kaur)(N T.g of-(3-4) T.g of Mathametics (Ms.Amandeep kaur) T.g of Social studies (Mrs.Jatinderjit Kaur) T.g of phy-edu (Mrs.Monika Devi) T.g of Home science (Mrs.Seema Rani) T.g of -(5-6) T.g of Science (Mrs.Shefali) T.g of English (Mrs.Ramandeep Kaur) T.g of Punjabi (Mrs.Shaminder kaur) T.g of Hindi (Ms.Aastha khichi)
B	Paper II The Learner: Nautre and Development (Mrs.Shaminder Kau (1-6)	Paper I Philosophical & Sociologocal Bases of Education (Mrs. Kavita) (1-6)	Paper III Teaching Learning: Process and Evaluation (Mrs. Ramandeep kaur) (1-6)		Guidance & Counselling (Mrs.Monika Devi) (1-3) School Management (Mrs.Kavita)(4-6)	T.g of Physical Education (Mrs.Monika Devi) (1-6) T.g of Home science (Mrs.Seema Rani) (1-6)	T.g of Punjabi (Mrs.Shaminder kaur) (1-6) T.g of Hindi (Ms.Aastha Khichi) (1-6)		Black Board Writing(1-2) (Mrs.Veerpal kaur) Information Communication Technology(4-6) (Ms.Sukhwant kaur) HSP Component III (B)(3D) (Mrs.Monika Devi)	Option 1-3 Education of Children with Special needs (Mrs.Shaminder Kaur) Health & Physical edication (Mrs.Monika Devi) Enviornmental Education (Ms.Aastha khichi) Co-Curricular Activities in Schools (Mrs.Jatinderjit kaur) Educational Technology (Mrs.Kavita) CES(component III(A)(4)) Tutorial(5) Library(6)	Craft(Home Craft (Mrs.Kavita) ,Gardning)(1-2) (Mrs.Ramandeep kaur) T.g of-(3-4) T.g of Mathametics Ms.Amandeep Kaur) T.g of Social studies (Mrs.Jatinderjit Kaur) T.g of phy-edu (Mrs.Monika Devi) T.g of Home science (Mrs.Seema Rani) T.g of -(5-6) T.g of Science (Mrs.Shefali) T.g of English (Mrs.Ramandeep kaur) T.g of Punjabi (Mrs.Shaminder kaur) T.g of Hindi (Ms.Aastha khichi)

UNIVERSITY RESULTS
FOR PREVIOUS ACADEMIC YEAR

PANJAB UNIVERSITY
Notification NoB.Ed./2013-A/1
RESULT OF THE
Bachelor of Education (B.Ed.) Examination, April, 2013

Result of each candidate is notified as shown in the column of 'Result'. Marks have been shown in case of Pass Candidates.

Important Note: This Result Gazette must be read alongwith "Supplementary List/s", "Addenda & Corrigenda", if any.

ABBREVIATIONS STAND FOR

M.L.	Pass but Marks Later
C	Compartment and the candidate is eligible to re appear in the subject shown in the brackets till April, 2014.
R	Re-appear and the Candidate is eligible to reappear in the part/s shown in the brackets till April, 2015 unless otherwise eligible.
RL Fee	Result later for non-adjustment of Examination Fee Account. The exact amount of fee default has been shown in each case.
DMD	Detailed Marks Card Detained due to non-adjustment of fee account. The exact amount of fee default has been shown in each case.
CS	Candidature suspended for want of Registered No. and/or non-submission of any other document.
RLU	Result Later for alleged serious misconduct and / or use of unfair means in the examination
RL	Result Later by the UMC Branch.

Total Marks in B.Ed. = 1100

Marks for Division

First Division	: 660 or more Marks
Second Division	: 550 to 659 Marks
Third Division	: Below 550 Marks

Part-I & II taken together

PANJAB UNIVERSITY, CHANDIGARH

RESULT STATEMENT

Bachelor of Education (B.Ed.), Examination April, 2013.

1	No. of Candidates Applied	10400
2	No. of Candidates Appeared	10400
3	No. of Candidates Passed	10184
4	No. of Candidates Failed	17
5	No. of candidates under Compartment	49
6	No. of candidates Under Marks Later	1
7	No. of Candidates Under Result Later	-

(Category wise)

1	R.L. Fee	-
2	D.M.D.	-
3	R.L.(Awards)	-
4	Cancelled	30
5	Absent	78
6	R.L. (UMC)	5
7	R.L.	-
8	C.S.	388

Pass Percentage   **97.92%**

CHANDIGARH   **Parvinder Singh**
July 22, 2013   **Controller of Examinations**

S.B.B.S.M. Girls College of Education , Sukhanand (Moga)

13501	14206000601	Rachana	Madan Mohan Pokhriyal / Gayatri Devi	813
13502	13009000084	Suman Rani	Krishan Kumar / Vijay Rani	828
13503	12-DES-01	Amandeep Kaur	Karam Singh / Harbhajan Kaur	795
13504	17109000276	Sukhpreet Kaur	Darshan Singh / Paramjit Kaur	795
13505	13909000106	Pardeep Kaur	Balour Singh / Parmjit Kaur	800
13506	14806000734	Rajdeep Kaur	Sarabjit Singh / Harjeet Kaur	862
13507	17109000005	Amandeep Kaur	Kartar Singh / Sukhjeet Kaur	807
13508	14808000323	Simranjeet Kaur	Amarjeet Singh / Surinder Kaur	784
13509	10-EZ-1540	Parminder Kaur Brar	Major Singh / Manjit Kaur	815
13510	17108000143	Manjeet Kaur	Shinder Singh / Kuldeep Kaur	798
13511	10-EZ-9796	Kulveer Kaur	Jagjeet Singh / Jaspal Kaur	822
13512	17007000398	Maninder Kaur	Rajinder Singh / Gian Kaur	745

Receipt No. 144

File No. 26-7-13
Result

Result of the B.Ed. Examination, April, 2013, P.U., Chandigarh

R.No.	Regd. No.	Name of the candidate	Father's / Mother's Name	Result

S.B.B.S.M. Girls College of Education , Sukhanand (Moga)

R.No.	Regd. No.	Name of the candidate	Father's / Mother's Name	Result
13513	17109000016	Amandeep Kaur	Narinder Singh / Kuldeep Kaur	804
13514	17109000029	Baljeet Kaur	Baldev Singh / Jasveer Kaur	791
13515	10-EZ-1531	Lovepreet Kaur	Jagsir Singh / Parmjeet Kaur	805
13516	10-EZ-7219	Manpreet Kaur	Gurmej Singh / Amarjit Kaur	832
13517	17109000090	Jagdeep Kaur	Manjeet Singh / Amarjeet Kaur	794
13518	17109000241	Sandeep Kaur	Teja Singh / Ranjeet Kaur	797
13519	17109000182	Palwinder Kaur	Harbans Singh / Amarjeet Kaur	826
13520	17109000061	Gurmeet Kaur	Gurjant Singh / Gurvinder Kaur	814
13521	17109000103	Jaspreet Kaur	Gurmeet Singh / Sukhjeet Kaur	822
13522	17109000165	Manpreet Kaur	Sukhdev Singh / Amarjit Kaur	782
13523	12-DES-13	Sarbjeet Kaur	Joginder Singh / Gurmail Kaur	768
13524	10-EZ-9317	Narinder Pal Kaur	Jagtar Singh / Karmjeet Kaur	796
13525	17109000079	Harpreet Kaur	Satpal / Ranjeet Kaur	686
13526	17109000304	Zadwinder Kaur	Bhupinder Singh / Surjeet Kaur	802
13527	17109000002	Amandeep Kaur	Ranjeet Singh / Jaswinder Kaur	806
28	02-SBS-146	Paramjit Kaur	Surjit Singh / Gurmeet Kaur	826
13529	10-EZ-3357	Rupinder Kaur	Kulwant Singh / Charanjit Kaur	812
13530	17004000167	Jaspreet Kaur	Surjit Singh / Surinder Kaur	764
13531	00-SBS-288	Virpal Kaur	Nachhattar Singh / Harjinder Kaur	813
13532	96-EZ-1256	Nirpal Kaur	Joginder Singh /	712
13533	03-EZ-12503	Jaspreet Kaur	Surjeet Singh / Parmjeet Kaur	740
13534	17108000194	Rajwinder Kaur	Gurbachan Singh / Hardeep Kaur	792
13535	12-DES-04	Jyoti	Thana Singh / Harwinder Kaur	802
13536	12-DES-11	Payal	Om Parkash / Saroj Rani	803
13537	12-DES-06	Manpreet Kaur	Surjit Singh / Jasbir Kaur	774
13538	17105000090	Jaspinder Kaur	Pirtpal Singh / Sukhdeep Kaur	793
13539	14309000234	Paramjit Kaur	Harbans Singh / Hardeep Kaur	815
13540	17109000102	Jaspreet Kaur	Sukhmander Singh / Jasvir Kaur	782
13541	17109000171	Manpreet Kaur	Sukhmander Singh / Manjeet Kaur	744
13542	17109000047	Gagandeep Kaur	Gurdev Singh / Jaswinder Kaur	816
13543	17109000093	Jagvir Kaur	Sukhmander Singh / Baljit Kaur	782
13544	17109000071	Gursharn Kaur	Surjeet Singh / Karmjeet Kaur	811
13545	17109000104	Jaspreet Kaur	Hardev Singh / Baljeet Kaur	852
13546	17109000065	Gurpreet Kaur	Shingara Singh / Sukhjeet Kaur	769
47	17109000299	Veerpal Kaur	Balwant Singh / Rajwant Kaur	786
48	17109000236	Sandeep Kaur	Chuhar Singh / Jasveer Kaur	799
13549	17109000036	Charanpreet Kaur	Baljit Singh / Kulwant Kaur	791
13550	17109000166	Manpreet Kaur	Baltej Singh / Sarabjit Kaur	771
13551	17109000237	Sandeep Kaur	Puran Singh / Amarjit Kaur	759
13552	17109000111	Jaswinder Kaur	Gurpreet Singh / Kulwinder Kaur	744
13553	17109000161	Manjeet Kaur	Sukhdev Singh / Sukhjeet Kaur	766
13554	12-DES-14	Silky Arora	Subhash Chander / Sarabjit Kaur	832
13555	17109000158	Mandeep Kaur	Gurdev Singh / Baljeet Kaur	754
13556	17109000247	Sarbjeet Kaur	Bhola Singh / Gurmail Kaur	746
13557	12-DES-03	Gurbinder Kaur	Harpal Singh / Sarbjeet Kaur	803
13558	12-DES-12	Rajbinder Kaur	Harbhagwan Singh / Gurmail Kaur	753
13559	10-EZ-3763	Jaspreet Kaur	Balwinder Singh / Balwinder Kaur	788
13560	12609000214	Manpreet Kaur	Jagat Ram / Balbir Kaur	723
13561	17109000019	Amandeep Kaur	Amarjeet Singh / Harpreet Kaur	723

Result of the B.Ed. Examination, April, 2013, P.U., Chandigarh

R.No.	Regd. No.	Name of the candidate	Father's / Mother's Name	Result
S.B.B.S.M. Girls College of Education , Sukhanand (Moga)				
13562	17108000233	Sandeep Kaur	Naib Singh / Karmjeet Kaur	761
13563	17109000255	Simaranjit Kaur	Amarjit Singh / Manjit Kaur	787
13564	17109000176	Navdeep Kaur	Darshan Singh / Sukhpinder Kaur	794
13565	12-DES-07	Manpreet Kaur	Ranjeet Singh / Mandeep Kaur	783
13566	17109000251	Satveer Kaur	Sukhmander Singh / Karamjit Kaur	740
13567	17107000326	Sukhdev Kaur	Gurnam Singh / Shinder Kaur	759
13568	17109000094	Jasdeep Kaur	Karnail Singh / Surjit Kaur	712
13569	10-EZ-7472	Sukhpreet Kaur	Mukand Singh / Veerpal Kaur	788
13570	17109000195	Pavanjot Kaur	Jagwinder Singh / Pritam Kaur	697
13571	17109000283	Varinder Kaur	Jagtar Singh / Gurmeet Kaur	749
13572	08-EZ-19322	Amandeep Kaur	Rajinder Singh / Manjit Kaur	794
13573	17109000136	Kiranjit Kaur	Naseeb Singh / Karamjit Kaur	783
13574	10-SBS-06	Amandeep Kaur	Mangat Singh / Swarnjeet Kaur	768
13575	17108000250	Sonia Gupta	Satpal / Veena Rani	738
13576	17109000003	Amandeep Kaur	Gurnaib Singh / Sukhjit Kaur	779
13577	12-DES-09	Nitika	Naresh Kumar / Kanta Mittal	761
13578	12-DES-10	Paramjit Kaur	Baldev Singh / Harpal Kaur	774
13579	12-DES-08	Manpreet Kaur	Jugroop Singh / Gurjeet Kaur	759
13580	18808000027	Jasvinder Kaur	Tarsem Singh / Mandeep Kaur	765
13581	05-EZ-13265	Ramandeep Kaur	Iqbal Singh / Kuldeep Kaur	764
13582	08-EZ-19614	Gurpreet Kaur	Surinder Singh / Gurmeet Kaur	726
13583	17107000028	Amanpreet Kaur	Nirmal Singh / Simarjeet Kaur	740
13584	17106000015	Amandeep Kaur	Manjit Singh / Sukhdeep Kaur	751
13585	10-EZ-1530	Sandeep Kaur	Gurbachan Singh / Harjit Kaur	733
13586	17108000271	Surinder Kaur	Nachhater Singh / Manjit Kaur	729
13587	17109000152	Mandeep Kaur	Darshan Singh / Baljeet Kaur	735
13588	03-EZ-10287	Rajbinder Kaur	Karnail Singh / Jaswinder Kaur	752
13589	08-EZ-19842	Kamaldeep Kaur	Tarsem Singh / Parkash Kaur	731
13590	17107000309	Shinder Pal Kaur	Kattar Singh / Manjeet Kaur	784
13591	08-EZ-9272	Kiran Kaur	Pritam Singh / Karamjit Kaur	762
13592	08-EZ-8954	Ramandeep Kaur	Baljinder Singh / Shinderpal Kaur	762
13593	09-EZ-28593	Amandeep Kaur	Chamkaur Singh / Parmjeet Kaur	770
13594	10-EZ-13698	Ramanpreet Kaur	Gurtej Singh / Sukhdev Kaur	751
13595	17109000021	Amandeep Kaur	Major Singh / Salwinder Kaur	782
13596	12-DES-05	Lakhvinder Kaur	Jaswant Singh / Manjeet Kaur	765
13597	09-EZ-16788	Veerpal Kaur	Thana Singh / Sukhdev Kaur	757
13598	12-DES-02	Bhupinder Kaur	Ram Singh / Surinder Kaur	744
13599	17109000267	Sukhdeep Kaur	Nachhtar Singh / Darshan Kaur	782
13600	01-EZ-9038	Parmjit Kaur	Gulzar Singh / Sukhdev Kaur	735

Syllabi of B.Ed.

2013-14

1

APPLICABILITY OF REGULATIONS FOR THE TIME BEING IN FORCE

Notwithstanding the integrated nature of a course spread over more than one academic year, the regulations in force at the time a student joins a course shall hold good only for the examinations held during or at the end of the academic year. Nothing in these regulations shall be deemed to debar the University from amending the regulations subsequently and the amended regulations, if any, shall apply to all students whether old or new.

PANJAB UNIVERSITY, CHANDIGARH
SCHEME, OUTLINES OF TESTS, SYLLABI AND COURSES OF READING FOR BACHELOR OF EDUCATION (B. Ed.) General *and* BACHELOR OF EDUCATION (B.Ed.) through Correspondence
(Two-Year Course) EXAMINATION, 2014

Note : Use of all brands of non-programmable calculators having signs of '+', '-', 'x', '□', '□', only, is allowed in the examination centre (in Paper II only), but these will not be provided by the University/College. Radio pagers/mobiles are not allowed in the examination. The examination shall consist of two parts as under:

PART- I
1.1 General Professional Course of Theory Papers :

MARKS

	Ext. Th.	*Int Eval.*	*Ext. Prac.*	*Int. Prac.*	*Total*
Paper-I Philosophical and Sociological Bases of Education	80	10	--	10	100
Paper-II The Learner-Nature and Development	80	10	--	10	100
Paper-III Teaching Learning - Process and Evaluation	80	10	--	10	100
Paper-IV (PART-A) School Management	40	05	--	05	50 ⎱
(PART-B) Guidance and Counselling	40	05	--	05	50 ⎰100
Paper-V (PART-A) ICT Skill Development	32	06	16	06	60 ⎱
(PART-B) Any **One** of the following options:	32	04	--	04	40 ⎰100
				Total	**500**

(i) School Library and Information Services	(ix) Yoga Education
(ii) Comparative Education	(x) Value Education
(iii) Life Long Learning	(xi) Educational Technology
(iv) Health and Physical Education	(xii) Elementary Education
(v) Education of Children with special needs	(xiii) Women Education & Indian Society
(vi) Population Education	(xiv) Co-Curricular Activities in Schools
(vii) Distance Education and Open Learning	(xv) E-Education Resource Development
(viii) Environmental Education	

1.2 PAPERS-VI & VII : Methodology of Teaching of any *two* of the following :
    [Marks : (External 80 + Internal Practical 10 + Internal Evaluation 10) + (External 80 + Internal Practical 10 + Internal Evaluation 10) = 200]

1. Teaching of English	12. Teaching of Life Science
2. Teaching of Hindi	13. Teaching of Physical Science
3. Teaching of Punjabi	14. Teaching of Home Science
4. Teaching of Sanskrit	15. Teaching of Fine Arts
5. Teaching of History	16. Teaching of Music
6. Teaching of Geography	17. Teaching of Physical Education
7. Teaching of Economics	18. Teaching of Agriculture
8. Teaching of Social Studies	\19. Teaching of Computer Education
9. Teaching of Commerce	20. Teaching of Political Science
10. Teaching of Mathematics	21. Teaching of Public Administration
11. Teaching of Science	22. Teaching of Sociology

Note : **(a) B.Ed. course (through Correspondence) is spread over two years, wherein Theory Papers I, II, III, IV (A & B) and Practical Components II (A&B) and III (A&B) shall be covered in B.Ed. Part-I; and**
        (b) Theory Papers V (A & B), VI and VII and Practical Components I(A&B) and IV shall be covered in B.Ed. Part-I.

Guidelines:

(i) Admission to the B.Ed. course is subject based. At the time of the admission, each candidate shall opt for two teaching subjects. A candidate can opt for only those teaching subjects, which he/she has studied at graduation/post graduation level. The candidate must have studied the major subject of the subject combination for at least three years at Bachelor's level/Master's level.

(ii) Honours students shall opt for major subject in which they have obtained honours, the minor subject should have been studied at least for one year/one semester.

(iii) The candidates who have passed additional subjects at graduation level can opt for only those teaching subjects, marks of which are taken into account for the purpose of calculating percentage of marks at graduation level.

(iv) B.Com./B.B.A./M.Com. Graduates/Post-Graduates may opt two teaching subjects. One is Teaching of Commerce and the other shall be Teaching of Economics or any one of the languages i.e. English, Hindi, Punjabi and Sanskrit.
Note: Students with B.Com./B.B.A. degree shall be considered in Commerce stream only even though they may have passed additional Arts subjects unless they have done Masters in Arts.

(v) B.C.A. Graduates may opt for Teaching of Computer Science and Applications as one subject. The other subject shall be Teaching of Mathematics or any one of the languages i.e. English, Hindi, Punjabi and Sanskrit.

(vi) B.E./B. Tech. graduates shall opt for any two subject combinations out of Mathematics, Computer Science, Science or Language.

(vii) B.Sc. (Home Science) graduates may opt for two Teaching Subjects. One is Teaching of Home Science and other shall be out of the subjects studied by the candidates at the B.Sc. and Graduate level i.e. Teaching of Science or any one of the languages i.e. English, Hindi, Punjabi and Sanskrit.

(viii) B.Sc. (Medical) graduates shall opt for two teaching subjects out of the following :
(a) Teaching of Life Science/Teaching of Science.
(b) Teaching of Physical Science.
(c) Teaching of any one of the languages i.e. English, Hindi, Punjabi and Sanskrit.

(ix) B.Sc. (Non-Medical) graduates shall opt for two teaching subjects out of the following :
(a) Teaching of Science/Physical Science.
(b) Teaching of Mathematics/Teaching of Computer Science.
(c) Teaching of any one of the languages i.e. English, Hindi, Punjabi and Sanskrit.

(x) Arts Graduates may opt for any two teaching subjects selecting one each from the following (a) and (b):
(a) Teaching of Social Studies/Fine Arts/Music/Physical Education/Home Science/ Economics/History/Geography/Political Science/Sociology/Public Administration.
(b) Teaching of any one of the languages i.e. English, Hindi, Punjabi and Sanskrit provided that the candidate has studied the subject at the graduate level.

(xi) Graduates with Fine Arts/Music/Computer Education/Home Science/Physical Education/Mathematics/Statistics/Quantitative Techniques shall opt for any of these subjects with the other subject combinations available in the offered college.

(xii) Teaching of Social Studies shall be opted by the graduates who have taken up any two of the following subjects at B.A./M.A. level (In case a candidate done to masters/higher dgree with 50% each in any two of the following can also opt for teaching of Social Studies):
(i) History (ii) Geography (iii) Political Science(iv) Sociology (v) Economics (vi) Public Administration(vii) Philosophy (viii) Psychology (ix) Education(x) Defence Studies (xi) Religious Studies

NOTE :

1. The subject of Teaching of Fine Arts shall be offered to a candidate who had taken up Fine Arts/Fashsion Design/Fashsion Technology at his/her B.A. examination or possesses B.A. Degree with Diploma in Drawing and Painting or Arts and Craft Teacher's course from a recognized institution.

2. The candidates should have studied the major subject at least for full three years of Bachelor's

degree level/Master's Degree level. However, the minor subject should have been studied for at least one year/one semester at the graduation level.

3. The candidates shall be given the required subject combinations depending upon their availability in the colleges.

4. Candidates who have passed Shastri/Gyani/Prabhakar/Honors/Elective Subjects in languages can opt for two language combinations provided they have studied the other language for one year/one semester.

1.3   In the above said subject combinations, at least one subject should be major which the candidates have studied for three years at graduation level/for two years at Master's level, the other subject may be minor which the candidate has studied for at least one year at graduation level.

Note:- (i) Teaching of Physical Education shall be taught by an approved lecturer in Physical Education (M.A. Physical Education/M.P.Ed.).

(ii) Teaching of Computer Education shall be taught by the Lecturer who has qualified M.C.A., M.Sc. (IT/CS) with B.Ed. preferably M.Ed.

(iii) Paper V-(Part B) Option (i) School Library Services and Option (iv) Health and Physical Education shall be taught by the approved College Librarian and D.P.E./Lecturer in Physical Education respectively.

(iv) ICT Skill Development Paper V (Part-A) and Component II (Part A) shall be taught by the Computer Lecturer/Instructor (Graduate with PGDCA or One year Post Graduate Diploma computer or higher qualification from recognized institution).

1.4   For the setting of Theory question papers, the following rules should be observed:

(i) In paper I, II and III, 80 marks are for external theory, 10 marks are for (internal) practical work & 10 marks are for continuous internal evaluation. In IV-(PART A) and IV- (PART B), 40 marks are for (external) theory, 5 marks are for (internal) practical work and' 5 marks are for continuous internal evaluation. In paper V-(PART A), 32 marks are for (external) theory, 16 marks for (external) practical, 6 marks for (internal) practical work and 6 marks for continuous internal evaluation. In paper V-(PART B), 32 marks are for (external) theory, 4 marks for (internal) practical work and' 4 marks for continuous internal evaluation. Two teaching methodology papers VI and VII opted by the candidate in 1.2 will be of 100 marks each (80 marks are for (external) theory, 10 marks for (internal) preparatory file and 10 marks for continuous internal evaluation, making total of 700 marks.

(ii) The papers shall be set by external examiners. Each paper will be of three hours duration. In papers I, II and III, the question paper shall be divided into six parts. First five parts will pertain to five units of the course content. Two questions will be set from each unit of the course in each part of the question paper. The candidates will be required to attempt one question from each part. Each question will carry 12 marks. Sixth unit of the question paper will be compulsory. It will consist of five short answer type questions and these questions will cover the entire course content uniformly. Each short answer type question will be of 4 marks and answer should not exceed 75 words. Each theory paper will be of $(12 \times 5) = 60 + (4 \times 5) = 20$, total 80 marks. 10 marks are for continuous internal evaluation done on the basis of written assignments, snap tests, participation in discussions held in the class, term papers, attendance etc. 10 marks are allotted for the internal evaluation of the practical work in each paper. Total marks allotted to each paper are 100.

(iii) In paper IV, the question paper shall be divided into two parts – paper IV-(PART A) (School Management) and paper IV – (PART B) (Guidance and Counselling). In paper IV-(PART A) the question paper shall be divided into four parts. First three parts will pertain to the three units of the course content, two questions will be set from each unit of the course, in each part of the question paper. The candidate will be required to attempt one question from each part. Each question will carry 12 marks. Fourth part of the question paper will be compulsory. It will consist of two short answer type questions and these questions will cover the entire course content uniformly. Each short type question will be two marks and the answer should not exceed 30 words. This theory paper will be of $(12 \times 3) = 36 + (2 \times 2 = 4) = 40$ marks each. In paper IV-(PART B) the question paper shall be divided into three parts. First two parts will pertain to the two units of the course content, two questions will be set from each unit of the course, in

each part of the question paper. The candidate will be required to attempt one question from each part. Each question will carry 12 marks. Third part of the question paper will be compulsory. It will consist of four short answer type questions and these questions will cover the entire course content uniformly. Each short type question will be four marks and the answer should not exceed 75 words. This theory paper will be of (12X 2) = 24 + (4X4=16) = 40 marks each. In paper IV-(PART A) and IV-(PART B) 5 marks are for continuous internal evaluation done on the basis of written assignments, snap tests, participation in the discussions held in the class, term papers, attendance etc. 5 marks are allotted for the internal evaluation of the practical work. Total marks allotted to paper IV- PART A and IV-PART B are 50 each.

(iv)   In paper V the question paper shall be divided into two parts – paper V-PART A (ICT Skill development) and paper V-PART B (for one subject opted by the candidate from the list given 1.1 (i) to (xv)). In paper V-PART A the question paper shall be divided into four parts. First three parts will pertain to the two units of the course content, two questions will be set from each unit of the course, in each part of the question paper. The candidate will be required to attempt one question from each part. Each question will carry 8 marks. Third part of the question paper will be compulsory. It will consist of two short answer type questions and these questions will cover the entire course content uniformly. Each short type question will be of four marks and the answer should not exceed 75 words. This theory paper will be of (8 X 3)=24 + (4X2=8)=32 marks each. In paper V-PART B the question paper shall be divided into three parts. First two parts will pertain to the two units of the course content, two questions will be set from each unit of the course, in each part of the question paper. The candidate will be required to attempt one question from each part. Each question will carry 12 marks. Third part of the question paper will be compulsory. It will consist of two short answer type questions and these questions will cover the entire course content uniformly. Each short answer/type question will be of four marks and the answer should no exceed 75 words. This theory paper will be of (12 X 2)=24 + (4X2=8)=32 marks. For paper V-PART A, 28 marks are allotted for practical work out of which 16 marks are for external (Practical), 6 marks are for (internal) practical work and 6 marks for continuous internal evaluation. Total marks for paper V-PART A=32+(16+6+6)=60. In paper V-PART B, 4 marks are for (internal) practical work and 4 marks are allotted to continuous internal evaluation. Total marks for paper V-PART B=32+(4+4)=40.

(v)   Internal evaluation for practical work in the above papers shall be done by the committee consisting of atleast three members of faculty (of the particular subject) with the principal as moderator.

(vi)   There will be separate answer sheets for Papers IV-A and IV-B as well as for Papers V-A and V-B.

(vii)   Papers VI and VII will comprise of Methodology of Teaching of any two teaching subjects in which the scheme of marks will be as follows : 2×(80+10+10=100) = 200 marks.

(viii)   Papers VI and VII will be of 100 marks each. Out of which 80 marks are for external theory, 10 marks are for internal practical work (preparatory file) and 10 marks are for continuous internal evaluation. Each question paper shall be divided into six parts. First five parts will pertain to five units of the course content. Two questions will be set from each unit of the course in each part of the question paper. The candidates will be required to attempt one question from each part. Each question will carry 12 marks. Sixth part of the question paper will be compulsory. It will consist of five short answer type questions from sixth unit of the course content. Each short answer type question will be of 4 marks and answer should not exceed 75 words. This theory paper will be of (12×5) = 60 + (4×5) = 20, total 80 marks. 10 marks are for continuous internal evaluation done on the basis of written assignments, snap tests, participation in the discussions held in the class, term papers, attendance etc. Total marks allotted to each paper are 100.

(ix)   To appear in the final examinations, the qualifying marks are 40% in the practical work and 40% in theory in each paper in each of two house examinations.

1.5   Each theory paper will be allotted 6 periods a week and methodology paper will be allotted 8 periods a week.

PART-II
Practical

A. There shall be four components of practical work. The distribution of the practical work shall be as under:

		Marks		
Component	*Practical*	*External*	*Internal*	*Total*
I A	Initiatory School Experience	--	15+15=30	30
I B	School Experience Programme	70+70=140	30+30=60	200
II A	Work Experience Programme	30	20	50
II B	Simple Expressional Competencies	30	20	50
III A	Communication and Employability Skills	--	10	10
III B	Health and Sports Programme	30	20	50
IV	Co-Curricular, Cultural and Community Activities	--	10	10

The University may appoint the Co-ordinator in the Skill-in-Teaching final examination (Practical) in the interest of academics in the Colleges of Education and USOL.

B. Total marks on the basis of which the degree will be awarded to the candidates are as follow:-

Part	*External*	*Internal*	*Total*
Part-I 1.1 (I, II, III, IV, V)			500
1.2 (VI, VII)			200
Part-II Components			
I A	--	15+15=30	30
I B	70+70=140	30+30=60	200
II A	30	20	50
II B	30	20	50
III A	--	10	10
III B	30	20	50
IV	--	10	10

Total of parts I & II (700 + 400) :   1100 marks

To appear in the final exam., qualifying marks in each of these components is 40%.

PAPER-I : PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION

Total Marks : 100
External Theory : 80
Internal Practical : 10
Internal Evaluation : 10

OBJECTIVES : To enable students to
- make student teachers understand the concept of education.
- understand the historical background of education in India.
- help them to know the concept of philosophy and its relationship with education.
- understand the educational philosophy of some reputed thinkers.
- enable them to know the concept of sociology and its relationship with education.
- understand socio-cultural context of education.
- sensitize the student teachers towards human values and teachers' role in creation of value based system of education.
- acquaint the student teachers with the recent trends in education.

UNIT – I (EDUCATION-CONCEPT, AIMS AND ROLE IN MODERN CONTEXT)
(a) Concept of Education ; Indian and Western, Types of education; informal, formal and non-formal, role of home, school and society as agencies of education.
(b) Indian systems of Education : Ancient, medieval and modern.
(c) Factors determining aims of education : Individual, Social, cultural, political and economic.

UNIT – II (PHILOSOPHY : SCHOOLS AND THEIR EDUCATIONAL IMPLICATIONS)
(a) Concept, nature and functions of philosophy, relationship between philosophy and education.
(b) Impact of idealism, naturalism and pragmatism on education.
(c) Contribution of Gandhi, Tagore and Aurobindo to educational thought and practice.

UNIT – III (SOCIOLOGY AND CULTURE)
(a) Concept of Sociology, Education as an Agent of social adjustment and development: relationship between sociology and education.
(b) Culture: concept, characteristics and its interactions with education.
(c) Education for democracy, national integration, international understanding and globalization.

UNIT – IV (VALUE EDUCATION AND HUMAN RIGHTS)
(a) Values : Concept, types, sources and role of teacher in inculcating values.
(b) Human Resource Development : Concept, need and role of education in HRD.
(c) Human rights : Concept, role of education in promoting human rights.

UNIT – V (POLICY PERSPECTIVES)
(a) Educational Provisions in Constitution of India.
(b) Contemporary policy documents on education in India : NPE (1986), NCF (2005), RTE (2009) – Major suggestions and their implications.
(c) National knowledge commission report : Recommendations on school education.

PRACTICAL WORK

Community Work (Identification and diagnosis of the problems prevailing in the community) To be conducted under the subject teacher and project report to be submitted. Due weightage will be given to authenticated report.

BOOKS SUGGESTED:

Bhatia, K.K. (2005). *Education in Emerging Indian Society.* Ludhiana: Kalyani Publishers.

Bhatia, K.K. and Narang, C.L. (1992). *Teacher and Education in Emerging Indian Society*. Ludhiana: Tandon Publications.

Bhatia, K.K. and Narang, C.L. (2008). *Philosophical and Sociological Bases of Education*. Ludhiana: Tandon Publications.

Biswal, U.N. (2005). *Philosophy of Education.* New Delhi: Dominant Publishers and Distributors.

Blake, N.; Smeyers, P.; Smith, R. and Standish, P. (2003). *The Blackwell Guide to the Philosophy of Education*. USA: Blackwell Publishing.

Brubacher, John S. (1969). *Modern Philosophies of Education.* New Delhi: Tata McGraw Hill.

Chaube, S.P. (1981). *Philosophical and Sociological Foundations of Education*. Agra: Ravi, Noudarnalya.

Dash, B.N. (2004). *Theories of Education & Education in the Emerging Indian Society.* New Delhi: Dominant Publishers and Distributors.

Dewey, John (1961). *Democracy and Education.* New York: Macmillan Company.

Goel, A. and Goel, S.L. (2005). *Human Values and Education*. New Delhi: Deep & Deep Publications Pvt. Ltd.

Goff, Phil (2001). *Test your E-Sills*. London : Hobler & Stoughton.

Halsey, A.H.; Lander, H.; Brown, P. and Nells, A.S. (1997). *Education: Culture, Economy and Society*. New York: Oxford University Press.

Howard, Om on and Sam, Carner (1976). *Philosophical Foundation of Education.* Columbus: Charles E., Merril.

Joshi, Kireet (2000). *A National Agenda for Education*. Delhi: The Mothersd' Institute of Research.

Joshi, Kireet (2000). *Education at Corssroads*. Delhi: The Mother's Institute of Rersearch.

Kabir, Humayun (1961). *Indian Philosophy of Education.* Bombay: Asia Publishing House.

Lynch, Marguerita, Mc Vay (2002). *The Online Educator*. London: Routledge Falmer, Taylor and Fancis Group.

Madhukar, Indira (2005). *Internet-based Distance Learning.* New Delhi: Authorspress.

Mathur, S.S. (1997). *Philosophical and Sociological Foundations of Education*. Agra: Vinod Pustak Mandir.

Mathur, S.S. (1985). *Sociological Approach to Indian Education*. Agra: Vinod Pustak Mandir.

Mohanty, J. (1994). *Indian Education in the Emerging Society*. New Delhi: Sterling Pvt. Ltd.

Naseema, C. & Alam, M.A., From Blackboard to the Web, New Delhi: Kanishka Publishers, Distributors, 2004.

Nathan, Dev; Kelkar, Govind and Walter, Pierre (Eds.) (2004). *Globalization and Indigenous People in Asia*. New Delhi : Sage Publishers.

National Council of Teacher Education (1999). *Gandhi on Education*. New Delhi: NCERT.

National Curriculum Framework. (2005). www.ncert.nic.in

National Knowledge Commission (2007). Recommendations on School Education. Government of India. www.knowledgecommission.gov.in

National Policy on Education. (1986). Ministry of Human Resource Development. Government of India.

PAPER-II : THE LEARNER : NATURE AND DEVELOPMENT

Total Marks : 100
External Theory : 80
Internal Practical : 10
Internal Evaluation : 10

Objectives:
- o   To understand the learner and his abilities.
- o   To understand the process of human development with special reference to adolescence.
- o   To understand the nature of personality, intelligence and its assessment.
- o   To understand the process of learning and the factors influencing it.
- o   To make the student teacher familiar with the concept and implications of emotional intelligence.
- o   To understand and promote the process of healthy adjustment.
- o   To understand the psychology of learners with special needs and teach them accordingly.
- o   To understand the basic concepts of elementary statistics.
- o   To make the students familiar with administration and interpretation of psychological tests.

COURSE CONTENTS :

UNIT-I
(a)   Educational Psychology – Concept, Nature, Scope and Importance.
(b)   Growth and Development – Concept, Principles, stage of adolescence period with special reference to issues of stress and strain.
(c)   Heredity and Environment - Concepts, Laws and relative role of Heredity and Environment in the development of learner.

UNIT-II
(a)   Intelligence – Meaning, theories of intelligence (Spearman, Thurstone, Gardner and Guilford's), measurement of intelligence : (Verbal, Non-Verbal, Performance tests), uses and limitations of intelligence tests.
(b)   Emotional Intelligence : Concept, dimensions, role of teacher in promoting emotional intelligence.
(c)   Creativity – Concept, dimensions and identification of creative potential, educational programmes for developing creativity.

UNIT-III
(a)   Nature of Learning – Learning as a process and as an outcome, Factors affecting learning.
(b)   Theories of Learning – Trial and Error theory, Classical Conditioning, Kohler's Insight theory.
(c)   Motivation – Concept, types and techniques for enhancing motivation.

UNIT-IV
(a)   Personality – Concept, determinants, assessment.
(b)   Individual differences - Concept, Areas and Educational Implications.
(c)   Stress: Meaning, Types and Coping Strategies.

UNIT-V
(a)   Children with special needs: Meaning, Types: Gifted, Delinquents, Educationally Backward Children and their educational programmes.
(b)   Elementary Educational Statistics – Meaning, uses and computation of measures central tendency (mean, median and mode), measure of variability (standard deviation), measurement of correlation by rank difference method.

PRACTICAL WORK
Administration and interpretation of any two psychological tests, selecting one from each group mentioned below :
        (a) Learning and Intelligence.
        (b) Personality, Adjustment, Mental Health.

BOOKS SUGGESTED :

Bhatia, K.K. (2008). *Bases of Educational psychology*. Ludhiana: Kalyani Publishers.

Chauhan, S.S. (2002). *Advanced Educational Psychology.* New Delhi: Vikas Publishing House.

Dandapani, S. (2000). *A Textbook of Advanced Educational Psychology*.New Delhi: Anmol Publications.

Dash, M. (2000). *Education of Exceptional Children*. New Delhi: Atlantic Publishers and Distributors.

De, Ceco & Crawford, L. (1988). *The Psychology of Learning and Instruction*. New Delhi: Prentice Hall

Garret, H.E. (1981). *Statistics in Psychology and Education.* Bombay: Vakils, Feffer and Simons.

Goleman, Daniel (1996). *Emotional Intelligence*. Bantam Books.

Heward and Orlansky (1992). *Exceptional Children*. New York: Maxwell Macmillan International.

Kakkar, S.B. (2001). *Educational Psychology*. New Delhi: Prentice Hall of India.

Kirk Samuel (1997). *Educating Exceptional Children*. New York: Houghton Mifflin Company.

Mangal, S.K. (2002). *Advanced Educational Psychology*. New Delhi: Prentice Hall of India.

Maslow, A.H. (1970). *Motivation and Personality*. 2nd Ed., New York: Harper & Row.

Morgan, Clifford; Kind, R.R. and Weise, John (1999). *Introduction to Psychology*. New Delhi: Tata McGraw Hill.

Panda, K.C. (2001). *Education of Exceptional Children*. New Delhi: Vikas Publishing House Pvt. Ltd.

Sahu, Binod Kumar (2002). *Education of Exceptional Children*. Ludhiana: Kalyani Publishers.

Sidhu, Kulbir Singh (1998). *Statistics in Education and Psychology*. Jalandhar: International Publishers.

Singh, Dalip. (2006). *Emotional Intelligence At Work : A Professional Guide*. New Delhi: Response Books.

Tiwari, Govind and Pal Rama (1997). *Experimental Psychology: A Dynamic Approach*. Agra: Vinod Pustak Mandir.

Verma, Preeti and Srivastava, D. N. (1996). *Modern Experiment of Psychology*. Agra: Vinod Pustak Mandir.

Wheldall, Kevin (2006). *Developments in Educational Psychology*. New York: Routledge

Woolfork, Anita (2004). *Educational Psychology: Reason Education (Singapore)*. New Delhi: Indian Branch.

B2-(Paper III) : TEACHING LEARNING : PROCESS AND EVALUATION

Total Marks : 100
External Theory : 80
Internal Practical : 10
Internal Evaluation : 10

Objectives:
After this course, pupil teachers will be able to :
- Explain the concept & relation of teaching and learning & describe the principles of teaching.
- Explain the concept of Educational technology and models of teaching.
- Explain the innovations in Educational technology with special reference to Micro teaching and Programmed Instructions.
- Explain the concept of class room problems and solve them through Action Research.
- Explain the recent trends in evaluation.

COURSE CONTENTS
UNIT-I : TEACHING AND LEARNING
(a) Concept of teaching and learning, relationship between teaching and learning.
(b) Maxims and Principles of teaching.
(c) Phases of teaching and Levels of learning.
(d) Instructional objectives in terms of Bloom's Taxonomy.

UNIT-II : EDUCATIONAL TECHNOLOGY
(a) Meaning, importance and Approaches of Educational Technology.
(b) Models of teaching: Meaning, Assumptions and Fundamental Elements of a Model of Teaching.
(c) Suchman's Inquiry Training Model.
(d) Flander's Interactional Analysis System.

UNIT-III : INNOVATIONS IN EDUCATIONAL TECHNOLOGY
(a) Concept and principles of selection and utilization of learning resources.
(b) Online learning resources : e-journals and e-books.
(c) Programmed Learning — Concept, Principles and Types of Programmed Learning (Linear, Branching, Mathetics and CAI).
(d) Role of Information and Communication Technology (ICT) in teaching and learning.

UNIT-IV : CLASS-ROOM COMMUNICATION AND CLASS-ROOM PROBLEMS
(a) Class Communication – Concept, process and types.
(b) Barriers and remedial measures of class room communication
– Types of Classroom problems.
– Solutions of Classroom Problems.
(c) Action Research – Meaning, goals and steps in action research.

UNIT-V: TRENDS IN EVALUATION
(a) Concept and Principles of Measurement and Evaluation.
(b) Types of Evaluation – Diagnostic, Formative and Summative.
(c) Continuous Comprehensive Evaluation – Concept and techniques (Observation, assignment and project)
(d) Recent trends in Examination Reforms
- Semester System : Concept and application
- Grading System : Concept and application

PRACTICAL WORK
1. Preparation of Programmed Instruction Material   5 Marks
2. Action Research   5 Marks
Total : 10 marks

BOOKS SUGGESTED :

Aggarwal, R.N. and Bipin Asthana (1983). *Educational Measurement & Evaluation.* Agra: Vinod Pustak Mandir.
Apter, Michel, J. (1968). *The New Technology of Education*. London: MacMillan.
Bhatia, K.K. & Sidhu, H.S. (1994). Foundations of Teaching Learning Process, Ludhiana: Tandon Publication.
Bhushan, A. and Ahuja, M. (1992). *Educational Technology.* Patiala: Bawa Publishers.
Chauhan, S.S. (1978). *A Textbook of Programmed Instruction*. New Delhi: Sterling.
Dececco, John, P. (1964). *Educational Technology, Reading in Programmed Instruction*. Holt Rinehart and Winston.
Joyce, Bruce and Marsha Wali. (1985). *Model of Teaching*. New Delhi: Prentice Hall of India.
Mangal, S.K. (2002). *Fundamental of Educational Technology*. Ludhiana: Parkash Brothers.
Richmond, Menneth (1969). The Teaching Revolution, London : Methuen & Co.
Ruheia, S.P. (1973). *Educational Technology*. New Delhi: Raj Prakashan.
Sampath, K. ; Panneerselvam A. and Santhanam, S. (1984). *Introduction to Educational Technology*. New Delhi: Sterling Publishers.
Sharma, R.A. (2005). *Educational Technology*. Meerut: Modern Publishers.

Sharma, R.A. (1977). *Shikshan Takniki*. Meerut: Modern Publishers.

Singh, L.C. and Sharma, R.D. (2002). *Micro Teaching*. Agra : Bhargwa Book House.

Paper-IV
Paper IV-(PART-A): SCHOOL MANAGEMENT

Total Marks : 50
External Theory : 40
Internal Practical : 05
Internal Evaluation : 05

Objectives:
After the course, pupil teachers will be able to :
- Understand the Concept and operational aspects of school management.
- Enlist the physical resources of the school and their maintenance.
- Understand the importance of social life in school and the role of administrators and the teachers in it.
- Become successful teachers in future.
- Develop practical skills in organizing school programmes and activities.

COURSE CONTENTS
UNIT-I: ORGANIZATION AND MANAGEMENT
(a) School as Organization: Meaning, objectives, need, scope, types and principles of school organization, administration and management.
(b) School Plant: importance, Essential characteristics, selection of site and Maintenance of different School Components.
(c) Institutional Planning: Meaning, objectives, advantages and characteristics of Institutional planning. Preparation of an institutional plan.
UNIT-II : ESSENTIAL FACETS OF SCHOOL ORGANIZATION
(a) Leadership: Concept, Need & Development of Leadership Qualities among teachers and students.
(b) School Time Table: Importance, types and principles of time table construction.
(c) Discipline, Concept, Bases of Discipline, Causes of indiscipline and its remedial measures. Rewards and punishment as techniques of maintaining discipline.
UNIT-III: QUALITY ENHANCEMENT AND MANAGEMENT IN SCHOOLS
(a) Supervision : Meaning, aims, principles, areas, types and procedures of supervision, modern trends in supervision.
(b) School Records and Registers: Importance, types and essential requirements and maintenance of school records.
(c) Co-curricular Activities: Meaning, importance, principles of organizing co-curricular activities- Morning Assembly, NSS/NCC, Field trips.
PRACTICAL WORK
Total Marks: : (05)

Construction of Time Table : (03)
Maintenance of Attendance Registers. : (02)

BOOKS SUGGESTED :

Bhatia, K.K. and Singh, Jaswant (2002). *Principles & Practice of School Management*. Ludhiana: Tandon Publication.

Bhatnagar, R.P. and Verma, I.B. (1978). *Educational Administration at College Level*. Meerut: Loyal Book.

Dash, B.N. (1996). *School Organisation Administration & Management*. Hyderabad: Neel Kamal Publications Pvt. Ltd.

Sachdeva, M.S. (2001). *School Management*. Ludhiana: Bharat Book Centres.

Sarkaria, M.S.; Singh, Jaspal and Gera, Manju (2008). *Modern School Management*. Ludhiana: Kalyani Publishers.

Sodhi, T.S. and Suri, Anaina (2002). *Management of School Education*. Patiala: Bawa Publication.

Sharma, T.S. (2005). *School Management and Administration*. Patiala: Shaheed-E-Azam Printing Press.

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PAPER IV-(PART-B) : GUIDANCE AND COUNSELLING

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Total Marks	:	50
External Theory	:	40
Internal Practical	:	05
Internal Evaluation	:	05

Objectives:

- To help the student teachers to understand the meaning, aims, objectives and need of Guidance.
- To acquaint the students with various types of Guidance.
- To develop skills in administering and interpreting testing and non-testing tools of data collection and to understand the potential of students.
- To enable the student teachers to organize guidance programme in the secondary schools.

COURSE CONTENTS

Unit-I

(a)   Historical Perspective of Guidance & Counseling in Indian context.

(b)   Guidance- Meaning, Need, Aims & Objectives, Principles and Scope.

(c)   Counseling- Meaning, Need, Aims & Objectives, Principles, Difference between Guidance & Counseling.

(d)   Organization of Guidance Programme at Secondary Level, Guidance Programme for Dropouts and Drug Abused.

Unit-II

(a)   Tool and Techniques of Data Collection:
         Testing Techniques (Interest Inventories, Aptitude and Achievement Tests)
         Non-Testing Techniques (Interview, Rating Scale, Cumulative Record)

(b)   Educational and Information Service (Techniques of Dissemination), Placement Services.

(c)   Counseling Service- Meaning, Purpose & Approaches (Directive, Non-Directive and Eclectic counseling), Role of Counselor.

(d)   Recent Trends in Guidance

Practical Work:

1.   Group Guidance-One career Talk
2.   Make a study of Guidance Centre-Prepare a report
3.   Practical related to career counseling

SUGGESTED BOOKS:

Aggarwal, J.C., Educational & Vocational Guidance and Counseling, Jalandhar: Doaba House

Asch, M. (2000). *Principles of Guidance and Counseling.* New Delhi: Sarup and Sons.

Bhatia, K.K. (2002). *Principles of Guidance & counseling.* Ludhiana: Kalyani Publishers.

Gibson, R.L. and Mitchell, M.H. (2003). *Introduction to Counseling and Guidance.* New Delhi: Pearson Education.

Jonse, R.N. (2000). *Introduction to Counseling skills: Text and Activities.* New Delhi, Sage Publications

Linda Seligman (1994). *Developmental Career Counseling and Assessment.* (2nd Ed.) London: Sage Publications.

Pandey, K. P. (2000). *Educational and Vocational Guidance in India.* Varanasi: VishwaVidyalaya Prakashan.

Rathus, S. A. & Nevied, J. S. (1980). *Adjustment and Growth: The challenges of life.* New York: Rinehart and Winston.

Robinson (2005). *Principles and Procedures in Student Counselling.* New York: Harper & Row.

Safaya, B.N. (2002). *Guidance & Counseling.* Chandugarh: Abhishek Publications.

Sharma, R.A. (2008). *Fundamentals of Guidance and Counseling.* Meerut: R Lall Book Depot.

Sharma, Tara Chand (2002). *Modern Methods of Guidance and Counseling.* New Delhi: Sarup and Sons.

Shertzer, Bruce and Stone, Shelly C. (1974). *Fundamentals of Counseling.* London: Houghton Missli.

Sidhu, H.S. (2005). *Guidance and Counseling.* Patiala: Twenty First Century.

Sodhi, T.S. and Suri, S.P. (1999). *Guidance & Counseling.* Patiala: Bawa Publication.

Strang, R. (2005). *Counselling Techniques in Colleges and Secondary Schools.* New York: Harper.

Paper V
Paper V-(PART A) ICT Skill Development

Total Marks	:60
External Theory	: 32
Internal Evaluation	:06
External Practical	:16
Internal Practical	:06

COURSE CONTENTS

Unit I
   a) ICT: Meaning, importance and tools of ICT
   b) Classification of Computers
   c) Generations of computers
   d) Computer Hardware: Input-Output Devices

Unit II
   a) Memory of computers: Primary and Secondary
   b) Introduction to Operating System
        a. Features of GUI (MS-Windows) and CLI (MS-DOS)
        b. Files and directory operations
        c. Windows Explorer and desktop
   c) Introduction to Application Software
        a. Word Processor
        b. Spreadsheets
        c. Presentations
        d. Database Management System

Unit III
   a) Applications of computers in various fields and specifically in education
   b) Characteristics of a good computerized lesson plan

c) Application of computer in Teaching Learning Process (Attendance, Evaluation, eContent, daily planner etc.)
d) **Internet:** Introduction, advantages and disadvantages
Practical
a) Windows, DOS, and Presentation
Suggestive Readings
Kumar, Khushvinder and Kumar, Sunil (2004). *Computer Education*. Gurusar Sadhar: GBD Publications.
Kumar, Khushvinder and Kumar, Sunil (2004). *ICT Skill Development*. Gurusar Sadhar: GBD Publications.
Rajaraman, V. (2004). *Fundamental of Computers*. New Delhi: Prentice Hall of India Pvt. Ltd.
Sharma, Lalit (2006). *Computer Education.* Ferozpur Cantt: Wintech Publications.
Sinha, P.K. (1992). Computer Fundamentals. New Delhi: BPB Publications.
Singh, Tarsem (2009). *Basic Computer Education.* Ludhiana: Tandon Brothers.
Singh, Tarsem (2009).ICT Skill Development. Ludhiana: Tandon Brothers.

Paper V- (PART B)

(i) SCHOOL LIBRARY AND INFORMATION SERVICES

Total Marks	:	40
External Theory	:	32
Internal Evaluation	:	04
Internal Practical	:	04

Objectives:
- To enable the student- teachers to develop an understanding of meaning, concept and nature of school library services.
- To impart knowledge to student teachers about the need and importance of library services in the present school education.
- To acquaint them with basic principles of school libraries.
- To acquaint and prepare student-teachers for the application of information technologies in school libraries.

Unit-I
(a) Meaning, aims & Objectives, Need and Importance of School Library in Education.
(b) Specific problems of School Library and their solutions
(c) Five laws of Library science and their solutions
(d) Open and Close access system, Library-rules and regulations

Unit-II
(a) Cataloguing and Classification
(b) Circulation Service: charging and discharging system (Ledger, Newark & Browne)
(c) Library Centered Teaching and role of Library teacher/Student in developing and making use of a School Library, Library period.
(d) Reference books, E-Library, Library Softwares.

Practical Work:
Any two from the following:
a. To prepare entries of 10 titles in the Accession Register.
b. Classification of at least 10 books at 3 digits level according to DDC.
c. Important web sites for E-Books, E-Journals and other study material for Schools.

Books Recommended:
Devi, Savitri and Johri, Nutan (1986). *Bibliographic Reprints: Library Science and Informatics*. New Delhi: NASSDOC

Kaur, Sumeet *School Library and Information Services*. Ludhiana: Tandon Publications.

Kumar, Krishana (1997). *Library Organisation*. Vikas Publishing House Pvt Ltd.

Singh, Sewa (1985-1990). *Indian Library and Information Science Literature*. New Delhi: Ess Ess Publications.

Singh, Sewa; Vir Malhan, Inder and Arora, R.L. (1971-1980). *Indian Library Literature*. New Delhi: Today and Tomorrow's.

Upneja, Sunil K. (2007). *School Libray Services*. Ludhiana: Tandon Publishers.

Wadhawan, Rajan (2009). *School Libray Services*. Ludhiana: Tandon Publications.

(ii) COMPARATIVE EDUCATION

Total Marks	:	40
External Theory	:	32
Internal Evaluation	:	04
Internal Practical	:	04

Objectives :-

After completing the course, the teachers shall be able to :

- Describe the meaning, concept, aims, scope and limitations of comparative education.
- Compare and contrast foundations of education in U.S.A., Australia and India.
- Discuss new trends, innovations and expenditure in education.
- Compare and contrast primary and secondary education.
- Acquaint the students with universalization of elementary education.
- Compare and contrast distance education, educational administration and its different agencies.
- Acquaint the students with vocationalization.

COURSE CONTENTS :

UNIT – I

(a) Meaning, Concept, Aims, Scope with special reference to comparative education and factors influencing education system in India.

(b) Foundation of education with special reference to Social, cultural, Economical, Political and Geographical areas in U.S.A., Australia and India.

(c) New trends, Innovations and Expenditure in education with special reference to India.

UNIT - II

(a) Primary education (Aims, Content, Methods of instruction and Evaluation system) in Australia, U.S.A., and India. Concept of universalization of Elementary education and its implications in India.

(b) Secondary education and its vocationalization in Australia, U.S.A. and India.

(c) Distance education (Meaning, Scope and its Structure), Educational Administration and agencies in U.S.A., Australia and India.

PRACTICAL WORK:

Visit to a Secondary School or Centre of Higher Education to review course study, Institutional Practices and the Examination System and write its report. It will be compulsory for all the students.

SELECTED READINGS:

Bexday, G.Z.L. (1964). *Comparative Methods in Education*. : New Delhi Oxford and IBH Publishing Co.

Chaube, S.P. (1985). *Features of Comparative Education*. Agra: Vindo Pustak Mandir.

Chaube, S.P. and Chaube, A. (2001). *Comparative Education*. New Delhi: Vikas Publishing House, Pvt Ltd.

Dutt, B. Surya, Venkata and Rao, D.B. (2004). *Comparative Education.* New Delhi: Saujanya Books.

Hans, Nicholas (1961). *Comparative Education*. London: Routledge and Kegan Paul.

Kandel, L.L. (1959). *Studies in Comparative Eduaction*. New York: George Harrup.

Kubow, Patrica K. and Fossum, Paul R. (2002). *Comparative Education Exploring issues in International Context*. New Jersey: Prentice Hall, United State.

Mishra, B.K. and Mohanty, R.K. (2000). *Trends and Issues in Indian Education*. Meerut: Surya Publication.

Rai, B.C. (2005). *Comparative Education*. Lucknow: Prakashan Kendra.

Sharma, Y.K. (2004). *Comparative Education*. Delhi: Kanishaka Publisher.

Shrivastva, S.K. (2006). Comparative Education. New Delhi: Vedams Books Pvt. Ltd.

Sodhi, T.S. (2003). *Text Book of comparative Education*. New Delhi: Vikas Publishing House, Pvt., Ltd.

(iii) LIFE LONG LEARNING

Total Marks	:	40
External Theory	:	32
Internal Evaluation	:	04
Internal Practical	:	04

Objectives:

- To enable the student teachers to develop an understanding of the meaning and concept of Life Long Learning.
- To impart knowledge to student teachers about the problems and difficulties coming in the way of achieving full literacy in the country.
- To prepare them to create awareness among illiterate adults for their development.
- To acquaint the student teachers with chief characteristics of an adult learner, different methods and evaluation of Life Long Learning.
- To enlighten the student teachers about the Life Long Learning policies of the country.

COURSE CONTENTS

Unit-I

   (a) Meaning and concept of Life Long Learning.

   (b) Aims and Objectives of Life Long Learning

   (c) Need and Importance of Life Long Learning for the development of an individual for social change

   (d) Problems and suggestive measures for Life Long Learning.

Unit-II

   (a) Various programmes of Life Long Learning in India with special reference to ; NAEP, NPE & NLM

   (b) Adult learner- characteristics, problems and motivation

   (c) Life long teaching- Different methods, Role of Mass Media.

   (d) Evaluation of Life Long Learning.

Practical Work:

- Field based project work
- Assignment, seminar and over all performance

Books Suggested:

Chopra, Rita (1993). *Adult Education*. Bombay: Himalaya Publishing House.

Kundu, C.L. (1987). *Adult Education Principles: Practice & Prospects*. New Delhi: Sterling Publishers Pvt. Ltd.

Ministry of Education (1987). *Adult Education Research- Future Directions*.

Prasad, Rajinder (2008). *Adult Education.* New Delhi: APH Publishing Corporation.

Singh, A.K. (1988). *A Micro Analysis of Adult Education in India*. New Delhi: National Book Organisation.

Sodhi, T.S. and Multani (1989). *Comparative Studies in Adult Education*. Ambala: The Association Publishers.

Thakur, Devendra (1980). *Adult Education and Mass Literacy*. New Delhi: Deep & Deep Publications.

Thrope, Mary & Grangeon, David (1987). *Open Learning for Adults*. U.K. : Longman Groups.

Tiwari, B.N. (1980). *Adult Education and Libraries*. Allahabad: Vohra Publishers and Distributors.

(iv) HEALTH AND PHYSICAL EDUCATION

Total Marks	:	40
External Theory	:	32
Internal Evaluation	:	04
Internal Practical	:	04

Objectives:
- To enable the student teachers to develop an understanding of the importance, meaning, concept, aims and objectives of Health and Physical Education.
- To enlighten the student teachers about infectious diseases and their control.
- To aware the students teachers about balanced diet.
- To impart knowledge to use good posters for various purposes and First Aid.

COURSE CONTENT
UNIT-I
(a) Physical Education: Definition, its Aims and Objectives.
(b) Importance of Physical Education Programmes in Schools.
(c) Health : Definition, Concept of Health.
(d) Health Education: Definition, Aims and Objectives.
(e) School Health Programme: Health Services, Health Supervisions and Health Instructions.
(f) Common Health Problems and Preventions: Accidents, Environmental Pollution, Overpopulation, Alcoholism, Smoking, Drug Abuses.
(g) Diet: Functions of Food, Elements of Balanced diet, Food Habits and Malnutrition.
UNIT-II
(a) Communicable Diseases: Mode of Transmission, Methods of Prevention and Control.
(b) Posture: Importance of Good Posture, Common Postural Defects and Remedial Exercises.
(c) Recreation: Meaning, Significance and Recreational Programmes in Schools.
(d) Layout of the Grounds and Rules and Regulations of the following games: Badminton, Volleyball and Kho-Kho.
(e) Yoga: Meaning, Need, Importance and Benefits of Yoga asanas.
(f) Athletic meet – Meaning, Need and Importance, How to organize athletic meet at school level.
PRACTICAL REPORTS
Prepare a Project Report on:
  1. Three types of Sports Ground.
  2. Annual Athletic Meet
BOOKS SUGGESTED :
Atwal & Kansal (2003). *A Textbook of Health, Physical Education and Sports*. Jalandhar: A.P. Publisher.
Bucher, C.A. (1979). *Foundations of Physical Education and Sports.* St. Louis: C.V. Mosby & Co.
Kamlesh, M.L. and Sangral, M.S. (1986). *Methods in Physical Education*. Ludhiana: Prakash Brothers.
Kaur, Manjeet (2003). *Health and Physical Education*. Ludhiana: Tandon Publications.
Kaur, Nirmaljit (2003). *Essentials of Physical Education*. Ludhiana: Kalyani Publishers.
Malik, Neeru and Malik, Rakesh (2005). Health and Physical Education. Gurusar Sadhar: GBD Publications.
Sandhu, S.S. (2008). *Health and Physical Education*. Ludhiana: Chetna Parkashan.
Singh, Ajmer. (2003). *Essentials of Physical Education*. Ludhiana: Kalyani publishers.
Singh, Ajmer; Gill, Jagtar Singh; Brar, Racchpal Singh; Bains, Jagdish; Rathee, Sonia Kanwar; Gill, Manmeet Kaur and Brar, R.S. *Teaching Methodology and Educational Technology in Physical Education*. Ludhiana: Kalyani Publishers.

Syedentop, Daryl (1994). *Introduction to physical education, fitness and sports (2nd ed.).* London: Mayfield publishing company.

Uppal, A.K. & Gautam, G. P. (2004). *Physical Education and Health.* Delhi: Friends publisher.

(v) EDUCATION OF CHILDREN WITH SPECIAL NEEDS

Total Marks	:	40
External Theory	:	32
Internal Evaluation	:	04
Internal Practical	:	04

Objectives :

- To acquaint the student teachers with the concept of exceptionality and exceptional children.
- To equip the students with latest trends in the education of exceptional children.
- To develop an awareness and skill in identifying the exceptional children.
- To understand the special needs and problems of exceptional children.
- To inculcate healthy attitude towards exceptional children.
- To impart practical knowledge and experience about the functioning of special schools.

COURSE CONTENTS :

UNIT-I

(a) Concept of Exceptional Children — Meaning, Need and Classification.

(b) Special Needs of Exceptional Children.

(c) Trends in the Education of Exceptional Children viz. Inclusion, Deinstitutionalization, Mainstreaming, Community Based Rehabilitation, and Individualized Education Programme.

UNIT-II

Identification, Characteristics, Causes and Education of the following Categories of Exceptional Children :

(a) Learning Disabled.

(b) Mentally Retarded Children.

(c) Orthopedically Handicapped Children.

(d) Speech Handicapped Children.

PRACTICAL WORK :

    i.   A report based on actual visit to school for exceptional children.

    ii.   Case study of a child with any of the disability mentioned in Unit II.

BOOKS SUGGESTED :

Dash, M. (2000). *Education of Exceptional Children.* New Delhi: Atlantic Publisher and Distributors.

Mangal, S.K. (2007). *Education of Exceptional Children.* New Delhi: Printice Hall of India.

Panda, K.C. (2003). *Education of Exceptional Children.* New Delhi: Vikas Publishing House.

Sahu, Binod Kumar (2002). *Education of Exceptional Children.* Ludhiana: Kalyani Publishers.

Samuel, A. Kirk. (1997). *Educating Exceptional Children.* 8th Edition, New York: Houghton.

Sharma, R.A. (2006). *Fundamentals of Special Education.* Meerut: R. Lall Book Depot.

Singh, Agyajit. *Education of Exceptional Children.* Patiala: 21st Century Publication.

Singh, Agyajit; Kharab, Pratibha and Arora, Alka. (2008). *Vishisht Balkon Kee Shiksha.* Patiala: 21st Century Publication.

(vi) Population Education

Total Marks	:	40
External Theory	:	32
Internal Evaluation	:	04
Internal Practical	:	04

Objectives:

- To be aware of population trends in the world
- To understand that population becomes stable when there is little difference between birth and death rates.
- To develop among themselves a health, rational and scientific attitude toward the natural phenomena of the birth and death
- To realize that the solution to the problem lies in the acceptance of small family norms.
- To develop an attitude that would promote living in peace and harmony along the nature

Course Contents

Unit I

(a) Concept of Population Education: Objectives, Scope and Approaches of Population Education, Misconceptions regarding Population education.
(b) Population Situation in India on the world's perspective. Causes of Population Growth, Demographic Terminology --- Birth rate, Death rate, Sex ratio, Life Expectancy and Population Density.
(c) Affect of Population Growth on
   (i) Economic Development.
   (ii) Social Development.
   (iii) Educational Development
   (iv) Environmental and Nature Resources
   (v) Health and Nutrition.

Unit II

(a) Role of Government and Non-Govt. Agencies concerning Population Education
(b) Integration of Population Concept in different School Subjects.
(c) Population Education through Co-Curricular activities
(d) Role of the Teacher in Population Education program.

Practical Work:

Conducting anyone of the following surveys and preparing a report: Progress in the field of literacy, Health awareness, AIDS awareness, Environmental awareness, Balanced Diet, Vaccination, Cleanliness, Number of children.

BOOKS SUGGESTED

Aggarwal, S.N. (1985). *India's Population Problems.* New Delhi: Tata McGraw Hill Pub. House.
Parakh, B.S. (1985). *Population Education Inception to Institutional.* New Delhi: NCERT.
Rao, D.G. (1974). *Population Education: A Guide to Curriculum and Teacher Education.* New Delhi: Sterling Publishers, Pvt. Ltd.
Sharma, R.C. (1988). *Population Resources, Environmental and Quality of Life: Hand Book on Population Education.* New Delhi: Rai & Sons.
Sodhi T.S. (2006). *Population Education.* Patiala: Bawa Publications.

<center>**(vii) Distance Education & Open Learning**</center>

Total Marks	:	40
External Theory	:	32
Internal Evaluation	:	04
Internal Practical	:	04

Objectives:
- To acquaint the student teachers with the concept, need and potential of Distance Education and Open learning.
- To help them understand the opportunities and challenges in the field of Distance education and open learning.
- To enable them to appreciate and use the methods and techniques of Distance education/open learning in the emerging knowledge society.

COURSE CONTENT
Unit-1 Distance Education & Open Learning- Introduction, Concept and History
- Distance Education & Open Learning Concept, Need and Characteristics.
- Distance Education in Independent India : Achievements and Challenges, NPE- 86 (relating to DEOL).
- Distance Education at Different Levels:School level,Higher Education &Vocational Education with examples of course being offered.
- DDE's & State Open Universities: Need, Importance and Functions,

Unit-2 Learner Support Services in Distance education & Open learning and Major Agencies
- Learner Support Services: Meaning, Need and importance.
- Assignments and Projects in DEOL : Concept, Need, Types & Evaluation, Types of Comments on Assignments.
- Print and Multimedia/Online Learner Support Services for DEOL: Study Material, AV Aids and Websites/Webpage, Tele/Video Conferencing.
- NIOS: Establishment, Goals and Courses offered
- DEC: Need, Functions and Limitations

Project Work: Preparing a project report on the functioning of any one DEOL system at school/higher education/ vocational level.

References
Anand, S.P. (1979). *University without Walls-Correspondence Education in India*. New Delhi: Vikas Publishing House.
Bahanagar, S. (1997). *Distance Education-A system under Stress*. New Delhi: Concept Publishing House.
Bandhu, D. (1994). *Distance Education in India*. Jammu: Vinod Publisher & Distributiors.
Kumar, Anil (1997). *Learner Performance in Distance Education.* New Delhi: Commonwealth Publishers.
Madhavan, K. and Roy, M. (2001). *Role of Distance education in Developing Countries*. Ambala Cantt: The Indian Publications.
Rai, Amarnath (2005). *Distance Education*. New Delhi: Author Press.
Rai, D.P.; Bajpai, R.P. and Singh, N. (2007). *Management and Services of Distance Education*. New Delhi: APH Publishers.
Raj, Shalini (2004). *Distance Education*. New Delhi: Sarup & Sons.

Ramanujam, P.R. (2007). *Distance Open Learning-Challenges of Developing Countries*. New Delhi: Shipra Publications.

Rao, V.K. (2010). *Distance Education*. New Delhi: APH Publishing Corporation.

Sharma, B.M. (1994). *Distance Education*. New Delhi: Commonwealth Publishers.

Singh, U.K. (1996). *Distance Education*. New Delhi: Discovery Publications.

(viii) ENVIRONMENTAL EDUCATION

Total Marks	:	40
External Theory	:	32
Internal Evaluation	:	04
Internal Practical	:	04

Objectives:

- To acquaint the student teachers with the concept of Environment and Ecology.
- To create awareness and generate interest of student-teachers in Environmental Education.
- To provide knowledge to the student−teachers about Pollution and its control.
- To sensitize student-teachers to the Global Environmental problems.
- To sensitize student-teachers to the need for Conservation of the resources.
- To develop desirable attitude, values and respect for the Environment.

COURSE CONTENTS

UNIT – I : ENVIRONMENT, ECOLOGY & ENVIRONMENTAL EDUCATION

(a) Introduction to Environment and Ecology : Concept of Environment and Ecology, Biosphere, Community, Population, Eco-System, Major Ecosystems of the World (Grassland, Fresh water and Tropical Forest).

(b) Environmental Education: Meaning, Objectives, its need & importance & Principles of Environmental Education.

UNIT –II : POLLUTION CONTROL AND NATURAL RESOURCES MANAGEMENT

(a) Pollution Monitoring and Control: Concept of Pollution, Types of Pollution - Air, Soil, Water and Noise Pollution, their sources and effects, monitoring and control.

(b) Natural Resource Conservation and Management: Definition and Classification of Natural Resources, their Conservation and Management. Wildlife Conservation especially Endangered Species.

PRACTICAL WORK :

Carrying out any one Environmental Awareness Activity of the following:

1. Preparing a Scrap File along with suggestions of student-teacher related to Environmental Problems.

2. Carrying out a Project on Environment and preparing its detailed report.

BOOKS SUGGESTED:

Dani, H.M. (1996). *Environmental Education.* Chandigarh: Panjab University Publication Bureau.

Kaur, A. (2003). *Scientific Approach to Environmental Education*. Ludhiana: Tandon Publications.

Khoshoo, T.N. (1999). *Environmental Concerns and Strategies.* New Delhi: Ashish Publication House.

Kohli, V.K. and Kohli, Vikas (1995). *Environmental Pollution and Management*. Ambala: Vivek Publishers.

Trivedi, P.R. (2000). *Encyclopedia of Environmental Pollution Planning and Conservation.* I-VI, New Delhi: A.P.H. Co.

<center>**(ix) YOGA EDUCATION**</center>

Total Marks	:	**40**
External Theory	:	**32**
Internal Evaluation	:	**04**
Internal Practical	:	**04**

Objectives :
1. To enable the pupil – teachers to know the historical and philosophical background of Yoga.
2. To enable them to learn about the deferent types of Yoga and understand their educational implications.
3. To enable them to know about major classical Yogic texts.
4. To give them an insight into the practical aspect of Yoga in contemporary times.
5. To enable them to understand to concept of holistic health and contribution of Yoga in promoting holistic health.
6. To enable them to apply Yogic knowledge in educational and stress related situations.
7. To acquaint them with major Yogic practices.

COURSE CONTENT:

UNIT – I
  (a) Yoga : Historical and philosophical background, Meaning, Definitions,
  (b) Types of Yoga : Raj Yoga (Ashtang Yoga), Hath Yoga, Jnana Yoga, Bhakati Yoga, Karam Yoga – their main features, nature and educational implications.
  (c) Major Yogic texts :
      i. Patanjli's Yoga Sutra : Nature of Chitta – Vritties, Concept of Ishwar, Concept and Causes of Kleshas, Concept of Vidya and Moksha, Nature of a true Yogi.
      ii. Hatha Yoga Pradipika : Asanas, Shatkriyas and Pranayamas – Types and benefits.

UNIT – II
  (a) Modern Age Yoga : Traditional vs. Modern Practices of Yoga, Major Misconceptions, Renowned Yoga Centers (History, activities and contribution to Yoga) – India and Abroad.
  (b) Health and Yoga: Yogic Concept of Holistic Health, Yogic vs. Non-Yogic Diet (Elements and effects on health) ; Meditation – Meaning, Types and Effects; An Ideal Yogic module for Children, Adolescents , Youth, Adults and Old – aged people .
  (c) Human abilities and Yoga :
      i. Education and Yoga - Promotion of intelligence, awareness and creativity through Yoga, Yoga in Class – rooms (Primary , Secondary and Higher education levels).
      ii. Stress and Yoga: Stress – Definition, Causes, Symptoms, Complications in life ; Yogic management of stress related disorders – Anxiety, Depression and Suicidal tendencies.

Practical Work:
  (i) Practice of Followings:

Yogic Activities	Contents
Yogic Exercises	Surya Namasakar and Pawan mukat series.
Shatkriyas	Jal Neti – Vaman Dhauti, Kapalbhati and Trataka.
Asanas	**A. STANDING POSE** 1. Tadasana, 2. Hastpadasana, 3. Konasana , 4. Natraj asana. **B. SITTING POSE**

	1.Vajrasana 2.Vakrasana 3. Paschimottan asana 4.Gomukhasana
	C. LYING POSE (SPINE FACING GROUND)
	1.Sarvangasana 2.Ardhmatsyasana 3.Halasana 4. Uttanpadasana.
	D. LYING POSE (STOMACH FACING GROUND)
	1.Bhujangasana, 2.Shalabhasana 3.Dhanurasana 4.Makarasana
Pranayama	Pranayama: Correct Breathing Exercise, Anulome-vilom, Surya-bhedhan and Bhramari.
Meditation	Meditation : Yoga Nidra, Vipasana T.M.

(ii) Preparation of a file related to above mentioned Yogic activities (Preferably showing your own pictures in action), steps, benefits and contra-indications.

REFERENCE BOOKS

- Bijlani, Ramesh. (2010). Back to health through Yoga. New Delhi, Rupa & Co.
- Gupta,S.N. Das.(1987). Yoga Philosophy in Relation to other system of Indian Thought, New Delhi, Moti Lal Banarsi Dass.
- Hota, Bijaylaxmi. (2008). Yoga for school Children. New Delhi, Rupa & Co.
- Iyengar, B.K.S. (2005). Light on life. Oxford, Pan Macmillan Ltd.
- Iyengar, B.K.S. (2008). Light on Yoga. New Delhi, Harper Collins.
- Iyengar, B.K.S. (2009). The Tree of Yoga. New Delhi, Harper Collins.
- Iyengar, B.K.S. (2010). Light on Pranayama. New Delhi, Harper Collins.
- Kuvalayananda, Swami and Dr. S.L. Vinekar,(1971).Yoga Theraphy, Kaivalyadhama, Lonavala.
- Kuvalayananda, Swami, Pranayama,(1983) , Popular Prakashan Bombay.
- Kuvalayananda, Swami,Asanas,(1983) Popular Prakashan Bombay, English/Hindi.
- Lal, Raman Bihari. (2008). Siksha Ke Daarshnik Evam Samajshastriye Sidhant. Meerut, Rastogi Publications.
- Nagendra, H.R. (1993). Yoga in Education. Banglore, Vivekananda Kendra.
- Nagendra, H.R. (1993). Yoga in Education. Banglore ,Vivekanande Kendra,
- Niranjananada, Swami. (1998). Yoga Darshan. Deoghar, Panchadashanam Paramahamsa Alakh Bara.
- Rai, Lajpat, Sawhney, R.C. and Selvamurthy, W.Selvamurthy (1998). Meditation Techniques, their Scientific Evaluation. Gurgaon, Anubhav Rai Publication.
- Raju, P.T. (1982).The Philosophical Traditions of India. Delhi ,Moti Lal Banarsi Dass.
- Ram, Swami. (1999). A Practical Guide to Holistic Health. Pennsylvania, Himalayan Institute of Yoga.
- Reyna, Ruth. (1971). Introduction to Indian Philosophy. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.
- Saraswati, Swami Satyananda. (2005). Asana, Pranayama, Mudra, Bandha. Munger, Bihar School of Yoga.
- Singleton, Mark. (2010). Yoga Body – The origins of Modern posture Practice. Oxford, Oxford University Press.
- Sivananda, Sri Swami. (2007). Janana Yoga. Tehri Garhwal, The Divine Life Society.
- Taimini, I.K. (1979). The Science of Yoga. Madras, Adyar Publication.
- Venkakswaram, P.S. (2008). Yoga for Healing. New Delhi, Jaico Publishing House.
- Villodo, Alberto. (2007). Yoga, Power and Spirit. New Delhi, Hay House Inc.
- Vivekananda, Swami. (2007). Raj Yoga. Calcutta, Ramakrishna Vedanta Math.
- Vivekananda, Swami. (2009). Complete Book of Yoga. Delhi, Vijay Goel Publisher.
- Yogindra, Shri, (1970), Yoga Hygiene simplified. The Yoga Institute Bombay.

(x) VALUE EDUCATION

Total Marks	:	40
External Theory	:	32
Internal Evaluation	:	04
Internal Practical	:	04

Objectives :

– To enable student teachers to understand meaning, nature & importance of value education.

– To enable them to understand the moral development; approaches and stages.

– To orient the student teachers with various strategies of value orientation.

COURSE CONTENTS

UNIT-I : Value Education and Moral Development

(a) Concept of Value Education, its need and importance.

(b) Psychological & Sociological bases of values as viewed by various philosophies with special emphasis on Indian philosophy.

(c) Moral Development of the child - Concept and Approaches (Psycho-analytical approach, learning theory approach and cognitive development approach).

UNIT-II : Stages and Strategies of Value Development

(a) Stages in value development as a dimension of an effective domain.

(b) Strategies of Value-orientation: Experimental approach, value clarification technique, critical enquiry approach, total atmospheric approach, value sheet method, role playing technique, case method, attitude development technique and integrated curriculum approach.

PRACTICAL :

Application of one strategy of value inculcation with school children and its report.

BOOKS SUGGESTED :

Bhatt, S.R. (1986). *Knowledge, Value and Education: An Axionoetic Analysis.* Delhi: Gian Pub.

Josta, Hari Ram (1991). *Spiritual Values and Education.* Ambala: Associated Press.

Kar, N.N. (1996). *Value Education: A Philosophical Study.* Ambala Cantt: Associated Pub.

Kulshrestha, S.P. (1979). *Emerging Value-pattern of Teachers and New Trends of Education in India.* New Delhi: Light & Life Publishers.

Reddy, V. Narayan Karan (1979). *Men Education and Values.* New Delhi: B.R. Pub. Corp.

Ronald, King (1969). *Values and Involvement in Grammar School.* London: Routledge.

Sharma, S. R. (Ed.) (1999). *Teaching of Moral Education.* New Delhi: Cosmos, Pub.

Singh, Samporn (1979). *Human Values.* Jodhpur: Faith Pub.

(xi) EDUCATIONAL TECHNOLOGY

Total Marks	:	40
External Theory	:	32
Internal Evaluation	:	04
Internal Practical	:	04

Objectives:

After the course, pupil teachers will be able to –

- Understand the concept and scope of Educational Technology
- Formulate instructional objectives

- Explain the meaning and use of cybernetics
- Explain modifying teaching behaviour techniques
- Explain innovations in Educational Technology

Course Contents:

UNIT- I

(a) Educational Technology- Meaning, Nature, Scope, Importance and its types: 'Technology in Education', 'Technology of Education' and 'system Approach'.

(b) Task analysis and instructional objectives-taxonomic categories of objectives. Mager's Approach–formulation of instructional objectives.

(c) Cybernetics: Meaning and use in the development of instructional designs.

UNIT- II

(a) Modification of Teacher Behaviour- Interaction analysis: Equivalent category system and Flander's Interaction analysis system.

(b) Innovations in Educational Technology: e-learning, cooperative learning, mobile learning- concept, advantages and limitations.

PRACTICAL WORK

(a) Any one classroom interaction analysis by Flanders Interaction analysis system
<div align="center">5 Marks</div>

(b) Self evaluation of one lesson in teaching subject through video recording.
<div align="center">5 Marks</div>

(c) Prepare a file on E.T resources: OHP, LCD Projector, camera and Interactive board.
<div align="center">5 Marks</div>

(d) Viva-voce   5 Marks

BOOKS SUGGESTED

Apter, Michael, J. (1968). *The New Technology of Education.* London: MacMillan.

Bhatt, B.D. and Sharma, S.R. (2003). *Educational Technology: Concept and Techniques.* New Delhi: Kanikshka Publishers Distributors.

Bhushan, Anand and Ahuja, M. (1992). *Educational Technology.* Patiala: Bawa Publishers.

Kulkarni, S.S. (1986). *Introduction to Education Technology.* New Delhi: Oxford & IBH Publishing Co.

Kumar, K.L. (1996). *Educational Technology and Communication Media.* Cuttack: Nalanda.

Mangal, S.K. and Mangal, U. (2009). *Essentials of Educational Technology.* New Delhi: PHI Learning Private Limited.

Richmond, W. R. (Ed.) (1900). *The Concept of Education Technology: A Dialogue with Yourself.* London: Weidenfeld and Nicolson.

Ruhela, S.P. (1973). *Educational Technology.* New Delhi: Raj Prakashsn.

Sampath, K., Pannirselvam, A. & Santhanam, S. (1990). *Introduction to Educational Technology.* New Delhi: Sterling Publishers Private Limited.

Sharma, Hemant Lata and Sharma, Savita (2010). *Learning to Learn with Love: Theory and Practice of Co-operative Learning.* New Delhi: Gagandeep Publications.

Sharma, R. A., *Technology of Teaching.* Meerut: International Publishing House.

Sutherland, R., Robertson, S. and Peter John. (2009). *Improving Classroom Learning with ICT.* New York: Routledge.

Total Marks	:		40
External Theory	:	32	
Internal Evaluation	:		04
Internal Practical	:	04	

Objectives:

On completion of the course, the teacher trainee will be able to :

☐☐Have acquaintance with the concept as well dimensions of elementary education.

☐☐Identify various issues and problems of elementary education.

☐☐Suggest measures to solve the problems related to elementary education.

☐☐Gain knowledge about the strategies required for achieving universalization of Elementary education

COURSE CONTENTS :

UNIT-I

(a)   Elementary Education : Concept, qualitative and quantitative aspects of Universalisation of Elementary Education (UEE).

(b)   Sarv Shiksha Abhyan : Genesis, targets and plan of action.

(c)   Right to education act – 2009 : Origin, salient features and critique.

(b)   Problems, Issues and Remedies: Non-Enrolment, enrolment ratio, school drop outs, wastage and stagnation, education for the girl child.

(c)   Quantitative and qualitative aspects of Universalistion of Elementary Education (UEE).

UNIT-II

(a)   Strategies   for   achieving   UEE: Early   childhood   care   and   education   (ECCE),   school mapping, Operation Blackboard (OB), non formal education (NFE), low achaievement levels.

(b)   Problems and remedies: non-enrollment, school dropouts, Education for the girl child.

PROJECT/PRACTICAL WORK: Any two of the following:

(a)   Interview of school dropouts and enlist factors responsible for the same.

(b)   Study of any innovative intervention/programme at elementary level.

BOOKS SUGGESTED :

Aggarwal, J.C. (2004). *Modern Indian Education: History, Development and Problems.* New Delhi: Shipra Publications, 2004.

Chatterjee, Bhaskar (2006). *Education for All: The Indian Saga.* New Delhi: Lotus Press.

Grover, R.P. (Ed.) (1996). *Education for All.* Ambala Cant: The Associated Publishers.

Kumar, Ravi (Ed.) (2006). *The Crisis of Elementary Education in India.* New Delhi: SAGE.

National Policy of Education (1992) and POA. New Delhi: MHRD Govt. of India.

Shukla, Sureshchandra and Kaul, Rekha (Eds.) (1998). *Education, Development and Underdevelopment.* New Delhi: Sage Publications.

Sodhi, T.S. and Sodhi, Harinder Kaur (2009). *Elementary Education.* Patiala : Bawa Publications. *(Available in English and Punjabi medium)*

(xiii) WOMEN EDUCATION AND INDIAN SOCIETY

Total Marks	:	40
External Theory	:	32
Internal Evaluation	:	04
Internal Practical	:	04

Objectives :

To sensitize the future teachers towards the status of women in Indian society.

To help them understand the contribution of women in social, economic and political development of the society.

To appraise the efforts at national and international level for the acknowledgement of women's contribution in the development process.

To provide them a glimpse of the efforts of Indian Government to empower women through education and other developmental programmes.

To sensitize them towards their role as teachers in providing equal status to girl child.

COURSE CONTENTS

UNIT-I : WOMEN IN INDIAN SOCIETY

(a) Situational analysis of women in Indian society (focus on sex ratio pattern, education, health, work participation, violence against women).

(b) Participation of women in planning and decision making.

(c) Women's access to and participation in formal and non-formal education.

UNIT-II : HUMAN RIGHTS AND EMPOWERMENT OF WOMEN

(a) Education as a tool for empowerment of women.

(b) Women and sustainable development.

(c) National efforts to promote women's human rights.

PRACTICAL WORK

Preparing a case study relating to problems of women.

BOOKS SUGGESTED :

Arya, Anita (2000). *Education and Empowerment.* New Delhi: Gyan Pub. House.

Chatterji, Shoma A. (1993). *The Indian Women in Perspective*. New Delhi: Ajantha Publications.

Devendra, Kiran (1994). *Changing Status of Women in India,* New Delhi: Vikas Publishing House.

Gupta, Amit Kumar (1986). *Women and Society: The Developmental Perspective.* New Delhi: Criterian Publishers.

India Country Report for Action. (1995). New Delhi: Department of Women and Child Development, MBRD. Govt. of India.

Kumar, Radha (2001). *The History of Doing, Kali for Women.* New Delhi.

National Human Development Report (2001) New Delhi: Planning Commission, Govt. of India.

National Policy of Education (1986). New Delhi: MHRD, Government of India.

Programme of Action (1986). New Delhi: MHRD, Government of India.

Ruhela, Sarya (Ed.) (1999). *Understanding the Indian Women Today.* Delhi: Indian Publishers Distributors.

Rustagi, Preet (2003). *Gender Biases and Discrimination against Women: what do different indicators say?* New Delhi: UNIFEM South Asia Regional Office.

(xiv) CO-CURRICULAR ACTIVITIES IN SCHOOLS

Total Marks	:	40
External Theory	:	32
Internal Evaluation	:	04
Internal Practical	:	04

Objectives :

To enable the student teachers to

- Understand the need and importance of co-curricular activities in the personality development of the children.
- Organize various co-curricular activities i.e. cultural, social games, and sports etc. in the school.
- Develop and use of various tools and techniques of evaluation of non-scholastic performance.

COURSE CONTENTS:

UNIT-I

(a) Co- curricular activities: Meaning, purpose and importance in education.

(b) Types of co-curricular activities at school level i.e Games, Literary Activities like Debate, Symposium, Declamation Contest etc., Music, Painting, Activities for Leisure (Hobbies) Craft Activities, Excursion Activities, Activities for civic development, Social welfare activities and Projects.

(c) Principles of organizing and planning co-curricular activities.

UNIT-II

(a) Role of teacher in organizing co-curricular activities.

(b) Management aspects of co-curricular activities–Team spirit, leadership, co-ordination, and cooperation.

(c) Evaluation in any two co-curricular activities organized in the college.

PRACTICAL WORK:

(a) Organization of two co-curricular activities in schools.

(b) Participation in any two co-curricular activities organized in the college.

BOOKS SUGGESTED :

Chaudhary, S.C., Organisation of Schools.

Farooqi, S.A. and Ahmad, Ikram (1996). *Co-curricular Activities in School.* IASE, New Delhi: Jamia Millia Islamia.

Hendry, Leo, B. (1978). *Schools, Sports and Leisure*. London: Lepus Books.

Kilzer, L.R.; Stephenson, H.H. and Nordberg, H.O. (1956). *Allied Activities in the Secondary School.* New York: Herper Brothers, Publishers.

Mohanty, Jagnnath (1990). *Educational Administration, Supervision and School Management.* New Delhi: Deep & Deep Publication.

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Programmes of Action (1992). New Delhi: MHRD, Govt. of India, Ministry of Education.

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Safaya, Raghunath and Shadia, B.D. (1979). *School Administration and Organisation*. Delhi: Dhanpat Rai & Sons.

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(xv) E-EDUCATION RESOURCE DEVELOPMENT

Total Marks	:	40
External Theory	:	32
Internal Evaluation	:	04
Internal Practical	:	04

Objectives:
1. To introduce the student teachers to the concept of systems and its Application in Information Management.
2. To familiarize the student teachers with the concepts and practice of e-communication, e-learning and e-education.
3. To acquaint the student teachers with the elementary theory and practice of multimedia—graphics, audio and video processing.
4. To assist the student teachers to design and develop e-education resources and e-education management on the existing portals.

UNIT-I

Systems : Concept, Elements, Types, SDLC (System Development Life Cycle), System Analyst, Functions of System Analyst, IMS (Information Management System)

e-education : Introduction, Need & Importance of e-education, Benefits of E-Education in contrast with traditional method.

UNIT-II

Multimedia : Concept, types, and implications of multimedia in teaching learning process

Audio : Equipments, Audio formats, steps to record an audio

Video : Equipments, formats and steps to record video

Images: Imaging devices (Scanner and Digital Camera), steps to scan a picture, various picture formats.

UNIT-III

Internet : Basics, web browser, application of internet in education, communication and learning, internet protocols

Virtual Learning
Environment : Concept, Elements, Popular Virtual Learning Systems available and their usage.

PRACTICALS :
- Recording and editing of three audio files in different formats.
- Digitize at least 10 images in at least three formats using a scanner.
- Recording and editing of at least three video clips of approximately five minutes duration.

BOOKS SUGGESTED:

Campbell, Katy (2004). *E-ffective Writing for E-Learning Environments.* U.S.A.: Information Science Publishing (an imprint of Idea Group Inc.).

Holmes, Bryn and Garderner, John (2006). E-Learning Concepts and Practices. London: SAGE Publications Ltd.

Pawlowski, Jan Martin (2006). *Hanbook on Quality and Standardisation in E-Learning.* New York: Springer Heidelberg.

PAPER VI & VII
1. TEACHING OF ENGLISH

Max Marks   : 100 Marks
External Theory   :   80 marks
Internal Practical : 10 Marks
Internal Evaluation : 10 Marks

Objectives:
1.   To promote awareness in student teachers to create a warm and accepting classroom environment conducive to learning.
2.   To enable student teachers to understand the nature and characteristics of language and use of English language.
3.   To enable student teachers to teach and evaluate basic language skills such as listening, speaking, reading and writing and integrate them for communicative purposes.
4.   To review critically some important methodologies and techniques of teaching English.
5.   To develop in student teachers insight into the form and use of English and to give practice in lesson planning.
6.   To enable student teachers to prepare and use appropriate audio-visual teaching aids for effective teaching of English.
7.   To help student teachers to use the school and village resources for professional inputs.

COURSE CONTENT:
UNIT-I
I. Teaching of English in India
(a)   Language Teaching in Historical Perspective.
(b)   Importance of English-National and International level.
(c)   Aims and objectives of Teaching English at different levels.
(d)   Prevailing conditions of Teaching English (Favourable and Unfavourable)
II. Nature of language
(a)   Linguistic Principles
(b)   General principles of teaching and learning a language
UNIT-II: Methods and Approaches of Teaching (Concept, Merits and Limitations)
1.   Grammar Translation Method
2.   Direct Method
3.   Bilingual Method
4.   Structural —situational approach
5.   Communicative Approach
UNIT-III : Developing Language Skills: Listening and Speaking
1. Phonetics
a) Phonetic Transcription
b) Description of vowels and consonants (with special reference to organs of speech)
c) Features of connected speech - Stress, rhythm, intonation, juncture
II. Teaching of English Pronunciation
III. Contrastive analysis of English against Mother tongue
IV. Developing Listening Comprehension
V. Teaching of Presentation Skills
a) Poetry recitation
b) Dramatization

c) Declamation

d) Paper reading

e) Extempore

f) Role playing

UNIT-IV : Developing Language Skills: Reading and Writing

I. Teaching Reading Skills :

a. Mechanics of Reading (Eye Span, Pause, Fixation, Regression, Speed Pace)

b. Types of Reading : Skimming, Scanning, Reading aloud, Silent Reading, Intensive Reading, Extensive Reading

c. Teaching Reading Comprehension

d. Teaching of Poetry

II. Teaching Writing Skill

a. Teaching of composition from controlled to free practices

b. Creative writing

III.

(a) Teaching of Grammar — Place of grammar, types 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-V

Lesson Planning and Evaluation

1. Lesson Planning

a. Ingredients of good macro lessons : Prose, poetry, story, grammar and composition.

b. Micro Lessons :

(i) Skill of Introducing a lesson

(ii) Skill of Stimulus variation

(iii) Skill of questioning

(iv) Skill of illustrating with examples

(v) Skill of Reinforcement

2. 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, Computers.

c. Language Laboratory — Its set-up, uses and limitation.

d. Language games.

3. Evaluation :

a. Continuous and Comprehensive evaluation in English Language Teaching.

b. Types of test and characteristics of a good test.

c. Development of test items for testing language activities in English.

UNIT-VI

Evaluation of language proficiency of student teacher in the areas of (according to CBSE and PSEB Pattern).

1. Grammar: Part of speech, reported speech, voice and vocabulary items.

2. Reading skills: Unseen passage (factual passage and literary passage).

3. Writing skills: Paragraph writing, Precis writing, letter writing, dialogue completion, report writing and note-making.

BOOKS SUGGESTED :

Balasubramaniam, T. (1981). *A Textbook of English Phonetics for Indian Students*. Mumbai: Macmillan India Ltd.

Bhandari, C.S. and Other (1966). *Teaching of English: A Handbook for Teachers.* New Delhi: Orient Longmans.

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Doff, A. (1988). *Teach English: A Training Course for Teachers.* Cambridge: The British Council and Cambridge University Press.

Forrester, Jean F. (1970). *Teaching Without lecturing.* London: Oxford University Press.

French, F.G. (1963). *Teaching English as an International Language.* London: OUP.

Gokak, V.K. (1963). *English in India. Its Present and Future.* Bombay: Asia Publishing House.

Hornby, A.S. (1962). *The Teaching of Structural Words and Sentence Patterns.* London: OUP.

Kohli, A.L. (1999). *Techniques of Teaching English.* New Delhi: Dhanpat Rai and Company.

Sachdeva, M.S. (2007). *Teaching of English.* Patiala: Twenty First Century Publications.

Sahu, B.K. (2004). *Teaching of English*. Ludhiana: Kalyani Publishers.

Sharma, P. (2011). *Teaching of English: Skill and Methods*. Delhi: Shipra Publication.

Venkateswaran, S. (1999). *Principles of Teaching English.* Vikas Publishing House Pvt. Ltd.

Wadhwa, S.S. (2006). *The Teaching of English in India,* Kapurthala: National Book Depot.

Wallace, Michael J. (1998). *Study Skills in English.* Cambridge University Press.

2. हिन्दी भाषा शिक्षण

कुल अंक : 100

लिखित परीक्षा : 80

आंतरिक मूल्यांकन : 10

आंतरिक प्रयोग : 10

समय : 3 घण्टे

लक्ष्य

1. भावी शिक्षकों में हिन्दी शिक्षण के लिए भाषा सम्बन्धी आधारभूत योग्यताओं का विकास करना ।

2. भावी शिक्षको में हिन्दी भाषा शिक्षण सम्बन्धी योग्यताओं का विकास करना ।

3. भावी शिक्षको में हिन्दी शिक्षोपरान्त अपेक्षित कुशलताओं का विकास करना ।

4. भावी शिक्षको में हिन्दी सम्बन्धी विभिन्न कक्षोतर भाषिक एवम् साहित्यिक क्रियाओं के आयोजन की क्षमता का विकास करना ।

5. सहायक सामग्री के निर्माण एवम् प्रयोग की कुशलता का विकास करना ।

शिक्षण योग्यताएँ :

भावी शिक्षकों में का आधुनिक शिक्षण विधियों व तकनीक को हिन्दी शिक्षण में उचित रूप से प्रयोग करने की क्षमता उत्पन्न करना ।

प्रथम इकाई :

    (क) भाषा : अर्थ, आधार एवम् प्रकृति

    (ख) देवनागरी लिपि की विशेषताएँ एवम् सीमाएँ

    (ग) हिन्दी भाषा का महत्त्व – मातृभाषा एवम् राष्ट्रीय भाषा के रूप में

    (घ) हिन्दी शिक्षण के सामान्य एवम् विशिष्ट उद्देश्य

    (ङ) भाषा शिक्षण के सामान्य सिद्धान्त एवम् सूत्र

द्वितीय इकाई :

    (क) बोलचाल की शिक्षा – उद्देश्य एवम् गुण

    (ख) उच्चारण की शिक्षा – महत्त्व, उच्चारण दोष के कारण व उपाय

    (ग) व्याकरण शिक्षण – महत्त्व, उद्देश्य एवम् विधियाँ

    (घ) सुलेख शिक्षण – गुण, उद्देश्य एवम् विधियाँ

तृतीय इकाई :

    (क) गद्य शिक्षण – उद्देश्य, सोपान एवम् विधियाँ

    (ख) पद्य शिक्षण – उद्देश्य, सोपान एवम् विधियाँ

    (ग) वाचन शिक्षण – उद्देश्य, वाचन मन्दता के कारण एवम् उपाय

    (घ) रचना शिक्षण – महत्त्व, उद्देश्य एवम् विधियाँ (निबंध व कहानी)

चतुर्थ इकाई :

    (क) दृश्य – श्रव्य साधन प्रयोग एवम् महत्त्व

    (ख) पाठ्य – पुस्तक की विशेषताएँ एवम् निर्माण के सिद्धान्त

    (ग) भाषा शिक्षण में पुस्तकालय की उपयोगिता एवम् व्यवस्था

    (घ) हिन्दी अध्यापक के गुण एवम् कर्त्तव्य

पंचम् इकाई :

    (क) हिन्दी में मूल्यांकन एवं परीक्षाएँ – अभिप्राय, महत्त्व व विविध प्रकार

    (ख) प्रश्न पत्र निर्माण – आदर्श प्रश्न पत्र के सिद्धान्त

(ग) पाठ योजना – अभिप्राय, गुण एवम् सोपान

(घ) सूक्ष्म शिक्षण – अभिप्राय एवम् कौशल – प्रस्तावना कौशल, प्रश्न अनुशीलन कौशल, पुनर्बलन कौशल, दृष्टांत व्याख्या कौशल,

छठी इकाई:

(क) हिन्दी शब्दों का वर्गीकरण – (अर्थ, उत्पत्ति, व्युत्पत्ति)

(ख) हिन्दी ध्वनियों का वर्गीकरण – (मात्राएँ, उच्चारण स्थल, प्राण तत्त्व

(ग) मुहावरे एवम् लोकोक्तियाँ

(घ) अक्षर विन्यास

नोट : आंतरिक मूल्यांकन में अंको का विभाजन

| क | प्रश्न पत्र निर्माण (इकाई एवं वार्षिक) एवम् विश्लेषण (छठी से दसवीं) | 3+3=6 |
| ख | कार्य सौपणी – 2 | 2+2=4 |

तिळरद लापह

मइक, इउणे. *डगूनह ड'करुक.क._* बत्र डनैह : वक;त्र चतद डंकिस अ

|कूक॥ ठ;कसडर (२००६). *डगूनह ड'करुक.क._* बत्र डनैह : /कुरिजक; ,: दएुहि अ

ट:, टलॊर डलउग (१८७५). *वक/कतडुद डगूनह ड'करुक.क ।)डिर. टकू/कज :* झा भॊक छोमपउने.

टहर, ;कसणसूनझ हककबत्र (१८७२). *डगूनह ड'करुक.क. वकणजक :* डोकसन तिळरद इडूनज अ

झिलकन, दस'को (१८७६). *डगूनह ड'करुक.ककउ. डनैह : /कुरिजक; ,: लूल अ

हककडड़;क॥ दस.दस. वकशज_कउजण॥ लह.,. (१८७८). *वक/कतडुद डगूनह डोड/क;कउ. कतड/क;कूक :* झिदक'क चझनटत्र डिछे'कज अ

जडु, डचगकजह के (१८७७). *डगूनह ड'करुक.क. इसजभ :* जळरकसणह ,: दएुहि अ

ेइकत्र, चशट्टुकढक झिलकन (१८७३). *डगूनह ड'करुक.क ।)डिर. ड्रिक :* डचगकज डगूनह णझूढक वदकनइह अ

'कइकत्र, ठ;कसडर हकुकसड़. *वणझकसुइता।क डगूनह ण ड'करुक.क. ेतड/क;कूक :* ड्रुं डिछेदस'कूट अ

'कइकत्र॥ ह.,. (१८८२). *डगूनह ड'करुक.क. ट;तिज : झिड'करुक.क॥* नसो_कणज झिदक'कु अ

'कइकत्र॥ ह.दस. (१८८८). *डगूनह ड'करुक.क डोड/क;कउ. ेतड/क;कूक : ड्रुं* डिछेदस'कूट अ

लथक;क, ज?कतुकढक (१८८७). *डगूनह ड'करुक.क डोड/क. टके/कज :* उिटकच डदरकच ?कज अ

डलउग, लकडो=ह (१८८७). *डगूनह ड'करुक.क. इसजभ :ेकके; चतद डं;कस अ

डलूगक, झिलकन 'क=त? (१८६४). *डगूनह हकक"कक दह ड'करुक.क डोड/क. ड्रिक :* डनैह तिळरद लनु अ

रुकड=;, दस. (१८६८). *एक्रृहकक"कक ड'करुक.क. वकणजक :* डोकसन तिळरद इडूनज अ

੩. "ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆਂ ਵਿਧੀ"

ਸਮਾਂ:੩ ਘੰਟੇ   ਕੁਲ ਅੰਕ:੧੦੦

ਬਾਹਰੀ ਪ੍ਰੀਖਿਆ   :੮੦

ਅੰਦਰੂਨੀ ਪ੍ਰੀਖਿਆ   :੧੦

ਅੰਦਰੂਨੀ ਪ੍ਰਯੋਗ   :੧੦

ਉਦੇਸ਼:-

- ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾ,ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ ਬਾਰੇ ਮੁੱਢਲਾ ਗਿਆਨ ਦੇਣਾ।
- ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ਾਂ ਅਤੇ ਮਹੱਤਵ ਦੀ ਸੋਝੀ ਕਰਵਾਉਣਾ।
- ਭਾਸ਼ਾ ਹੁਨਰਾਂ ਅਤੇ ਕਿਰਿਆਵਾਂ ਦੀ ਸੁਚੱਜੀ ਵਰਤੋਂ ਕਰਨਾ ਸਿਖਾਉਣਾ।
- ਸੈਕੰਡਰੀ ਸ੍ਰੇਣੀਆਂ ਲਈ ਨਿਰਧਾਰਿਤ ਪੰਜਾਬੀ ਪਾਠ ਸਮੱਗਰੀ ਵਿੱਚੋਂ ਨੁਕਤਿਆਂ ਦੀ ਚੋਣ ਕਰਨ ਵਿੱਚ ਸਹਾਇਤਾ ਕਰਨੀ।
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਅਧਿਆਪਨ ਤੇ ਮੁਲਾਂਕਣ ਦੇ ਵਰਤਮਾਨ ਪੱਧਰ ਨੂੰ ਉਚੇਰਾ ਚੁੱਕਣ ਲਈ ਸਾਰਥਕ ਸੁਝਾਅ ਦੇਣਾ।
- ਸਾਹਿਤ ਦੇ ਵੱਖ-ਵੱਖ ਰੂਪਾਂ ਦੇ ਅਧਿਆਪਨ ਢੰਗਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।
- ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾ ਪੁਸਤਕਾਲਾ ਅਤੇ ਪ੍ਰਯੋਗਸ਼ਾਲਾ ਦੀ ਉਪਯੋਗੀ ਵਰਤੋਂ ਸਬੰਧੀ ਗਿਆਨ ਦੇਣਾ।
- ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਵੱਖ-ਵੱਖ ਅਧਿਆਪਨ ਕੌਸ਼ਲਾਂ ਵਿਚ ਨਿਪੁੰਨ ਕਰਨਾ।
- ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾ ਅਧਿਆਪਨ ਵਿਚ ਪੰਜਾਬੀ ਵਿਆਕਰਣ ਦੇ ਮਹੱਤਵ ਤੋਂ ਜਾਣੂੰ ਕਰਵਾਉਣਾ।

ਅਧਿਆਪਨ ਜੁਗਤਾਂ:-

ਭਾਸ਼ਣ ਵਿਚਾਰ-ਵਟਾਂਦਰਾ, ਕੰਮ ਸੌਂਪਣੀਆਂ, ਸਰਵੇਖਣ, ਪਾਠਾਂਤਰ-ਕਿਰਿਆਵਾਂ,ਵਿਸ਼ਲੇਸ਼ਣ, ਅਭਿਆਸ,ਰੀਵਿਊ, ਸੈਮੀਨਾਰ ਅਤੇ ਪਾਠ ਪ੍ਰਦਰਸ਼ਨ।

ਪਾਠ ਸਮੱਗਰੀ:-

ਇਕਾਈ ੧:-

੧   ਭਾਸ਼ਾ-ਪਰਿਭਾਸ਼ਾ, ਅਧਾਰ ਅਤੇ ਪ੍ਰਕ੍ਰਿਤੀ ।

੨   ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ।

੩   ਲਿਪੀ ਦੇ ਅਰਥ,ਗੁਰਮੁਖੀ ਲਿਪੀ ਦੀ ਪ੍ਰਾਚੀਨਤਾ ਅਤੇ ਅਨੁਕੂਲਤਾ।

੪   ਸਿੱਖਿਆ ਦੇ ਖੇਤਰ ਵਿੱਚ ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ ਅਤੇ ਮਹੱਤਵ।

ਇਕਾਈ ੨:-

੧   ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਸੁਣਨ ਅਤੇ ਸਮਝਣ ਦਾ ਮਹੱਤਵ,ਸੁਣਨ ਸ਼ਕਤੀ ਦੇ ਵਿਕਾਸ ਲਈ ਲੋੜੀਂਦੇ ਅਭਿਆਸ।

੨   ਬੋਲਚਾਲ ਦੀ ਸਿੱਖਿਆ ਦਾ ਮਹੱਤਵ,ਅਸ਼ੁਧ ਉਚਾਰਣ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ,ਮੌਖਿਕ ਕਿਰਿਆਵਾਂ (ਵਾਰਤਾਲਾਪ,ਵਾਦ-ਵਿਵਾਦ,ਭਾਸ਼ਣ,ਕਹਾਨੀ ਸੁਣਾਉਣਾ)।

ੲ ਪੜ੍ਹਨਾ ਸਿਖਾਉਣ ਦੀਆਂ ਮੁੱਖ ਵਿਧੀਆਂ ਅਤੇ ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਕਿਸਮਾਂ-ਸੂਖਮ ਪੜ੍ਹਾਈ ਅਤੇ ਸਥੂਲ ਪੜ੍ਹਾਈ,ਉੱਚੀ ਪਾਠ ਅਤੇ ਮੌਨ ਪਾਠ ਦਾ ਮਹੱਤਵ।

੪ ਲਿਖਣ ਕਲਾ ਦਾ ਮਹੱਤਵ,ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੀਆਂ ਅਵੱਸਥਾਵਾਂ,ਵਿਧੀਆਂ,ਅਸ਼ੁੱਧ ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਕਾਰਣ ਅਤੇ ਸੁਧਾਰ।

ਇਕਾਈ ੩:-

੧ ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਦੀ ਸਿੱਖਿਆ-ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਵਿਚ ਅੰਤਰ,ਪੜ੍ਹਾਉਣ ਦੇ ਉਦੇਸ਼,ਵਿਧੀਆਂ ।

੨ ਵਿਆਕਰਣ ਦੀ ਸਿੱਖਿਆ-ਉਦੇਸ਼,ਕਿਸਮਾਂ ਅਤੇ ਭਾਸ਼ਾਈ ਮਹੱਤਾ ।

੩ ਦ੍ਰਿਸ਼ਟੀ-ਸਰੋਤ ਸਹਾਇਕ ਸਾਧਨ-ਕਿਸਮਾਂ ਅਤੇ ਪ੍ਰਯੋਗੀ ਮਹੱਤਵ ।

੪ ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦਾ ਅਧਿਆਪਕ ।

ਇਕਾਈ ੪:-

੧ ਮਾਤ-ਭਾਸ਼ਾ ਦਾ ਪਾਠਕ੍ਰਮ-ਅਰਥ,ਮਹੱਤਵ ਅਤੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ ।

੨ ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਪਾਠ ਪੁਸਤਕ-ਮਹੱਤਵ,ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਅਤੇ ਸਮੀਖਿਆ ।

੩ ਭਾਸ਼ਾ ਪੁਸਤਕਾਲਾ-ਮਹੱਤਵ ਅਤੇ ਪੜ੍ਹਨ ਰੁਚੀਆਂ ਦਾ ਵਿਕਾਸ।

੪ ਭਾਸ਼ਾ ਪ੍ਰਯੋਗਸ਼ਾਲਾ-ਅਰਥ,ਉਦੇਸ਼,ਉਪਯੋਗੀ ਮਹੱਤਤਾ।

ਇਕਾਈ ੫:-

੧ ਭਾਸ਼ਾ ਯੋਗਤਾਵਾਂ ਦਾ ਮੁਲਾਂਕਣ-ਧਾਰਨਾ,ਪ੍ਰੀਖਿਆ ਅਤੇ ਮੁਲਾਂਕਣ ਵਿੱਚ ਫਰਕ,ਮੁਲਾਂਕਣ ਦੇ ਸਾਧਨ,ਪ੍ਰਸ਼ਨਾਂ ਦੀਆਂ ਕਿਸਮਾਂ ਅਤੇ ਆਦਰਸ਼ ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ।

੨ ਪਾਠ ਯੋਜਨਾ-ਅਰਥ,ਉਦੇਸ਼ ਅਤੇ ਤਿਆਰੀ (ਕਵਿਤਾ,ਕਹਾਣੀ ,ਨਿਬੰਧ ,ਵਿਆਕਰਣ,ਵਾਰਤਕ)

੩ ਸੂਖਮ ਅਧਿਆਪਨ-ਧਾਰਨਾ,ਪ੍ਰਕਿਰਿਆ ਅਤੇ ਮਹੱਤਵ।

੪ ਅਧਿਆਪਨ ਕੌਸ਼ਲ-ਜਾਣ ਪੱਛਾਣ,ਅਭਿਆਸ (ਜਾਣ ਪੱਛਾਣ ਕੌਸ਼ਲ,ਪ੍ਰਸ਼ਨ ਉੱਤਰ ਕੌਸ਼ਲ,ਵਿਆਖਿਆ ਕੌਸ਼ਲ, ਉਦੀਪਨ ਪਰਿਵਰਤਨ ਕੌਸ਼ਲ)

ਇਕਾਈ ੬:-

੧ ਵਰਣ ਬੋਧ-ਸਵਰ,ਵਿਅੰਜਨ,ਅਨੁਨਾਸਿਕ,ਲਗਾਂ-ਮਾਤਰਾਂ,ਲਗਾਖਰ,ਦੁੱਤ ਅੱਖਰ,ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਨਿਯਮ ।

੨ ਸ਼ਬਦ ਬੋਧ,ਸ਼ਬਦਾਂ ਦੇ ਭੇਦ-ਸ਼ਬਦ ਰਚਨਾ,ਅਗੇਤਰ,ਪਿਛੇਤਰ,ਵਿਰੋਧੀ ਸ਼ਬਦ,ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ,ਬਹੁ-ਅਰਥਕ ਸ਼ਬਦ।

੩ ਵਾਕਬੋਧ,ਵਾਕ ਰਚਨਾ-ਵਾਕ ਵੰਡ,ਵਾਕ ਵਟਾਂਦਰਾ,ਵਿਸ਼ਰਾਮ ਚਿੰਨ੍ਹ,ਮੁਹਾਵਰੇ।

੪ ਰਚਨਾ-ਪੈਰ੍ਹਾ ਰਚਨਾ,ਚਿੱਠੀ ਪੱਤਰ,ਅਣਡਿੱਠਾ ਪੈਰ੍ਹਾ।

ਅੰਦਰੂਨੀ ਮੁਲਾਂਕਣ:-   ੧੦ ਅੰਕ

੧ ਨਿਰਧਾਰਿਤ ਪਾਠ ਪੁਸਤਕ ਦਾ ਮੁਲਾਂਕਣ   ੫

੨ ਸਲਾਨਾ ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦਾ ਨਿਰਮਾਣ   ੫

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ਸਿੰਘ, ਹ. (੧੯੬੬). *ਪੰਜਾਬੀ ਬਾਰੇ*. ਪਟਿਆਲਾ:ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ।

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ਸਿੰਘ, ਜੀ. (੧੯੭੧). *ਗੁਰਮੁਖੀ ਲਿਪੀ ਬਾਰੇ*. ਲੁਧਿਆਣਾ: ਲਾਹੌਰਾ ਭੋਕ ਸ਼ਾਪ.

ਸਿੰਘ, ਜੀ.ਬੀ. (੧੯੫੦). *ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ*. ਚੰਡੀਗੜ੍ਹ : ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ।

ਸਿੰਘ, ਤੀਰਥ. *ਪੰਜਾਬੀ ਅਧਿਆਪਨ।*

ਸਿੰਘ, ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼. *ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਪਿਛੋਕੜ।*

ਸੇਖੋਂ, ਸ.ਸ. ਅਤੇ ਸੇਖੋਂ ਪ.ਪ. (੧੯੯੬੧). *ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ.* ਚੰਡੀਗੜ੍ਹ: ਭਾਊਸਾਊ ਝਬਿਹਊਗ.

ਸੇਖੋਂ, ਸ.ਸ. ਅਤੇ ਸੇਖੋਂ ਮ.ਕ. (੨੦੦੯). *ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ.* ਲੁਧਿਆਣਾ: ਖਾਲਸਾ ਪਬਲਿਸ਼ਰਸ.

ਸੰਧਾ, ਸ.ਸ਼. (੨੦੦੪). *ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ.* ਜਲੰਧਰ : ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ।

ਕੰਗ, ਕੁਲਬੀਰ ਸਿੰਘ. *ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ।*

ਜਸ, ਜਸਵੰਤ ਸਿੰਘ (੨੦੧੨). *ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ.* ਝਲੰਧਰ: ਟਾ ਬੁੱਕ ਕੌਮਪਨੀ.

ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ (੨੦੦੯). *ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ.* ਫਗਵਾੜਾ: ਠਾਇੰਟੇ ਫਰਿਸਟ ਛੈਂਟਰੇ ਪਬਲਿਸ਼ਟੀਨ.

ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ ਅਤੇ ਸਫਾਇਆ, ਰ.ਕ. (੨੦੦੯). *ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ.* ਲੁਧਿਆਣਾ: ਝਨੈਦ ਪਬਲਿਸ਼ਟੀਨਸ.

ਪਦਮ, ਪਿਆਰਾ ਸਿੰਘ (੧੯੬੯). *ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ.* ਪਟਿਆਲਾ: ਕਲਮ ਮੰਦਿਰ।

ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਵਿਆਕਰਣ ਅਤੇ ਬਣਤਰ. ਪਟਿਆਲਾ: ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ।

4. संस्कृत शिक्षण विधि

कुल अंक   : 100

लिखित परीक्षा   : 80

आंतरिक मूल्यांकन : 10

आंतरिक प्रयोग : 10

लक्ष्य:

1. छात्राध्यापकों में संस्कृत शिक्षण के लिए आवश्यक आधारभूत योग्यताओं का विकास करना ।

2. छात्राध्यापकों में संस्कृत कक्षा शिक्षण सम्बन्धी योग्यताओं का विकास करना ।

3. छात्राध्यापकों को संस्कृत भाषा के महत्व तथा उसके शिक्षण के उद्देश्यों से अवगत कराना ।

4. छात्राध्यापकों को संस्कृत शिक्षण के लक्ष्यों की सम्प्राप्ति के लिए प्रभावी साधनों, विधियों एवं उद्देश्यपूर्ण उपागमों से अवगत कराना ।

5. छात्राध्यापकों में संस्कृत के प्रभावी शिक्षण के लिए भाषा कौशलों एवं विभिन्न साहित्यिक-विधाओं की शिक्षण विधियों एवं तकनीकों के प्रयोग की क्षमता विकसित करना ।

6. छात्राध्यापकों में सतत् एवं व्यापक मूल्यांकन करने की कुशलता विकसित करना ।

अध्यापन कुशलताएं :-

भाषण चर्चा, विचार विश्लेषण, वाद्-विवाद्, अभ्यास, दत्तकार्य, साहित्यिक क्रियाएं एवं सैमीनार ।

इकाई – 1

    1. संस्कृत और भारतीय भाषाओं की ऐतिहासिक पृष्ठभूमि

    2. संस्कृत भाषा शिक्षण का महत्त्व

    3. संस्कृत भाषा शिक्षण के उद्देश्य

    4. संस्कृत भाषा शिक्षण के सामान्य सिद्धान्त एवं सूत्र

    5. पाठ्यक्रम में संस्कृत का स्थान

इकाई – 2

1. संस्कृत भाषा शिक्षण की विभिन्न पद्धतियाँ – उद्देश्य, विशेषताएं, लाभ तथा सीमाएँ ।
2. संस्कृत में उच्चारण शिक्षण – **अशुद्ध उच्चारण** के प्रकार, कारण एवं सुधार के उपाय ।
3. संस्कृत में मौखिक कार्य ।
4. संस्कृत शिक्षण में मातृभाषा का प्रयोग ।
5. अक्षर विन्यास शिक्षण — सामान्य अशुद्धियाँ, कारण एवं निवारण के उपाय ।

इकाई – 3

1. संस्कृत में गद्य शिक्षण – अभिप्राय, उद्देश्य एवं सोपान
2. संस्कृत में पद्य शिक्षण – अभिप्राय, उद्देश्य एवं सोपान
3. संस्कृत में व्याकरण शिक्षण – अभिप्राय, उद्देश्य एवं सोपान
4. संस्कृत में रचना शिक्षण – अभिप्राय, उद्देश्य एवं सोपान
5. संस्कृत में अनुवाद शिक्षण – अभिप्राय, उद्देश्य एवं सोपान

इकाई – 4

1. संस्कृत भाषा शिक्षण एवं पुस्तकालय
2. संस्कृत शिक्षण में दृश्य श्रव्य साधन
3. संस्कृत अध्यापक
4. संस्कृत पाठ्य पुस्तक
5. सुलेख

इकाई – 5

1. मूल्यांकन – महत्त्व, परीक्षाओं के प्रकार, अभीष्ट परीक्षा प्रणाली ।
2. गृहकार्य एवं उसका संशोधन
3. आदर्श प्रश्न के निर्माण सिद्धान्त
4. सूक्ष्म तथा विस्तृत पाठ योजना

इकाई – 6

आठवीं और दसवीं की पाठ्य – पुस्तक में से : –

1. स्वर सन्धि
2. शब्दरूप — राम, मति, नदी, भानु, इदम्, सर्व ।
3. धातुरूप – (केवल लट् तथा लङ् में) भू, गम्, चुर, नम्, कथ्, पठ्
4. प्रत्य — क्त, क्त्वा, तव्य, अनीय
5. अनुवाद

पुस्तक सुची:

प्रसाद, केशव (1976). *हिन्दी शिक्षणां*. दिल्ली : धनपतराय एण्ड सन्स ।

भाटिया, के.के. और नांरग, सी.एल. (1989). *आधुनिक हिन्दी विधियां*. लुधियाना : प्रकाश ब्रदर्ज पब्लिशर ।

संस्कृत शिक्षण विधि – प्रभाशंकर मिश्र

संस्कृत शिक्षण विधि – रामशुक्ल पाण्डेय

सफाया, रघुनाथ. *संस्कृत शिक्षण विधि*. जालधर : पंजाब किताब घर ।

सफाया, रघुनाथ (1997). *हिन्दी शिक्षण विधि*. जालधर : पंजाब किताब घर ।

5. TEACHING OF HISTORY

Max Marks	: 100 Marks
External Theory	: 80 marks
Internal Practical	: 10 Marks
Internal Evaluation	: 10 Marks

Objectives :

Knowledge:-

- To enable the student teachers to understand the importance of History.
- To enable the student teachers to develop an understanding of aims and objectives of teaching of History.
- To enable the student teachers to construct and analyze critically the curriculum and textbooks of teaching History at secondary stage.
- To provide knowledge of different methods /devices of teaching History.
- To acquaint the student teachers with different audio-visual and latest information technology.
- To help the student teachers to understand the role of current events in teaching of History.
- To emphasize the role of History in developing the national integration and international understanding.
- To acquaint the student teachers with different techniques of evaluation.
- To develop an interest in teaching of History.

Skills :

1. Preparation and Use of Teaching Aids such as Maps, Models, Charts, Graphics, Time-Lines and Computer.
2. Use of various methods, devices and techniques of teaching.
3. Writing instructional objectives.
4. Preparation of test items of an achievement test.
5. Organization of Discussions, Tours and Other Practical Activities.
6. Interpretation of Historical Data.
7. Analysis of Present Day Problems in Historical Perspective.
8. Establishment of Cause and Effect Relationship among Historical Events and Geographic Phenomena.
9. To develop skill in making use of educational technology.

Attitudes :

1. Time Sense and Space Sense
2. Critical Thinking
3. Tolerance
4. Observation
5. Historical outlook
6. To develop democratic citizenship

COURSE CONTENT :

UNIT-I

a) Meaning, Nature, Scope and Importance of History as a subject.
b) Aims, Instructional Objectives according to Behavioral domain of Teaching of History at Secondary Level.

c) Relation of History with other School Subjects (Geography, Economics, Political Science, Art, Language, Sociology).

UNIT-II

(a) Concept and Principles of Curriculum construction and Different approaches to Construct Curriculum to teach History.

(i) Chronological or Periodical approach

(ii) Concentric approach

(iii) Topical approach

(b) Meaning and Need of good Textbook, Criteria for Selection of a Good Textbook.

(c)   (i) Cultivation of time and space sense.

        (ii) Meaning and Importance of Local History

UNIT-III

1. Methods of Teaching History

(a) Story Telling method

(b) Lecture Method

(c) Discussion Method

(d) Source method

(e) Project Method

2. Devices of Teaching History

a) Questioning

b) Illustration

c) Assignment

d) Narration

3. Meaning, Need and Role of current events in Teaching of History.

UNIT-IV : Audio-Visual Aids

   a) Meaning, Need, Types, Preparation and Use of Teaching Aids in History with special reference to:-
      Chalk Board, Charts, Graphs, Maps, Models, Specimens, Time-Line, Field Trips, Bulletin Board., Over Head Projector, Computer.
   b) Qualities and Role of History Teacher.
   c) Need, equipment and Maintenance of History room with special reference to museum.

UNIT-V

   a) Concept, need and types of evaluation.
   b) Teaching Micro Skills with special reference to the following:-
      i. Skill of introducing the lesson.
     ii. Skill of fluency in questioning
    iii. Skill of explanation.
     iv. Skill of Stimulus Variation.
   c) Meaning, Need and Steps of construction of a Lesson Plan.

UNIT-VI

   a) Harrapan Civilization, AshokaThe Great, Chandra Gupta, Samundragupta.
   b) Slave Dynasty, The Mughals.
   c) Revolt of 1857, Formation of Indian National Congress, Partition of Bengal, JallianWalaBagh, Non-Cooperation, Civil Disobedience, Quit India Movement.
   d) Meaning, objectives and Organs of U.N.O.

Practical Work:-

I.   Critical analysis of History text book of 8th or 10th class.

II.   To arrange a visit to a historical place and write a report of the same.

III.   Preparation of Blue Print and Writing Objective Based Test items.

BOOKS SUGGESTED :

Aggarwal, J.C. (1983). *Teahcing of History*. New Delhi: Vikas Publishing House Pvt. Ltd.

Burston, W.H. and Green, C.W. (1962). *Principles of History Teaching*. London: Methuen.

Chaudhary, K. P. (1975). *The Effective Teaching of History in India*. New Delhi: NCERT

Dash, B.N. (2006). Teaching of History. Hyderabad: Neel Kamal Publishing Pvt. Ltd.

Hil, C.P. (1953). *Suggestion of Teaching of History.* Paris: Unesco.

Johnson, Henry (1915). *Teaching of History in Elementary and Secondary Schools*. New York: The Macmillan company

Kochar, S.K. (1972). *The Teaching of History.* Delhi: Sterling Publishers.

Shaida, B.D. & Singh, S. (1973). *Teaching of History.* Jallandhar: Dhanpat Rai & Sons.

Singh Y.K. (2009). Teaching of History. Meerut: Surya Publication.

Singh, R.P. (2001). *Teaching of History*. Meerut: Surya Publication.

Tyagi, G. (2008). Teaching of History. Agra: Vinod Pustak Mandir.

6. TEACHING OF GEOGRAPHY

Max Marks   : 100 Marks
External Theory : 80 marks
Internal Practical : 10 Marks
Internal Evaluation : 10 Marks

Objectives :

Knowledge :

To enable the Pupil – Teachers to :

1. Develop an understanding of the need for learning Geography.

2. Develop knowledge about basic principles governing construction of curriculum.

3. Make use of various methods of teaching Geography.

4. Develop the power of analysis, reasoning and judgement through different practical activities.

5. Develop proper understanding of nationalism and internationalism.

6. Acquaint the Pupil teachers with the preparation and use of different audio-visual aids.

Skills :

1.   Acquire the ability to develop instructional support material such as Maps, Models, Charts, Graphs etc.

2.   Finding the location and Collection of Information from Books of Reference and Standard Books on Geography.

3.   Constructing various types of tests.

4.   Develop the ability of organizing of tours, field trips and other activities related with community resources.

5.   To understand the Current Events in their proper perspective.

6.   Understand concept of evaluation.

7.   Acquire skills to develop lesson plans for instruction.

8.   Developing map reading skills.

Attitude :

1. Global Outlook.

2. Scientific Observation.

3. Critical Thinking.

4. Tolerance and Peace.

5. Developing Sense of Inter–dependence.

COURSE CONTENTS

UNIT-I

a) Meaning, Nature & Scope of Geography: Importance of geography as school subject.

b) Aims and Instructional objectives of Teaching of Geography according to Behavioral domain

c) Correlation with other School Subjects—History, Maths, Science, Civics, Arts, Economics and Languages.

UNIT-II

a) Principles of Curriculum Construction and its Various Approaches – Topical, Regional, Concentric for Organizing Geographical Material; Critical Study of existing curriculum of Geography at Secondary School level.

b) Methods of Teaching Geography
- Lecture Method
- Discussion Method
- Project Method
- Excursion Method
- Laboratory Method

Criteria for selection of suitable method

UNIT-III

a) Need and Importance of Geography Room and its Equipments, Geography Museum.

b) Geography Textbooks: Need and Importance, Qualities of Good Textbooks.

c) Need, Importance Preparation and use of Teaching Aids: Chalk Board, Flannel Board, Radio, T.V., Maps, Globe, Graphs, Overhead Projectors, Slide Projectors, LCD Projectors and Internet.

UNIT-IV

a) Geography Teacher: Qualities, Role and Professional Growth.

b) Role of Geography in developing National and International Outlook.

c) Local Geography: Meaning & Importance.

d) Study of Current Events in Geography.

UNIT-V

a. Evaluation of Geography, Modern Concept, Need and Importance.

b. Different Types of Tests – Essay Type, Short Answer Type and Objective Type.

c. Writing of Lesson Plans in Geography – Micro and Macro Lesson Plans.

d. Map reading skills.

UNIT-VI

a) Directions and Methods to find out True North.

b) Land Forms made by Glacier, River.

c) Composition and Structure of Atmosphere.

d) Factors affecting climate of a Region.

e) India – Relief and Agriculture.

BOOKS SUGGESTED:

Aggarwal, D.D. (2000). *Modern Method of Teaching Geography.* New Delhi: Sarup & Sons Publisher.

Broadman David (1985). *New Directions in Geography Education*. Fehur Press, London: Philadiphla.

Ch. orely, R.J. (1970). *Frontiers in Geography Teaching.* London: Mathews and Co. Ltd.

Arora, K.L. (1989). *Teaching of Geography.* Ludhiana: Prakash Brothers (in Punjabi, English, Hindi).

Basha, S.A. Salim (2004). *Method of Teaching of Geography (Hindi).* Delhi: A.P.H. Publisher.

Brar, J.S. (2001). *Teaching of Geography.* Ludhiana: Hind Publisher.

Srivastva, Kanti. *Mohan Geography Teaching.* Agra: Sahitya Prakshan.

Kaul, A.K., "Why and How of Geography Teaching. Ludhiana: Vinod Publisher.

Rao, M.S. (1999). *Teaching of Geography.* New Delhi: Anmol Publisher Pvt. Ltd.

Shaida, B.D. and Sharma, J.C., *Teaching of Geography.* Jallandhar: Dhanpat Rai & Sons.

Siddiqui, Mujibul Hassan (2004). *Teaching of Geography*. New Delhi: A.P.H. Publisher.

Singh, R.P. (2004). *Teaching of Geography.* Meerut: R.Lall Book Depot.

Varma, O.P. (2005). *Geography Teaching.* New Delhi; Sterling Publishers Pvt. Ltd.

Verma, J.P. (1960). *Bhugol Adhyan.* Agra: Vinod Pustak Mandir.

Verma, O.P. (1984). *Geography Teaching.* New Delhi: Sterling Publication Ltd.

Yogesh, K. Singh (2004). *Teaching of Geography (Hindi).* Delhi: A.P.H. Publisher.

Zaidi, S.M., Modern Teaching of Geography. New Delhi: Anmol Publisher.

7. TEACHING OF ECONOMICS

Max Marks   : 100 Marks
External Theory   : 80 marks
Internal Practical : 10 Marks
Internal Evaluation   : 10 Marks

Objectives :

(A) Knowledge :

1. To provide an 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 enable the students to construct and analyze critically the curriculum and text books of economics at secondary stage.
4. To acquaint them with various economic problems which our country is facing.
5. To provide knowledge of different methods of teaching, devices and techniques of evaluation.
6. To provide knowledge of different teaching aids.
7. To develop an interest in teaching of Economics.

(B) Skills :
1. Preparation and uses of teaching aids.
2. Use of devices and techniques of teaching.
3. Use of various methods of teaching.
4. Conducting economic surveys.
5. Organize symposium, discussions, tours and other practical activities.
6. Writing instructional objectives.
7. Preparation of test items of an achievement test.
8. To develop skill in making use of Educational Technology.
9. To analyze present day problems in economic perspective.

(C) Attitudes:
To promote among pupil-teachers an attitude of :
1. Critical thinking
2. Critical analysis
3. Economic outlook
4. Observation
5. Wise consumerism
6. Providing solution to economic problems.
7. To develop democratic citizenship.

COURSE CONTENTS

UNIT-I

(a) Meaning, Nature and Scope of Economics.

 (b) Place and Importance of Teaching of Economics at secondary level.

 (c) Bloom's Taxonomy of objectives and Statement of objectives in Behavioral terms with Special reference to Economics

 (d) Correlation of Economics with Mathematics, Statistics, History, Geography, Science, Political Science, Commerce and Agriculture.

UNIT-II

a) Concepts and Principles of Constructing Curriculum of Economics.

b) Approaches of Organization of Material of Economics Curriculum

       i) Unit

       ii) Concentric

       iii) Topical

c) Critical Analysis of Economics Syllabus at the Secondary and Senior Secondary Stage.

UNIT-III

  1. Methods of Teaching:-

     I.   Lecture Method

     II.   Discussion Method

     III. Project Method

     IV. Survey Method

     V.   Inductive-Deductive Method

2. Techniques and Devices of Teaching Economics

i) Assignments   ii) Seminars   iii) Brain Storming   iv)Tours and Excursions

v) Supervised Study   vi) Case Study

UNIT-IV

a) Text Book (Meaning, importance and qualities of a good textbook of economics), Supplementary Material (Meaning and sources).

b) Economics Room –Importance and Equipments.

c) Teacher of Economics – Importance, Qualities and Competence.

d) Teaching Aids – Meaning, importance and types:

Uses of Chalkboard, Diagrams, Charts, Table graphs, O.H.P., T.V., Computer with multimedia, Flash Cards, LCD Projector, Interactive Board.

UNIT-V

    a) Evaluation, Meaning and importance of evaluation.

    b) Types of evaluation – Oral tests, written tests-☐Essay type tests, short answer type tests and objective type tests.

    c) 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 Reinforcement.

d) Lesson Planning – Meaning, characteristics, importance and steps.

Unit-VI -Brief Content of the following:-

a) Indian Economy—Main Basic Features, Main Sectors, Main Problems—Poverty, unemployment and price rise.

b) Concept of LPG (Liberalization, Privatization and Globalization), WTO, Sustainable Economic Development.

c) Consumer Awareness—Forms and factors of consumers' exploitation, Rights and Duties of Consumers and Consumer Protection Measures.

BOOKS RECOMMENDED:

Aggarwal, J.C. (2005). *Teaching of Economics - A Practical Appraoch.* Agra: VinodPustakMandir.

Arora, P.N. (1985). *Evaluation in Economics.* New Delhi: NCERT.

Dhillon, S. and Chopra, K. (2002). *Teaching of Economics.* Ludhiana: Kalyani Publishers.

Kanwar, B.S. (1973). *Teaching of Economics.* Ludhiana: Prakash Brothers.

Lee N (Ed.). (1975). *Teaching of Economics.* London: Heinemann Education Books.

Lee, N. (Ed.) (1975). *Teaching Economics.* London: Heinemann Educational Books.

Mittal, R.L., *Arth Shastar Da Adhiapan.* Patiala: Punjabi University Press.

Robinson, K. and Wulson, R(Eds.) (1977). *Extending Economics within the Curriculum.*London: Routledge and Kegan Paul.

Sexena, N.R.; Mishra, B.K.and Mohanty, R.K. (2004). *Teaching of Economics.* Merrut: R. Lall Book Depot.

Sharma, Seema (2004). *Modern Teaching Economics.* New Delhi: Anmol Publication Pvt. Ltd.

Siddiqui, M.H. (2004). *Teaching of Economics.* New Delhi: Asish Publishing House.

Singh, Yogesh (2005). ArathaShasterSikshan. New Delhi: Ashish Publication.

Yadav, Amita (2005). *Teaching of Economics*. New Delhi: Publication Pvt. Ltd.

8. TEACHING OF SOCIAL STUDIES

Max Marks : 100 Marks

External Theory   :   80 marks

Internal Practical : 10 Marks

Internal Evaluation   : 10 Marks

Objectives :

Knowledge & Understanding :

1. To develop an understanding about the concept of Social Studies.
2. To develop an understanding of aims and objectives of teaching of Social Studies.
3. To develop ability to organize curriculum of Social Studies.
4. To acquaint pupil-teachers with different methods, devices and techniques of teaching Social Studies.
5. To acquaint the pupil-teacher with different audio visual aids.
6. To develop proper understanding of modern concepts and tools of evaluation.
7. To acquaint the pupil-teachers with current events and Community Resources.

Skills :

1. Preparation and effective use of teaching aids.
2. Skill to organise curriculum according to different approaches.
3. Organization of discussions, seminar, tours, exhibitions and practical activities.
4. To set and equip the social studies room.
5. Analysis of present day problems in social context.
6. To develop the skill of preparation of lesson plan and its presentation.
7. To develop the skill of preparation and evaluation of question papers.

Attitude:
1. To promote independent, rational and critical thinking.
2. To promote social and democratic outlook.
3. To promote objective evaluation.
4. To promote an attitude for global citizenship.

COURSE CONTENTS :

UNIT-I
a) Meaning, Nature, Scope and Importance of Social Studies.
b) Aims and objectives of Teaching of Social Studies. Writing objectives with respect to Bloom's Taxonomy
c) Relationship of Social Studies with other subjects – Maths, Commerce, Science, Arts and Languages.

UNIT-II
a) Curriculum – Meaning, Principles of organizing social studies curriculum.
b) Approaches of organizing social studies curriculum – Concentric, Topical and Unit approach.
c) Critical evaluation of existing curriculum of social studies at secondary stage.

UNIT-III
a) Methods of teaching of social studies— Lecture, discussion, socialized recitation, source and project method.
b) Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment and field trip.
c) Social studies teacher – Qualities and Role in Global Perspective.

UNIT-IV
a) Meaning, Importance & Use of Audio Visual Aids – Chalk board, maps, globe, models, charts, graphs, flash cards, radio, T.V, computer, Over Head Projector, LCD Projector.
b) Social studies room – Need & Importance and Equipment.
c) Social studies text book – Need and Qualities.

UNIT-V
a) Evaluation in Social Studies – Modern concept and types of tests; designing a Blue Print for a question paper.
b) Lesson plan – Need, Importance and Steps of writing it in teaching of social studies.
c) Utilizing Current Events and Community Resources in teaching of social studies at Secondary level.

UNIT-VI (Compulsory)
b) India's struggle for independence – Revolt of 1857 (causes and effects) and Quit India Movement (1942).
c) Indian Constitution (features), Features of Foreign Policy of India.
d) U.N.O—Organs.
e) Earth – Layers and Land Forms.
f) Need and Problems of Agriculture and industry in India.

BOOKS SUGGESTED:

Aggarwal, J.C. (1982). *Teaching of Social Studies.* New Delhi: Vikas Pub.

Binning, Arthur C. (1935). *Teaching of Social Studies in Secondary School.* New York: McGraw-Hill Book Company.

Dash, B.N. (2006). *Content-cum-Method of Teaching of Social Studies.* New Delhi: Kalyani Publication.

Dhamija, N. (1993). *Multimedia Approaches in Teaching Social Studies.* New Delhi: Harman Publishing House

Hamming, J. (1959). *The Teaching of Social Studies in Secondary Schools.* New York: Longman Publication.

Kochhar, S.K. (2001). *Teaching of Social Studies.* New Delhi: Sterling Publications.

Mofatt, M.R. (1955). *Social Studies Instruction.* New York: Prentice Hall.

Preston, Ralph C. (1955). *Handbook of Social Studies in the Elementary School.* New York: Rhinehart and Company.

Preston, Ralph C. (1959). *Teaching Social Studies in the Elementary School.* New York: Rinehart and Company.

Sahu, B.K. (2007). *Teaching of Social Studies.* New Delhi; Kalyani Publishers.

Shaida, B.D. (1962). *Teaching of Social Studies.* Jalandhar: Panjab Kitab Ghar.

Singh, Gurmit (2008). *;wkfie nfXn?B dk nfXnkgB (Samajik Adhain da Adhiapan).* Ludhiana: Chetna Parkashan.

Singh, Gurmit (2009). *Teaching of Social Studies.* Ludhiana: Chetna Parkashan.

Singh, Gurmit and Kaur, Jasvir (2007). *Teaching of Social Studies.* Ludhiana: Kalyani Publishers.

Taneja, V.K. (1992). *Teaching of Social Studies.* Ludhiana: Vinod Pub.

Wesley, Edgar Bruce (1951). *Teaching of Social Studies.* Boston: D.C. Herth and Co.

9. TEACHING OF COMMERCE

Max Marks	: 100 Marks
External Theory	: 80 marks
Internal Practical	: 10 Marks
Internal Evaluation	: 10 Marks

Course Objectives

- Upon completion of the course, the student-teachers will have .understanding of the nature of commerce, business studies and accountancy.
- knowledge about aims, objectives and values of teaching commerce in senior secondary school .
- acquaintance with the commerce curriculum at senior secondary level .
- knowledge of wider range of teaching methods and techniques in order to enable them to plan their lessons in teaching of commerce .
- acquaintance with the role of teaching aids and .various learning resources in commerce. opportunity to rejuvenate their content knowledge concerning commerce

Unit-I
1. Meaning, Nature and Scope of Commerce, Business Studies and Accountancy
2. Place of Commerce in Secondary School Curriculum
3. Curriculum: Concept and Principles of Curriculum Construction in Teaching of Commerce
4. Critical Appraisal of Existing Commerce Curriculum at Senior Secondary Level(PSEB/CBSE/I CSE)

Unit-II
1. Aims and objectives of Teaching Commerce at senior secondary Level with special reference to Bloom's Taxonomy
2.   Writing Instructional Objectives in Behavioural Terms
3. Commerce Text Book: Need and Importance: Criteria for the evaluation of text Books, Role of Library and Reference Books in Teaching of Commerce.
4. Self Instructional Modules in Teaching Commerce: Individualized Self Instructional Modules and Group Directed Self Instructional Modules

Unit-III .

1. Instructional Material in Commerce: Need and Importance, Classification of Instructional Material (Projected Material and Non- projected Material), Criterion for the selection of Effective Instructional Material.
2. Use of Various Instructional Materials in Teaching and Learning of Commerce (Films, Television, Computers, Chart, Graphs, Model, Tables, Original Material, Internet).
3. Instructional Strategies and Methods of Teaching Commerce : a) Importance of Instructional Strategies, Difference between Instructional Strategy and Method b) Steps and usability of different methods in teaching of commerce c) Discussion Method, Project Method, Problem solving method, Socialized Recitation Method, Lecture Method and Lecture cum Discussion Method.
4. Principles, Instructional objectives and Approaches of Teaching Book- keeping and Accountancy

Unit-IV
1. Evaluation in Commerce- Purposes of evaluation, Formative and Summative Evaluation, Tools and Techniques of Evaluation (Quantitative and Qualitative).
2. Achievement Test in Commerce- Purposes, Uses and Construction of Achievement Tests.
3. Item Analysis- Purpose and Methods of Item Analysis, Criteria for Item Selection and Rejection.
4. Unit Tests in Commerce- Construction of a unit-test and Preparation of Blue print

Unit-V
1. Commerce Teacher- Qualities, Role and Professional Development
2. Co-Curricular Activities : a) Objectives, Need and Importance of Co- curricular Activities b) Types of co- curricular activities in teaching of commerce c) Organization of Debates, Field Trips/ Excursiol in Teaching of Commerce
3. Micro Skills in Teaching Commerce: Formation of Micro lesson plan (Skill of Reinforcement, Skill of Probing Questions, Skill of Explaining, Skill of Illustration with examples and Skill of Stimulus Variation)
4. Lesson Planning- Importance, Steps and Approaches to Lesson Planning

Unit-VI
1. Pedagogical Analysis- Aspects and Utility of Pedagogical Analysis for commerce teachers.
2. Banks-Types of banks, Functions of Commercial Banks
3. Double Entry System-Books of Accounts under double entry system, Principles of Double Entry System, counting Procedure
4. Final Accounts- Objectives of Preparing Financial Statements, Trading A/C, Profit and Loss A/C, Balance Sheet

Sessional Work
1. Participation in Discussion on any Current Economic Topic/Budget/ Act and to prepare a report
2. Detailed listing of Different Learning Resources in Commerec Education
   Or
   Reviewing at least 3 research acrticles on teaching of commerce
3. Stock Exchange Analysis for a particular period (at least for a month)
   Or
   Dummy filling of Bank forms, Central Excise and Taxation forms, VAT and Income Tax Documents (any two)

Books Suggested
Aggarwal, A.N. (1995). *Business Methods & Machinery.* Part I & II, Allahabad: Kitab Mahal
Aggarwal, J.C. (2003). *Teaching of Commerce.* New Delhi: Vikas Publication.
Bruce, J. McFarlane and Roger Ottewill (2001). *Effective learning & teaching in business & management.* London: Routledge,.
Chopra, H.K. and Sharma, H.(2007). Teaching of Commerce, Kalyani Publishers, Ludhiana

DalaI, D.C. and DalaI V.C. (2008). *Teaching of Commerce.* (Hindi version). Patiala: Twenty First Century Publications.

Gupta, Rainu. (2009). *Teaching of Commerce.* New Delhi: Shipra Publications.

Jain. K.C. (1982). *Vanijya Shikshan.* Jaipur: Rajasthan Hindi Granth Academy.

Kaur, Ravdeep (2012). *Teaching of Commerce.* Gurusar Sadhar: GBD Publications.

Kumar, Mahesh (2004). Modern Teaching of Commerce. New Delhi: Anmol Publications Pvt. Ltd.

Monga, Vinty (2009). *Teaching of Commerce.* Patiala: Twenty First Century Publications.

Par Martensson, Magnus Bild, Kristina Nilsson (2008). *Teaching and learning at business schools: transforming business education.* London: Ash gate.

Peter Davies, Jacek Brant (2006). *Business, economics and enterprise: teaching school subjects 11-19.* London: Kogan Page.

Rao, Seema (2002). *Teaching of Commerce.* New Delhi: Anmol Publications Pvt. Ltd

Roland Kaye, David G, Hawkridge (2003). *Learning & teaching for business: case studies of successful innovation.* London: Routledge.

Shankar T. (2007). *Methods of Teaching Commerce* New Delhi: Crescent, VIII

10. TEACHING OF MATHEMATICS

Max Marks : 100 Marks
External Theory : 80 marks
Internal Practical : 10 Marks
Internal Evaluation : 10 Marks

Objectives: -Upon completion of the course, the student-teachers will have.

- Understanding of nature of mathematics.
- Understanding of historical developments leading to concepts in modern mathematics.
- Understanding of learning theories and their application in mathematics education.
- Improve competencies in secondary level mathematics. .
- Understanding preparation and use of diagnostic test and organize remedial teachings.
- Application of appropriate evaluation techniques in mathematics.

UNIT I:-

a) Meaning of Mathematics, history of mathematics, contribution of Indian mathematicians with reference to Bhaskaracharyas, Aryabhatta, Ramanujan & Contributions of Euclid, Pythagoras Rene-des carte.

b) Nature of mathematics & difference among assumptions, postulates & axioms.

c) Values of teaching mathematics & place of mathematics in school

d) Aims & objectives of teaching mathematics at secondary school stage, framing of objectives according to Bloom's taxonomy. ,

UNIT II:-

a) Principle and rationale of Curriculum development.

b) Organization of syllabi both logically and psychologically according to the age group of children.

c) Recent curriculum reforms at National Level/State Level & their critical appraisal

d) Pedagogical analysis of different topics of mathematics

UNIT 111:-

a) Inductive- Deductive & Analytic- Synthetic methods with examples.

b) Problem-solving: definition, importance of problem solving & mathematical modeling.

c) Concept formation & assimilation, use of Concept Attainment Model, planning and implementation of strategies in teaching mathematical concept.

d) Fixing devices: oral, written, drill work, questioning,supervised study & Mathematical Modeling.

UNIT IV:-

a) The Van-Hiele Levels of Geometric thinking.
b) Nature & kinds of proof: direct proof, mathematical induction, proof by contradiction, disproof by counter example.
c) Learning Resources in Mathematics: I. Text-book quality (academic and technical).
   2. Mathematics Laboratory-planning & organizing lab activities.
d) Teaching aids: projected & Non-projected.

UNIT V:-

a) Lesson Planning: Meaning, Importance and steps of lesson planning; formation of Macro lesson plan.
b) Micro Lesson Planning: Meaning, Importance and steps and formation of Micro lesson plan with special reference to following micro teaching skills- Introduction of lesson, Questioning, Explanation, Stimulus Variation and Black Board writing. ~
c) 1.Diagnosing basic causes for difficulties in mathematics learning. 2. Planning remedial teaching strategies based on the perceived causes for difficulties in learning, implementing and evaluating the strategies.
d) Construction of appropriate test items for assessing product (learning outcomes) and developmental (thinking skills) out comes.

UNIT VI:-

(i)   Arithmetic:-
        Number System (Knowing the Numbers, Playing with Numbers, Natural, Whole Numbers, Integers, rationals, Irrationals & Real numbers.)
        Exponents (surds, squares, cube, square root & cube root)
        Profit & Loss, Simple & Compound Interest and Discount.
        Ratio and Proportion.
(ii)   Algebra:-
        Introduction to Algebraic Identities and Polynomials.
        Linear, Simultaneous and Quadratic equations with their solution.
(iii)   Geometry:
        Basic geometrical ideas(2-D & 3-D shapes)
        Symmetry: (reflection)
        Constructions (Using straight edge scale, protractor, compasses)
        Quadrilaterals
        Menstruations(circle, sphere, cone, cylinder, triangles)
        Data handing, statistics
        Sessional Work:-

1) Construction of diagnostic test/ achievement test (unit/terminal) in mathematics.
2) Planning and implementation of instructional strategies to remedify the diagnosed learning difficulties.
3) Development of a learning aid on any topic in mathematics and procedure for using it.

Books Suggested:

Anthony, Glende and Walshaw, Margaret (2009). Effective Pedagogy in Mathematics: Gonnet Imprimeur, 01300 Belley, France.

Arora, S.K. (2000). *How to Teach Mathematics.* New Delhi: Sterling Publishers Pvt. Ltd.

Gakhar, S.C. and Jaidka, M.L. (2003). *Teaching of Mathematics.* Panipat: M/s N.M. Publishers.

Kumar, Khushwinder and Kaur, Jaspreet (2012). *Learning Mathematics- A Lab Experience.* Gurusa Sadhar: GBD Publishers.

Kumar, Sudhir and Ratan, P.N. (2003). *Teaching of Mathematics.* New Delhi: Anmol Publication Pvt. Ltd.

Mangal, S. K. (2007). *Teaching of Mathematics.* New Delhi: Arya Book Depot

N.C.E.R.T. Text Books 6th to 10th Standard.

National Focus on Teaching of Mathematics. Published at the Publication Department by the Secretary, National Council of Educational Reseach arid Training, Sri Aurobindo Marg, New Delhi 110016 and printed at Bengal Offset Works, 335, Khajoor Road, Karol Bagh, New Delhi 110005, NCERT, 2006.

Shankaran & Gupta, H. N. (1984). *Content-cum-Methodology of Teaching Mathematics.* New Delhi: NCERT

Siddiqui, Hasan. Mujibul (2005). Teaching of Mathematics: New Delhi: A.P.H Publishing co-operation.

Sidhu, K.S. (1998). *Teaching of Mathematics.* New Delhi: Sterling Publication Pvt. Ltd.

Hukum, Avtar Ram and Singh, V.P. (2005). *A Handbook for Designing Mathematics Laboratory in Schools.* New Delhi: NCERT.

Thomas, A. S. (1993). *Mathematics for Elementary Teachers (An Interactive Approach).* Florida: HBJ Publishers

Websites :

http: // www.ncert.nic.in

http: //rse.Sage pub.com .

http: //www.edfac.unimelb.ed.ac

http: //www.eric.ed.gov

http: //www.merga.net.au

http://ling.Springerimages.com

http://www.ibe.unesco.org

11. Teaching of Science

Max Marks : 100 Marks
External Theory : 80 marks
Internal Practical : 10 Marks
Internal Evaluation : 10 Marks

Objectives:

The student teacher will be able to

- Familiarize with nature of Science.
- Formulate instructional objectives in behavioral terms.
- Critically evaluate the existing science curriculum at secondary level.
- Apply various approaches and methods of teaching physical science.
- Select and integrate various kinds of instructional media.
- Organize various co-curricular activities.
- Select appropriate text books
- Organize practical work and improvise science apparatus.
- Acquaint with laboratory plan, purchase and maintenance of equipment and material.
- Explain the concept of evaluation and construct blue print of question paper.
- Plan lessons in science.
- Explain the concept of micro teaching in view of various skills of teaching.
- Understand the basic concepts of science.

Unit I

(a) Science and technology: Concept and its impact on modern living.

(b) Aims and objectives of Teaching Science

　　(i)　　Blooms' Taxonomy of educational objectives (revised form also)

　　(ii)　　Instructional objectives.

　　(iii)　　Writing objectives in behavioral terms (Magers' approach and RCEM approach)

(c) (i) Science curriculum- Rationale, principles and values

　　(ii) Critical evaluation of school science curriculum of class X

Unit II

Approaches and Methods of Teaching Science.

(a) Inquiry and problem solving, Inductive and Deductive approach, Lecture cum demonstration method, project method, Concept Mapping.

(b) Scientific Attitude- Concept and its inculcation among learners.

(c) Science Teacher and his Professional Growth.

Unit III

Learning Resources in Science.

(a) Text books, teacher manuals- importance and characteristics.

(b) Instructional Media- Need and importance. Edgar Dales' Classification , principles of selection and integration of media (use of chalk board, models, edusat computers)

(c) Co-curricular activities in Science- Science clubs, science museums, science fair, field trips, wall magazines.

Unit IV

(a) Practical work in Science.

(i) Need, Importance and organization.

(ii) Improvisation of science apparatus.

(b) Science Laboratory- White House Plan.

(c) Laboratory Equipment and Material- selection, purchase, maintenance and safety measures.

Unit V

Evaluation in Science**.**

(a) (i) Evaluation and Assessment- concept and importance in Science.

(ii) Continuous and comprehensive evaluation – concept, techniques and weightage distribution (IX-X)

(b) Types of test items for evaluation- essay type, short answer type, objective type and preparation of blue print.

(c) Lesson planning- Herbartian Approach. Micro teaching skills - introducing lesson, probing questions, skill of explaining, illustrating with examples

Unit VI

(a) Motion- Laws of Motion and its application.

(b) Nuclear Fission and fusion

(c) Human Eye- structure and defects.

(d) Pollution- Air, water, soil, depletion of ozone layer.

(e) Artificial satellites and their applications.

Suggested Activities

(1) General information about five national and international science journals.

(2) Information about five institutes of scientific importance.

(3) Life history of any three Nobel Prize winners.

(4) Performance of any two experiments

- To verify laws of reflection and refraction.
- To collect and preserve one plant and one animal specimen.
- Preparation of Co_2 and CH_4 gas.

References:

Bhandula, N. (1989). *Teaching of Science.* Ludhiana: Parkash Brothers.

Cartin, A.A. and Sund, R.D. (1972). *Teaching Science through Discovery.* London: Merill.

Das, R.C. (1992). *Science Teaching in School.* New Delhi: Sterling Publishing.

Gerg, K.K.; Singh, Raguvir and Kaur, Inderjeet (2007). A text book of Science of class X, New Delhi: NCERT.

Hurd Dihurt, P. (1971). *New Directions in Teaching School Science.* Chicago: Rand McNally Co.
Joshi, R.; Kulkarni, V.G. and Sinha, Somdatta (1999). *A text book of science of class X.* New Delhi., NCERT.
Kohli, V.K. (2006). *How to Teach Science.* Ambala: Vivek Pub.2006.
Mangal, S.K. (1997). *Teaching of Science.* New Delhi: Arya Book Depot,
 New UNSECO Source Book for Science. France: UNSECO.
Sharma, R.C. (1998). *Modern Science Teaching.* New Delhi: Dhanpat Rai Pub. Co.
Siddiqui, N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and tomorrow.* Delhi: Doaba House.
Soni, Anju (2000). *Teaching of Science.* Ludhiana: Tandon Publications,
Vaidya, Narendra N. (1997). *The impact of Science teaching.* New Delhi: Oxford and IBH Pub.Co.
Vishin, G.L. and Ticku, S.P. (1998-99). *A new approach to teaching of science.* Ludhiana: Vinod Publications.

12. Teaching of Life science

Max Marks : 100 Marks
External Theory   :   80 marks
Internal Practical : 10 Marks
Internal Evaluation   : 10 Marks

Objectives:
The pupil teacher will be able to
- Familiarize with nature of Life science.
- Formulate instructional objectives in behavioral terms.
- Critically evaluate the existing Life science curriculum at secondary level.
- Apply various approaches and methods of teaching Life science.
- Acquaint with the ways and means for professional growth.
- Select and integrate various kinds of instructional media.
- Organize various co-curricular activities in biological science.
- Select appropriate text books
- Organize practical work and improvise science apparatus.
- Acquaint with laboratory plan, equipments and materials.
- Explain the concept of evaluation and construct blue print of a question paper.
- Plan lesson in life science
- Explain the concept of microteaching skills in view of various skills of teaching.
- Understand the basic concept of life science.

Unit I
(a) Life Science Education- Concept and its impact on modern living.
(b) Aims and objectives of Teaching Life Science
(i)Blooms' Taxonomy of educational objectives (revised form also)
(ii) Instructional objectives.
(iii) Writing objectives in behavioral terms.
(c) Science curriculum- Rationale, principles and values.

Unit II
(a) Approaches and Methods of Teaching Life Science.
- (i)   Inquiry and problem solving approach.
- (ii)   Inductive and Deductive approach.
- (iii)   Lecture cum demonstration method.
- (iv)   Project method.

<div align="center">(v)   Scientific Method and Concept Mapping.</div>

(b) Scientific Attitude- Concept and its inculcation among learners.

(c)Life Science Teacher – Role in fostering Creativity, ways and means of professional growth.

Unit III

(a) Learning Resources in Life Science.

(i)   Text books, Teacher Manuals, Reference Books and Journals.

(ii)   Aquarium, Museum and Botanical Garden.

(b) Instructional Media- Need and Importance of Chalk Board, Flannel Board, Dissecting and Compound Microscope and Models, specimen and Computers.

(c) Co-curricular activities in Life Science- Field Trips, Excursions, Nature Club, Exhibitions and fairs.

Unit IV

(a) Practical Work in Life Science Need, Importance and organization.

(b) Biological Laboratory- setting up of laboratory, purchase and maintenance of equipments.

(c) Laboratory Tecniques- Preservation of Plants and animal specimens, preparation of slides.

Unit V

(a) Evaluation and assessment- Concept, Types and new trends.

(b) Construction of unit test- Design and blue print, Item Construction and marking scheme.

(c) Lesson Planning.

(i)   Preparation of model lesson plan

(ii)   Micro teaching skills with special reference to introducing lesson, probing questions, stimulus variation, skill of explaining, illustrating with examples.

Unit VI

(a) Nutrition- Autotrophic and Heterotrophic

(b) Respiration- Aerobic and Anaerobic

(c) Control and Co- ordination- Endocrine System and Hormones.

(d) Environmental Problems such as Green House effect, Acid Rain, Global Warming and ozone layer depletion, Biodiversity Loss.

(e) Heredity and Development- structure of DNA and Gene, Sex Determination.

Suggested Activities

Any Three:-

(a) Collection and preservation of plants and animal specimen(one each)

(b) To prepare a report on any non-renewable energy sources on the basis of information collected by you.

(c) Preparation and presentation of one lesson plan using power point.

(d) Life history of any three Nobel Prize winners in Life Science.

(e) Collect information about CSIR, FRI, IARI.

References:

Edgar, Marlow and Rao, Digmurti Bhaskar (1996). *Science Curriculum.* New Delhi: Discovery Publishing House.

Gupta, V.K. (1994). *Life Science Eucation Today.* Chandigarh: Arun Pub. House.

Joshi, S.R. (2005). *Teaching of Science.* New Delhi: APH Publishing Corporation.

June, F. Lewis and Irene, C. Potter (1961). Englewood Cliffs N.J. *The Teaching of Science in the Elementary schools* Prentice Hall.

Kulshhrehtha, S.P. (2006). *Teaching of Science.* Merrut: R.Lall Book Depot.

Laybourn, K. and Bailey C.H. (1971). *Teaching Science to the ordinary Pupil.* London: The English Language Book Society and University of London Press Ltd.

New UNSECO Source Book for Science. France: UNSECO.

Science Teachers Handbook. edited by C.S. Rao and the American peace Volunteers of India Publishers American Peace Corps. 1969.

Siddiqui, Majibul Hasan (2005). *Teaching of Science.* New Delhi: APH Publishing Corporation.

Sood, J.K. (1987). *Teaching of Life Science, A Book of Methods.* Chandigarh: Kohli Publications.

Sood, J.K. (1989). *New Directions in Science Teaching.* Chandigarh: Kohli Publications.

Vaidya, Narendra (1968). *Problem solving in Science.* New Delhi: S.Chand & Co.

Vaidya, Narendra N. (1971). *The impact of Science teaching.* New Delhi: Oxford and IBH Pub.Co.

Washton, Nathan S. (1967). *Teaching Science Creativity in the Secondary Schools.* W.M. Saunders Company.

Yadav, K. (1993). *Teaching of Life Science.* New Delhi: Anmol Publications.

13. Teaching of Physical Science

Max Marks   : 100 Marks
External Theory   : 80 marks
Internal Practical   : 10 Marks
Internal Evaluation   : 10 Marks

Objectives:

The pupil teacher will be able to

- Familiarize with nature of physical science.
- Formulate instructional objectives in behavioral terms.
- Critically evaluate the existing physical science curriculum at secondary level.
- Apply various approaches and methods of teaching physical science.
- Acquaint with the ways and means for professional growth.
- Select and integrate various kinds of instructional media.
- Organize various co-curricular activities.
- Develop low cost experiments.
- Select appropriate text books.
- Organize practical work.
- Acquaint with laboratory plan, equipments and materials.
- Explain the concept of evaluation.
- Develop a blue print.
- Plan lesson in physical science
- Explain the concept of microteaching skills.

UNIT –I

- Physical science: concept and importance.
- Bloom's taxonomy of Education, instructional objectives, formulating objectives in behavioral terms.
- Scientific attitude – concept, characteristics and role of science teacher in their development.

UNIT –II

(a) curriculum in physical sciences : rationale, principles and critical evaluation of X class Curriculum.

(b) Creativity in teaching physical science - need ,importance, inculcation among students.

(c) Professional growth of physical science teacher , Role of national bodies IAPT/IACT (Indian Association of Physics/Chemistry Teacher), HBCSE (Homi Bhaba Centre for Science Education)

UNIT –III

(a) Approaches and methods of Teaching physical science: problem solving approach, indudctive & deductive approach, Lecture cum Demonstration Method, Project Method.

(b) Physical sciences laboratory- need and importance, design, maintenance of apparatus, equipment and safety measures.

(c) Developing low cost experiments in physical sciences.

UNIT –IV

(a) Instructional material: Need, importance, selection and use (periodic tables, chalk board, working models and computers).

(b) Physical science text book: - Need importance and criteria for selection, use of reference books and journals in teaching physics and Chemistry.

(c) Co-curricular activities in physical science : science club, science exhibition, science excursions and quiz.

UNIT –V

(a) Evaluation & Assessment in physical science: concept, importance, CCE : concept, techniques, Grading , weightage, Preparation of objective based test items and blue print .

(b) Unit Planning &Lesson planning: concept importance and design.

(c) Micro-Teaching skill : Introducing the lesson , probing questions, explanation and illustrating with example.

UNIT –VI

(a) Motion : types and its application.

(b) Work, Power and energy, law of conservation of energy.

(c) Metals and Non – Metals: Physical and chemical properties.

(d) Atomic structure model: Rutherford and Bohr's model.

Suggested Activities (Any Three)

- General information about five national / international science journals.
- Enlist five institutes of scientific importance in physical science
- Life history of any three Nobel Prize winners in physical science
- Performance of any three experiments :
  - Ohm's law verification
  - Laws of reflection & refraction
  - Laws of friction verification
  - Preparation of Co_2 /CH_4 gas.

References:

Bulletin (monthly). Kanpur: Indian association of physics teachers .

Gupta, S.K. (1991). *Teaching Physical Sciences in Secondary Schools.* New Delhi: sterling publishers.

Kohli,V.K. (2004). *How to Teach Science.* Ambala: Vivek Pub.

Mangal, S.K. and Mangal, Shubra (2007). *Teaching of Physical Science.* Meerut: International Publishing house.

NCERT, science Textbooks forclasses VII-X, (2003).

Sharma , R.C. (1998-99). *Modern Science Teaching.* New Delhi: Dhanpat Rai. Pub. Co.

Thurber, W. and Collete, A. (1964). *Teaching Science in Today's Secondary Schools*. Boston: Allen and Becon.

Vaidea, Narendra (1981). *Impact of Science Teaching.* New Delhi: oxford and IBH publishing Co.

Vaidya, Narendra (1996). *Science teaching for 21 st centaury.* New Delhi: Deep and Deep pub.

Washten, Nathan S. (1967). *Teaching Science Creatively.* London: W.B. Saunders.

<div align="center">

14. Teaching of Home Science

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Max Marks : 100 Marks
External Theory   :   80 marks
Internal Practical : 10 Marks
Internal Evaluation   : 10 Marks

Objectives: To enable the student teachers to:

1) Develop an understanding of aims, objectives and scope of teaching Home Science.

2) Create interest among student teachers in teaching of Home Science.

3) Understand the terms and concepts of teaching of Home Science and their use in classroom situations.

4) Develop understanding and skills of using various teaching methods and teaching aids in teaching of Home Science.

5) Train the student teachers to use problem-solving approach in problems related to home life.

COURSE CONTENT:

UNIT-I
a) Meaning, scope and importance of Home Science.
b) Aims of Teaching Home Science at secondary level.

UNIT-II
a) Micro teaching skills relevant in Home science.
   i) Skill of writing instructional objectives.
   ii) Skill of introducing the lesson.
   iii) Skill of explanation.
   iv) Skill of questioning
   v) Skill of blackboard writing.
b) Lesson Planning: Meaning, importance and essentials of lesson planning.

UNIT-III
a) Use of Demonstration method, Discussion method, Project method, Laboratory method, Problem solving method and Field trips in teaching of Home Science.
b) Qualities and Competencies of a good Home Science teacher.
c) Organization of Home Science Department.

UNIT-IV
a) Meaning, importance and use of teaching aids in Home Science.
b) Meaning, Importance, essentials and limitations of Home Science text books.

UNIT-V
a) Curriculum Construction-Principles and critical analysis of existing school curriculum of Home Science.
b) Correlation-Meaning, importance, types of correlation and correlation of Home Science with different subjects.

UNIT-VI
a) Food, its constituents, functions and sources.
b) Guidelines for making flower arrangement and rangoli.
c) Care and maintenance of cotton, wool and silk.
d) Immunization Schedule
e) Organisation of mid-day meals in schools.

BOOKS SUGGESTED:

Begum, Fahmeeda (2006). *Modern Teaching of Home Science.* New Delhi: Anmol Publications.

Bhargava, Priya (2004). *Teaching of Home Science*. New Delhi. Commonwealth Publishers.

Chandra, Arvinda, Shah, Anupama and Joshi, Uma (1995). *Fundamentals of Teaching of Home Science*. New Delhi: Sterling Publisher.

Das, R.R. and Ray, Binita (1985). *Teaching of Home Science.* New Delhi: Sterling Publishers.

Kapoor, Ritu (1994). *Teaching of Home Science*. Ludhiana: Parkash Book Depot.

Mago, Neelam *Teaching of Home Science.* Ludhiana: Tandon Publications.

Seshaiah, Ponnana Rama (2004). *Methods of Teaching Home Science.* New Delhi: Discovery Publishing House.

Sharma, Shaloo (2002). Modern Methods of Teaching Home Science. Sarup & Sons, New Delhi.
Siddiqui, Mujibul Hasan (2007). *Teaching of Home Science*. New Delhi: A.P.H. Publishing Corporation.
Yadav, Seema (1994). *Teaching of Home Science.* New Delhi: Anmol Publications.

15. TEACHING OF FINE ART

Max Marks : 100 Marks
External Theory   :   80 marks
Internal Practical : 10 Marks
Internal Evaluation   : 10 Marks

Objectives:
To enable student teachers to :
Develop the skill of using various teaching methods for teaching of Arts.
Develop the Aesthetic sense.
Acquaint the students with different techniques of painting.
Develop imagination and sense of appreciation of Arts and interest in teaching of art.
Learn and understand the principles, concept, elements of art and to apply them in teaching and daily life.

COURSE CONTENT :

UNIT-I
1. What is Art : Concept and Scope of Art.
2. Origin & development of Art in India with special reference to Pre-historic & Mughal period.
3. Importance of Art in Life and Education.
4. Principles of Art.

UNIT-II
1. Aims and objective of teaching Art.
2. Elements of Art.
3. Art & Society.
4. (a) Stages of Development in Child Art.
   (b) Principles of curriculum construction at secondary level.

UNIT-III
1. Significance of Fine Art & its correlation with other school subjects.
2. Six limbs of Indian Art (Shadanga).
3. Importance of Field trips and Excursions in Art.
4. The importance of Exhibitions & Competitions in encouraging creative expression among Students.

UNIT-IV
1. Qualities and functions of an art-teacher.
2. Methods of teaching art:
a. Lecture cum Demonstration method.
b. Direct Observation method.
c. Method of Imagination and Free Expression.
3. Contribution of artists: Amrita Shergill, Shobha Singh, Rabindranath tagore and Satish Gujral
4. Importance of art Room and its requirements.

UNIT-V
1. Lesson planning to teach:
   - Still life.

- Design.
- Landscape.
- Composition.
- Poster.

2. Micro teaching –Micro skill with special reference to :
- Skill of introducing the lesson.
- Skill of Questioning.
- Skill of Blackboard Writing.
- Skill of Illustration with examples.

UNIT-VI
1. Qualities of Good poster.
2. Design –Its meaning & types.
3. Colour–Types and effects.
4. Importance of Colours in life.
5. Elements of Good Landscape.
6. Appreciation of Art.

PRACTICAL
Practical work to be submitted by students during the session:
Size-½ Imperial Size Sheet. One Canvas in size 18'X 22' to be submitted along with the sheets.
I. Landscapes - 2
II. Still life - 2
III. Poster - 2
IV. Composition – 2
Internal Assessment & Practical work: Total: 10 Marks
BOOKS RECOMMENDED:
Brown, Percy (1953). Indian Painting, Calcutta.
Chawla, S.S. (1986). *Teaching of Art.* Patiala: Publication Bureau, Punjabi University.
Harriet, Goldstein (1964). *Art in Everyday Life.* Calcutta: Oxford and IBH Publishing Company.
Jaswani, K.K., Teaching and Appreciation of Art in Schools.
Lowenfeld Viktor . Creative and Mental Growth.
Margaret, Marie Deneck (1976). *Indian Art.* London: The Himalata Publication.
Sharma, L.C., History of Art, Goel Publishing House, Meerut.
Read, Herbert. Education through art [paperback].
Shelar, Sanjay. *Still Life.* Jyotsna Prakashan.

16. TEACHING OF MUSIC

Max Marks : 100 Marks
External Theory   :   80 marks
Internal Practical : 10 Marks
Internal Evaluation   : 10 Marks

Objectives:-
1. To enable student teacher to understand the importance aims and objectives of teaching of Indian Music.
2. To provide knowledge of different methods and techniques of teaching music.
3. To acquaint student teacher with latest teaching skills.
4. To equip with various types of Ragas and different talas.
5. To enable student teachers to organise competitions.
6. To develop understanding & aesthetic sense in student.

Course Content
Unit-I
1. Aims & objectives of teaching of music.
2. Music Curriculum constructor
3. Importance, suggestions for the popularization of Indian Classical Music in Schools & Colleges.

Unit-II
1. Methods of teaching music
2. Relationship of music with other subjects.
3. Voice-culture & laaynx
Unit-III
1. Qualities of a Music Teacher - Singer, Vadak, Vagyakar
2. Writing a lesson plan (Macro-Micro)
3. Evaluation in Music
Unit-IV
1. Audio-Visual Aids for teaching of music
2. Knowledge of Notation & Rhythm
3. Settings of Music Room (Vocal and Instrumental)
Unit- V
1. Music & Folk Music
2. The effect of music on behaviour, activity & fatique
3. Knowledge of swarals, division of swarals in measures of shruti.
Unit-VI
1. Knowledge of following Tals- Ekgeue & Dugum of Dadra, Rupak, Kehasva, Thaplal, Eklal, Chartal, Teentala.
2. Knowledge of different parts of instruments Tanpura/Sitar/Tabla.
3. Description of following Ragas -Walkauue, Bhairls, Yawau, Bhupali.
4. Notation of fast khyal/Rajkhavi got of the following Ragas Malkauue, Bhairis, Bhairav, Yawar & Bhupali.
5. Saryu Kalekar - Teaching of Music
6. Panna Lal Madare - Teaching of Music.

REFERENCES:

Khanna, Jyoti (2012). *Sangeet Adhyapan.* Ludhiana: Tandon Publications.

17. TEACHING OF PHYSICAL EDUCATION

Max Marks : 100 Marks
External Theory   :   80 marks
Internal Practical : 10 Marks
Internal Evaluation   : 10 Marks

OBJECTIVES:
1. To enable the pupil teachers to develop an understanding of aims, objectives and importance of Teaching Physical Education in schools/institutions.
2. To provide direction to pupil teachers for creating awareness regarding Physical Education and Sports.
3. To help the pupil teachers in becoming efficient and effective physical education teachers.
4. To promote Physical Education through various methods of teaching.
5. To make the teaching of Physical Education more interesting and innovative.

SKILLS:
1. Organization of intramurals, tournaments, camps, tours and other nature related activities.
2. To develop body co-ordination through games and Physical activities.
3. To organize exhibitions and demonstrations.
4. Organization of annual athletic meet including laying out of the track and other arenas.

COURSE CONTENT:
Unit-I: BASIC CONCEPTS OF TEACHING PHYSICAL EDUCATION
(a) Basic concepts of teaching and learning in Physical Education.
(b) Physical Education: Meaning, Aims and objectives of teaching Physical Education in school curriculum.
(c) Curriculum: Concept, Principles of curriculum construction and Importance of Physical Education in school curriculum.
(d) Relationship of Physical Education with Health Education, Psychology, Sociology and General Education.

Unit-II: METHODS AND AUDIO- VISUAL AIDS
(a) Teaching Methods: Concept and   Factors affecting teaching methods.
(b) Intensive Study of Lecture method, Command method, Project method, Discussion method, Demonstration Method, Part method, Whole method, Whole-part whole method.
(c) Audio-Visual Aids and their classification, Importance of Audio Visual Aids in teaching Physical Education.

Unit-III: TEACHER AND SUPPORTIVE MATERIALS
(a) Qualities, Qualifications and Responsibilities of a Physical Education teacher.
(b) Need, Importance and Qualities of a good Physical Education Textbook.
(c) Need and importance of Physical Education room and equipment.

Unit-IV : LESSON PLANNING AND CLASS MANAGEMENT
(a)   Micro teaching : Concept and Procedure, Teaching Micro Skills with special reference to
    1.Skill of Introducing the lesson
    2.Skill of Questioning
    3.Skill of Explanation
    4.Skill of Demonstration
    5.Skill of using Black Board
(b) Lesson Planning: Meaning, Importance, Steps of Lesson planning and construction of Lesson Plan.
(c)Class Management: Meaning, Importance and Factors affecting class management.

Unit-V: EVALUATION STRATEGIES AND MOTIVATION
(a) Supervision: Meaning, Types and importance of supervision.
(b) Evaluation: Need and Importance of Evaluation in Physical Education.
(c) Motivation: Meaning, Importance and types.

Unit-VI
(a) Recreation : Meaning, significance and recreational programmes in school.
(b) Posture : Meaning and Importance of good posture.
(c) First Aid : Meaning, need and importance of First Aid.
(d) Warming up and Cooling down : Meaning and Importance.
(e) Rules and Regulations :
    Game : Badminton and Kho Kho.
    Athletics : Sprints-start and finish.
    Shot put and Long jump.

REFERENCES:

Brar, Rachhpal Singh; Rathi, Nirmaljit Kaur and Gill, Manmeet Kaur (2004). *Creative Teaching of Physical Education.* Ludhiana: Kalyani Publishers.

Brar, T.S. (2002). *Officiating Techniques in Track and Field.* Gwalior: Bhargava Press.

Bucher, C.A. (1979). *Foundation of Physical Education.* St. Louis: C.V. Mosby & Co.

Kamlesh, M.L. *Psychology in Physical Education & Sports.* New Delhi: Metropolitan Book Co.

Kamlesh, M.L. and Sangral, M.S. (1986). *Methods in Physical Education.* Ludhiana: Parkash Brothers.

Malik, Neeru and Malik, Rakesh (2005). *Health and Physical Education.* Gurusar Sadhar: Gurursar Book Depot Publications.

Sandhu, S.S. (2009). *Teaching of Physical Education.* Ludhiana: Chetna Parkashan.

Singh, Ajmer; Gill, Jagtar Singh; Brar, Rachhpal Singh; Bains, Jagish and Rathee, Nirmaljit Kaur (2004). *Essentials of Physical Education.* Ludhiana: Kalyani Pub.

Thorkildson, George (1992). *Leisure and Recreation Management.* London: E. & F.N. Sports.

Trinarayan & Hariharan (1986). *Methods in Physical Education.* Kareaikudi: South India Press.

18. TEACHING OF AGRICULTURE

Max Marks : 100 Marks
External Theory : 80 marks
Internal Practical : 10 Marks
Internal Evaluation : 10 Marks

Objectives:

To make student teachers familiar with the importance of the subjects.

To develop power of critical thinking in the student teachers.

To apprise student teachers of different methodologies for teaching Agriculture at the school stage.

To make students self-reliant and self-confident during the field studies and surveys.

To make them scientific minded.

To provide them opportunities for utilizing leisure time usefully and fruitfully by engaging themselves in various types of constructive activities.

To develop in them the good healthy habits and social skills.

Instructional Strategies:

Lectures, Demonstrations, Field Studies, Discussions, Seminars and other socialized classroom techniques.

COURSE CONTENTS :

UNIT-I

a) Meaning and Scope of Agriculture.

b) Aims of Teaching Agriculture and its Place in the School Curriculum.

c) Correlation of Agriculture with Economics, Geography and Biology.

d) Brief History of Agriculture in Punjab after 1947.

UNIT-II

a) Principles of curriculum construction in Agriculture.

b) Critical study of the existing School Agriculture Curriculum of Secondary Classes.

c) Kitchen Gardening as a part of curriculum.

UNIT-III

a) Methods of Teaching Agriculture as Demonstration, Discussion, Problem-solving, Project and observation.
b) Text Book in Agriculture – Its Need, Importance and Qualities, Reference Books and Agriculture Journals.
c) Agriculture Farm and Laboratory.

UNIT-IV

a) Evaluation – Importance, different types of tests for theory and practicals.
b) Lesson Planning.
c) Use of Teaching Aids in Agriculture.

UNIT-V

a) Agriculture Teacher and his professional growth.
b) Importance of Practical work in Agriculture, Organization of Agriculture Club and Agriculture fair in the school.
c) Minimum equipments for Agriculture required for a school.

UNIT-VI

a) Plant Life : Root, Stem, Leaf, Flower, Seed, their Structure and Functions.
b) Soil: Type, Formation, Soil Fertility, Soil Conservation.
c) Tillage: Preparatory Tillage, methods of Sowing Seeds, Tillage Implements & Tools.
d) Manure: Natural and Agriculture Manures, Farmyard Manure, Compost, Green Manure, Nitrogenous, Potassic and Phosphatic Manures.
e) Weeds and Weed control.

BOOKS SUGGESTED:

ICAR Handbook of Agriculture. New Delhi: Govt. of India.
Handbook of Agriculture. Ludhiana: PAU.
Sharma, R.C. *Modern Science Teaching*. New Delhi: Dhanpat Rai & Co.

19. TEACHING OF COMPUTER EDUCATION

Max Marks : 100 Marks
External Theory   :   80 marks
Internal Practical : 10 Marks
Internal Evaluation   : 10 Marks

Course contents:

Unit 1: Computer Education: Pedagogy

a) Computer Education: Concept, need and important, Application of computers with special reference to education and society.

b) Aims and objectives of computer education, present and future of computer education in Indian schools.

c) Formulation of instructional objectives in behavioural terms

Unit II: Teaching Methods and Approaches

a) Methods of Teaching: Comparative study of various teaching methodologies in context of teaching of computer education, Lecture, Discussion, Illustration, Demonstration, Project and problem solving method

b) Approaches to teaching: Personalized instructions, system approach, multimedia approach, micro-teaching

c) Advanced methods of teaching: CML, CAI, mobile learning, and online learning

Unit III: Computer Education: Curriculum and text books
a) Computer Education Curriculum: Concept and principles of curriculum for computer education, need of curriculum development cell for computer education

b) e-books/Text Books: Characteristics and criteria for selection of computer books with special reference to theory and practical books of computer subject

Unit IV: Computer Teacher and Computer laboratory
a) Computer Teacher: Essential qualification and qualities of a computer teacher, professional growth and code of conduct for ethical computer teaching

b) Planning of Computer Laboratory: Room space, furniture, light conditions, number of computers etc.

c) Community resources utilization: Concept, need, and importance e.g. computerized banks and hospitals etc.

Unit V: Lesson Planning and Evaluation
a) Lesson Planning: Concept, Need, and importance of lesson planning in computer teaching, characteristics of a good computerized lesson plan

b) Evaluation: Criteria to evaluate the computer teaching learning process, evaluation of theory and practical. Role of computers in evaluation

Unit VI: Computer Skills
a) Practical skills on computers: Application Software, Word Processors, Multimedia presentation etc.

b) Programming languages: Concept and generations

c) Internet: Use and application of internet. Internet as a source of learning, practical hands on publications of web pages

d) Recent trends in computer teaching learning process

Suggested Readings:
Intel (2003): *Intel innovation in Education* Intel, Teach to Future-Students Work Book Kuar Heman, Meerut: R. Lal Publisher.

Kumar, Khushvinder and Kumar, Sunil. *Teaching of computer. Gurusar Sadhar:* GBD Publications.

20. TEACHING OF POLITICAL SCIENCE

Max Marks : 100 Marks
External Theory   :   80 marks
Internal Practical : 10 Marks

Objectives :

☐☐ To enable the pupil teachers to develop an understanding of aims and objectives of teaching of Political Science.

☐☐ To enable the student teachers to construct and analyze critically the curriculum and Textbooks of the teaching of Political Science at secondary stage.

☐☐ To provide knowledge of different methods of teaching political science.

☐☐ To acquaint the student teachers with different audio-visual aids and latest information technologies.

☐☐ To help the student teachers to understand the role of current events in teaching of Political Science.

☐☐ To emphasize the role of Political Science in developing the national integration and international understanding.

☐☐ To acquaint the student teachers with different techniques of evaluation.

Skills :

☐☐ Preparation and effective use of teaching aids.

☐☐ Skill to organise curriculum according to different approaches.

☐☐ Organisation of discussions, tours, exhibitions and practical activities.

☐☐ Interpretation of socio-economic and geographical data.

☐☐ Analysis of present day problems in Political Science context.

☐☐ To develop the skill of preparation of lesson plan and its presentation.

☐☐ To develop the skill of preparation and evaluation of question papers.

Attitudes :

☐☐ To promote independent, rational and critical thinking.

☐☐ To promote creativity for positive social outlook.

☐☐ To promote national integration for cosmopolitan outlook.

UNIT-I

   a)   Meaning, Nature, Scope and Importance of Political Science as a subject

   b)   Aims and objectives of Teaching of Political Science at Secondary level.

   c)   Relation of Political Science with History, Geography, Economics, Public Administration, Sociology, Psychology and Law.

   d)   Recent Trends in Political science.

UNIT-II

   a)   Curriculum Organization:- Principles of Curriculum construction; methods of organizing material in Political Science: concentric, topical, unit and chronological approach. Critical study of existing curriculum of Political Science at Secondary level.

   b)   Political Science Text Books: Need, Importance and Qualities.

   c)   Political Science Teacher- Qualities and Role in changing times.

UNIT-III

   a)   Methods of Teaching Political Science:- Story telling, lecture, discussion, source, problem solving, project and socialized recitation.

   b)   Devices of Teaching Political Science:- Assignments, Questioning, Illustration, Exposition, Narration and Description.

UNIT-IV

a) Need, Importance and use of Audio-Visual Aids:- Chalk board, Display boards, Maps, Model, charts, Graphs, Time lines overhead Projectors, Specimen, Field Trips, Flash cards, Exhibitions, Radio, T.V. and Computer.

b) Need and Importance of Political Science Room.

c) Utilizing current events and community resource in teaching of Political science.

UNIT-V

a) Role of Teaching of Political Science in developing National Integration and Internationalism.

b) Lesson Plan:- Need, Importance and steps of writing it in teaching of Political Science.

c) Evaluation in Political Science:- Modern Concept, Importance and types; preparing Blue Prints writing objectives based test items.

UNIT-VI

a) Indian constitution: Features, parliament and Judiciary.

b) Fundamental Rights, Fundamental Duties and Universal Declaration of Human rights.

c) Political Participation, Political socialization.

d) Election Commission and Electrol Reforms.

Books Recommended :

Aggarwal, J.C. *Teaching of Political Science and Civics.* New Delhi: Vikas Publication.

Chopra, J.K. (2005). *Teaching of Political Science.* Commonwealth Publishers, New Delhi, 2005.

Faria, B.L., Indian Political System.

Kashyap, Subash, Indian Constitutions.

Preston, R.C., Teaching of World Understanding.

Preston, Ralph C. (1959). *Teaching Social Studies in the Elementary School.* New York: Rinehart and Company.

Sahu, B.K. (2007). *Teaching of Social Studies.* New Delhi; Kalyani Publishers.

Shaida, B.D. (1962). *Teaching of Political Science.* Jalandhar: Panjab Kitab Ghar, 1962.

Singh, Gurmit (2008). *;wkfie nfXn?B dk nfXnkgB (Samajik Adhain da Adhiapan).* Ludhiana: Chetna Parkashan.

Singh, R.L., Teaching of History of Civics.

Syed, M.H. (2004). *Modern Teaching of Civics/Political Science.* New Delhi: Anmol Publications Pvt. Ltd.

21. TEACHING OF PUBLIC ADMINISTRATION

Total Marks : 100
External Theory : 80
Internal Assessment : 10
Internal Practical : 10

Objectives :

To enable the pupil teachers to develop an understanding of aims and objectives of teaching of Public Administration.

To develop an understanding of pupil teachers concerning curriculum organization.

To acquaint pupil teachers with different methods and techniques of teaching of Public Administration.

To acquaint the pupil-teachers with different audio-visual aids.

To develop proper understanding of different techniques of evaluation.

To acquaint the pupil-teachers with recent trends in Public Administration.

Preparation and effective use of teaching aids.

Organization of discussions, tours, exhibitions and practical activities.

To develop the skill of preparation of lesson plan and its presentation.

To develop the skill of preparation and critical evaluation of question papers.

To set the room to teach public administration.

COURSE CONTENTS :

UNIT-I

1. Meaning, nature, scope and importance of public administration in modern context.
2. Relation of public administration with other social sciences; polities science, history, psychology, sociology, geography, laws, economics.
3. Emerging areas of public administration : New public administration, new public management, educational administration, local government (rural and urban).
4. Importance of teaching of public administration : Aims and Objectives.

UNIT-II

1. Principles of constructing curriculum of public administration.
2. Approaches of organization of public administration curriculum.
(a) Unit (b) Concentric (C) Topical
3. Critical analysis of public administration syllabus at the senior secondary stage.
4. Role of public administration in developing national integration and internationalism.

UNIT-III

1. Methods of teaching :
(a) Lecture method (d) Source method
(b) Discussion method (e) Problem method
(c) Project method (f) Survey method
2. Techniques and devices of teaching :
(a) Assignments (d) Seminars
(b) Symposium (e) Dramatization
(c) Illustration (f) Questioning

UNIT-VI

1. Text-books; importance and qualities, supplementary material.
2. Public administration room—Importance, equipment.
3. Teacher of public administration—Importance, qualities and competence.
4. Teaching aids : Meaning, importance and types.
Use of chalkboard, charts, pictures, O.H.P., T.V. Films, computer, radio, maps, globes, graphs.

UNIT-V

1. Evaluation – Meaning, modern concept, importance and types; preparing blue-print and writing objective based test items.
2. Lesson Plan : Need, importance and steps of writing it in teaching of public administration.

UNIT-VI

1. Principles of Public Administration : Planning, Coordination, Communication, Centralization & Decentralization.
2. Local Government : Main provisions of 73rd and 74th Constitutional Amendment Act.
3. Concept and Principles of Educational Administration.
4. Health Administration : Primary, secondary and tertiary health services.

SUGGESTED READINGS :

Basu, Rumki. *Introduction to Public Administration; Structure, Process and Behaviour.* Calcutta: World Press.
Goel, S.L., *Health Care Administration.* New Delhi: Sterling Publishers.
LuxmiKanth, M., *Public Administration.* New Delhi: Tata Mcgraw Hills.
Maheswari, S.R., *Public Administration.* Agra: Laxmi Narayan Aggrawal.

Sapru, R.K. (2001). *Indian Administration*. Ludhiana: Kalyani Publishers.

Shaida, B.D. (1962). *Teaching of Political Science.* Jalandhar: Panjab Kitab Ghar, 1962.

Singh, Gurmit (2008). *;wkfie nfXn?B dk nfXnkgB (Samajik Adhain da Adhiapan).* Ludhiana: Chetna Parkashan.

Singh, R.L., Teaching of History of Civics.

Syed, M.H. (2004). *Modern Teaching of Civics/Political Science.* New Delhi: Anmol Publications Pvt. Ltd.

22. TEACHING OF SOCIOLOGY

Max Marks : 100 Marks
External Theory   :   80 marks
Internal Practical : 10 Marks
Internal Evaluation   : 10 Marks

Objectives :

Knowledge and understanding :

a. To enable the pupil teachers to develop an understanding of aims and objectives of teaching of sociology.

b. To develop an understanding of pupil teachers concerning curriculum organization.

c. To acquaint pupil teachers with different methods and techniques of teaching of sociology.

d. To acquaint the pupil-teachers with different audio-visual aids.

e. To develop proper understanding of different techniques of evaluation.

f. To acquaint the pupil-teachers with recent trends in sociology.

Skill :

1. Preparation and effective use of teaching aids.

2. Organization of discussions, tours, exhibitions and practical activities.

3. Interpretation of socio-economic and population data.

4. Analysis of present day problems in social context.

5. To develop the skill of preparation of lesson plan and its presentation.

6. To develop the skill of preparation and evaluation of question papers.

7. To set and equip the room to teach sociology.

Attitude :

1. To promote independent, rational and critical thinking.

2. To promote creativity for positive outlook.

3. To promote objective evaluation.

4. To promote national integration and cosmopolitan outlook.

Course Contents :

UNIT-I

1. Meaning, nature, scope and importance of sociology in modern context.

2. Relation of Sociology with other subjects, Political Science, History, Literature (languages), Psychology and Geography.

3. Aims, objectives and values of teaching of Sociology.

4. Recent trends in teaching of Sociology.

UNIT-II

1. Principles of constructing curriculum of Sociology.

2. Approaches of organization of Sociology curriculum.

(a) Unit (b) Concentric (c) Topical

3. Critical analysis of Sociology syllabus at the senior secondary stage.

4. Role of Sociology in developing national integration and internationalism.

UNIT-III

1. Methods of teaching
(a) Lecture method (d) Source method
(b) Discussion method (e) Problem method
(c) Project method (f) Survey method
2. Techniques and devices of teaching
(a) Assignments (d) Seminars
(b) Symposium (e) Dramatization
(c) Illustration (f) Questioning

UNIT-IV
1. Sociology text-book; importance and qualities, supplementary material.
2. Sociology room – Importance, equipments.
3. Teacher of Sociology – Importance, qualities and competence.
4. Teaching aids : Meaning, importance and types.
Use of chalkboard, charts, pictures, O.H.P., T.V. films, computer, radio, maps, globes, graphs.

UNIT-V
1. Evaluation – Meaning, modern concept, importance and types; preparing blue-print and writing objective based test items.
2. Lesson Plan : Need, importance and steps of writing it in teaching of Sociology.

UNIT-VI
1. Social Instructions – Marriage, Family, Kinship.
2. Social Structure – Meaning, Elements – Status, role, norms, values, power and prestige.
3. Social groups – Meaning, characteristics and classification.
4. Social mobility – Meaning, types, factors.

SUGGESTED READINGS :

Bottomors, T.B. (1975). *Introduction to Sociology*. Bombay: Blackie and Dans.
Dharma, R.N. (2001). *Samajshastra Ka Sidhant*. New Delhi: Atlantic Publishers.
Giddens, Anthony (2001). *Sociology: A Textbook for the Nineties*. London: Polity.
Jha, Jainendra Kumar (Ed.) (2001). *Encyclopaedia of Teaching of Sociology*. Institute for Sustainable Development. Available at books.google.co.in/books?isbn=812610984X
Rao, Shankar, C.N. (2005). *Sociology- Primary Principles*. New Delhi: S.C. Chand and Company Ltd.
Shaida, B.D. (1962). *Teaching of Political Science.* Jalandhar: Panjab Kitab Ghar, 1962.
Singh, Gurmit (2008). *;wkfie nfXn?B dk nfXnkgB (Samajik Adhain da Adhiapan).* Ludhiana: Chetna Parkashan.
Singh, Gurmit (2009). *Teaching of Social Studies.* Ludhiana: Chetna Parkashan.
Singh, R.L., Teaching of History of Civics.
Syed, M.H. (2004). *Modern Teaching of Civics/Political Science.* New Delhi: Anmol Publications Pvt. Ltd.

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COMPONENTS
COMPONENT – I (PART A): INITIATORY SCHOOL EXPERIENCES

</div>

                                                    Total Marks : 15+15 = 30 (Internal)

Objectives:
• Develop conceptual understandings about teaching and learning in school environment.
• Validate the theoretical understandings developed through various foundation and
   pedagogy courses.
• Understand and develop meaningful learning sequences appropriate to the specificity
   of different levels of learning.
• Mobilize appropriate resources for learning.
• To initiate the student teachers towards the practical process of teaching and learning.

• To sensitize the student teachers towards the prevailing formal school settings and to observe them meaningfully in order to acclimatize themselves for their future role as educators.
• To introduce the element of constructivism among the student teachers in diverse areas of teaching and learning in a formal school setting.
• To learn to plan and execute lessons in a typical formal school setting.

  Note on Evaluation: Entire curriculum transaction of this course shall be continuous in nature. It shall be evaluated by the internal 'Teacher Educator Mentor'. All activities shall be documented and the records be preserved for minimum six months after the declaration of the Annual University result. After that period the records of the three toppers from each subject be documented in the reference section of the college library.

Course Details: For Two Teaching Subjects

Task Set 1: Initiatory Experiences (10)
• Reflections on one's own School Experiences and Identifying Nurturants and Deterrents in teaching subject one and two. (05+05)

Task Set 2: School as an 'Enabling Learning Environment' (10+10)

• Planning and execution of micro lesson plans in at least two teaching-learning skills (Minimum 4 skills; Two in each subject). (05+05)
• Planning and delivering at least four macro lesson plans (two in each subject) (05+05)

COMPONENT – I (PART B): SCHOOL EXPERIENCE PROGRAMME

Total Marks : 100+100 Marks
Internal : 30 + 30 Marks
External + Internal : 70 + 70 Marks

Objectives :
• Understand the content and pedagogical principes, issues and problem related to teaching.
• Acquir competencies and skills required for effective classroom teaching, class management & evaluation of student learning/organization of co-curriculuar activities in the school.
• Develop professional ethics and values.
• To familiarize withn the existing functioning of school.

Course detail
a) Teaching Practice file for each teaching subject is to be prepared 10
b) Identification of mistakes generally committed by school students in concerned subject. 2
c) Performance of actual practice in school. 10
d) Organization of co-curricular activities & morning assesmbly. 5
e) A report of reflection on school experience programme with suggestions for further improvmenet. 3
f) Final lesson 70 Marks

(a) Details of Teaching Practice file:
(i) 45 lesson plans (spreaded over 45 days) in each subject during internship performance. Out of 45 lesson plans first 30 detailed plans with at least 2 based on ICT, 1 test based lesson plan, Last 10 Lesson Plans in diary form, briefly mentioning specific objectves, method, teaching aids & teaching points.
(ii) Report of School plant
(iii) Time table and attendance record of the students.

Details of final lesson in each subject :
(i)	Written lesson plan	10 marks
(ii)	Presentation	40 marks
	(Method, questioning, student participation)	
(iii)	Teacher Traits	10 marks
(iv)	Teaching aids used	10 marks
	Total	**70 Marks**

Note : (a), (c), (d), (e) will be evaluated by Teaching Practice incharge, while (b) will be evaluated by the subject teacher. Final lesson i.e. (f) will be of 70 marks, will be evaluated by external & internal examiner both.

COMPONENT – II (PART A)
(i) COMPUTER CRAFT

Total Marks: 50
External Practical : 30
Internal Practical : 20

Weightage to various aspects to be given as under:
Practical: 20
Viva: 05
Practical File: 05
Total: 30

- *Practical Work:* To prepare a project on Power Point/ MS-Excel/ MS-Access/ Internet

- *File Work:* Hard copy (In black & white printing both sides) and Soft copy

(ii) CANDLE MAKING

Total Marks: 50
External Practical : 30
Internal Practical : 20

Objectives:
(i)	To provide hands on experience and develop dignity of work	
(ii)	To develop sense of organization and aesthetic sense in students	
(iii)	To provide opportunities for creative expression	
(iv)	To enable them to make different types of candles	

Theory:-
(1)	Wax:- Introduction of different types of wax.	
(2)	Basic requirements of candle making	
(3)	Procedure of candle making	
(4)	Making different types of candles: floating candle, layer candle, chips, ice candle, mould free candle.	
(5)	Safety measures in candle making.	

Preparation and decoration of ten candles of different shapes.   (10 marks)

Practical:-
Preparation of candle on the spot at the time of practical exam   (10 marks)
Practical File   (5 marks)
Viva Voce   (5 marks)

Books Suggested:-
Khanna, Jyoti and Khanna, Sunil (2013). *Candle Making,* Chandigarh: Triveni Publications.

(iii) CANE MAKING

Total Marks: 50
External Practical : 30
Internal Practical : 20

Objectives:

    (i)   To provide hands on experience and develop dignity of work
    (ii)   To develop sense of organization and aesthetic sense in students
    (iii)   To provide opportunities for creative expression
    (iv)   To learn to handle and display material
    (v)   To prepare and improvise teaching aids for effective teaching and learning

Practical Work:-

(1)   Making cane samples with each of the following weaves: Plain weave, Basket weave, Twill weave and Satin weave
(2)   Tp prepare any five items of different types of weaving:- Toys, Baskets, Chairs, Table mats, Foot mats, Purse/ Bag

Books Suggested
Grewal, N. *A text book of home science*. Jalandhar: A.P. Publishers.

(iv) CLAY MODELLING

Total Marks: 50
External Practical : 30
Internal Practical : 20

Objectives:
(i) Development of creativity and imagination.
(ii) Develop a sense of beauty.
(iii) Develop a sense of organization and an aesthetic sense in them.
(iv) To prepare /improve teaching aids for effective teaching learning.
(v) Learn to handle and display teaching material.

Practical work
To prepare a file and any 10 items of the following
(i) Dancing Figure
(ii) Mother and child
(iii) Man in resting pose
(iv) Any animal
(v)Animal in action
(vi) Labourer in action
(vii) Mountain
(viii) Carry capture (Cartoon)
(ix) Political Leader
(x) Any Player

(xi)Any face (Man, Woman, Child)
(xii)One educational model in teaching subject is compulsory.

(vi) CARD BOARD MAKING

Objectives:
(a)Develop a sense of organization and an aesthetic sense in them.
(b)To prepare /improve teaching aids for effective teaching learning.
(c) Learn to handle and display teaching material.
Practical work
  (a)   Cutting the cardboard of various thicknesses with nail cutter, scissor etc.
  (b)   Molding the cardboard in rectangular & round shapes.
  (c)   Decoration of the articles with cut work of binding cloth with water or oil colours.
 Prepare any five articles:
 (i)Boxes
 (ii) Waste Paper Basket
(iii) Tray
(iv) File Covers
(v) Flowers Vase
(vi) Table Lamp
(vii) Photo Frame
(d) One educational model in each teaching subject is compulsory.

(vii) WOOD WORK

Objectives:
(a) To give knowledge about different kinds of wood.
(b) Acquaint them with defects in timber and their remedies.
(c) To prepare /improve teaching aids for effective teaching learning
Practical work
To prepare a file and any 10 items of the following
(a) Workshop equipment.
(b)The timber for woodwork – grain of wood , defects in timber and their remedies.
  •   Shisham
  •   Teak
  •   Kali
  •   Ply wood
(c) Seasoning of wood

(d) Tools of various kinds

(e) French and wax polish

(f) Warnish and paint

(g) Nail and screw joints, halved joints and mortise and tenom joints, dovetail joints and mitred joints.

To prepare any five articles:

(i) A set of legs

(ii) Soap case stand

(iii) Mirror stand

(iv) Tray

(v) Drawing Board

(vi) Clip Board

(vii) Tool Box

(viii) MUSIC CRAFT

Total Marks: 50
External Practical : 30
Internal Practical : 20

Practical Work

(a) Five Alankaras/Palte

(b) Talas-Dadra, Kaharwa, Teental on Tabla

(c) Rendition of any one of the following
Gazal, Folk Song, Bhajan, Shabad, Patriotic Sons

(d) Playing National Anthem on Harmonium

(ix) INTERIOR DECORATION

Total Marks: 50
External Practical : 30
Internal Practical : 20

I.   To prepare any seven out of the following:

i.   Making and arranging flowers of paper and cloth (Minium three (3) types).

ii.   Using waste articles for preparation of decorative items.

iii.   Wall hanging for decoration (glass painting mural making etc.)

iv.   Paper mache work.

v.   Collage making for preparing any innovative item (using any material).

vi.   Fabric painting

vii.   Pot painting

viii.   Floor decoration (Rangoli, Alpna, paper cutting etc. minimum 2'x2')

ix.   Tile painting and decoration (minimum 1'x1')

x.   Preparation of any one item using the concept of modern art/abstract art. (Canvas board, hard board, drawing sheet etc.)

II.   A compulsory album depicting different colour schemes (Monochromatic, harmonium, contrasting etc.), utilization of space/corners in relation of size of rooms, kitchen, drawing room, children's room etc.) (Any (10) sheets).

(x) Gardening

Theory:

a) Gardening: Meaning and Importance
b) Soil: Types and Fertility
c) Manners and Fertilizers- Farnyard Manner, Green Mannure, Nitrogenous, Phosphate and Potassic Fertilizers.
d) Parts of a typical Flowering Plant
e) Seed Germination
f) Gardening Tools and Equipments
g) Methods of Irrigation
h) Weeds: Important Weeds of Crops and their Control
i) Growing of Important Crops like bringal, onion, cabbage, Canliflower, Spinach and radish.
j) Procedure for Potting a Plant

Practical Work (External)

a) Preparation of a lawn/flowerbed/kitchen garden	- 10 marks
b) Potting the Plants	- 5 marks
c) Collection of Seeds and Leaves	- 5 marks
d) Preparation of Practical Note Book	- 5 marks
e) Viva voce	- 5 marks
	30 marks

Note: - Internal Assessment of 20 marks will be based on maintenance of College Lawns and preparation of charts and models.

(xi) HOME CRAFT

Objectives :
(i)   To provide hands on experience and develop dgnity for work.
(ii)   To develop sense of organization and aesthetic sense in students.
(iii)   To provide opportunities for creative expression
(iv)   To acquaint the students with differenet methods of cooking.
(A)

i.   Table setting for differet meals : Breakfast, lunch, dinner and evening tea.
ii.   Table manners
(B)
i.   Different methods of cooking
ii.   Cooking of any 5 recipes (Indian, Mexican, Italian, Chinese)
(C)   Making one sample each of the following embroidery stitches :
i.   Satin stitch
ii.   French knot
iii. Chain stitch
iv.   Stem stitch
v.   Lazy dazy
(D)   Construction of any two utility items (Apron, Chapati Wrapds, Multi-purpose hangings)

Books suggested

Mehta, Nita (2009). *Low Calorie Cooking For the Indian Kitchen.* New Delhi: Variety Book Depot.
Dalal, Tarla (2008). *Healthy Snacks.* Mumbai: Sanjay & Co.
Mehta, Nita (2004). *Mexican: cooking for the Indian kitchen.* New Delhi: Snab Publishers.
Chin, Leeann and Crocker, Betty (1990). *Betty Crocker's new Chinese Cook book.* Macmillan.
Text book of home science – by Harminderpal Kaur (B.A.I)

(xii) ART & PAINTING

Total Marks: 50
External Practical : 30
Internal Practical : 20

(a)   Evalution of 40 marks shall be external by a competent Art teacher teaching in a college of education.
(b)   Internal assessment of 10 marks shall be based on students marks in the house tests, participation in various painting competitions and class work.
(c)   Distribution of marks
      (i)   Practical   :   10
      (ii)   Viva   :   05
      (iii) Practical File   :   15
      (iv)   External Total :   30
      (v)   Internal Assessement :   20

Practical Work

1.   5 sheet depicting types of colours, colour schemes and principles of art.
2.   10 Free hand sketches of still life, nature, study with pencil in light & shade.
3.   5 Animal and bird drawing
4.   5 Poster theme based
5.   5 Landscape painting in any medium
6.   3 Mottos
7.   2 Design – Geometrical/Floral

(xiii) PHOTOGRAPHY

Total Marks: 50
External Practical : 30
Internal Practical : 20

Creative Photography on the following topics (Five Photographs at least)
A (i) Outdoor photography in Natural Light Science.
(ii) Wildlife.
(iii) Sports (action photography).
(iv) New coverage.

(v) Nature study (Flowers, Birds, Trees, Sunrise, Sunset etc).

(vi) Indian Culture.

B (i) Mounting Photographs and displaying using creativity.

(ii) Organising Photo Exhibition.

Books Suggested :

1. Barbara and John, Upton Photography, Uttle Brown and Co., 1980.

2. Michael Langford, Advanced Photography, London : Focal Press, 1988.

(xiv) TIE AND DIE

Total Marks: 50

External Practical : 30

Internal Practical : 20

To prepare design on the cloth by typing it with thread, using beads, marble, pulses, matchsticks, bangles bittle capt etc. and make the following items (Any 8)

1.	Kurta
2.	Scarf
3.	Cushion covers – 2
4.	Pillow covers – 2
5.	Table cloth
6.	Napkin
7.	Runner
8.	Tray cover
9.	Chapatti Wrapper
10.	Tea cozy cover

COMPONENT – II (PART B): SIMPLE EXPRESSIONAL COMPETENCIES

Total Marks: 50

External Practical : 30

Internal Practical : 20

Objectives :

The programme of the Simple Expressional Competencies will enable the students teachers to :

i) Acquaint them with sketching for expression and communication purpose.

ii) Develop sense of organization and an aesthetic sense in them.

iii) To prepare/improve teaching aids for effective teaching learning.

iv) Write legibly on Chalk board.

v) Learn to handle and display teaching material.

PART –A

1) Drawing and Sketching   - 20 sheets

  a) Pencil sketches   - 2 sheets

  b) Landscapes   - 2 sheets

c) Collages	- 4 sheets (2 each from Teaching subjects)
d) Alphabets writing in blocks (A to Z)	
capital :	- 5 sheets
small :	- 2 sheets
e) Number drawing (0 to 9)	-1 sheet
f) Cutting and Pasting	-4 sheets (2 each from Teaching subjects)

2) Motto writing   -4 sheets
(3 English and 1 Mother tongue)

3) Action Drawing   - 5 sheets

4) Black Board plans   - 6 sheets (3 each Teaching subject)

5) Charts (Display and write-up)   - 2 (one for each Teaching subject)

<div align="center">PART – B</div>

B.B. Writing & Sketching on any topics from two teaching subjects.

Activities : (Session Work File should include)

(a) Only Poster and water colours in flat or graded tone.
 (b) Cutting, Pasting and Display of 2 pictures on display board.
(c) Block lettering in ink or color on paper in English, Gurmukhi/Devnagari.
(d) Writing in Gurmukhi, Devnagari or Roman script and sketching on chalkboard.
(e) Simple freehand sketching of diagrams, figures, outline maps, fields, block
     diagrams of respective teaching subjects.
 (f) Keeping record of these activities duly signed by the teacher educators.

General Note :

(a) The teacher educator in Art will teach Component II. (Part-B)
(b) Single external examiner will evaluate Part (A) and Part (B). The external
     examiner will be a qualified teacher of Art in a college of education recognized by
     the university.
(c) The Principal of the College concerned will be moderator.
(d) Weightage to various aspects will be given as under:-

                                                    Total Marks   : 50
                                                    External Marks : 30
                                                    Internal Marks : 20

PART-A

		Ext.	Int.
(a) Practical Work :	18	12	06

(b) Practical Files :	06	03	03
(c) Charts/Folders/Model :	06	03	03
	30	**18**	**12**

PART-B

	Ext.	**Int.**
(a) Writing & Sketching :	15	12	03
(b) Spacing :	03	--	03
(c) Correct Posture :	02	--	02
	20	**12**	**8**

Note : 1. Two periods per week per section shall be allotted for simple expressional competencies. These periods will be taken by Lecturer in Art & Painting.

    2. The blind students in lieu of the above mentioned activities shall opt for any one of the following as per facilities available with the college :

    (a) Clay Modeling, (b) Caning, (c) Computer

COMPONENT – III
COMPONENT – III (PART A): COMMUNICATION AND EMPLOYABILITY SKILLS

Total : 10 Marks (Internal)

Objectives:- After the completion of this course, pupil teachers will:
- have effective communication skills
- develop an insight into the expository reading, journalistic writing, thinking and communicating in the language of instruction.
- develop various employability skills.

Unit-I GENERAL ORIENTATION
Communication- Concept and types of communication, overcoming barriers of communication.
Activities: (1) Exposure (Native Speaker)to be given to students by using ICT followed by discussion.
    (2) Narrating/describing a related account from one's life experience (in front of a smaller group) by student teacher.

Unit-II ENGAGING WITH JOURNALISTIC WRITING
    A. Student teachers will select text from newspaper/magazine, articles on topics of contemporary issues and analyse the structure of the article by identifying sub heading, keywords, sequencing of ideas, use of concrete details and statistical representation etc.
    B. Write articles topics of interest for college magazine/newspaper/wall magazine etc.

Unit-III ENGAGING WITH SUBJECT-RELATED REFERENCE BOOKS
    A. Student teachers (in small groups) will make a choice of a specific topic in their subject area which they could research from a set of available reference books.
    B. Search relevant reference books from Library/Internet sources and extract relevant information
    C. Make notes on these ideas in some schematic from (Flow Diagramme/Mind Map etc.)
    D. Plan a presentation with display and oral comments
    E. Make presentation to whole group

Unit- IV DEVELOPING EMPLOYABILITY SKILLS

- Workshop on C.V. writing
- Conducting mock Interviews
- Orientation for Teacher Eligibility Tests (National and Regional)

* The student teacher will be evaluated internally on the basis of their performance in the sessional activities. The institute will maintain the record in the form of project file/ audio-video recordings.

COMPONENT – III (PART B): HEALTH AND SPORTS PROGRAMME

Total Marks: 50
External Marks: 30
Internal Marks: 20

OBJECTIVES:

- ☐ Awareness among student teachers about good health practices (Physical, Mental, Social and Emotional) and demonstrate skill for healthy living.
- ☐ To make student teachers understand about the effects of exercise on Human body.
- ☐ Develop knowledge of Safety and First aid.
- ☐ Acquaint them with harmful effects of drinking, smoking and drug abuse.
- ☐ Identify communicable and non-communicable diseases–their mode of infection, prevention and control.
- ☐ Conducting friendly matches among students to promote sports and create their interest in sports. Spot the sports talent among students.
- ☐ Arrange healthy recreational activities and inculcate in them the spirit of sportsmanship.
- ☐ To motivate students to participate in the University C-Division inter college competitions.

ACTIVITIES :

(a) Organization of days related with health, sports meet, sanitation week, Minor games etc.
(b) Preparation of chart/poster on any two:
    Balanced diet, postural deformities, drug abuse, personal hygiene, communicable and non-communicable diseases, various systems of body, family welfare, safety and first aid, road signs.
(c) Preparation of file including the layout of the ground, brief history, fundamentals skills and rules and regulations
    of Athletics and any one game of the following:
(i) Basketball.
(ii) Badminton.
(iii) Kho-Kho.
(iv) Volleyball.
(v) Table Tennis.
(vi) Yoga (Asanas).

(D) THEORY
 (i) Physical Education : Meaning, aims and objectives.
(ii) Health Education : Meaning, aims and objectives.
(iii) Effect of exercise on Human body.
(iv) Posture : Meaning, Postural deformities , causes and their remedial measures.
(v) Safety measures on Road, in School, in Swimming Pool, at Gymnasium and Play Grounds.

(E) PRACTICAL
1. (a) Participation in one of the above mentioned six games.   **(05)**

(b) Compulsory participation in the events of Annual Athletic Meet of the college. **(10)**

(c) Discipline and regularity for the health and sports programme. **(05)**

2. External examiner along with Health and Sports Programme (HSP) Incharge will award 30 marks on the basis of performance and participation in the practical examination of games and Athletics by conducting viva-voce exam.

REFERENCES :

Atwal & Kansal (2003). *A Textbook of Health, Physical Education and Sports*. Jalandhar: A.P. Publisher.

Brar, T.S. (2002). *Officiating Techniques in Track and Field*. Gwalior: Bhargava Press.

Kaur, Manjeet (2003). *Health and Physical Education.* Ludhiana: Tandon Publications.

Malik, Neeru and Malik, Rakesh (2005). Health and Physical Education. Gurusar Sadhar: GBD Publications.

Sandhu, S.S. (2008). *Health and Physical Education*. Ludhiana: Chetna Parkashan.

Singh, Ajmer. (2003). *Essentials of Physical Education*. Ludhiana: Kalyani publishers.

Singh, Ajmer; Gill, Jagtar Singh; Brar, Racchpal Singh; Bains, Jagdish; Rathee, Sonia Kanwar; Gill, Manmeet Kaur and Brar, R.S. *Teaching Methodology and Educational Technology in Physical Education*. Ludhiana: Kalyani Publishers.

Singh, Hardayal (1991). *Science of Sports Training*. New Delhi: D.V.S. Pub.

COMPONENT – IV
CO-CURRICULAR, CULTURAL AND COMMUNITY ACTIVITIES

Total Marks : 10 (Internal)

Objectives :

Co-curricular, cultural and community activities programme will enable the student teachers to:-

(i) Develop right attitude towards dignity of labour and world of work.

(ii) Develop an interest in leadership qualities, human relations and resourcefulness.

(iii) Develop favourable attitude to serve the community.

(iv) Organize cultural programmes and excursions.

(v) Understand the importance of community living.

(vi) Appreciate cultural heritage.

(vii) Understand the importance of sanitation.

Activities :

(A) Co-curricular and Cultural (Any Three)

(a) Organization of college functions.

(b) Participation in programme of co-curricular cultural activities and morning assembly.

(c) Celebration of important days.

(d) Organizing educational trips/tours.

(B) Community Activities (Any Two)

(a) Cleanliness and beautification of Campus.

(b) Participation in NSS.
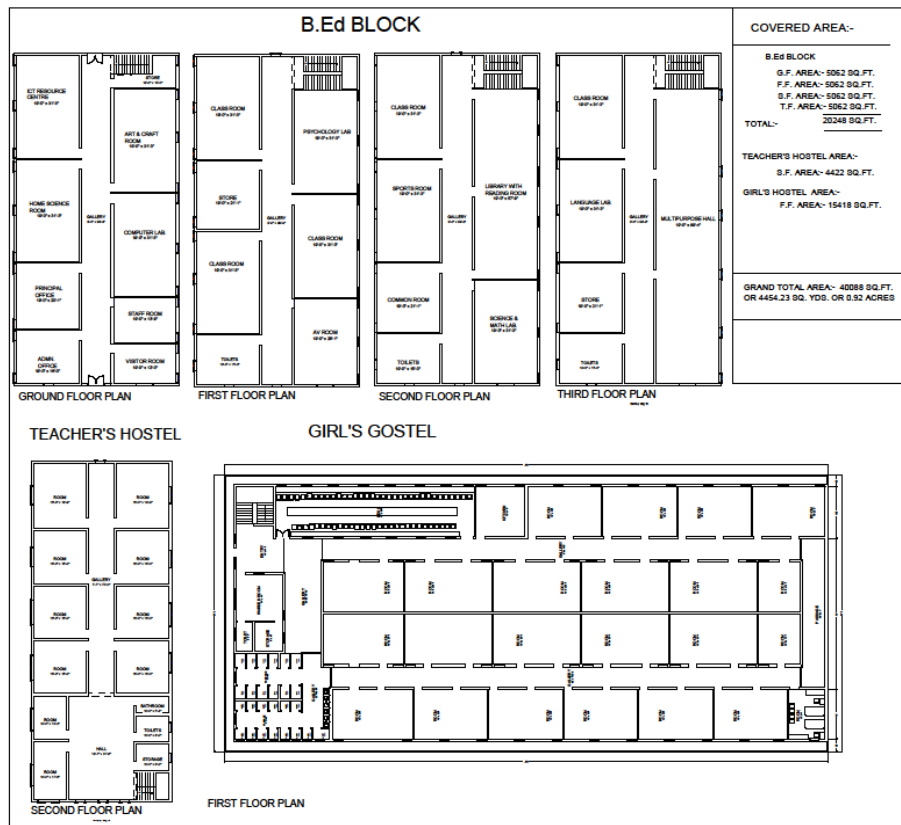
(c) Helping the needy—Donating blood/literacy programme.
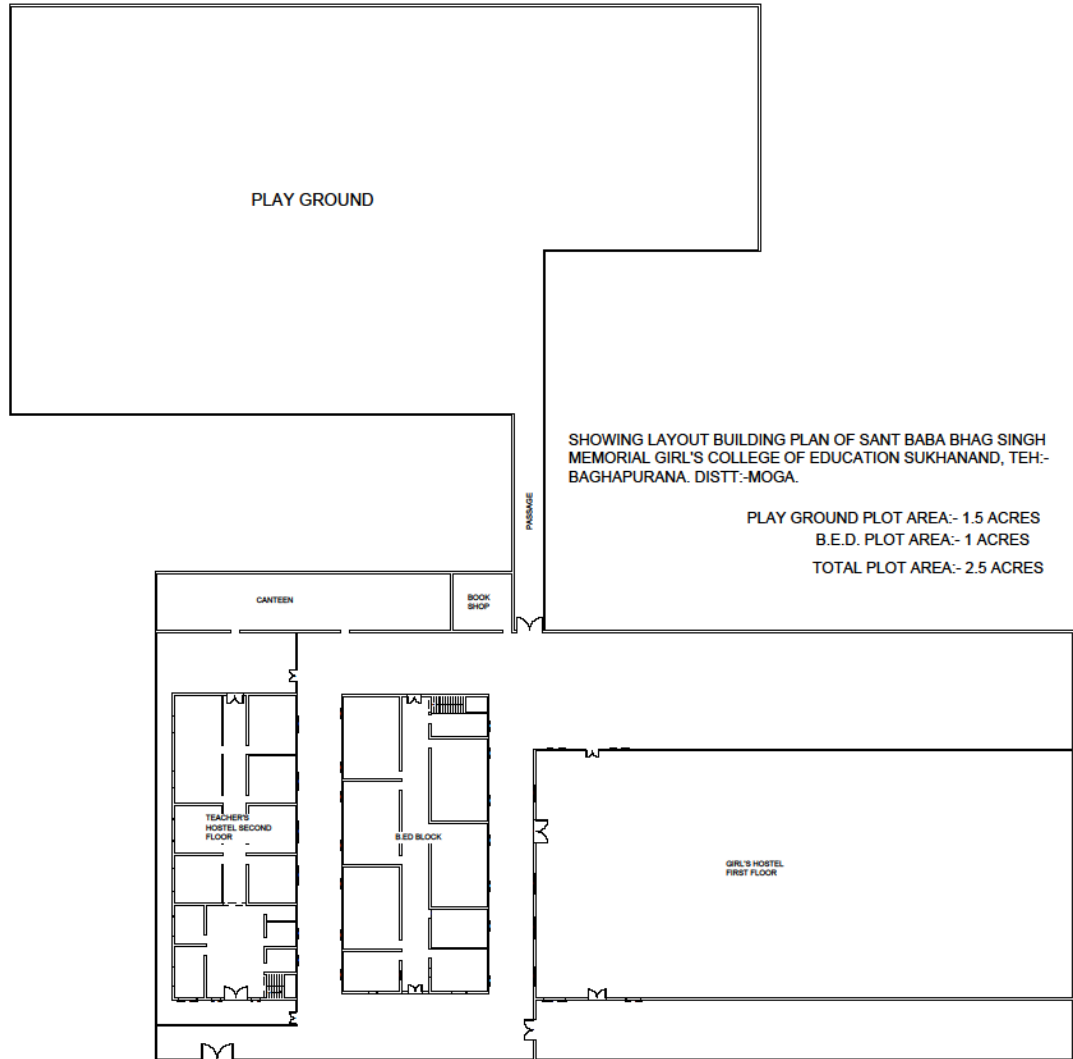
Evaluation :

The tutor in charge will award the marks to their wards on the basis of performance in above activities during the whole session out of 10 (05 for co-curricular and cultural activities and 05 for Community activities).

MASTER PLAN OF INSTITUTION

SHOWING LAYOUT BUILDING PLAN OF SANT BABA BHAG SINGH MEMORIAL GIRL'S COLLEGE OF EDUCATION SUKHANAND, TEH:- BAGHAPURANA. DISTT:-MOGA.
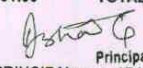
PLAY GROUND

PASSAGE

SHOWING LAYOUT BUILDING PLAN OF SANT BABA BHAG SINGH
MEMORIAL GIRL'S COLLEGE OF EDUCATION SUKHANAND, TEH:-
BAGHAPURANA. DISTT:-MOGA.

PLAY GROUND PLOT AREA:- 1.5 ACRES
B.E.D. PLOT AREA:- 1 ACRES
TOTAL PLOT AREA:- 2.5 ACRES

CANTEEN

BOOK
SHOP

TEACHER'S
HOSTEL SECOND
FLOOR

B.ED BLOCK

GIRL'S HOSTEL
FIRST FLOOR

AUDITED
INCOME – EXPENDITURE STATEMENT

SANT BABA BHAG SINGH MEMORIAL GIRLS COLLEGE OF EDUCATION
SUKHANAND (MOGA)
// Income & Expenditure Account For The Year Ended 31.03.2013//

EXPENDITURE	AMOUNT	INCOME	AMOUNT
To Advertisement	150227.00	By B.Ed Fee	4093370.00
To Salary	2546852.00	By Bank Interest	87352.00
To Practical Examination Exp	17288.00	By Prospectus Fee	20800.00
To Printing & Stationery	117135.00	By Excess of Expenditure over	
To University Fee	70500.00	Income	383679.00
To Refreshment & T.A./D.A.	73519.00		
To Misc Expenses	24413.00		
To Staff Welfare	67530.00		
To Fee refund to Students	76000.00		
To Computer Repair	109825.00		
To EPF	49180.00		
To Buliding Repair	124510.00		
To Bank Charges	377.00		
To Telephone Expenses	14172.00		
To Electricity Bills	185370.00		
To Student Welfare Fund (A.M.)	39653.00		
To Youth Festival Fee	28337.00		
To Depreciation	890313.00		
TOTAL	**4585201.00**	**TOTAL**	**4585201.00**

Chairman
CHAIRMAN
S.B.B.S.M. Girls College of Education
Sukhanand (Moga)

Principal
S.B.B.S. Mem. Girls College of Edu.
SUKHANAND (Moga)

ACCOUNTANT

Compiled from the books of accounts produced & explanations
furnished , which have been relied upon.

For Preeti Gupta & Co.
(Chartered Accountants)

Dated : 15.07.2013

Preeti Gupta
Membership No.512116

SANT BABA BHAG SINGH MEMORIAL GIRLS COLLEGE OF EDUCATION

SUKHANAND (MOGA)

Annexure of Fixed Assets As On 31.03.2013

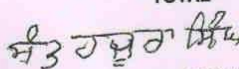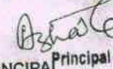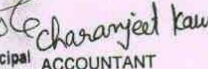| PARTICULARS	WDV.AS ON 01.04.2012	ADDITION	TOTAL AS ON 31.03.2013	DEPRECIATION DURING THE YEAR	NET BALANCE AS ON 31.03.2013
Building	3192719.00	3858890.00	7051609.00	608689.00	6442920.00
Furniture	210307.00	119686.00	329993.00	40523.00	289470.00
Library Books	294210.00	121996.00	416206.00	53281.00	362925.00
Lab.Goods	63277.00	67490.00	130767.00	14553.00	116214.00
Bus	431156.00	0.00	431156.00	129346.00	301810.00
Genrator	6929.00	0.00	6929.00	1732.00	5197.00
Computer	105473.00	0.00	105473.00	42189.00	63284.00
TOTAL	4304071.00	4168062.00	8472133.00	890313.00	7581820.00

SANT BABA BHAG SINGH MEMORIAL GIRLS COLLEGE OF EDUCATION
SUKHANAND (MOGA)

RECEIPTS & PAYMENT ACCOUNT FOR THE YEAR ENDING 31.03.2013

RECEIPTS	AMOUNT	PAYMENT	AMOUNT
		By Advertisement	150227.00
To Opening Balances		By Salary	2546852.00
Bank Balances	4022891.58	By Electric Goods	404707.00
To B.Ed Fee	4093370.00	By Practical Examination Exp	17288.00
To Bank Interest	87352.00	By Printing & Stationery	117135.00
To Prospectus Fee	20800.00	By Library Exp.	121996.00
		By University Fee	70500.00
		By Refreshment & T.A./D.A.	73519.00
		By Misc Expenses	24413.00
		By Staff Welfare	67530.00
		By Fee refund to Students	76000.00
		By Computer Repair	109825.00
		By EPF	49180.00
		By Buliding Repair	124510.00
		By Bank Charges	377.00
		By Telephone Expenses	14172.00
		BY Electricity Bills	185370.00
		By Student Welfare Fund (A.M.)	39653.00
		By Lab Exp.	67490.00
		By Youth Festival Fee	28337.00
		By Furniture & Fixture	119686.00
		By Building	3454183.00
		By CLOSING BALANCES	
		Bank Balances	357852.58
		Cash in Hand	3611.00
TOTAL	**8224413.58**	**TOTAL**	**8224413.58**

ਸੰਤ ਹਜ਼ੂਰਾ ਸਿੰਘ
CHAIRMAN   Chairman
S.B.B.S.M. Girls College of Education
Sukhanand (Moga)

Charanjeet Kaur
PRINCIPAL Principal ACCOUNTANT
S.B.B.S. Mem. Girls College of Edu.
SUKHANAND (Moga)

Compiled from the books of accounts produced & explanations
furnished, which have been relied upon.

For Preeti Gupta & Co.
(Chartered Accountants)

Preeti Gupta
Membership No.512116

Dated : 15.07.2013

A COPY OF RECOGNITION ORDER
OF NCTE

अध्यापक शिक्षा परिषद्
(केंद्र सरकार का एक विधिक संस्थान)
उत्तर क्षेत्रीय समिति

NATIONAL COUNCIL FOR TEACHER EDUCATION
(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)

गुरुगुरुतमो धाम
NCTE **Northern Regional Committee**

F. NRC/NCTE/F-3/PB-169/ ४२९७

APN 0 0 6 5 7

3 0 JUN 2005

ORDER

Sant Baba Bhag Singh Memorial Girls College of Education, V & PO – Sukhanand, Tehsil – Baghapurana, Distt. – Moga, Punjab submitted an application to the Northern Regional Committee of National Council for Teacher Education for grant of recognition of B.Ed. course of one Year duration in terms of section 14(1) of NCTE Act, 1993.

2. Now, therefore, in exercise of the powers vested under Section 14(3)(a) of the NCTE Act, 1993, the Regional Committee hereby grants recognition to Sant Baba Bhag Singh Memorial Girls College of Education, V & PO – Sukhanand, Tehsil – Baghapurana, Distt. – Moga, Punjab for B.Ed. Course with an annual intake of 100 seats (One Hundred), w.e.f. 28th June, 2005 subject to compliance of the following conditions before commencement of the academic session.

a. Appointment of the faculty members duly qualified and staff as per the norms of NCTE/ State Govt./UGC is to be completed before the commencement of the session.

b. The countersigned statement of all faculty members from the Registrar of the concerned University should be submitted before the commencement of the academic session.

c. The institution shall adhere to all the other regulations and guidelines as framed by NCTE from time to time.

d. The institution shall within one month of the receipt of Recognition order, convert the Endowment Fund account into a Joint Account in the form of FDR for a period of not less than 60 months (Five years) in a Nationalized Bank only to be operated along with an official of the Regional Committee.

e. That the Reserve Fund for an amount equal to three months salary of the Teachers & Staff be created within one month from the date of issue of this order and maintained in the form of FDR in favour of the management/institution, for a period of not less than sixty months (Five years) in a Nationalized Bank.

f. Non-compliance of the above mentioned conditions shall cause action under section 17 (1) of NCTE Act, 1993.

3. The recognition is subject to the condition that the affiliating University shall ensure that, among other things, the institution has appointed required number of faculty members (including Principal / Head of Department), as per the norms of the NCTE / UGC / Affiliating University.

4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC and State Government, etc.

Contd..2

वाणिज्य शांति पथ, तिलक नगर, श्रृंगपुर–302004 (राजस्थान)
सीमा: दिल्ली हरियाणा, पंजाब, चण्डीगढ़, हिमाचल प्रदेश, राजस्थान

Office : Ajmer...
Jurisdiction...

Principal

A COPY OF LATEST RECOGNITION ORDER
OF PANJAB UNIVERSITY CHANDIGARH

115
9-7-13

PANJAB UNIVERSITY CHANDIGARH

From	To
The Deputy Registrar (Colleges) Panjab University, Chandigarh	The Principal, Sant Baba Bhag Singh Memorial Girls College of Education, Sukhanand, Distt. Moga (Punjab .

No. Misc. A-4/ 7742   Regd. Post/Fax   Dated: 8/7/2013

Subject: - Grant of temporary affiliation to B.Ed. Course (100 seats) for the session 2013-14.

Dear Sir/Madam,

Kindly refer to the Inspection of your College held on **08.01.2013** for temporary /extension of affiliation to **B.Ed. Course (100 seats)** for the session 2013-14.

This is to inform you that the Vice- Chancellor has, on the decision of the Core Committee constituted by the Syndicate, granted temp. extension of affiliation for **B.Ed. Course (100 seats)** to your college for the session 2013-14 subject to the conditions that the College will follow, in letter & spirit, the mandate/regulation/ guidelines of the NCTE/ Panjab University/Punjab Govt. and comply with the reported conditions/ deficiencies latest by 30.07.2013

The Committee thereafter will re-visit the College by 15.08.2013 to verify the compliance in totality including the appointment of the required teachers & payment of salary to them as per NCTE/ UGC/ PU/Punjab Govt. norms. The course(s) in which the required complete compliance if still reported deficient, no admission in the same shall be allowed for the session 2014-15.

Yours faithfully,

Deputy Registrar (Colleges)

FEEDBACK OF STUDENT
ON CURRICULUM AND FACULTY

Sant Baba Bhag Singh Memorial Girls College of Education, Sukhanand (Moga)
Affiliated to Panjab University Chandigarh

Questionnaires for Feedback from Students

Questionnaire No. 1

Programme: B.Ed
Department: Education

Semester/Term/Year: 2012-13

Students are required to rate the courses on the following attributes using the 4-point scale shown. The format given is for one course. Do the same for other courses on separate pages.

4.00	3.00	2.00	1.50	0.0
A	B	C	D	
Very Good	Good	Satisfactory	Unsatisfactory	
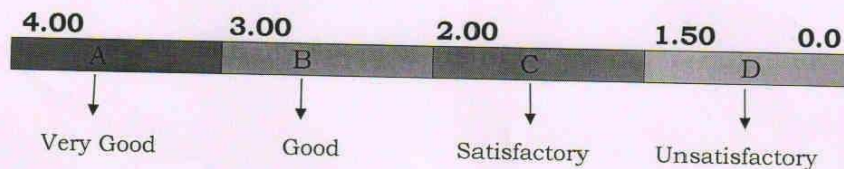
Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of course content including project work if any		√		
2. Extent of coverage of course	√			
3. Applicability/relevance to real life situations			√	
4. Learning value (in terms of knowledge, concepts , manual skills, analytical abilities 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	√			

**Sant Baba Bhag Singh Memorial Girls College of Education ,Sukhanand(Moga),
Affiliated to Panjab University Chandigarh
Questionnaire No.3**

Students' Overall Evaluation of the Programme and Teaching

(To be filled only after the course results are declared)

Department: **Education**   Course: **B.Ed**

Teacher: Year: 2012-13

- Your response will be seen only after your course results have been finalized and recorded.

- The information will be used only for the improvement of the course and teaching in future.

- You need not to disclose your name if you do not wish to.

- You may tick more then one answer to a question to extent that they do not contradict each other.

1. The syllabus of each course was

    a)Adequate √   b) Inadequate

    c)Challenging   d) Dull

2.Background for benefiting from the course was

    a)More than adequate   b) Adequate √

    c) Inadequate   d) cannot say

3. Was the Course easy or difficult to understand?

    a) Easy   b) Manageable √

    c) Difficult   d) Very difficult

4. How much of the syllabus was covered in the class?

    a) 85 to 100% √   b) 70 to 85%

    c) 55 to 70%   d) less than 55%

5. What is your opinion about library material and facilities for the course?

   a) more than adequate   b) Adequate √

   c) inadequate   d) Very poor

6. To what extent were you able to get material for the prescribed readings?

   a) Easily √   b)with some difficulty

   c) not available at all   d) with great difficulty

7. How well did the teacher prepare for the classes?

   a) thoroughly √   b)Satisfactorily

   c) poorly   d) indifferently

8. How well was the teacher able to communicate?

   a) Always effective √   b) Sometimes effective

   c) Just satisfactorily   d)generally Ineffective

9. How far the teacher encourages student participation in class?

   a) mostly yes   b) sometimes

   c) not at all   d) always √

10. If yes, which of the following methods were used?

   a) Encouraged to raise questions

   b)get involved in discussion in class √

   c) encourage discussion outside class

   d) did not encourage

11. How helpful was the teacher in advising?

   a) Very helpful √   b) sometimes helpful

   c) not at all helpful   d) did not advise

12. The teacher's approach can best be described as

a) Always courteous √

b) sometimes rude

c) always indifferent

d) cannot say

13. Internal assessment was

a) Always Fair √

b) sometimes unfair

c) Usually unfair

d) sometimes fair

14. What effect do you think the internal assessment will have on your course grade?

a) Helps to improve

b) discouraging

c) no special effect

d) Sometimes effective √

15. How often did the teacher provide feedback on your performance?

a) Regularly/in time

b) with helpful comment √

b) often / late

d) without any comment

16. Were your assignment discussed with you?

a) Yes, fully √

b) Yes, partly

c) Not discussed at all

d) sometimes discussed

17. were you provided with a course contributory lecture too at the beginning?

a) Yes √

b) no

If yes, was it helpful?

a)Yes √

b) no

18. If you have other comments to offer on the course and suggestions for the teacher
You may do so in the space given below or on a separate sheet.

Practical Work should be more.

FEEDBACK ON PRACTICE TEACHING
BY TEACHER EDUCATORS

SBBS Mem. Girls College of Education , Sukhanand (Moga)
Affiliated to Panjab University ,Chandigarh

Feedback on Practice Teaching by Teacher Educators

Department: Education   Course: B.Ed
Year: 2012-13

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1.Teaching Practice Days were		√		
2. Discipline among students during teaching practice	√			
3. Use of teaching aids	√			
4.Behaviour of the students while teaching practice		√		
5. Teaching methodology was	√			
6.Lesson planning of pupil Teachers was			√	
7.Cooperation with practice teaching school staff	√			
8. Evaluation of students done by pupil teachers		√		
9. Time table management by students		√		
10. Punctuality	√			
11.Checking of classroom		√		
12. Self confidence & class control	√			
13. Student's participation	√			
14. Writing skill	√			
15. Overall Rating	√			

(Signature of Teacher Educator)

FEEDBACK ON PRACTICE TEACHING
BY HEAD MASTER

SBBS Mem. Girls College of Education, Sukhanand (Moga)
Affiliated to Panjab University, Chandigarh

Feedback on Practice Teaching by Headmaster of Practice Teaching School

Course : B.Ed
Year : 2012-13

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1.Teaching Practice Days were			√	
2.Discipline among students during teaching practice	√			
3. Use of teaching aids			√	
4.Behaviour of the students while teaching practice	√			
5. Teaching methodology was		√		
6.Lesson planning of pupil Teachers was		√		
7.Cooperation with practice teaching school staff	√			
8. Evaluation of students done by pupil teachers		√		
9. Time table management by students	√			
10. Punctuality	√			
11.Checking of classroom work			√	
12. Self confidence & class control		√		
13. Student's participation	√			
14. Writing skill	√			
15. Overall Rating	√			

Remarks (if any) _____

(Signature of Headmaster)

Principal
S.B.B.S.M.G.
Sukhan...Moga)

FEEDBACK ON PRACTICE TEACHING
BY ACADEMIC PEERS

SBBS Mem. Girls College of Education , Sukhanand (Moga)
Affiliated to Panjab University ,Chandigarh

Feedback on Practice Teaching by Academic Peers

Course: B.Ed
Year: 2012-13

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1.Teaching Practice Days were			√	
2. . Discipline among students during teaching practice	√			
3. Use of teaching aids		√		
4.Behaviour of the students while teaching practice	√			
5. Teaching methodology was			√	
6.Lesson planning of pupil Teachers was	√			
7.Cooperation with practice teaching school staff	√			
8. Evaluation of students done by pupil teachers		√		
9. Time table management by students	√			
10. Punctuality	√			
11.Checking of classroom work	√			
12. Self confidence & class control			√	
13. Student's participation	√			
14. Writing skill	√			
15. Overall Rating	√			

Nitika

Signature