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SHRI GURUNANAK KHALSA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA

SECTOR – 12, HANUMANGARH JN.
Distt:- HANUMANGARH, (Rajasthan)

SELF-STUDY REPORT

SUBMITTED TO:
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
BANGLORE60010

Certificate of Compliance

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

This is to certify that SHRI GURU NANAK KHALSA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA SECTOR-12 HANUMANGARH JN. (Name of the institution) fulfils all norms

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

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

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

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the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn.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

प्राचार्य
श्री गुरुनानक खालसा शिक्षक प्रशिक्षण महाविद्यालय
हनुमानगढ़ जंक्शन (राज.)

Date: 28-12-2015
Place: HANUMANGARH JN.

Principal/Head of the Institution
(Name and Signature with Office seal)
Dr. SHRI RAM CHOUDHARY

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PART-I

INSTITUTIONAL DATA

PROFILE OF THE INSTITUTION

Profile of the Institution

1. Name and address of the institution:

SHRI GURUNANAK KHALSA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA, SECTOR – 12, HANUMANGARH JN.
Distt:- HANUMANGARH, (Rajasthan)

2. Website URL : **www.khalsattcollege.com**

3. For communication:

SHRI GURUNANAK KHALSA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA, SECTOR – 12, HANUMANGARH JN.
Distt:- HANUMANGARH, (Rajasthan)

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head- S. Gurdyal Singh	01552-262338	-	sgnkhalsashikshasamiti@rediffmail.com
Principal-Dr. Shri Ram Choudhry	01552-265338	01552-265338	shriram1955@gmail.com
Self-appraisal Co-ordinator – Er. Anurag Bishu	01552-265338	01552-265338	bishu.anurag@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head- S. Gurdyal Singh	-	9414535638
Principal- Dr. Shri Ram Choudhary	-	9460625238
Self - appraisal Co-ordinator – Er. Anurag Bishu	-	9460625300

4. Location of the Institution:

Urban [√] Semi-urban [ ] Rural [ ] Tribal [ ]

Any other (specify and indicate) [ ]

5. Campus area in acres: 1.55

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

7. Date of establishment of the institution:

Month & Year

MM	YYYY
Sept.	2005

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

MAHARAJA GANGA SINGH UNIVERSITY, BIKANER

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

Month & Year

2f

MM	YYYY
N/A	N/A

Month & Year

12B

MM	YYYY
N/A	N/A

10. Type of Institution

a.	By funding	i. Government	
		ii. Grant-in-aid	
		iii. Constituent	
		iv. Self-financed	√
		v. Any other (specify and indicate)	
b.	By Gender	i. Only for Men	
		ii. Only for Women	√
		iii. Co-education	
c.	By Nature	i. University Dept.	
		ii. IASE	
		iii. Autonomous College	
		iv. Affiliated College	√
		v. Constituent College	
		vi. Dept. of Education of Composite College	
		vii. CTE	
		Viii. Any other (specify and indicate)	

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

Yes [ ] No [√]

If yes, has the institution applied for autonomy?

Yes [ ] No [√]

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

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
		D.El.Ed.	12th	Diploma	2 Years	Hindi
				Degree		
iii)	**Secondary/ Sr. secondary**	**B.Ed.**	**Graduation**	**Degree**	**1 Year (2 year from this session)**	**Hindi**
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary	D.El.Ed	F.NRC/NCTE/F-7/RJ-772/10 Date 02 DEC 2006		50
Secondary/ Sr.secondary	B.Ed.	F.NRC/NCTE/F-7/RJ-529/10275 Date 26 SEP 2005		100
Post Graduate				
Other (specify)				

(Additional rows may be inserted as per requirement)

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision	Yes	√	No	
Mission	Yes	√	No	
Values	Yes	√	No	
Objectives	Yes	√	No	

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

Yes	√	No	

If yes,

a) How many programmes? TWO (B.Ed. & D.El.Ed.)

b) Fee charged per programme 22400.00

3. Are there programmes with semester system No

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)

	All Subjects
D. El. Ed.	
B. Ed.	10
M.Ed. (Full Time)	
M.Ed. (Part Time)	
Any other (specify and indicate)	

6. Are there Programmes offered in modular form

Yes		No	√

Number	

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

Yes	√	No	

Number	ONE

8. Are there Programmes with faculty exchange/visiting faculty

Yes	√	No	

Number	ONE

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?

IMMEDIATE

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

Yes		No	√

Number	

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

Yes		No	√

Number	

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 (2014-2015):

a)	Date of start of the academic year	04.08.14
b)	Date of last admission	01.09.14
c)	Date of closing of the academic year	01.05.15
d)	Total teaching days	209
e)	Total working days	227

3. Total number of students admitted (2014-2015)

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.El.Ed.	-	69	69	-	20	20	-	49	49
B.Ed.	-	100	100	-	26	26	-	74	74
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	2700.86
b) Unit cost including salary component	31543.48

*(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.El.Ed.				
B.Ed.				

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 & Tutorials
D.El.Ed	48.00	23.00	17.00
B.Ed.	47.00	22.00	16.00

Note: figures shown in the table does not depict the percentage for activities like co-curricular, sports/working with community, test and assignment etc.

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	1	0
c) Discussion lessons after practice teaching	0	2

11. Practice Teaching at School

a) Number of schools identified for practice teaching	1	0
b) Total number of practice teaching days	4	0
c) Minimum number of practice teaching lessons given by each student	4	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	Ten micro teaching	No. of Lessons Pre-practice teaching	Two discussion lessons

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.El.Ed.	25	75
B.Ed.	20	80

16. Examinations

a) Number of sessional tests held for each paper | 0 | 2 |

b) Number of assignments for each paper | 0 | 1 |

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

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

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

Yes	√	No	

Number	ONE

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

3	37.5%

2. Does the Institution have ongoing research projects?

Yes		No	√

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

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

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

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

NIL

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

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

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

Yes	√	No	

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

a. Ph.D. | 3 |

b. M.Phil. | 0 |

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

Yes | √ | No | |

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

	Yes	No	Number
International journals		√	
National journals – referred papers Non referred papers	√		8
Academic articles in reputed magazines/news papers	√		14
Books		√	
Any other (specify and indicate)		√	

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

Yes		No	√

Number	0

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

	Faculty	Students
National seminars	12	×
International seminars	×	×
Any other academic forum	20	19

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

[2]

16. Does the institution provide consultancy services?

Yes [√] No [ ]

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

[No Paid Consultancy]

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.)

3679.42

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?

20

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

2550.00

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

2550.00

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

00

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

500000.00

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

Yes √ No

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching				
Non Teaching				

8 post Sanctioned for teaching & 04 post sanctioned for non teaching. reservation policy as per Rajasthan State Government Rules

10. Total number of posts vacant

	Open		Reserved*	
	M	F	M	F
Teaching	NIL	NIL	NIL	NIL
Non Teaching	NIL	NIL	NIL	NIL

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

	Open		Reserved	
	M	F	M	F
Lecturer	7	6	0	0
Reader	0	0	0	0
Professor	0	0	0	0

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

	Open		Reserved	
	M	F	M	F
Lecturer	0	0	0	0
Reader	0	0	0	0
Professor	0	0	0	0

c. Number of teachers from

Same state	12
Other states	1

12. Teacher student ratio (program-wise)

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

13. a. Non-teaching staff

	Open		Reserved*	
	M	F	M	F
Permanent	1	1	0	0
Temporary	1	1	0	0

b. Technical Assistants

	Open		Reserved*	
	M	F	M	F
Permanent	1	-	-	-
Temporary	-	-	-	-

14. Ratio of Teaching – non-teaching staff

13:5

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

70%

16. Is there an advisory committee for the library?

Yes [√] No [ ]

17. Working hours of the Library

On working days	9:00 AM – 5:00 PM
On holidays	9:00 AM – 2:00 PM
During examinations	9:00 AM – 5:00 PM

18. Does the library have an Open access facility

Yes	√	No	

19. Total collection of the following in the library

a. Books	5979
- Textbooks	4856
- Reference books	1123
b. Magazines	10
e. Journals subscribed	15
- Indian journals	15

- Foreign journals	0
f. Peer reviewed journals	0
g. Back volumes of journals	0
h. E-information resources	5
- Online journals/e-journals	All online Journals of NCTE & University
- CDs/ DVDs	25
- Databases	NIL
- Video Cassettes	0
- Audio Cassettes	0

20. Mention the

Total carpet area of the Library (in sq. mts.)	112
Seating capacity of the Reading room	40

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	50
Maximum number of days books are permitted to be retained	
by students	15
by faculty	Full Session
Maximum number of books permitted for issue	
for students	8
for faculty	15
Average number of users who visited/consulted per month	570
Ratio of library books (excluding textbooks and book bank Facility) to the number of students enrolled	30:1

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

3%

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

	I (2012-2013)		II (2013-2014)		III (2014-2015)	
	Number	**Total cost (in Rs.)**	**Number**	**Total cost (in Rs.)**	**Number**	**Total cost (in Rs.)**
Text books	0	0	500	19000	400	12000
Other books	0	0	320	22000	190	12800
Journals/ Periodicals	9	930	12	1210.00	12	1370.00
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	I (2012-2013)	II (2013-2014)	III (2014-2015)
D.El.Ed.	0	0	0
B.Ed.	1	0	0
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?

25

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			B.Ed.			M. Phil		
	I	II	III	I(2012-2013)	II (2013-2014)	III (2014-2015)	I	II	III
Pass percentage	-	-	-	95.95%	97.97%	94%	-	-	-
Number of first class	-	-	-	94	97	94	-	-	-
Number of distinctions	-	-	-	7	15	30	-	-	-
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	Data Not Available		
SLET/SET	Data Not Available		
Any other (specify and indicate)			

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

Financial Aid	**I (2012-2013)**	**II (2013-2014)**	**III (2014-2015)**
Merit Scholarship	-	-	-
Merit-cum-means scholarship	27	22	12
Fee concession	-	-	-
Loan facilities	-	-	-
SC /ST/ OBC Students	36	30	32

(Additional rows may be inserted as per requirement)

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

Yes	√	No	

9. Does the institution provide Residential accommodation for:

Faculty	Yes	√	No	
Non-teaching staff	Yes	√	No	

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

Yes	√	No	

If yes, number of students residing in hostels

Men	0
Women	16

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

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

12. Availability of rest rooms for Women

Yes	√	No	

13. Availability of rest rooms for men -NA

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/organized.

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	√		02	√		03
Inter-university	-	-	-	-	-	-
National	-	-	-	-	-	-
Any other (specify and indicate)	-	-	-	-	-	-

(Excluding college day celebration)

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

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

18. Does the institution have an active Alumni Association?

Yes	√	No	

If yes, give the year of establishment

2012-13

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

	2012-2013 (%)	2013-2014 (%)	2014-2015 (%)
Higher studies	14	17	15
Employment (Total)	7	8	10
Teaching	5	7	6
Non teaching	2	1	4

23. Is there a placement cell in the institution?

Yes [√] No [ ]

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

2012-2013	2013-2014	2014-2015
05	07	08

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	Quarterly
Staff council	Every Month
IQAC/or any other similar body/committee	Quarterly
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	As and when required

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

Loan facility	Yes	√	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	0	3

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

NIL

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

National	-	-	-
International	-	-	-

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

0	0	3

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

0	0	6

e. Research development programmes attended by the faculty

0	0	5

f. Invited/endowment lectures at the institution

0	1	0

Any other area (specify the programme and indicate)

0	1	0

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

Senior faculty members were deputed as convener / member of no. of inspection committees/proctototial duties etc. but no definite no. of hours per week are fixed.

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

Grant-in-aid	NIL
Fees	3514054.00
Donation	NIL
Self-funded courses	NIL
Any other (specify and indicate)	
Loan From Society	1810917.82
Bank Interest	5876.00

9. Expenditure statement (for last two years)

	2013-2014	2014-2015
Total sanctioned Budget	3807179.00	5330847.82
% spent on the salary of faculty	72.67%	69.51%
% spent on the salary of non-teaching employees	23.82%	21.93%
% spent on books and journals	0.73%	0.49%
% spent on developmental activities (expansion of building)	0%	0%
% spent on telephone, electricity and water	1.12%	2.44%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	0.49%	2.97%
% spent on maintenance of equipment, teaching aids, contingency etc.	0.005	0.96%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	1.02%	1.42%
% spent on travel	0.04%	0.008%
Any other (specify and indicate)	0.11%	0.27%
Total expenditure incurred	100%	100%

Audited Balance Sheet & Income & Expenditure A/c Receipt & Payment A/c, is enclosed herewith

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.
2012-2013		635092.31
2013-2014		1223634.00
2014-2015		1810917.82

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	√	N	
Finance	Yes	√	No	
Student Records	Yes	√	No	
Career Counselling	Yes	√	No	
Aptitude Testing	Yes		No	√
Examinations/Evaluation/Assessment	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 have 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?

		2013-2014		2014-2015	
	Category	Women	%	Women	%
A	SC	17	17.17	19	19
B	ST	3	3.03	6	6
C	OBC	46	46.47	55	55
D	Physically challenged	-	-	-	-
E	General Category	33	33.33	20	20
	Total	99	100	100	100
F	Rural	52	52.53	54	54
G	Urban	47	47.47	46	46
H	Any other (specify)	-	-	-	-

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

	Category	Teaching Staff	%	Non Teaching Staff	%
A	SC	0	0	0	0
B	ST	0	0	0	0
C	OBC	9	69.23%	3	60%
D	Women	6	46.15%	2	40%
E	Physically challenged	0	0	0	0
F	General Category	4	30.76%	2	40%
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	
	2012-2013	2013-2014	**2013-2014**	2014-2015
SC	Out of - 17 I Class - 07 II Class - 06 III Class - 04	Out of - 19 I Class - 13 II Class - 06 III Class - 00	Out of - 17 I Class - 15 II Class - 0 III Class - 0	Out of - 19 I Class - 19 II Class - 0 III Class – 0
ST	Out of - 03 I Class - 01 II Class - 02 III Class - 00	Out of - 06 I Class - 00 II Class - 02 III Class - 04	Out of - 03 I Class - 03 II Class - 0 III Class - 0	Out of - 06 I Class - 03 II Class - 0 III Class - 0
OBC	Out of - 46 I Class - 32 II Class - 11 III Class - 03	Out of - 55 I Class - 30 II Class - 12 III Class - 13	Out of - 46 I Class - 46 II Class - 0 III Class - 0	Out of - 55 I Class - 53 II Class - 0 III Class - 0
Physically challenged	Nil	Nil	Nil	Nil
General Category	Out of - 33 I Class - 27 II Class - 06 III Class - 0	Out of - 20 I Class - 10 II Class - 09 III Class - 01	Out of - 33 I Class - 33 II Class - 0 III Class - 0	Out of - 20 I Class - 19 II Class - 0 III Class - 0
Total	Out of - 99 I Class - 67 II Class - 25 III Class - 07	Out of - 100 I Class - 53 II Class - 29 III Class - 18	Out of - 99 I Class - 97 II Class - 0 III Class - 0	Out of - 100 I Class - 94 II Class - 0 III Class - 0
Any other (specify) F. Fighter	-	Out of - I Class - II Class - III Class -	-	Out of - I Class - II Class - III Class -

Criterion I: Curricular Aspect

1.1 Curricular Design and Development

1.1.1 State the objective of the institution and the major considerations addressed by them?

The Shri Guru Nanak Khalsa shikshak prashiskhan Mahavidalaya, Hanumangarh Jn has distinct and community oriented objective to serving the society and the nation.

Objectives of the Institution

Intellectual - To equip the student teachers in bringing desired social changes and to develop skills to work in future for the welfare of the society and social cohesion by achieving intellectual stability and creating new knowledge in the 21st century.

Academic - The pupil-teachers are expected to understand the importance of objective based instruction and to develop skill in teaching by assimilating the purpose of analyzing the subject to be taught.

Training - The broad objective of training is to empower the prospective teachers for effective teaching, research, extension and consultancy.

Access to the Disadvantaged - The institution aims at the general uplift of the disadvantaged groups such as, students from weaker section of society, students from SC/ ST/ OBC communities and physically challenged.

Equity - Providing equal opportunities to all students without any discrimination such as caste, religion, economic condition etc.

Self Development - The student teachers are expected to become acquainted with different methods of teaching, different methods and techniques for assessment and to acquire skills in teaching.

Community and National Development - To equip the student teachers by developing various practical skills that help them to perform the social responsibilities entrusted on them, leading to Community and National integration.

Issue of Ecology and Environment - To develop the understanding, importance of environmental education, develop a sense of responsibility towards conservation of environment, bio-diversity and sustainable development in this era.

Value Orientation - The student teachers are expected to review the modern system of education in the context of education in ancient period and appreciate universal values as well as national values and absorb them in their lives to instill them in the next generation in this era.

Employment - The prime aim of the institution is to develop the student teachers to become effective teachers who can face the challenges of the future society.

Global trends and Demands - The Pupil 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.

1.1.2. *Specify the various step in the curricular development process.*

The institution is affiliated to Maharaja Ganga Singh University, Bikaner. A college affiliated to a university does not have the freedom for curricular design so institution does not involve in curriculum design. The curriculum designed by the Maharaja Ganga Singh University, Bikaner has to be followed by the institution. The modification made by the University is brought to the action by affilating institutions.

Institution has eminent educationist Dr. Shri Ram Choudhary as a source person to monitor, review and suggest the modifications in the existing curriculum of B. Ed. course. In his dynamic guidance "Curriculum Review & Reform Committee" was established at the college level in 2009-10. The committee comprises of subject experts teacher in each subject i.e. Hindi, English, SST, Science, Mathematics and foundation courses.

The committee invites the feedback and suggestions about the existing curriculum of the course from all the faculty members, pupil teachers of current session, teachers and head of the practice teaching schools and academic experts on prescribed format/questionnaire.

After getting, compiling, analyzing and evaluating the feedback, the suggestions are recommended to the Maharaja Ganga Singh University, Bikaner, i.e. statutory academic body, for amendments / modifications in the syllabus and curriculum.

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

The role of teacher educator and Pupil teacher has been redefined us to the global trends and emerging needs of the schools children. Through a balanced blending of traditional methodology with ICT and new technology, we prepare the student–teachers to become independent, creative and confident enough to face the world. The institution and faculty members are prompt in guiding the student –teachers to integrate the technology like OHP, multimedia Projector, Slide Projector, Internet, Computers, Radio, T.V & Other audio-visual aids with face to face sessions to present the content effectively.

Teacher educator demonstrates and justifies the judicious use of appropriate methodology in handling and mastery learning in ICT use. The faculty

members are the 'Model user of ICT'. They make good use of power point presentations and project based instructional resources for instructions, orientation & for conducting different curricular and co- curricular activities in the college. The student teacher imitates and learns different skills during their work educations classes especially during Chalk Board Writing, Handling of equipments & preparing teaching aids.

In the era of 'Smart Class Concept', Institution has introduced the ICT in education theory and practice as well. Teaching practice sessions has been enriched with Information Technology experience and exercises for B. Ed. student teacher in the Government & private Middle and Secondary Schools of Hanuman garh Junction. They had an exposure to Gyandarshan & Gyanwani programmes and they teach their classes with these means.

Besides ICT, the emerging need is value enriched teacher. The institution has a value oriented system of working. We initiate the session with Hawan. Morning assembly is organized by student teacher of respective "Sadan or House" on every day.

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

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

The personality development and communication skills are also in demand globally. So, the institution provides the exposure to the student teacher through its cultural, sports and literary activities to acquire these skills and groom their personality.

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

The curriculum of the B. Ed. course bears thrust on National issues like Value education, Gender equality, Human rights, Equality, Social cohesion, Secularism, Environmental degradation, National integration, Population explosion, Women education, education of disabled children and ICT.

There are compulsory and optional papers in B. Ed. Course in which the issues related to national concern are discussed in detail. The main subjects of B. Ed. course which focus these issues are:-

Computer Education

As the use of Information and Communication Technology in teaching-learning becomes a major requirement for every teacher at school level as well as at college level so, one must have the knowledge of basics of the computer & ICT. To achieve this objective the curriculum of the B. Ed. course provides Computer Education as an optional subject. In this paper the basic knowledge about the computer: its history & development, types, functioning, input- output & processing units, operating system, hardware & software, knowledge about various learning packages, creating & editing documents, using Internet, E-mail, Website, Networking etc. is provided with appropriate theoretical and practical sessions.

Population Education

The Special paper Population Education deals with the following aspects:

Concept, Scope and Objectives of Population Education, population situation in World and in India, population policies, strategies and family welfare programme in India and their impact, strategies of incorporating population education in school curricula of state board at elementary & secondary level etc.

Environmental Education

This Special paper is directly related to the major concerns with the environment. This paper deals with need & objectives of Environmental Education, curriculum development in environmental education, components of environment, global environmental issues, Depletion of ozone layer, global warming, pollution (Soil, Water, Air & Noise) and other miscellaneous environmental issues like Forests & their conservations, wildlife & its conservation, conservation of energy resources, alternate energy resources, waste management, population & environment and Indoor Environment.

The teaching methodology & class room interaction along with the practical and various activities like celebration of various events, festivals, tree plantation & competitions etc. ensure the results in thrust areas of education and society.

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

Yes, the institution makes adequate use of ICT for curricular planning since its establishment. Principal Dr. Shri Ram Choudhary arrange and ensure that curricular events must be recorded since its planning stage.

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

Demonstration lessons by teacher-educators and micro teaching and practice teaching lessons by Pupil teachers are planned and presented with the use of LCD & OHP.

1.2 *Academic Flexibility*

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

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

Teachers are motivated to use ICT with traditional method of teaching. All the facilities like computers, OHP, Projectors, slide projectors, etc, are provided to the teachers for making their lesson a successful one.

The student teachers are motivated to use ICT in their notes preparations, lesson planning for practice teaching, power point presentation for class seminar. The institution provides a platform to all student-teachers to participate in various literary, cultural and community service practice.

The institution has conduct micro-teaching programme, Practice teaching programme and block teaching programme.

These entire programmes give sufficient experience to the students so that teaching becomes more reflective practice.

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

The institution has provides a wide variety of learning experience to the student-teachers for effective implementation of the curriculum. While implementing the curriculum the faculty members encourage the student – teachers to participate in various curricular, co-curricular and extracurricular activities.

For the effective implementation of curricular aspect of course all the faculty members use various innovative and technological approaches of teaching and learning. Various methods like demonstration, lecture and problem solving are used with wide range of teaching aids such as OHP, Computers, slide projectors, charts, models etc. While providing effective teaching learning environment to the student teacher in the campus and in the classroom they are being motivated to do work with community and in the community. There is provision of field work in the curriculum of B. Ed. course.

Since the University has structured the B. Ed. programmes, there is no scope for modification or innovation by the College. The College follows the teaching programmes, curriculum, evaluation pattern set by the Maharaja Ganga Singh University, Bikaner. The college has adopted block teaching approach for the student teachers. The Internship in teaching, each B. Ed. student delivers 40 lessons (20 each in school teaching subject) and 2 criticism lessons. In all 10 days were devoted to microteaching as pre-practice teaching activity and another 40 days to school–based practice teaching in 10 schools.

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

1.2.3. ***What value added courses have been introduced by the institution during the last three years?***

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

Communication and ICT skills are developed through the effective implementation of curriculum of Paper computer education. Where basic knowledge about communication skills, its principles, effective communication, basics of ICT, uses of computers and networking are discussed in detail and thus theory and practical aspects are implemented well.

Student-teachers professional skills are developed through the effective implementation of method subjects which include the skills of chalk board writing, preparing teaching teachings aids, handling of available equipments and work experience.

Along with this paper there were other paper in which there is ample scope for providing life skills, value education, community, professional and social skills etc.

The college has introduced an English spoken course last year so that spoken ability of the student of rural culture will be enhanced.

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

1. ***Interdisciplinary/Multidisciplinary***
2. ***Multi skill development***
3. ***Inclusive education***

4 ***Practice Teaching***
5 ***School experience/internship***
6 ***Work experience/SUPW***

Interdisciplinary/Multidisciplinary

The curriculum of B. Ed. Course has interdisciplinary / multidisciplinary approach. There are various fields of specialization in the B. Ed. course such as Education Psychology, Philosophy, Technology, Science, SST, Language, Development of certain skills like chalk board writing, preparing & handling teaching aids using computers & other ICT and work experience.

Multi Skill Development

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

Inclusive Education

At present, not much emphasis is given on the inclusive education in the curriculum.

Practice Teaching

As a preparation to actual practice in schools, microteaching sessions are organized. The faculty meticulously organizes intricate sessions of microteaching and students practice under their watchful eyes. Lesson planning is considered an important input in the preparation for teaching practice. Faculty members take

good care of training students in lesson planning too. Before the students are sent to schools, for practice teaching, the College organizes confidence building programmes such as pedagogical content analysis, lesson planning, developing core teaching skills, through micro teaching under simulated conditions, observation of model lessons etc. Demonstration lessons are given by each subject teacher in the presence of other staff members and students. Every student observes 10 demonstration lessons. Each student teacher has to give 40 practice lessons in school by taking 20 lessons in each Method of Teaching. All the lessons are supervised and checked by faculty members as well as school teachers and feedback is given to the students.

There are 10 schools attached with college for practice teaching. Each student gives one lesson per day. Sometimes the Practice schools teachers are present in the class and give informal feedback to the Pupil teacher as well as teacher educators. During practice teaching, each lesson is checked before delivering to students in the class and observed by the Subject specialist. The student teacher stays for the whole time in the school during practice teaching days and takes part in all activities of the school.

School Experience

There is a provision of both theoretical and practical aspects of school experience or school management. In the theory paper student teachers are given conceptual knowledge about the management of school facilities and problems, library, infrastructure, time table, human resource etc. At the time of practice teaching at school students teachers apply all this knowledge in actual situation. In block teaching student-teachers organizes morning assembly, make arrangements for teaching learning situations, manage man & material resources, and manage funds at school level and scholarships. At the end of the block teaching at school every student-teacher writes a details school plant report, prepares time table & S.L.C., complete observation lessons and provide their

suggestions to the school for providing their suggestions to the school for providing better learning experience to the students.

Work Experience /SUPW

The aim of B. Ed. course is to develop competent and skilled teacher. A teacher can become capable by contributing to the society. There is a provision for five days SUPW camp. In this SUPW camp student-teacher develop certain skills through work experience for example gardening, chalk making, interior decoration, cooking, stretching & tailoring cloths, candle making etc. in this camp student-teachers are encouraged to participate in various community services extension activities sports and cultural activities.

1.3 Feedback on Curriculum

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

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

- **Feedback on curriculum by the student-teachers:**

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

in the college campus, where student- teachers can put their suggestions regarding the improvement in the curriculum.

- **Feedback on curriculum by the Alumni:**

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

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

- **Feedback on curriculum by Employers:**

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

- **Feedback on curriculum by Teaching Staff:**

- The institution has its Internal Curriculum Review & Reform Committee consisting staff members as subject experts. This committee analyses the existing curriculum of the B. Ed. course, finds out the needs & difficulties of the student- teachers and provide suggestive measures for the modification in the curriculum.

- The faculty members meet after every academic activity to review and discuss the strengths and weaknesses of the activities. They also provide suggestive measures for improvement in these academic activities.
- The existing working related to curriculum aspects of the college are discussed in the staff council meeting.
- Teachers play an active role in the tutorials to solve problems of student-teachers regarding the curriculum.

- **Feedback on curriculum by the Community**

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

- The institution has established extension linkages with Community and local educational institutions i.e. practice teaching schools & colleges. We also organize various services/activities in the community such as vaccination camp, awareness programme, Blood Donation Camp, Tree Plantation etc. and also received feedback and suggestions from the community members at that time.
- The institution always invites Heads & staff of the practice teaching schools, parents of the student- teachers & community members in various activities, functions exhibitions and competitions of the college on Teaching aids skill in teaching, cultural activities, talent search, sport meet etc., where they provide their valuable feedback & suggestions to the course.
- The feedback from the school teachers, during practice teaching about the B. Ed. course and their experience at practice teaching on prescribed Performa (developed by the institution) is collected and reviewed.
- The institution is planning to organize a meeting and workshop with school Principals and teachers of the neighboring schools to share their views on the methodology and curriculum of the B. Ed. course.

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

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

The institution has a distinct mechanism on analysis of feedback from the student & Alumni on the curriculum. Every year the feedback from the student teachers provided through the suggestion box is collected and then their views are discussed in the staff council and curriculum review & reform committee. If there is any remarkable suggestion then those are reviewed in the staff council meeting then sent to the curriculum review & reform committee of the institution for further discussion and analysis which sends its recommendation to the Maharaja Ganga Singh University, Bikaner and Higher Education Department of Govt. of Rajasthan.

The second tool i.e. students views on curriculum through Performa introduced from the session (2014-2015) and feedback from student-teachers were collected about the curriculum.

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

1. ICT should be included as compulsory subject in the curriculum.
2. There should be adequate provision of Inclusive Education in the curriculum to make the student-teachers aware about the issues of inclusive practices.

3. There should be more emphasis on developing more skills among the student-teachers.
4. The course duration should be of two years rather than one year.

1.3.3. *What are the contributions of the institution to curriculum development?*

Since, the curriculum regulatory body of the B. Ed. course is Maharaja Ganga Singh University, Bikaner, so there is no scope for any self financing private Institution in the development of the curriculum. But the institution, at its part, is trying well to communicate the urgent need and requirements for the modification in the curriculum. The institution is in the process to send some of its recommendation to the Maharaja Ganga Singh University, Bikaner for curriculum up-gradation.

1.4 *Curriculum Update*

1.4.1. *Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction?*

No, major changes in curriculum were made by the Maharaja Ganga Singh University, Bikaner.

1.4.2. *What are the strategies adopted by the institution for curriculum revision & update?*

There is no major changes in curriculum is made by the Maharaja Ganga Singh University, Bikaner. If University made revision & update in curriculum then institution made arrangement to accommodate the same.

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

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

1.5 Best Practices in curricular Aspects

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

As mentioned earlier the institution has its internal curriculum review & reform committee for curriculum evaluation. Student teacher suggestions are invited on the prescribed format and through suggestion box. All these measures are adopted to check the quality sustenance in the curriculum aspect.

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

- Computer education
- Need Based Education
- Socially Relevant Programmes
- Use of ICT
- Academic Skills

- Value education
- Personality development
- Choice based curriculum
- Student Advisors
- Woman Cell
- Learning by Doing
- Co-Operative Learning
- Inter Disciplinary Courses
- Community Participation
- Comprehensive & Continuous Evaluation
- Guidance & Counseling services To the Students
- Career Opportunities
- Remedial Teaching
- Environmental Education
- Including Various Social, Cultural, Academic & Professional Skills among students teachers
- Providing Training of various teaching skills to the student-teachers.

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

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

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

Before the commencement of academic year, a diary is given to all the teachers, it is mandatory for all the teachers to prepare an annual teaching plan. It is communicated to the students. Annual teaching plan is implemented by all the teachers. The progress is checked by Principal on the last day of every month. Shortcomings / suggestions, if any, are discussed in Faculty co-ordination committee meetings. A copy of individual time-table is also submitted to the office. The syllabus is divided according to the teaching schedule. The college organizes conferences / seminars / symposia / training programme / workshops and computer awareness programmes and invites eminent persons for delivering lectures / guidance. Such out-reach academic exercise helps both the teachers and the students to enrich their knowledge.

Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and student Profile

2.1.1. *Give details of the admission process and admission policy of the institution?*

Criteria for admission - The student who have 50% marks (General) in graduation or post graduation are eligible to apply for admission in B.Ed, course. In the case of SC, ST, OBC students, the eligibility condition is 45% marks in graduation or post graduation. The students are admitted in B.Ed. course on the merit basis, taking consideration of reservation policy and other rules of State Govt. of Rajasthan.

As per the policy of the State Government, the College admits students through a Common Entrance Test (PTET) conducted by the Co-coordinator PTET, MDS University, Ajmer (from last five years PTET was conducted by JNV University, Jodhpur). The students have a choice to opt for any B. Ed. college, depending upon their merit score. Pre-Teacher Education Test consists of four sections, namely, Mental Ability, Teaching Attitude and Aptitude Test, General Awareness, and Language Proficiency (Hindi or English). Mental Ability Test comprises of 50 multiple choice type questions and assesses abilities like, Reasoning, Imagination, Judgment and Decision Making, Creative Thinking, Generalization, Drawing Inferences, etc. Teaching Attitude and Aptitude Test consists of 50 multiple choice type items. It has items related to Social Maturity, Leadership, Professional Commitment, Interpersonal Relations, Communication, Awareness, etc. General Awareness consists of 50 multiple choice type items. It has items related to Current Affairs (National & International), Indian History & Culture, India and its Natural Resources, Great Indian Personalities (Past & Present), Environmental Awareness, Knowledge about Rajasthan, etc. Language Proficiency (Hindi or English) consists of 50 multiple choice type items. It has items related to Vocabulary, Functional Grammar, Sentence Structure,

Comprehension, etc. The general candidate has to score 50% marks and reserve category candidate has to score 45% in UG or PG course otherwise she or he will not be eligible for admission into B. Ed. Programme. The eligibility as prescribed by NCTE for B. Ed. Programmes is followed strictly. The reservation policy of Rajasthan State Government is being followed. The students are allotted by the co-ordinator PTET. The college admits students on the basis of the list of qualified candidates received from co-ordinator PTET.

Role of College Admission Committees :

The Institution has the separate and specific admission committees for B. Ed. Course. Committee has one convener three teacher members. The committees go through all the relevant updates of instructions, norms and rules published, issued and circulated by the NCTE, Coordinator PTET, Maharaja Ganga Singh University, Bikaner, State Govt. of Rajasthan. The Handbook of information for admission in B.Ed. is considered as reference and reliable source along with the above circulars.

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

Since, the admission in B. Ed. Course is given on the basis of merit achieved in PTET. All the advertisement regarding PTET is made by coordinator PTET. Although at the time of admission the institution provide prospects to all candidates in which all information regarding course, management, institution etc. is given.

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

The institution can admit only those students which are allotted by the coordinator PTET. All decision regarding admission is withheld with the coordinator PTET. However the institution monitors all the admission process through Admission Committee.

The Institution has specific admission committees to monitor admission decisions for B.Ed. courses. The admission committee members and convener remain vigilant on handbook of information, circulars of the NCTE; state Govt. of Rajasthan, Coordinator PTET, Maharaja Ganga Singh University, Bikaner.

This committee maintains the record of relevant information and decisions and orders of competent authorities i.e. NCTE, State Govt. of Rajasthan, Coordinator PTET, Maharaja Ganga Singh University, Bikaner.

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

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

2.1.4. *Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution?*

The institution has a privilege of its location, that's why its student has diverse backgrounds. The student-teachers from different economic, cultural,

religious, linguistic backgrounds and physical challenges enjoy their individuality in harmony of great diversity in institution's academic environment. The following strategies arc in vogue for the great cause:

1. The institute assists the economically weaker student teacher by facilitating them to avail state scholarships. The additional numbers of library books are issued especially to them through book bank. The uniform and transport aid are also provided.

2. Religious festivals and events are celebrated by student teachers for integration of their faith and believe. Every student is encouraged to share and represent her culture and sect in various cultural activities as well as in morning assembly. Lohari, Diwali, Holi and Christmas are celebrated in the institution.

3. The college has a women education encouraging and endorsing environment. The female student teachers are being ensured that they have their voice to share and raise the issues regarding campus experience with girl student's advisor, women cell in-charge and their concerned tutors.

4. Institute has a contributing academic environment for the expression, joyful study and celebration of life for the female student-teachers through various cultural and co-curricular activities. Every year on 8th March the institution celebrates the International Women's Day.

5. The female student-teachers are encouraged to participate in the inter-college competitions organized by different colleges of education in Rajasthan. The team of girl students is always accompanied by a female teacher in-charge and their T.A. & D.A. and registration fee is paid by the institution.

6. The linguistic diversity has been facilitated in teaching learning process by educating through both medium - Hindi and English. There is an equal respect and attitude towards various languages and dialects of the students. The teacher-educators take care of their emotional attachment to the languages and dialects so that students feel comfortable in a learning friendly environment.

Seats are set apart for differentially able and economically weaker sections as per state government rules. Pre-examination counseling is given to SC/ST and OBC students. Remedial Class, Spoken English classes etc. are offered to the needy students.

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

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

1. Orientation Programme:

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

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

2. Talent Hunt:

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

3. Entry Level Test:

Every year our institute takes an entry level test of all admitted student to identify slow as well as advance learners to make appropriate policy for them.

2.2 *Catering to diverse Needs*

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

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

Through the effective implementation of the curriculum, the Shri Guru Nanak Khalsa shikshak Prashishan Mahavidyalaya provides best services to the student teachers for better learning environment. The faculty members use various teaching methods according to the needs of the students. If student Teachers find any difficulty in the way of learning, the hurdles are removed by the concerned teacher educator by adopting suitable method.

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

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

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

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

1. Independence Day Celebration
2. Republic day Celebration
3. Diwali
4. Lohari
5. Women's Day Celebration
6. Science quiz competition
7. Inter House Speech & Poetry Competition
8. Aids Day
9. Environment Day

10. Wild Life Week
11. Science Day
12. Inter House Debate & Extempore
13. Poster Making, Rangoli, Teaching aids, Transparences Competition
14. Chalk Board Writing Competition
15. Pot Decoration
16. Drawing & Painting
17. Mantrocharan & Shalok Pratiyogita

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

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

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

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

Pre-examination counseling is given to SC/ST and OBC students. Bridge courses, Extra classes, Spoken English classes, issuing books during annual

examination, arrangement of seminar, Organizing Extension Lectures etc., are offered to the needy students. Special attentions are paid to advance learner and they are being guided properly.

- Assignment and projects are assigned to the student-teachers
- Extra classes for weak and needy student-teachers
- Issuing books to student-teachers during annual examinations
- Organizing the Extension Lectures by prominent educationist
- Remedial teaching is given after every class /unit test and house examination
- Proper orientation about examination and evaluation system
- Student-teachers need for academic areas are discussed through the tutorial and are also provided with remedies
- Appropriate demonstration is given to the student teachers for model lessons in different skills & teaching practices etc.

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

There is a vast scope of diversity in the teaching learning process along with its equity in the B. Ed. curriculum. There is a lot of diversity of the subjects in the curriculum such as education philosophy Education Psychology, Education Technology & various teaching subjects and all these subjects equally work for effective teacher training. The curriculum has various activities through which diversity and equality in teaching learning process is reflected. Student teacher are also provided a training how to understand the equity and diversity of student teachers in their Micro Teaching group in which they have to play the role of student, teacher and observer . Other curriculum oriented activities are:-

- Pedagogical content analysis
- Preparation for practice teaching

- Lesson Planning
- Developing core teaching skill through simulation
- Practice Teaching
- Observation & discussion of demonstration lesson
- Creating learning situation through tutorials
- Observation & supervision at practice teaching
- Interaction & Participation within community
- Educational Tours
- Extension Lectures
- Provision for work experience
- Houses are formulated to cater every need of the lesson
- Organizing various class test, class seminar & demonstrations etc.

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

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

- The Institution has well qualified and experienced faculty. Three of our staff members have Doctoral Degree (Ph.D.) in education, and three members doing doctoral research (Ph.D.) in Education or in relevant teaching subjects.

- The institution has the mechanism to observe the model lessons of the teacher-educator in the classroom. After observing the behavior of the Teacher-educator while teaching in the classroom, the observation are made known to all the staff members and a peer feedback is collected. All the positive and negative aspects of the teaching are discussed and feedback is provided to the concerned teacher-educator for improvement, if needed. With the

help of this mechanism a teacher can also evaluate his/her classroom behavior and bring necessary modifications in it.

- Students' feedback is also taken on prescribed proforma regarding the teaching of all the faculty members.

- Every member of the staff is selected by the properly constituted selection committee.

- Teacher-educators are allowed to attend & participate in various seminars, conferences & workshops etc. organized by different universities/institutions. Appropriate T.A. / D.A. are also paid to them for attending the same.

- The Institution sends teachers to participate in the Refresher course/orientation courses to provide them an opportunity to exchange experiences with their peers and eminent educationists.

- Teacher educators emphasize on making good and healthy student-teacher relationship to cater the diverse needs of student teachers. Teacher educators adopt the appropriate strategies to assess the slow and advanced learners. The teacher educators are encouraged to obtain feedback and communication from the students, alumni, employers, community, academic peers with regular meetings and discussions.

- The facility of suggestion cum complaint box has also been provided by the institution.

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

The college provides a wide variety of such practices which enables student teachers to be innovative & skillful and adopt human values. Some activities are:

1. Organizing daily morning assembly where all the faculty members and student teachers assemble for prayer and other assembly activities. The morning assembly includes followings activities:

- Saraswati Vandna
- Prayer
- View of prominent / eminent personality on values, education or any national concerns
- Thought of the day
- Daily news
- Preparation of self composed of inspired poetry
- Bhajans/Devotional Song / Patriotic Song
- National Anthem

2. Every session and important functions are started with Hawan and prayers.

3. Organizing various social and cultural programme

4. Celebrating days of national, international and social importance Such as republic day, Independence Day, women's day, Lohari, Diwali, Holi, Science day etc.

5. Organizing Extension Lectures

6. Daily display of thought of eminent thinkers & Educationist on display board.

7. While organizing any activities / function at college level student teachers are assigned duties/responsibilities to provide them opportunity to organize various activities under the supervision of the concern tutor.

8. Student teachers are also motivated by organizing Extension Lectures While organizing various competitions at college level student teachers are assigned different responsibilities.

9. In maintaining the greenery at the campus student teachers are motivated to plant tree and flowering plants and also they are assigned duties to protect them.

10. Student teachers are also motivated by organizing Extension Lectures

11. Student teachers are provided guidance & counseling service by faculty members.

12. The student teachers are given orientation in different types of disabilities, identification, causes and prevention. The student teachers are also given lesson on how to help disabled children in the classroom and at home.

13. Organizing Yoga Camp.

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

2.3 Teaching –Learning process

2.3.1. How does the institution engage students in "Active Learning"?

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

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

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

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

For active and participatory Learning of the student-teachers **'Learning by Doing'** approach is applied by Institution. Theory and practical work also executed simultaneously.

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

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

1. Almost every student teacher is variably involved in various activities/programme of the college for developing their talent in the field of their interest. Student teacher`s participation in various activities is ensured through the organization of morning assembly.
2. Tutorial groups and guidance & counseling cells are established to solve the student teachers academic, personal, career and social problems
3. Every faculty member caters the needs of the student teachers while developing the content matter in classroom. As per the need of the student teachers the teacher educator changes his/her methodology and uses various teaching aids to make concept easy & understandable to the student teachers.

4. Regularity, punctuality and discipline in the college are maintained by a body of student teachers and discipline committee as well.
5. Organize SUPW camp.
6. Seminars, projects and case studies are conducted by the student teachers themselves under the guidance of the respective teacher educators.
7. Extension lectures & competitions are organized to cater the student teacher need.
8. Teachers educators precisely diagnose the problems of the student teacher by oral testing, written test, class test and house examination and then provide them necessary remedies accordingly
9. Student teachers are motivated to visit library regularly to keep them updated by reading newspaper, magazine, journals, reference books & periodicals etc.
10. Training in handling hardware and software is also provided to the Pupil-teacher's in order to meet the requirements of the modern classroom. During this training, student teachers are taught about the use of OHP & LCD projectors using CD- ROM or DVD and T.V. in the class room.
11. Student teachers are offered a variety of options in all the optional papers where student teachers are free to choose any option as per the requirement or interest.

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

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

At this college integration of traditional as well as modernize methodology of instructions are used to impart the instruction & providing various learning experience to the student teachers. The traditional methodology include lecture method, discussion, heuristic method where as modern methodology include use of modern technologies, interaction, models, source method, project method, problem solving method, demonstration and experimentations etc.

As in the B. Ed. curriculum 48 % Weight-age is given to theory and rest 52% Weight-age is given to pedagogical skill development, practical work, field work, teaching practice etc. All necessary steps have been taken for the effective implementation of the curriculum aspect, theory as well as practical.

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

The practical work is carried out with the active participation of student teachers. Student teachers are engaged in work experience, preparing charts, models, chalk sticks, candle making, making useful products from waste material and community services, actual sitting, various cultural & social programme for providing various learning experience to ensure better & effective learning.

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

No, there is no such programme provided in the B. Ed. curriculum to provide training in models of teaching. But our Institute uses various methodologies and approach to provide effective learning experiences to the student teachers.

1. Pedagogical analyses of the content

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

2. Lesson plan

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

3. Student-teachers are provided with adequate training in delivery of model lesson presentation before starting their micro-teaching and teaching practice in the schools. Before the commencement of micro teaching lessons student-teachers are well known about the micro teaching, its concept, requirement & various teaching skill. Demonstration lesson in each skill and in each teaching subject is presented before the student-teachers by the teacher educators. During this micro teaching session, every student-teacher prepares and delivers ten micro lessons in each teaching subject and then four Comprehensive lessons and two discussion lessons in simulation. Micro Teaching lesson has the duration of 5-7 minutes, where as Comprehensive & discussion lesson have time duration of 20 and 40 minutes respectively.

4. Besides all the student-teachers have been well oriented about various kinds of methods and strategies in the theory of their relevant teaching subjects.

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

Yes, for making effective and competent teacher we must have to foster various teaching skills among the prospective teachers. To inculcate various teaching skills among the student-teachers The Institution use micro- teaching technique. Through the effective use of micro-teaching techniques, all the student-teachers are well trained in the various teaching skills and then with the appropriate integration of these skills, they become good and effective teachers.

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

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

1. Introduction of lesson
2. Skill of Illustration with examples
3. Skill of Questioning
4. Skill of Chalk Board writing
5. Skill of Reinforcement

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

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

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

When the micro & macro lessons are completed then student- teachers are sent to the schools for practice teaching, where they present 20 lessons in each teaching subject and one discussion in each teaching subject that means total 42 lessons are presented by each student- teacher during teaching practice.

Above all each student-teacher observes 10 micro lessons and 20 teaching practice lessons delivered by their peers.

2.3.6. *Detail the process of practice teaching in schools.*

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

1. Identification of schools for practice teaching: -

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

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

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

- **Getting consent from authorities: -**

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

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

After selecting the school for teaching practice and getting their consent, the various student-teachers are assigned to different groups and school. While assigning the schools to student- teachers, various needs & requirements of the student-teachers are kept in mind. Every care has been taken to provide nearby

school to the student-teachers. A group comprises of almost 20 student- teachers and one teacher educator as supervisor.

- **Completion of teaching practice:-**

Teaching practice session at the schools lasts for 40 day in which student-teachers deliver 40 lessons in all and observe 20 lessons of their peers. Before the commencement of practice teaching, they are also well oriented about the school environment.

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

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

Process of Practice Teaching

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

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

At practice teaching in schools every student-teacher delivers (presents) 20 lesson in each methodology course. It means total 40 lessons and two discussion lessons are delivered by each student-teacher at practice teaching. The teaching practice session goes for at least 40 days. Therefore, one lesson per day is delivered by each student-teacher.

3. Number of Lessons Observed by Mentor teacher:

For every practice teaching school one teacher educator is assigned the work as supervisor. A supervisor/mentor teacher is assigned a group of almost 20 student-teachers. At practice teaching, a supervisor or mentor teacher observes almost 20 lessons per day.

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

- Each student-teacher observes 20 lessons in the both methodology courses delivered by their peer and also provide feedback to them.
- At the time of the observation of discussion lesson, all the student- teachers, mentor teacher and school teachers observe the lesson. The discussion lesson is followed by a detailed discussion on the strengths and weaknesses of the lesson delivered by the student- teacher. Appropriate suggestions are provided to him/her by peers, mentor teacher & school teachers accordingly.
- Mentor teacher regularly check the lesson plan & observe the practice teaching. He/She writes his/her comment & suggestions about the lesson in the lesson plan note-book of the student-teachers.

- School teachers are encouraged to observe the lessons delivered by each student-teacher and provide necessary feedback.

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

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

A group of students are attach with the particular school which was selected by the institution. In that school students are acquire knowledge about the system of school. They acquire knowledge about admission procedure, accounts, and preparation of time table, debits, and competitions. They participate in co curricular activities also. In this block teaching student teachers organize morning assembly, sports activities, celebration of important days, various competitions etc. On the other hand they also watch the teaching procedure with school teacher and each day of block teaching they teach two lessons per day in different classes in the presence of school teacher. Total time for block teaching is 10 days.

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

Yes, Teaching Practice plans are developed in collaboration with 10 cooperating schools. In the beginning of the practice teaching at the school, a discussion session is arranged in which all the student-teachers, staff members of the schools and head of the School share their views. School teachers are consulted regarding distribution of the sections & classes, syllabus to be covered, maintaining discipline during practice teaching etc. Student- teachers are also asked to plan their lessons as per the requirement & syllabi given by the concerned school teacher. Mentor teacher plays the role of epicenter. If any problem arises during practice teaching mentor teacher provide help to school

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

2.3.9. *How do you prepare the student teacher for managing the diverse learning needs of student school?*

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

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

practice teaching student-teachers apply this training in actual situations.

- Various social & life skills are developed through community participation and games & sports activities, among the student-teachers which help them throughout the practice teaching period.

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

Pupil-teachers are well trained to use modern technological equipments such as computers, OHP, slide projector, T.V., multi-media projector etc. for making teaching-learning process more effective. Student-teachers are encouraged to use various ICT devices in their practice teaching lesson and in annual skill in teaching examinations.

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

2.4 Teacher Quality

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

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

In the beginning of the practice teaching at the school, a discussion session is arranged in which all the pupil-teachers, staff members of the schools

and head of the School share their views. School teachers are consulted regarding distribution of the sections & classes, syllabus to be covered, maintaining discipline during practice teaching etc. Student- teachers are also asked to plan their lessons as per the requirement & syllabi given by the concerned school teacher. Mentor teacher plays the role of epicenter. If any problem arises during practice teaching mentor teacher provide help to school staff and student-teachers as well. If the need arises meetings with the Head and other teaching staff of the schools is also arranged in between the practice teaching period. On behalf of student-teachers it is the responsibility of the mentor teacher to maintain the discipline at the practice teaching. Student-teachers are motivated to work within conducive, co-operative & self disciplined environment. The student teachers also write a report of the school plant in which they discuss almost all the aspects of the school

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

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

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

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

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

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

- School should be near to the college.
- It should be in easy access of the student-teachers.
- Basic amenities at the school.
- Availability of the school.
- Number of students' strength in the schools.

- Attitude of the head of the school & staff.
- Recognition / affiliation of school with the government.
- Medium of instructions at the school.

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

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

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

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

The mechanism of giving feedback to the students is manual. During micro teaching sessions conducted in simulations, the teacher-educator and the peers provide feedback about the lesson presented by the student-teachers. And also during the practice teaching session, mentor teacher involves head and teachers of practice teaching schools, peer group of student teachers with him for manual observation and to give feedback. From Session 2011-2012 the

institution also plans for adopting mechanical mechanism for providing feed back to student teacher. In this mechanism audio and video recording of the practice teaching lessons are done.

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

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

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

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

student teachers. She also seeks for the permission of D.E.O. and B.E.E.O. for the practice teaching.

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

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

The policy updates and educational needs of the schools are the main focus of wall magazine, morning assemblies, debate and discussion in our institution. The institution ensures that all its mentor teachers are updated themselves regarding educational policies like EDUSAT, Mid-day meal, recording of funds and documents on school education. The Mentor teachers provide the updates to all student teachers. A school plant report also provides reflection of the policies and need of that practice teaching school.

2.4.5 *How do the student and faculty keep pace with the recent development in the school subjects and teaching methodologies?*

The faculty members study the educational journals and reference books in school subjects for the knowledge of updates in content and methodologies. The recent development in school education like grading system, concept of

smart class and common entrance test for engineering, medical etc. have been discussed with student through wall magazine, morning assembly and discussion.

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

The members of the faculty are in direct contact with the teachers of different practice teaching school to get acquainted with the change in school education system through meetings and personal interaction.

Before starting actual practice teaching curriculum of concerned education board is provided to the entire student teacher as well as teacher educator. The Institution subscribed various journals, magazines, paper of education fields. All these materials are provided all of them so that they keep pace with recent development in the school subjects and teaching methodologies.

2.4.6. *What are the major initiatives of the institution for ensuring personal and professional /career development of the teaching staff of the institution?*

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

1. Teachers are sponsored to attend the various seminars, workshops, conferences and registration fees, T.A. & D.A. are paid by the institution. The institution has a firm faith, that a quality faculty with job satisfaction only can accelerate & enrich the institutional academic excellence.

2. Teachers are provided with personal computer, internet access facility, library facility and guidance from Principal. The faculty can avail optimum academic leaves for their research work.
3. Institution encourages and facilitates the teachers to undertake and successfully complete their research programs like M.Phil. & Ph.D. in Education and other school subjects.
4. Faculty members who take up research are facilitated through study leave, adjustment in teaching schedule and secretarial support. They are encouraged and given academic leave for attending Orientation and Refresher Programmes. College provides training in the use of ICT and INTERNET. The faculty development programmes are organized from time to time for the benefit of staff members.

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

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

- Increments and incentives for better results in annual university examinations in concerned subjects are given to the staff members.
- Institution provides recognition by conferring upon the certificates of merit to the teachers for their academic and co-curricular excellence.
- The institution has a provision for its good performing teachers that they can obtain academic leave for research and studies.

- The Faculty members with exceptional best results are recommended as deputy/assistant supdtt. in annual theory examinations and coordinator - examiners in annual practical examinations of the B.Ed. by the Maharaja Ganga Singh University, Bikaner.
- The faculty members are involved in decision making and they have liberty to share, suggest and introduce novel innovative, constructive, creative ideas in teaching learning process and other co-curricular activities.
- The institution recognizes the catalytic role of active and dedicated teachers and motivates them by conferring upon them the special roles as staff secretary, student advisor, controller of examinations and convener of different college committees.
- The Principal and managing committee have personal equations with its faculty members. This cordial bond ensures the intrinsic motivation among staff members for better results.
- The institution provides desirable facilities to its good performing staff members i.e. PC for personal use, internet and fax for their teaching, training, academic and research work.
- The institution has a brand new transport facility for convenient and comfort travel of its staff members. Almost all staff members used to commute for their duties.
- Incentives, facilities, recognition and personal care and concern of faculty members restore their faith and devotion to the institution.

2.5 *Evaluation Process and reforms*

2.5.1 *How are the barriers to student learning identified, communicated and addressed?*

The institution has a strong commitment for quality teacher education and every challenging situation encountered on this path is properly defined and

all the necessary measure is taken. The barriers to student learning are checked immediately. The environment of the institution is conducive to the student teachers potential actualization. All faculty members are motivated and devoted for the welfare of student teacher. The student advisor in-charges have a keen watch to make them feel comfortable and contended in term of learning outcome. Student teacher`s class room problem and campus experience are invited to share by the tutor and all the student teacher in charge. Their requirement, suggestion, needs and problems related to sitting arrangements, books, transport, and canteen facility, medical facility, learning barriers, peer group disturbance or any other personal problem are properly identified and addressed. These problems are solved with the help of teachers, principal, director, management committee of the college. The faculty members walk an extra mile for solving the learning problems of student teachers. Personal attention and care of faculty members facilitate all the student teacher to share her learning problem. Faculty member provide remedial teaching, repeat or modify the instructions delivered already and make change in their lesson plans and teaching aids and methodology. The provision of "SUGGESTION BOX" also provides an extra space to student teachers to share their view on different learning barriers in campus.

2.5.2. *Provide details of various assessment /evaluation processes used for assessing student learning?*

The institution practice following assessment/evaluation mechanisms:

a. Class tests, assignment and report writing are general classroom tools for the assessment in routine teaching sessions.
b. The work education, work experience, community participation are supervised and recorded by the respective teacher in-charges in terms of skills and attitude of the student teachers in these areas for internal assessment.

c. Skill in teaching are observed & evaluated in a conducive environment in micro teaching session groups & real practice teaching group by the teacher in charge.
d. Internal assessment is conducted and finalized on the basis of student teachers performance in two house examinations, quality of their project reports, viva-voce and their participation in different curricular and co-curricular activities.
e. Project work, practical, class tests and practical are designed and executed for the mid-term evaluation.
f. External and term end evaluation is done by the university annual exams in theory and practical.

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

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

Every year college announces the merit in each subject and the student are awarded certificate of merit and prize in annual get together.The assessment and evaluation outcomes in house examinations, unit tests and internal assessment are communicated in personal and then remedial sessions are organized to remove the weaknesses and failures in concerned subjects.

The teaching methodology and other class room activities are modified accordingly to meet the problems and needs of student teachers identified.

The results of house examinations and annual examinations are played on college notice board also to acknowledge the achievements students. Prospectus and advertising media also exhibit the results in brief and top

meritorious students in general. This recognition stimulates 3 learners to perform their best. Specific needs of low performing, average and excellent performing learner are identified through above mentioned assessment tools and then teaching faculty arrange extra asses for low performing student teachers and special tasks for extra ordinary students for curriculum transaction.

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

Computers are used for the question paper setting, results recording and analysis. LCD projector, OHP, audio video recorder with T.V. and tape recorder are used for seminar presentation and skill in teaching lesson plans. Tape recorder is used for analyzing and making correction in linguistic skills.

2.6 *Best Practice in Teaching – Learning and Evaluation Process*

2.6.1 *Detail on any significant innovations in teaching/learning/evaluation introduced by institution.*

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

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

Before the commencement of academic year, a diary is given to all the teachers, it is mandatory for all the teachers to prepare an annual teaching plan. It is communicated to the students. Annual teaching plan is implemented by all the

teachers. The progress is checked by Principal on the last day of every month. Shortcomings / suggestions, if any, are discussed in Faculty-wise co-ordination committee meetings. A copy of individual time-table is also submitted to the office. The syllabus is unitized according to the teaching schedule.

Lecture method of teaching is supplemented with other methods. In these methods there is greater involvement of teachers and students in the teaching learning process. This is done through drilling method, demonstration method, and use of maps, charts and models. On line teaching method is also used with the help of LCD projector in audio-visual unit. The college is well equipped with media facility. Teachers are taking benefit of these to make their lecture more meaningful and interesting.

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

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

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

- Financial help from donors is given to them.
- Cash prizes are given to them.
- Additional borrower's ticket is given to them.
- Extra borrower's cards are also given to those who excel in co-curricular and extracurricular activities.
- Students are also encouraged to take part in different activities organized by their associations and to appear for various competitive / entrance examinations.
- Personal guidance is given to the students.

- Progress of the students is communicated to the parents from time to time.

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

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

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

The institution prepares a calendar of events. To provide interactive teaching learning, the methods followed are inductive, deductive, demonstration etc. They have a depth knowledge and vast experience of developing and using different teaching aids and instructional techniques. The institution reflects on the best practices in the delivery of instruction by using the technology in their classes. The faculty members are skilled in delivering their instructions, orientation and demonstration in micro teaching and real teaching lesson with the help of power point and LCD Projector or Over Head Projector. Every teacher has his/her unique classroom interaction and teaching methodology. They use activity centered, project based and student's participation ensuring strategies in their classrooms i.e. demonstration, discussion, seminar, story telling, problem solving, project method, role playing, report writing, quiz, puzzles, brain storming, inductive-deductive reasoning. The Faculty members have developed various teaching aids, models, slides,

transparencies, modules, charts, flash cards to teach the student teachers more effectively. The effective use of chalk board, communications and different audio visual aids give an extra edge for best practices in instructional field.

The institution has established linkages with NCTE, Maharaja Ganga Singh University, Bikaner and other Colleges of Education in the state. The college has procured Reports and Journals from the Maharaja Ganga Singh University, Bikaner and other colleges of education of the state. The Maharaja Ganga Singh University, Bikaner staff is invited to give lectures to the students and staff. These are mostly on topic related to the courses of study of B. Ed. Programme. Print and non-print materials also produced by the college for use of the trainees. The college also subscribes to the NCERT and other journals. Extension lectures by experts are also arranged for the students which are mostly on topics related to the curriculum.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

The institution tries its best to motivate the teachers to take up research in education to keep abreast of the current knowledge and development in the field of Teacher Education.

The institution endeavors to promote research among its faculty members and students. The institution is headed by Dr. Shri Ram Choudhary. So it's a privilege for its faculty members who get academic support to pursue research projects under his able guidance.

The research facilities are strengthened by the Academic and Administrative Body. The faculty members are encouraged to participate in seminars, conferences and to present papers on different issues in teacher education. The faculty members have attended a numbers of national and international level seminars, conferences and workshops and eight papers have been presented so far by the faculty. Three of the faculty members are Doctorate in education, three faculty members perusing their Ph.D. Degree in education or in relevant teaching subjects.

The institution encourages teaching staff for research work by adjusting their work load in the timetable. The teachers are given study leave with certain seed money. The college has a research committee. The institution supports to the extent of Rs.25000/- to a teacher for completing their research projects.

The library is equipped with vast variety of books and surveys. Various National and International Journals are also subscribed for the library. Broadband

internet assessment is available to the Teacher Educators.

The following research facilities have been developed on the college campus:

i) Internet Connectivity through BSNL Broadband.
ii) Computer Center Equipped with 20 Computers, Printers, Scanner with Power Backup Facility
iii) Laptops & LCD Projectors
iv) Reference Books
v) Periodicals and Journals
vi) Xerox Machine

3.1.2. What is the thrust area of research prioritized by the institution?

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

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

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

Yes, the institution in general and the faculty in particular encourages action research projects among student-teachers. Action research is a compulsory provision in the syllabi of the B. Ed. course. During the years all the student-teachers have taken up a good number of action researches successfully. Action research is mainly focused on immediate classroom problems, needs and its solutions. The student-teachers with the help of teacher-educators have

conducted research on a wide range of problems and their solutions. Some of the problems of the action research projects are given below:

- Slow learners
- Poor hand writing
- Lack of Interest
- Incomplete Homework
- Cleanliness of school campus/own locality
- Proper use of dictionary
- Cheating/unfair means
- Problem in Mathematics
- Indiscipline
- Low attendance during morning assembly
- Inefficiency in performing science experiments
- Incorrect pronunciation
- Fear from mathematics

The major outcomes of action research are-

(a) Improving and modifying the class room strategies, tactics and teaching aids.

(b) Develop interest, attitude and values of the student towards their studies.

(c) Dealing with classroom problems and school problems, related to discipline and code of conduct.

(d) Developing the habits like completion class notes and active participation.

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

The following seminar was organized by institution in this year

- Teacher Training: Present & Future

Following are details of the Conference/Seminar/Workshop Attend by the faculty members in last five years:

- Teacher Education- Issues & Challenges
- Application ICT in Teacher Education
- Challenges of Teacher Education
- Responsibility of Teachers in Present Scenario
- National Education Policy,1986 outlook of Primary Education
- Contemporary Issue of National Security in Present scenario
- Incorporation of Science of Living &Yoga Education in Teachers Training
- Education Consultation on Human Rights
- population Education
- Teacher's Education –In Search of Quality Enhancement
- Teacher's Education: Quality, Issues & Problems

3.2 Research and publication output

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

The faculty and student-teachers collaborates in developing instructional and other materials suited to local needs of the instruction.

➢ **Details of instructional materials:**

a. Three members of the faculty developed a power point presentation titled as "Global Warming". This presentation speaks about the future challenges posed by the global warming.

b. One of the faculty members has developed Computer Assisted Instruction presentation on intelligence. Intelligence is a part of the syllabi in the Paper II- Psychology of Teaching and Learning.

c. One of the faculty members has developed instructional material on "Fundamental Rights" to make students aware about different aspects of fundamental rights enlisted in Indian Constitution.

d. Instructional materials like transparencies' and slides are developed by the teacher-educators for classroom teaching, work education and work experience.

e. OHP transparencies for orientation to micro teaching.

3.2.2. *Give detail on facilitates available with the institution for developing instructional materials?*

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

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

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

- OHP transparencies for orientation to micro teaching.
- Power point presentation on **"Global Warming"**.
- CAI on Intelligence.
- Power point presentation on **"Fundamental Rights".**
- Instructional materials like transparencies' and slides are developed by the teacher-educators for classroom teaching, work education and work experience.

Institute bounds the teachers to develop the study material like OHP Slides and Transparencies every year. Each faculty at least 15 PPT Slides/ Transparencies is submitting to the Principal for the observation.

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

A Organized by the institution

"Preparation of Teaching Aids"

B Attended by the staff

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

c. Training provided to the staff

Institute provides special training to the staff members about the use of new apparatus introduce in ET Lab and Psychological Test.

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

05

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

03

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

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

3.3 ***Consultancy***

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

The Principal of the institution particularly in his capacity as an eminent scholar in the field of research provides free consultancy to the faculty members, student-teachers in their research work. Three of its faculty members have been awarded Ph.D. degree in education, so in their capacity they also act as research advisors for dissertation work at M. A. and M. Ed. level.

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.

Yes, the faculty/staff members of the institute competent to undertake consultancy. The Principal has vast experience and professional acumen in research field to give valuable advice to upcoming research scholars in the field of education. The institution has the pleasure of having three Ph. D. degree holders & three of its faculty members doing doctoral research (Ph.D.) in education. Some of the faculty members are also supervising dissertation work of M. A., M. Ed. and M. Phil. students. The institution published information brochure annually to publicize the available expertise in the institution.

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

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

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

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

3.4 Extension Activities

3.4.1 How has the local community benefited from the institution?

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

The college runs awareness programmes on Aids, Environment Education, Health, Hygiene Awareness, Girl Child Education Awareness, Water conservation Awareness, campus beautification awareness etc. This is a laudable initiative on the part of this college.

The college runs out-reach programmes like holding exhibitions of teaching Aids prepared by the students and distributing the same to different schools, cleanliness drive, anti-tobacco campaign, observing human rights days and organizing awareness programmes for diabetic persons, awareness about fire fighting techniques etc. The institution also visits social organizations and institutions like Deaf and dumb school and Old Age homes for social surveys also extend their services to these institutions. Extending help to the teachers of adopted school with regard to capacity building is an innovation being successfully tried by this college for the last three years. Social surveys on income, education and profession have been done. The institution is planning to tie up with Red Cross Society in near future. Students and teachers are encouraged to participate in various extension activities. Their achievements are appreciated in weekly assemblies. They are given responsible work in the important functions of the college. In addition to these the college has a designated person for extension activities who runs various extension activities in collaboration with Govt. and Non Govt. organizations.

3.4.2 How has the institution benefited from the community?

As the institution is situated in a rural area, the community is participative in most of activities of the institution. Community participation is seen in talent search competitions, festivals celebrations, annual get together functions 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 an informal institution - school - community network. Almost 11 schools have been tie-up with us for practice teaching. All the staff members and head of these schools are friendly & cooperative with our student as well as teachers. This is helpful to us in giving quality education. Local community very helpful to us in organized various activities like celebrating national festival, extension activities camps etc.

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

The future plan of the institution for providing community orientation to students is to adopt a village "Dabli Rathan". The main activities in this village taken up will include (a) conducting literacy campaigns, (b) women empowerment programme through a tailoring center and (c) subscribing and supplying newspapers and magazines to the adopted villages. The institution is also planning to tie up with Red Cross Society in near future. We are trying for the tie up for the blood donation with Govt. Hospital, Hanumangarh for Blood donation camp.

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

There is no such project initiated or completed by the institution relating to community orientation to students.

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

1. The faculty members and students periodically visit village and participate in clean and tidy programme.
2. The institution observes festivals like Lohri, Holi, Diwali, Christmas

and other such socially relevant festivals to make the students aware about cultural ethos and social values of the society.

3. The institution also observes Republic Day, Independence Day, Birthday and Martyrdom Day of National Heroes to inculcate the Nationalism and values among students.

4. The faculty members and students involved in legal awarenessprogrammes especially in Environment Protection, Animal Rights, Human Rights, Woman Rights, Child Rights, Constitutional rights etc.

5. The faculty members delivered the lectures to the student-teachers on socially relevant issues like Female Feticide, Global Warming, Wild life conservation etc.

6. The institution encourages its students to actively participate in tree plantation programme and tree conservation initiatives.

7. In the beginning of the session the librarian provides orientation to newcomers about how to use library and give lesson on reading and study habits among student-teachers.

8. The faculty members and student-teachers participated in development programmes of the surrounding area of the college.

9. The institution is also providing facilities to local students to utilize the college ground for morning walk and practice of games and sporting events.

10. The institution also encourages the students to participate in "Clean and Green Programme" to keep the college campus cleans once in

every month. It arranges vaccination camps, and other such health related programmes to make the students more participative in community life.

3.5 *Collaborations*

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

The institution has linkage with NCTE, NCERT, Maharaja Ganga Singh University, Bikaner. This linkage helps institution in enhancing the quality of teaching.

3.5.2 *Name the international level organizations if any with which the institution has established linkages in the last five years. Detail the benefits resulted out of this linkages.*

Not Yet.

3.5.3 *How does the linkage if any contribute to the following?*

Curriculum Development:- The Curriculum is design by the Maharaja Ganga Singh University, Bikaner. College has to strictly follow the curriculum design by the Maharaja Ganga Singh University, Bikaner

Teaching:- Various journals & study material of NCERT and NCTE is helpful in enhancing the teaching quality.

Training:- The guidelines of Maharaja Ganga Singh University, Bikaner, NCERT and NCTE play major role in providing training to students as well as teacher educator.

Practice Teaching:- Various research, journals and study material help full to faculty members and student teacher to give in effective practice training.

Research: - The faculty members of Maharaja Ganga Singh University, Bikaner very help full in research activities done by staff members.

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

Extension:- The staff members of Maharaja Ganga Singh University, Bikaner guided our student as well as teacher educator in various extension activities.

Publication:- Various publication of NCTE, NCERT, Maharaja Ganga Singh University, Bikaner, help full to our student teacher as well as teacher educator in their teaching learning process.

Student placement:- The faculty members Maharaja Ganga Singh University, Bikaner, and staff of practice teaching school, are very help full in providing placement to our student teacher.

3.5.4 *What are the linkages of the institution with the school sector?*

At present the institution has linkages with 10 schools for Practice Teaching. The institution has good and healthy linkages with school and community members. The schools and community works hand in hand with this institution for the progress of the student-teachers. For the practice teaching, schools are made available to the student-teachers by the school authorities easily. This not only needs co-operation from school teacher, but also it demands more appreciative look to these upcoming teachers. Community members are

also gives their best to make the programme more successful. The institution develops proper linkage with school sector by arranging activities such as School function, Tree plantation drive and various cultural, sports, literary and art competitions during teaching practice programme conducted in the schools.

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

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

Yes, faculties are actively engaged with school staff during practice teaching. Our faculty members visited to the practice teaching before the starting of the Practice session to observe the students in various classes. Principals and faculty members from the Practice Teaching are invited for the suggestions to introduce the new teaching aids. The school teacher and faculty member of college both supervise the lesson of the student teacher and give oral as well as written feedback to the student teacher to enhance performance of the student teacher. The school teacher and faculty member of college both evaluate the lesson of student teacher.

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

- Bal Sabha
- Organizing morning assembly
- PT
- Co-curricular activities
- Mid-day meal Programme
- Maintaining school Funds and Records
- Action Research
- Case Study

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

i. The institution facilitates collaboration of itself with schools, and other educational institutions for its progress. During vaccination camp programme school students are also invited to participate so that they may be aware of health issues. The schools on their part invited us to attend certain occasions like school annual day, etc.

ii. The institution collaborate with other teacher education institution for reporting the grievances to the higher authorities like University, Higher Education Department, regarding upgradation of curriculum, fee structure and other such matters.

3.6 Best Practice in Research, consultancy and extension

3.6.1 What are the major measures adopted by the institution to enhance the quality of Research, consultancy and extension activities in last five year?

It is a well established fact that we are going downhill in research despite of relative huge increase in funding and being global research community. About this institution it encourages its faculty members to pursue research endeavors in the field of education. Institution provides increased opportunity to faculty for

attending seminars, workshops, training programmes on research methodology and development of teaching and instructional material. The institution encourages teaching staff for research work by adjusting their work load in the timetable. The teachers are given study leave with certain seed money. The college has a research committee. The institution supports to the extent of Rs. 25000/- to a teacher for completing their research projects. The college provides ICT Laboratory, library facility, laboratory facility to pursue the research activity

Measures were taken for improving consultancy and extension activities are:

- Participation of different stakeholders in the decision-making process related to teaching methodology and functioning of the institution.
- Collection of feedback from the stakeholders about the efficiency and transparency in the administration of the institution.
- The institution supports and promotes extension activities partnering with village panchayats and other stakeholders.
- Academic achievement and other such feats of faculty and students are encouraged by providing publicity and recognition.
- Students are given training through entrepreneurship development programme so as to facilitate work culture among them.
- The institution regularly organizing local trips to rural areas and trying to create awareness among the students about the importance of ancient monuments pertaining to Indian culture and heritage. These educational trips and tour are helping the student teachers to aware about conservation of antiquities pertaining to Indian culture and heritage. The college runs out-reach programmes like holding exhibitions of teaching Aids prepared by the students and distributing the same to different schools, cleanliness drive, anti-tobacco campaign, observing human rights days and organizing awareness programmes for diabetic persons, awareness about fire fighting techniques etc. Extending help to the teachers of adopted school with regard to capacity building is an innovation being successfully tried by this college for the last three

years. Students and teachers are encouraged to participate in various extension activities. Their achievements are appreciated in weekly assemblies. They are given responsible work in the important functions of the college. In addition to these the college has a designated person for extension activities who runs various extension activities in collaboration with Govt. and Non Govt. organizations.

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

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

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

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

CRIETERION: IV INFRASTRUCTURE AND LEARNING RESOURCES

4.1 PHYSICAL FACILITIES

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

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

Sl. No.	Infrastructure	Facilities available at the institution
1.	Building of the Institution	The institution building is earth quake resistant. The total covered area of the building is 3679.42 Sq. Mts.
2.	Office for the principal	Principal Office is situated in the institution building at the ground floor.
3.	Classrooms	Institution has Six spacious and fully furnished classrooms.
4.	Multi-purpose Hall	It is situated on the ground floor of the institutional building and has seating capacity of 200 persons.
5.	Resource room for disabled	For disabled students institution has a spacious resource at the ground floor.
6.	Multi Purpose Laboratory cum Seminar Room	A well equipped and furnished Multi Purpose Laboratory cum seminar room of seating capacity of 50 persons is available in the institutional building.
7.	Staff Room	Well furnished staff room is situated at the ground floor with attached washroom.
8.	Administrative Office	Office for the administrative work is situated at the ground floor.

9.	Administrator Office	Office of the Administrator of the institution is situated in the college building.
10.	Counseling Room	For assisting and guiding the applicant for the courses offered by the institution, it is available in the college campus.
11.	Management Room	A separate room for the managing committee of the institution is available in the college premises.
12.	Store Room facility	Institution has one store rooms to keep the routine required material, damaged and obsolete articles.
13.	Work Experience Room / Craft Room	In the institution one work experience / craft Rooms are situated where students work on the principle of learning by doing.
14.	Educational technology – cum – computer lab.	At the second floor of the building a well equipped educational technology – cum – computer lab is situated.
15.	Science and Mathematics laboratory	Fully equipped science and mathematics labs are present on the first floor of the building.
16.	Psychology laboratory	Psychology lab is situated at the second floor of the institutional building.
17.	Social studies laboratory	Social studies lab is situated in the college premises.
19.	Girls common room	Spacious girl's common room with attached washroom is situated at the ground floor of the building.
20.	Reasonable outdoor space and sports and games facility	Institution has facility of playground and indoor and outdoor sports / games equipments.
21.	Sports Room	Sports Room with necessary & required sports equipments is situated in the college building.
22.	Library	Library and reading room having area of 1200 sq. ft is available in the college building.
23.	Safeguard against fire	Institution has 5 fire extinguishers of five kg capacity each, placed at different parts of the

		institutional building.
24.	Parking facility	Institution has a provision of space for parking the vehicles.
25.	Transportation facility	Institution provides bus facility for both students and staff members.
26.	Provision of clean drinking water and generator facility	Institution has provision of water coolers fitted with water filter for providing clean drinking water. For uninterrupted power supply Generator facility is provided by the institution.
27.	Auditorium	Institution provides facility of auditorium for organizing various activities and Indoor games.
28.	Canteen	Canteen facility to cater need of the staff and the students is available in the institution premises.
29.	First Aid Room	For providing preliminary medical help, first aid room is available in the college premises.
30.	Reception & Guard Room	For the information and direction of the visitors and for the security of the campus, Reception & guard room is situated at the entrance of the college premises.

An approx amount of more than 1.0 Crores is invested for developing the infrastructural and institutional facilities.

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

The institution regularly plans to meet the needs of augmenting the infrastructure to keep pace with the academic growth. Additional Infrastructure and resources are added every year according to the need of the hour. The classrooms, laboratories, library, multipurpose hall, canteen etc., are furnished with adequate furniture and equipments to facilitate better teaching learning process. The institutional management is well aware about the new developments in education and academics. It tries its best to make available the

infrastructure needed for pursuit of high academic growth. The institution ensures utilization of its infrastructural facilities to its maximum. The institution invariably encourages the use of its academic and physical facilities by organizing different educational activities.

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

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

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

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

Playground- Institute having lush green playgrounds for organizing games like badminton, volleyball, handball, Kho-Kho, Kabbadi etc. is available. A track for organizing athletics is provided. Sports kit and material facilities are provided to the Pupil teachers.

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

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

Not, any single infrastructure is shared with other institution of parent society.

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

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

Medical Facilities – To ensure the well being of the staff members and student teachers, college campus has Health Center which has all the basic facilities for first aid. The services of consultant doctors are always available in the hours of need, as many hospitals are available at around 2 km distance from the institution. The institution organized many camps where regular checkup of the student -teachers is done.

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

Dustbins at various locations throughout the institution are made to maintain the cleanliness of the institution.

For providing drinking water, water-coolers are fitted with RO system.

Separate wash room facilities for girls are provided by the institution.

Proper drainage system is there in the building.

Common room (Rest Room) facility - Separate common room facility is provided for girls as well as. Common rooms are furnished with comfortable chairs, tables and amusement facilities.

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

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

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

4.2 MAINTENANCE OF INFRASTRUCTURE

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

- Building
- Furniture
- Laboratories
- Computers
- Equipments
- Transport / Vehicle

The budget allocation in last three years for the maintenance of the infrastructure is as follows:

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

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

- Servicing and repairing of computers, printer, Photostat machine and fax machine.
- Replacement of old furniture
- Genset running and maintenance
- Generator service
- Maintenance of material of all laboratories
- Regular repair of fans and all electric points
- Regular white wash/Paint of the institutional building
- Refilling of fire extinguishers
- Regular pruning of plants
- Service of bus

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

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

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

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

The institution considers the environmental issues associated with the infrastructure. The institution is located in a pollution free area and in a peaceful atmosphere away from the city's hustle and bustle. The institution has lush green lawns and trees all around keeping the environment healthy. The classrooms are spacious with large windows for proper ventilation and adequate natural light. Mostly CFL tube lights are used and no traditional bulb is used to save electricity. Silent generator is used to control noise pollution. Provision of garbage pit is there where all the daily waste is thrown in it. Cracker free and eco- friendly Diwali is celebrated every year in the institution.

4.3 LIBRARY AS A LEARNING RESOURCE

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

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

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

The college has a library. It has more than 5800 books. Ten Indian Educational Journals are subscribed in the library. There is an adequate space for self - reading. 9 encyclopedia & 23 Dictionaries are available in this library. Eight books are issued to each B.Ed. student for 15 days. Each staff member can get 10 books for whole session. The library has a four – member advisory committee which meets four times during every session. The library stock and services are now being computerized. The library has a photocopier, a functional internet terminal and 16 off-line learning CDs and 4 DVDs wherein 4300 topics are covered under digital resources. The library functions from 0900 hours to 1700 hours on all working days including examination days and between 0900 hrs and 1400 hrs on holidays. The reading room can accommodate 60 students at a time.

Reference services and circulations are provided in the reading room where the students enhance their knowledge by reading books. Conducive environment for studies is created in the reading room. The Library also provides the Open access facility for the Faculties from outside and the teachers of practice schools.

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

The library has a three – member advisory committee which meets four times during every session. This committee is headed by the Principal of the institution and other members are three faculty members, librarian and a student representative. Faculty and students are provided with regular reader advisory

service and also user orientation programmes are frequently organized to familiarize and encourage students and staff to optimal utilizes the library.

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

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

Yes, the library is now being computerized.

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

Yes, the institution library has computer, internet and reprographic facilities. There is a Computer with printer and Zerox machine. An active internet connection is also available in college library.

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

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

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

The library is kept open throughout the year except National Holidays. Daily working hours of the library are 8 hours i.e. 9:00 am to 5:00 pm.

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

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

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

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

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

For easy accessibility to the library, it is situated at the ground floor of the building. Librarian personally attends the physically challenged student-teachers.

4.4 ICT AS LEARNING RESOURCE

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

Various ICT facilities are available in the institution. The college has established well equipped laboratories.

Educational Technology cum Computer Lab-

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

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

Proper consideration is given for the use of ICT while implementing the curriculum. In which student teachers learn working and the use of all the technological aids available in the college. They also learn the skill of handling these equipments and their effective use in teaching learning process. Teacher

provides necessary instructions to the students regarding the course content and skills regarding the use of these equipments.

There is provision in the curriculum for imparting computer skills to all the students. By implementing the subject computer education basic computer skills are imparted to the students. They are taught about information technology, internet, e-mail etc. Provision of discipline of computer education and computer application is there in the curriculum and this made the process easier for the institution for making student-teachers aware of the role of ICT in education. In this the students are taught about MS Word, MS Excel, and Power Point Presentation and Application software. Various books on computer education are also available in the library.

In this college each & every student teachers are trained in Handling of followings Equipment

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

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

Staff members of the college are proficient in the use of ICT. They teach the students in their respective teaching subjects like teaching of Social studies, Science, English, Hindi and Environmental Education by using CD's, transparencies, power point slides through computers and over head projector.

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

Student-teachers take keen interest and take the help of ICT in preparing lesson plans, teaching aids and delivery of lesson. Student teachers make their lesson plans on word processor and also prepare power point slides to deliver their lessons during micro teaching. The student- teachers present their seminar through transparencies on OHP.

4.5 *OTHER FACILITIES*

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

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

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

Improvised apparatus prepared by the college students is also gifted to the practice teaching schools.

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

Various audio- visual aids facility and material like CD, audio cassettes, video cassettes, transparencies and slides based on content of various school teaching subjects are available. Transparencies on content cum pedagogical analysis are also available with the institution. Charts, models and improvised apparatus in science are available and the student teachers use these materials in preparing their lesson plans and in their practice teaching sessions. CD's and audio cassettes for language development are also available. Slides and transparencies made by the student-teachers themselves are also available. Well equipped laboratories are available with the institution where demonstration and experiments are conducted. Teachers themselves use the audio visual aids while presenting the content before the student- teachers in the classroom. Student-teachers are motivated by the teachers to use the audio- visual aids while presenting their seminar and preparation of their lesson plans and teaching aids.

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

The following laboratories are available with the institution:

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

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

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

3. Social studies lab – In this lab charts, models, globe, pictures, scrap book, model lesson plans, time lines, maps, atlas, rain gauge, measuring instruments, wind wane, drawing material, slides and transparencies of different geographical and historical places are available.

4. Educational Technology cum Computer Lab – Computers on LAN, printer, overhead projector, slide projector, LCD, television, radio, tape recorder, CD Player, audio and video cassettes related to curriculum are available in this lab.

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

6. Resource Room – Various charts, models, CD's, transparencies, sample of sessional work, model lesson plans and projects in various teaching subjects are displayed in this room.

A teacher in-charge of each laboratory keeps track of facilities, Lab maintenance, upkeep and upgrading the equipments, materials and services available in the laboratory. Teacher in-charge of respective lab ensures the careful

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

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

- **Multipurpose hall -** The institution is having facility of multipurpose hall. Multipurpose hall has seating capacity of more than 200 persons. It acts as a common ground for students, faculty and renowned educationists for the regular interfaces, conferences, seminars and other events. This is the venue where daily morning assembly is held. For organizing cultural events and seminars this hall is equipped with communication tool like public address system.

- **Workshop -** The workshop has been established on the lines of 'learning by doing' philosophy in teacher education. The workshop is equipped with moulds of chalk making, candle making and essential material of interior decoration, paper cutting and cardboard modeling, pot decoration, preparing best out of waste and material for chart and model preparation. Workshops on paper cutting and card board

modeling are organized for the students from time to time during each session.

- **Sports -** Provision of playground in the college Campus is there. Field for organizing games like badminton, volleyball, handball is there and material for games like chess, skipping, carom board is available.

- **Transport -** The College provides bus facility from adjoining areas of the college campus both for teachers and students.

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

The institutions has a futuristic plan is to modernize the classrooms for the use of latest technologies for teaching. The classrooms will be equipped with capability of using over head projector.

4.6 BEST PRACTICES IN INFRASTRUCTURE RESOURCES

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

Faculty seeks to model and reflects on the best practice in the diversity of instruction, includes the use of technology. Well qualified faculty is there and they use ICT like LCD projector, overhead projectors and power point slides for teaching. Most of the teachers participated in the workshop and have got training by an expert about the use of computer in teaching. Teachers lay emphasis on the overall development of the students. Teaching methodology is diverse. Use of ICT, inductive thinking strategies and problem solving methods are used for

teaching. Main emphasis is on transfer of learning from theoretical to practical aspects, for this stress of every teacher is on learning by doing practices. The work supposed to be done by the learners is first demonstrated by the teacher. The approach adopted by the teacher is flexible not rigid. From time to time teachers attend and participate in different seminars, conferences and workshops. All the teachers are proficient in using computers for teaching. In teaching of science respective teacher lays emphasis on improvisation of apparatus. Here the emphasis is on learning through experiences and learning by doing. Teachers create such situations for providing conducive environment to the students for appropriate learning.

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

- During teaching practice, student teachers are given training about the use of EDUSAT for teaching.
- Every student-teacher is taught about the basics of computer.
- Student- teachers use ICT for preparing their lesson plans and seminars.

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

The followings are the best practices followed by the institution:-

- The institution is situated in lush green environment and free from all types of pollution.
- The building of the institution is earth quake resistant.

- The institution provides furnished classrooms and well equipped laboratories for smooth functioning of teaching-learning process.

- House system is followed by the institution. Student-teachers are divided into various groups. Each group being identified with a house named after great educationist. All the house organize morning assemblies and student teachers participate in different activities like prayer, poem recitation, mantraucharan, news reading, thought reading etc. during morning assembly. Inter-House competitions are organized on curricular and co-curricular activities to develop competition spirit and self confidence among student teachers. Student teachers of respective house maintain bulletin board daily. All the house jointly participate in various activities organized by the college.

- Tutorial groups are constituted with a teacher educator as a tutor. Student teachers interact with the tutor and concept of individualized learning is followed.

- Student's problems are diagnosed and remedial teaching is provided to the concerned students.

- Each teacher works independently as well as in a team also. Each teacher is a member of a committee headed by a convener for doing routine work of the college and for smooth working of teaching - learning process.

- To trigger thinking among the student teachers, the college has provision of 'Think tank'. The student teachers write their ideas and feelings and put it in box.

- 'Suggestion box' is also available in the college premises. The needs of students and suggestions in the suggestion box are attended on priority.

- Faculty members made a committee where they discuss with each other about curriculum, research and other innovative practices in teaching and learning.

- Specific teaching strategies are adopted to cater the needs of advanced learners and slow learners respectively.

- The performance of the teacher educators is assessed with the feedback mechanism.

- The college organizes cultural programmes and publishes a magazine which gives the students opportunity to exhibit and express their talent.

- Teacher's evaluation is made through self appraisal.

Criterion V: Student Support and Progression

5.1 Student Progression

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

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

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

In order to prepare them for the development of various aspects of their personality, inherent potential and interest, a Talent Hunt programme is organized in the beginning of the session. They are encouraged to participate in various activities of the programme. The programme includes cultural activities like Solo Dance, Group Dance, Drama, Mimicry, speech, Poetry recitation, Solo song, Group Song, Poster making, Mono acting etc. College magazine, Mathematical Club, Science Club, Eco Club, Language Club etc. are other resources of learning and progression.

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

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

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

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

FOR MOTIVAION:

The college motivates the students by giving Certificate (for participation in any activity), Prizes (for holding prominent positions First, Second, Third and Consolation), Trophies (For Group Activities) and Medals

(Sport Meet etc.). Further some financial help the form of cash prizes is also provided by the management. The names of the students achieving positions in various competitions i.e. college level, inter-college or university level name of the competitor have been displayed on notice board and are also announced in the morning assembly so that other students may also get motivation. The media persons from different newspapers are also invited to the college for the media coverage of all the programmes organized at college level. The students get motivation by reading their names in the next day newspapers. Faculty members also motivate the students for their performance in the classrooms.

SATISFACTION:

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

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

DEVELOPMENT:-

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

- Physical Development : Sports Meet and Games Period
- Moral Development : Morning Assembly, cultural Activities and Guest lectures on Values.

- Social Development : Celebration of various functions like Lohri, Diwali, Makar Sakranti etc. and active participation in the community services, Organization of educational tour.

- Intellectual Development : Quiz, Debate, symposium etc.

- Cultural Development : Organization of various cultural programmes (Talent Hunt, Annual Get together, Women's Day, Science day etc.), Plays and Dramas.

- Vocational Development : Providing guidance to choose right vocation through Guidance & Counseling Cell. Starting of the session with Hawan, Morning Assembly, Saraswati Vandana & Gayatri Mantra before starting any activity.

- Development of Nationalism : Celebration of important national days like Republic day, Independence day, Martyrdom Day, Teacher's Day, World Peace Day etc.,

PERFORMANCE IMPROVEMENT:-

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

For Teaching : Micro, Macro and Practice teaching

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

For Practical Work : Work Experience and Work Education are held.

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

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

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

After completing the B. Ed. course from college, a large number of our students got jobs in various private and government schools. As per our information, almost 40 % of our students from previous batches working as teachers in various govt. & private schools and colleges on regular / contractual/ temporary basis. About 45% of our students go for higher studies through regular and distance education courses. Mostly students go for Post Graduation in English, Hindi, Education, History and other related courses.

The institution provides a wide variety of learning experiences to the students to enable them to compete for the jobs and get progress in higher education. Guidance and counseling cell properly guides student teachers to choose right and appropriate course and profession after the B. Ed.

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

Every year an average of almost 35% of our students goes for further studies in various courses such as Post Graduation, M.Ed., D.Ed., M.Phil. etc. through regular and correspondence courses. Almost 40% students of our college choose teaching as their career and working in various government/ private and public schools on regular / temporary / guest/ contractual basis.

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

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

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

The institution has a placement cell. At present the institution providing teachers to the nearby schools as per their demands. Last two year 52 students benefitted.

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

Nil

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

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

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

One Teacher, Telephone, Fax and computer system with printer.

Criterion VI: Governance and Leadership

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

Yes	✓	No	X

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

Governing Body/management	07
Staff council	09
IQAC/or any other similar body/committee	08
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	08

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

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

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

-	-	-

11. 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.

N.A.

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

National	-	-	-
International	-	-	-

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

0	1	2

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

0	0	2

e. Research development programmes attended by the faculty

0	0	5

f. Invited/endowment lectures at the institution

0	1	0

Any other area (Extension lectures)

0	1	0

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

a.	Self-Study	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 (Examination results)	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

03 Hours

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

Grant-in-aid	N.A.
Fees	3514054.00
Donation	-
Self-funded courses	N.A.
Any other (specify and indicate)	
Loan From Society	1810917.82
Bank Interest	5876.00

9. Expenditure statement (for last two years)

	Year 1 (2013-14)	Year 2 (2014-15)
Total sanctioned Budget	3807179.00	5330847.82
% spent on the salary of faculty	72.67%	69.51%
% spent on the salary of non-teaching employees	23.82%	21.93%
% spent on books and journals	0.73%	0.49%
% spent on developmental activities (expansion of building)	0%	0%
% spent on telephone, electricity and water	1.12%	2.44%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	0.49%	2.97%
% spent on maintenance of equipment, teaching aids, contingency etc.	0.005	0.96%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	1.02%	1.42%
% spent on travel	0.04%	0.008%
Any other (specify and indicate)	0.11%	0.27%
Total expenditure incurred	100%	100%

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.
2012-13	N.A	635092.31
2013-14	N. A.	1223634.00
2014-15	N. A.	1810917.82

11. Is there an internal financial audit mechanism?

Yes ✓ No X

12. Is there an external financial audit mechanism?

Yes	✓	No	X

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

Administration	Yes	✓	No	X
Finance	Yes	✓	No	X
Student Records	Yes	✓	No	X
Career Counselling	Yes	✓	No	X
Aptitude Testing	Yes	✓	No	X
Examinations / Evaluation	Yes	✓	No	X
Assessment	Yes	✓	No	X
Any other (specify and indicate)	Yes	-	No	-

14. Does the institution have an efficient internal coordinating and monitoring mechanism?

Yes	✓	No	X

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

Yes	✓	No	X

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

Yes [✓] No [X]

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

Yes [✓] No [X]

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

a) for teachers [✓]

b) for students [✓]

c) for non - teaching staff [✓]

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

Yes [X] No [✓]

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

Yes [✓] No [X]

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

Yes [✓] No [X]

Criterion VII: Innovative Practices

5. Does the institution have an established Internal Quality Assurance Mechanisms?

Yes ✓ No X

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

Yes ✓ No X

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

		2013-2014		2014-2015	
	Category	Women	%	Women	%
A	SC	17	17.17	19	19
B	ST	3	3.03	6	6
C	OBC	46	46.47	55	55
D	Physically challenged	-	-	-	-
E	General Category	33	33.33	20	20
	Total	99	100	100	100
F	Rural	52	52.53	54	54
G	Urban	47	47.47	46	46
H	Any other (specify)	-	-	-	-

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

	Category	**Teaching Staff**	**%**	**Non-Teaching Staff**	**%**
A	SC	-	-		
B	.ST	-	-		-
C	OBC	10	%	03	-
D	Women	04	-	01	-
E	Physically challenged	-	-	-	-
F	General Category	2	%	01	%
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	
	2012-2013	2013-2014	2013-2014	2014-2015
SC	Out of - 14 I Class - 05 II Class - 06 III Class - 03	Out of - 38 I Class - 08 II Class - 24 III Class - 06	Out of - 17 I Class - 15 II Class - 0 III Class - 0	Out of - 19 I Class - 19 II Class - 0 III Class – 0
ST	Out of - 13 I Class - 0 II Class - 08 III Class - 05	Out of - 1 I Class - 02 II Class - 10 III Class - 02	Out of - 03 I Class - 03 II Class - 0 III Class - 0	Out of - 06 I Class - 03 II Class - 0 III Class - 0
OBC	Out of - 57 I Class - 09 II Class - 48 III Class - 0	Out of - 123 I Class - 11 II Class - 112 III Class - 0	Out of - 46 I Class - 46 II Class - 0 III Class - 0	Out of - 55 I Class - 53 II Class - 0 III Class - 0
Physically challenged	Nil	Nil	Nil	Nil
General Category	Out of - 16 I Class - 04 II Class - 12 III Class - 0	Out of - 25 I Class - 10 II Class - 15 III Class - 0	Out of - 33 I Class - 33 II Class - 0 III Class - 0	Out of - 20 I Class - 19 II Class - 0 III Class - 0
Total	Out of - 100 I Class - 18 II Class - 74 III Class - 08	Out of - 200 I Class - 31 II Class - 161 III Class - 08	Out of - 99 I Class - 97 II Class - 0 III Class - 0	Out of - 100 I Class - 94 II Class - 0 III Class - 0
Any other (specify) F. Fighter	-	Out of - I Class - II Class - III Class -	-	Out of - I Class - II Class - III Class -

5.2 STUDENT SUPPORT

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

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

Sr. No.	Name of the Member	Designation in the committee
1.	Dr. Shri Ram Choudhary	Convener
2.	Dr. Anuradha Bishu	Member
3.	Mr. Jitendra Kumar Mahan	Member
4.	Mr. Bansi Lal	Member
5.	Mrs. Pinky Sharma	Member

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

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

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

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

1. Planning and implementation of Micro teaching Session for 15 days.

2. Mega teaching session for 5 days.

3. Practice teaching for practicing the teaching in real situation, 40 days are planned and student's teachers are sent to various schools (both Govt. & private).

4. Completions of various units of the syllabus through lectures, seminars, practical work, project work etc. are planned and evaluated regularly.

5. House Examinations, Viva-voce for internal evaluation, class tests etc, are well planned and reviewed regularly.

➢ Co- CURRICULAR AND EXTRA CURRICULAR ACTIVITIES:

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

➢ IMPLEMENTATION OF THE ACADEMIC CALENDAR:

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

Sr. No.	Committee	Member
1.	Admission Committee	Dr. Shri Ram Choudhary (Convener) Mrs. Manju Kumari Mr. Anubhav Bishu
2.	Discipline Committee	Dr. Anuradha Bishu (Convener) Dr. Gurmeet Singh Mrs. Babaldeep
3.	Teaching Practice	Dr. Gurmeet Singh (Convener) Mrs. Anita Kumari Mrs. Manka Devi
4.	Library Advisory Committee	Dr. Shri Ram Choudhary (Convener) Mr. Bansi Lal Mr.Jitendra Kumar Mahan
5.	Seminar Committee	Dr. Shri Ram Choudhary (Convener) Dr. Gurmeet Singh Mr. Anubhav Bishu
6.	Cultural Activities	Dr. Anuradha Bishu (Convener) Mrs. Pinky Sharma Mrs. Manka Devi
7.	Time Table	Dr. Gurmeet Singh(Convener) Mr. Anubhav Bishu Mr. Bansi Lal
8.	Examinations	Dr. Anuradha Bishu (Convener) Mrs. Manka Devi Mrs. Anita Kumari
9.	Games and Sports	Mr. Bansilal (Convener) Mrs. Anita Kumari Mr. Anubhav Bishu
10.	Tour Committee	Dr. Anuradha Bishu (Convener) Dr. Gurmeet Singh Mr. Jitendra Kumar

11.	College Magazine	Dr. Shri Ram Choudhary (Convener) Dr. Anuradha Bishu Mrs. Manju Kumari
12.	Scholarship Committee	Dr. Gurmeet Singh(Convener) Mr. Jitendra Kumar Mr. Anubhav Bishu

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

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

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

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

1. **Tutorial Groups:**

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

2. Houses System:

The institution has introduced House system from the beginning of the college. There are mainly four houses constituted i.e. Mother Teresa, Mahadevi Verma, Mahatma Gandhi and Vivekanand House. All the students of B. Ed. are assigned to different houses according to their roll nos. having two or more house in-charge (Teacher Educators). Every week a house on duty organizes the various activities of the week including daily Morning Assembly, Displaying News, Thoughts, and Current Events etc. Regular house meetings are provisioned in the time table to discuss & plan the activities of the week. Students are encouraged to participate in the various activities and competitions of the college in these house meetings by the mentor teachers.

3. Guidance & Counseling Cell:

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

4. Women Cell:

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

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

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

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

Yes, the college has updated website i.e. **www.khalsattcollege.com** The following information has been posted on the college website:

- Mission/vision statement, the goals and objectives of the institution.
- Course offered.
- Eligibility criteria for admission.
- Admission policy and process.
- Academic calendar.
- Examination and other assessment schedules and procedures.
- Infrastructural facilities available for teaching/learning.
- Sports, Residence, Research and Recreation.
- Scholarships given by the state and the institution.
- Fee structure.
- Details of Faculty (Teaching & Non- Teaching).
- Details of Laboratories and Library facilities.
- Image gallery of various functions.
- Latest news and upcoming college activities.

- Contact details & Guide Map of the college.
- Exam Results.
- A student corner is also maintained by the college on website on which the student can post their views, suggestion, articles etc.
- The college website is updated regularly time to time.

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

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

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

5.2.7 *What specific teaching strategies are adopted for teaching?*

ADVANCED LEARNER:

Seminars, assignments, delivery of model lessons, brain storming sessions, assigning extra work are provisioned.

SLOW LEARNER:

Teaching strategies are developed according to the needs and pace of the learners. Extra time is provided to these learners to finish off their class work. Special classes and tutorials are arranged for the betterment of slow learner.

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

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

AT THE INAUGURATION OF SESSION:

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

DURING THE SESSION:

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

GUIDANCE & COUNSELLING CELL:

There is Guidance & Counseling Cell to provide guidance and support to the student-teachers in their personal, academic & social matters.

WOMEN CELL:

Women Cell helps female student-teachers to solve their problems and provide guidance in different areas.

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

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

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

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

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

ACADEMIC PROGRESS:

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

CULTURAL & SOCIAL PROGRAMME:

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

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

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

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

PRE-PRACTICE:

For ensuring the students competencies to begin practice teaching various activities are organized which includes orientation about micro-teaching skills, demonstration lesson of each skill by mentor teacher, micro teaching session by student-teachers, delivery of mega & discussion lessons in simulation under the supervision of the teacher in-charge etc. all this process goes for at least 10 days.

FOR PRACTICE TEACHING:

A teacher-educator as supervisor is sent with the student-teacher to the schools to provide support in the field. The mentor teacher monitors all the daily activities and lessons of the student teachers and provides feedback to them accordingly. He/she also identifies the problems faced by student-teachers and makes necessary arrangements to solve them well in time. The student teachers are encouraged to participate in schools' various activities like morning assembly, mid-day meal, school functions, sports meets etc. Support from school staff is ensured by the arrangements of school staff meeting on first day of teaching practice with student-teachers where they are introduced with each others.

5.3 STUDENT ACTIVITIES

5.3.1 Does the institution have alumni association? If yes.

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

Yes, the college has its alumni association.

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

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

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

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

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

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

1. Students' articles, thoughts, poems, jokes, stories etc. are invited for different sections of the college magazine. They submit all the material to respective subject editors (Teacher In-charge).

2. Students are also free to expose their views and thoughts through wall magazine, Display Board and Bulletin Board.

3. Further students get chance to present their view in the activities organized by various clubs such as Science Club, Language Club, Maths Club, Eco-Club etc.

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

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

Every session the institution forms a students' council to give the representation to the student teachers. The students' council is constituted as per following procedure:

For selection of students' representative, a committee is constituted that of Principal and three other teacher educators of the faculty. The committee notifies to invite nominations from the top five student teachers of each section. The criteria for nomination are on the merit of B. Ed. entrance test. Out of these twenty student teachers, six student teachers shall be selected as student's representatives on the basis of their capabilities exhibited in various spheres of academic, sports and cultural activities. From these representatives, one has nominated as president unanimously for the student's council. In case of divided opinion, the principal reserves the power to nominate one student from the students' council. The constitution of the association comprised of six members, i.e. president, Secretary and four representative members.

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

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

The institution provides an opportunity to all the students for being part of almost every activity. For this purpose institution has house / sadan system in which there are four houses and from each house two student-teachers are elected as house representatives. These house representatives are consulted every time when any decision has to be taken for the students whether it is selection of uniform or organizing educational tour or organizing any function of the institution etc. The various committees, which have student's representative on it, are:

1. Alumni Association
2. Houses System
3. Mentor System
4. Science Club
5. Language Club

6. Maths Club
7. Social Studies Club
8. Eco Club
9. Discipline Committee

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

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

1. **Student Feedback on Teachers**
2. **Students' overall Evaluation of the programme and Teaching**

With the help of these two Performa, the institution will collect the feedback from the students and then will use the data for the improvement of the programme.

5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

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

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

- Guidance and Counseling Cell
- Women Cell

- Suggestion Box
- Tutorial and House system
- College Magazine
- Alumni Association
- College Website
- Placement Cell
- Mentor System
- Student-teachers representatives

CRITERION VI: GOVERNANCE AND LEADERSHIP

6.1 INSTITUTIONAL VISION AND LEADERSHIP

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

Our vision is

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

Our mission is

To prepare the student teacher by providing them a rigorous quality academic study with innovative effective teaching strategies and developing in them the ability and passion to work wisely and creatively to become the best teacher in their career, in an environment with intellectual stimulus and moral prosperity.

Our objectives

Intellectual - To equip the student teachers in bringing desired social changes and to develop skills to work in future for the welfare of the society and social cohesion by achieving intellectual stability and creating new knowledge.

Academic - The student teachers are expected to understand the importance of objective based instruction and to develop skill in teaching practices by assimilating the purpose of analyzing the subject to be taught.

Training - The broad objective of training is to empower and embolden the prospective teachers for effective teaching, research, extension and consultancy.

Access to the Disadvantaged- The institution aims at the general uplift of the disadvantaged groups such as backward students, students from SC/ST communities, physically handicapped, and economically weak.

Equity - Providing equal opportunities to all students without any discrimination such as caste, religion, economic condition, gender, etc.

Self Development - The student teachers are expected to become acquainted with different methods of teaching, different tests for assessment and to acquire skills in teaching.

Community and National Development - To equip the student teachers by developing various practical skills that help them to perform the social responsibilities entrusted on them, leading to Community and National Development.

Issue of Ecology and Environment - To develop the understanding, importance of environmental education, develop a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.

Value Orientation - The student teachers are expected to review the modern system of education in the context of education in ancient period and appreciate universal values as well as national values and absorb them in their lives to instill them in the next generation.

Employment - The prime aim of the institution is to develop the student teachers to become effective teachers who can face the challenges of the future society.

Global trends and Demands - The 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 practice.

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

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

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

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

The top commitments of the management are:

- To create and provide the environment congenially conducive to the attainment of institutional goals focusing on a clear vision and mission.
- To impart quality teacher education,

- To inculcate the spirit of service to the society among student teachers and teacher educators.
- Ensuring and developing mechanism for monitoring and sustaining a work. To develop intelligent, well informed, disciplined and socially responsible teachers,
- To elicit the co-operation of all stake holders.
- Reincarnation of values into the student-teachers and teacher educators,
- To instill a humane attitude and scientific thinking among student teachers and teacher educators.
- Adopting culture, commitment and passion for attaining the institutional goals.
- To develop this college as a centre of excellence in the field of teacher education.

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

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

1. *Composition & Functioning of Board of Management.*

- ***Composition***

Sl. No	Office Bearer	Designation
1	Mr. Charan Singh	President
2	Aakasdeep Singh	Secretary
3	Rajvinder kaur	Executive Member
4	Gagandeep kaur	Executive Member
5	Malkeet Singh	Executive Member
6	Ranjeet kaur	Executive Member

- *Functioning*

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

2. *Composition of BOG :*

Chairman of Governing Body :

Sl. No	Name	Designation in the BOG
1	Mr Charan Singh	President

Institutional Member

2	Dr. Shri Ram Choudhary	Member

From the Members of the Society :

3	Aakasdeep Singh	Secretary
4	Rajvinder kaur	Executive Member
5	Gagandeep kaur	Executive Member

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

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

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

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

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

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

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

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

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

faculty members for attending/ participating in various activities organized by other institutions.

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

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

6.2 ORGANIZATIONAL ARRANGEMENTS

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

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

The main constituted committees and their meetings details held during the session 2014-2015 are as under:

S.No	Committee	No. of Meetings Held	Meeting Held on
1	Admission Committee	04	10 July, 25 July, 11 August, 23 September 2014
2	Discipline Committee	10	22.09.2014, 23.10.2014, 24.11.2014, 23.12.2014,09.01.2015, 23.01.2015, 20.02.2015, 23.03.2015, 23.04.2015, 25.05 .2015
3	Teaching Practice	03	08.10.2014, 05.11.2014, 14.01.2015
4	Library Advisory Committee	04	18.04, 07.07, 24.09.2014, 27.01.2015
5	Seminar Committee	04	04.11.2014, 21.11.2014, 05.01.2015, 20.05.2015

6	Cultural Activities	07	13.04, 27.04, , 29.04, 30.04, 02.05, 05.05.2015
7	College Magazine	04	25.08.2014, 11.11.2014, 20.02.2015, 17.04.2015
8	Time Table	06	04.08.2014, 24.10.2014, 05.11.2014, 02.01.2015, 14.05.2015, 30.06.2015
9	Examinations	05	25.09.2014, 06.10.2014, 05.12.2014, 12.03.2015, 15.05.2015
10	Games and Sports	03	25.04.2014, 16.07.2014, 04.06.2015
11	Tour Committee	01	03.04.2015
12	Scholarship Committee	01	25.09.2014

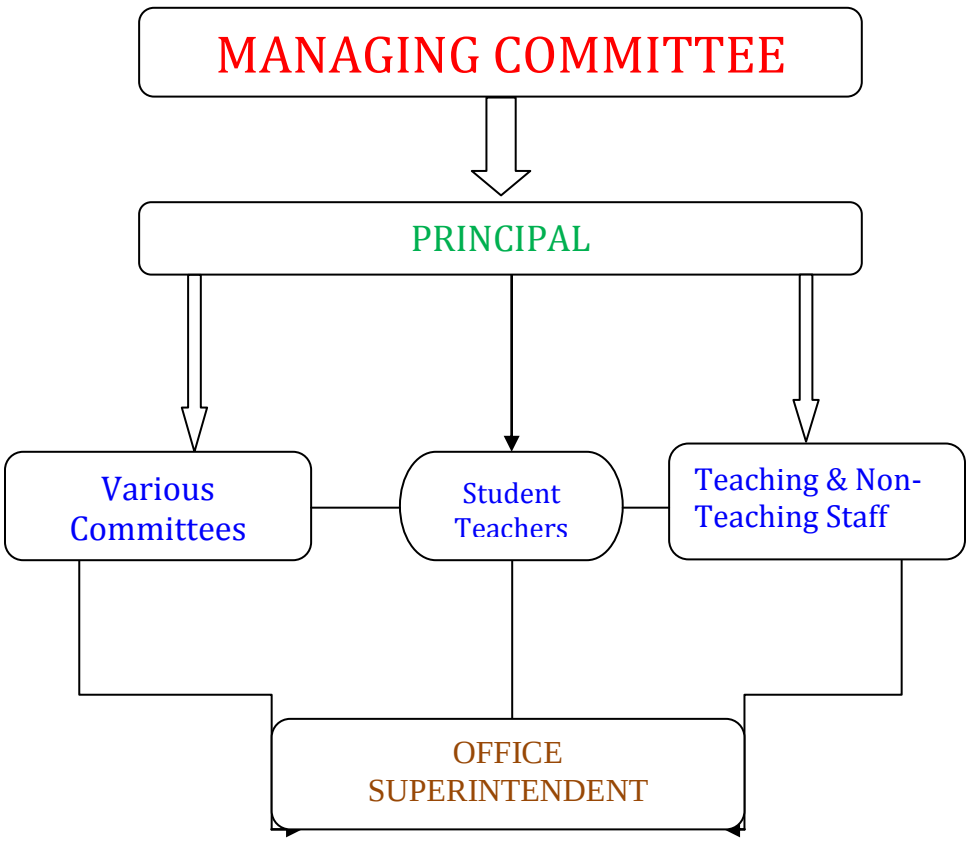
Major outcomes of the meetings:

- The strategies were finalized for implementing the orders of the Government of Rajasthan regarding the admission in B. Ed. course.
- The board of residence and health took decisions for improvement in the facilities of canteen services. Rate list of various items available at the canteen were also finalized.
- Schedule regarding orientation about skills, micro-teaching and practice teaching was finalized.
- Schedule of various literary and extension activities to be organized by the institution were finalized by the literary committee.
- Rules and regulations were framed by the discipline committee.
- Library committee reviewed the library resources and decisions were taken regarding upgradation the library facilities. New editions and volumes of books and journals were recommended by the committee.
- Schedule for Organizing Talent search Competition, celebrating eco friendly Diwali, Lohri function, women's day celebration and others cultural activities were finalized by the cultural committee.

- Academic plan of the year was finalized by the academic planning and management committee.
- Duties of the faculty members were reallocated for conducting house examinations. Layout was prepared for conducting the annual B. Ed. examinations by examination committee.
- Guidance and Counseling Cell was established in staff council meeting.

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

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



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

Administration of the institution is totally decentralized. This college has maintained an administrative set up in which the Director -Principal is given full freedom with the management committee mainly taking care of the financial responsibilities for the development of the institution. The institution has constituted 12 committees to execute different functions like admissions, academic activities, examination, management of library etc. There is constant interaction among the functional units of all the committees. The functions of each committee are well defined to ensure the administrative decentralization. The meetings of the committees are chaired by the Director- Principal and the decisions of these committees are finalized by the director-principal after discussing with the management committee. The decisions of the Director-Principal are implemented by various committees in a decentralized way by conveners and members of the respective committees. The proposals are generated at grass root level and after careful considerations and deliberations the recommendations of the various committees are forwarded to the Director-Principal which arrives at final decisions. Ultimately all the academic and administrative activities are reviewed by the concerned committees to ensure the academic and administrative accountability of the system.

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

Meeting of school personnel with college authorities are held regularly for doing necessary improvements in the field of teacher education. Feedback about teaching practice is taken from school personnel. School teachers are also consulted while developing the academic plan and their suggestions are considered during decision making. The audio visual aids like charts and models are distributed to the schools. During teaching practice the student-teachers of

the institution are provided a platform to participate in different activities of the school. They organize morning assemblies and Bal-sabha in the school. They maintain the different records of the school. They maintain the student discipline and also help in serving mid- day meal during teaching practice. Cleanliness of school campus and plantation in school premises is done by the student teachers. All these activities are planned, guided, monitored and reinforced by the mentor teacher and school teachers in collaboration to improve the quality of educational provisions. The student-teachers participate in the camps organized by the institution to strengthen the collaboration of institution with school and community. They Participate in the camp which was the institution organized in 3 village schools to administer vaccines to prevent vital diseases. Student-teachers also participated in Blood donation camp and Literacy Mission.

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

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

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

For promoting cooperation among the faculty members various committees are constituted for executing the institutional work and teaching learning activities. The committees consist of various faculty members and one of

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

6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT

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

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

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

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

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

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

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

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

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

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

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

Major decisions are taken during staff council meeting. The information is passed to the staff members through circular and it is displayed on notice board for students.

The communication and deployment approach of the institutional objectives is individualized. It adopts a hierarchic from students to teachers. Teachers in specific and through committee are accountable to the Principal. The Principal and the management Committee mutually get in touch with the parents of the student teachers, practice teaching schools, and personnel of education department of district, state and university. The objectives of the institution are communicated to the student teachers through prospectus, orientation classes, events organized, and meetings of houses and tutorials, college magazine, wall magazine and specifically through the display of the vision, mission and objectives in the institution. The management and the Director Principal deploy the faculty and student teachers to achieve the objectives by organizing meaningful events, along with its academic activities and co-curricular venture. The feedback and participation of schools and community are deployed in action by sharing the objectives with them.

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

Since its establishment the institution is adding an extra milestone to its achievements towards the cited vision and mission. The frequency of monitoring, evaluating and revising the implementation plans of vision and mission depends on the emergent needs and it is not limited or confined to a specific number. The institution use to meet for these objectives in the beginning of the session with a determination to reach the paramount of quality in teacher education. Every academic year begins with a review of what has been attained and what is to

achieve. Every aspect of the institutional work is evaluated. A comprehensive and continuous monitoring of all the scheduled academic, cultural, co-curricular and social activities is executed by monthly staff council feedback from the students and stakeholders, alumni meetings, academic and administrative committee meetings with the management.

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

The institutional plan includes every latest instructional aid to upgrade the level and effectiveness of classroom interaction and instructions in terms of learning outcomes. So the Director Principal considers the suggestions and references proposed by the faculty members regarding the use of new technology in teaching-learning process and deploy the physical resources management committee of the institution. The committee makes a survey of the adjoining markets and then reports to the Director Principal for further actions.

6.4 HUMAN RESOURCE MANAGEMENT

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

The faculty development needs are identified by the Principal of the institution by evaluating self appraisal reports of the faculty members. By taking into consideration the needs of the changing scenario, The Principal guides the faculty for career progression From time to time he motivates the staff members to proceed further and appreciates their contribution.

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

Teacher's evaluation is made by self appraisal report. The efficiency of the non-teaching staff is monitored by the Principal. A comprehensive evaluation by the student- teachers are also done. The institution uses this evaluation to improve teaching and service of the faculty and other staff.

6.4.3 *What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)*

The institution encourages the teachers to undertake and successfully complete the research programmes like M. Phil. and Ph.D. along with their teaching.

Teachers are provided with internet access facility and consultancy from the director principal. They are motivated and sponsored to attend the seminars, workshops and various conferences organized by other institutions. In previous session, teachers of this college attended workshop "teach to the future" and training was given to them in necessary computer skills used for teaching. Various curricular and co-curricular events are organized in the institution, where faculty members learn the organizing and managerial skills also.

Transport facility is provided for the staff. *TA/DA* is given for attending workshops, seminars and conferences. Some seminars are organized by the institution for improving teaching learning process.

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

Institution organized a workshop on "Preparation of Teaching Aids" for skill upgradation and providing training of the teaching to the teaching staff.

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

Rules and regulations established by NCTE and University for recruitment policy, service conditions are followed by the institution. The vacant posts are advertised in two leading newspapers of national repute, one is of English and other of Hindi. Applications are invited and then interview is conducted by the 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 young faculty.

6.4.6 What are the criteria for employing part-time/Adhoc faculty? How are the part-time! Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).

No, part time / Adhoc faculty is appointed.

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

The institution supports and ensures the professional development of the faculty. Faculty members are continuously motivated and encouraged for their professional development. The 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 extension lectures, seminars and workshops for the professional development of the faculty.

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

Institution has well furnished staff room with proper seating arrangement, well furnished principal office, college office with all necessary amenities, completely equipped laboratories, classrooms and well stocked library are provided to facilitate the faculty members for imparting their duties. 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 stakeholders to seek information and/or make complaints?

Faculty members get information from the principal through circulars. College has provision of SMS group and suggestion box where stakeholders from time to time can give their suggestions and get information regarding institution.

Stakeholders get information through newsletters published by the institution, through website and brochure.

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

Every staff member is involved in various activities of the college. Each staff member is a member of constituted committee to look after routine functioning of the college. Ample time is given to every faculty member to carry out all activities efficiently.

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

Provision of increments is there to motivate the staff members. Staff members are encouraged to pursue the higher studies and attend advanced programmes. This helps in the up-gradation of their skills, teaching methodology involving ICT enabled methods.

6.5 FINANCIAL MANAGEMENT AND RESEARCH MOBILIZATION

6.5.1 Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated

No, the institution does not get financial support from the government. As the college is self financing institution so, its revenue is course fees.

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

NIL

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

Yes, the operational budget of the institution is adequate to cover the day- to-day expenses.

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

The main budgetary resource is course fee and Donation to fulfill the missions and to offer quality programs.

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

Yes, the accounts of the college are maintained and audited regularly by the Chartered Accountant.

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

Yes, the institution computerized its finance management system and all the accounts are managed by the Chartered Accountant.

6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

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

- 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.
- Well defined duties and responsibilities to develop organizational and managerial skills in the staff members for smooth functioning.
- Communication Skills are developed through Seminars, Declamation and debate contests.
- Leadership qualities are developed among student-teachers by electing student representatives from each Sadan (House).
- Democratic decision making system.
- Transparency in administration.
- Decentralization of the leadership through committee system.
- Value audit system.
- Cordial interaction among stakeholders and administrative members.
- Leadership qualities in the student-teachers are inculcated by providing them a platform to participate in various sports and cultural activities organized by the institution.
- For providing first hand experiences about functioning and management of institutional work student-teachers are associated with the different institutional committees.

CRITERION - VII INNOVATIVE PRACTICES

7.1 INTERNAL QUALITY ASSURANCE SYSTEM

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

The Internal Quality Assurance Cell (IQAC) has been established in the College in February 2012 with a view to ascertain and sustain quality of Teacher Education through cooperative efforts of the participative organs/constituents of the institution.

Year of Establishment – February, 2012

Composition:

Chairman:
Mr. Charan Singh

Principal
Dr. Shri Ram Choudhary

Members:

1. **Dr. Anuradha Bishu**
2. **Dr. Gurmeet Singh**
3. **Mrs. Manju Kumari**
4. **Mr. Jitendra Kumar**

The objectives of the IQAC are:

a) To ensure quality improvement in the entire activities and programmes of the institution.
b) To ensure stakeholders participation in planning, management and development of different programmes.

Major activities of the IQAC are:

a) To design and implement the annual plan of the institution for quality enhancement.
b) To develop the mechanism of feedback from all stakeholders.
c) Development and application of quality parameters for various academic and administrative activities of the institution.
d) Collection of information on various quality parameters of education and best practices followed by other institutions.
e) Organizing seminars, workshops and training programmes on quality related subjects and promotion and dissemination of such activities of information.
f) Development and application of innovative practices in various activities leading to quality enhancement with a futuristic perspective.
g) Creation of student-centric classroom learning environment, conducive to quality education.
h) Preparation of Annual Quality Assurance Report (AQAR) for review and reflections.

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

The Board of Governors, Academic Body and the Administrative body critically analyze the efforts and results made by the institution to evaluate the

achievement of goal and objectives. It involves the evaluation of feedback and suggestions provided by the student-teachers, practice teaching schools, alumni members, parents of the student-teachers, well informed community members and faculty members.

All the suggestions, feedback, self appraisal of the teacher educators and over all achievements of the institution per year 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 institution ensures the quality of its academic programmes through developments and application of quality benchmarks for the various academic and administrative activities of the institution.

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 like-

- Preparation of annual statement of accounts by the management.
- Auditing by a registered chartered accountant.
- By constituting the Finance Committee consisting of Management, C.A., F.M. and such others.

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

7.1.5 How does the institution identify and share good practices with various constituents of the institution.

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 and its stakeholders. Student-teachers participations are also encouraged especially in academic and administrative matters.

7.2 INCLUSIVE PRACTICES

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

This institution encourages, focusing on design and development of pedagogic activities which will promote inclusion in the institution. The teacher are being exposed to the concept of inclusive education, need based pedagogy on principles of effective teaching such as - classroom organization, seating arrangement, evaluation process, etc. The teachers are being given orientation on different disabilities. Discussion sessions are organized for the teachers and students on –

a. The different types of disabilities, identification, causes and prevention.
b. How to help the children with disabilities in classroom and at home.
c. Various government facilities available to the students with disabilities etc.

As and when possible teachers are allowed to attend seminars, workshop and training programmes and undergo training to appraise themselves

with the direct application of their knowledge and skill to teach students in inclusive setting.

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

The institution follows Rajasthan State Government's Merit cum Reservation Policy in matters of admissions. In the syllabi the B. Ed. courses there are some subjects especially devoted to education of exceptional children, women education, and education of socially disadvantaged. This provision in the curriculum makes teachers' work easier to teach students about inclusion and exceptionalities as well as dealing with the problems arising out of gender differences and inequalities and their impact on learning.

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

In the curriculum of B. Ed. course the activities that are being organized to foster social interaction, active engagement in learning and self - motivation are:

a. Projects are designed and surveys conducted related to the interaction with the community are provisioned. Role of education in women empowerment, Education and socio-economic status, Education and Income pattern of the society etc.
b. Building strong link between the school and community.
c. To identify and mobilize community resources for overall improvement of school and vice-versa.

d. Joining the community in planning the various school programmes and planning steps for preventing environmental degradation through Village Education Committee.
e. To understand each child individually to provide personal attention in the learning process, especially to the children with special needs through case studies.
f. To manage and organize 'other than classroom' school activities to understand and manage different factors which contribute to building congenial atmosphere for learning.
g. Prepare feedback report for oneself with implications for further planning; remedial teaching and preparing further learning activities and necessary materials.
h. Making proper arrangement for the use of library, teaching aids, field visits, play ground etc.
i. To identify and focus special attention on the content enrichment needs of the pupil.
j. Action researches are conducted by every student-teacher and they get self motivated to solve their day to day classroom problems.
k. In B. Ed. courses various activities are provisioned in the curriculum such as community services, maintaining records of the schools, preparing TLM, organizing various extension activities etc.

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

The institution provides orientation to the student-teachers to understand each child individually to give them personal attention in the teaching learning process, especially the children with special needs. Some of the suggestive activities that are being organized in the institution are:-

- Making the student-teachers aware of the characteristics of children with diverse background.

- Student-teachers are made proficient in handling and counseling of the children with diverse background through guidance and counseling.
- Student-teachers are trained to understand and deal with the needs and problems of children with diverse background during teaching practice.
- Conducting case studies of children with special needs belonging to diverse backgrounds.
- Conducting action research by the student-teachers.
- Observing and reporting about some behavioral aspects of an exceptional child.

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

The institution provides wheelchair facility and ramp for easy access for physically challenged students. Teaching faculty is also acquainted to address the individual needs have physically challenged and disable students enrolled in the institution. They provide special attention to students with partial sightedness and low hearing. All the laboratories, resources room, classrooms and library are provisioned on ground floor of the building.

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

The institution is well prepared to handle and respond to gender sensitive issues. The principle of equality is followed by the teachers and the management alike. Special care is taken to avoid the any discrimination in allocation of duties to women students and usually mixed groups are constituted for different purposes and particularly leadership training is given to girls also. Sufficient numbers of women teachers are employed.

International Women's Day is being celebrated every year on 8th March. The active and inspiring women from the community are invited on this occasion. The inter house competitions of poster making, slogan writing, poem recitation, speech and drama are held on the theme of women empowerment. Each house is accompanied by a female teacher and a female student-teacher representative.

All the student-teachers of the institution participate in awareness and extension services concerned with gender sensitive issues.

This institution gives priority to promote social responsibilities and citizenship roles among the students.

7.3 STAKEHOLDERS RELATIONSHIP:

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

The institution ensures the access to the information on organizational academic performance during meetings of the academic council. Maintaining confidence of the stakeholders in the institution is a top priority of the institution. The institution displays its achievement pursuits and excellence of its students in information brochure, college magazine, during teaching practice, meetings of community members, national and local newspapers, through SMS group and on its website also. The URL is updated from time to time about the new developments in the institution.

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

The institution involves stakeholders through institution community-parents' participation and Alumni Association. In different meetings organized by the institution, various issues are being discussed about the academic and administration aspects with stakeholders periodically. The stakeholders are welcomed with good suggestions and these suggestions are being reviewed from time to time. Students are involved directly in the academic activities as far as content analysis, evaluation methods, and extension activities are concerned. Tutorial groups and House incharge ensures the participation of students in cultural and social activities and competitions. Student-teachers' suggestions are also invited through suggestion box. Student representative of each house communicate the information, problems and suggestions of the student-teachers to the respective teacher in-charge.

7.3.3 *What are the Feedback mechanisms in vogue to collect, collate and data from students, processional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?*

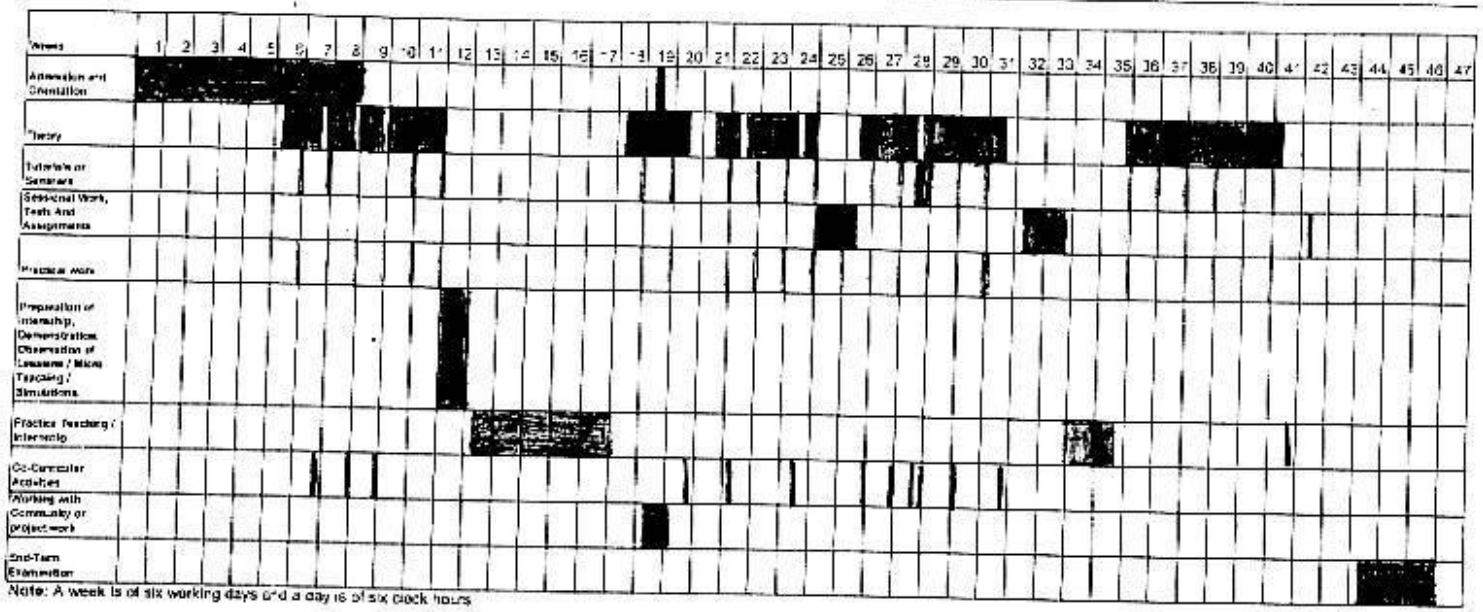
The institution has devised certain performs to collect data from students and their parents about the administration, teaching and their on campus experiences. It also provides the facility to the parents to be able to monitor their children's progress, interact with teachers, provides suggestions and to give feedback on overall institutional operation. Further student feedback on course, subject, syllabus, grievance redressal and infrastructure are considered in right earnestness for quality sustenance. The student-teachers also provide feedback through suggestion box and student corner portal on college website.

The institution undertakes regular assessment of the ICT' tools, computer labs, science labs, etc so as to make the course, content, delivery and evaluation more attractive, productive and relevant. Further interactive learning through discussion, demonstration and practical experience is being followed to create an environment conducive to learning.

The institution also the allow students to collaborate with peer groups, review their marks, and overall performance, register and participate in various events. The institution makes this vital information like transcripts, attendance, event calendar, college announcement etc available in one central location. Thus the institution acts as a means for consolidation of variety of information and effective utilization of the same. In this way the institution manages to maintain the quality in its administration and academic activities.

MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

Mapping of Academic Activities of the Institution



Note: A week is of six working days and a day is of six clock hours

DECLARATION BY THE HEAD OF THE INSTITUTION

Certificate of Compliance

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

This is to certify that SHRI GURU NANAK KHALSA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA SECTOR-12 HANUMANGARH JN. (Name of the institution) fulfils all norms

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

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

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

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

प्राचार्य
श्री गुरूनानक खालसा शिक्षक प्रशिक्षण महाविद्यालय
हनुमानगढ़ जंक्शन (राज.)

Principal/Head of the Institution
(Name and Signature with Office seal)
Dr. SHRI RAM CHOUDHARY

Date: 28-12-2015
Place: HANUMANGARH JN.

List of NAAC Committee members

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head- S. Gurdyal Singh	01552-262338	-	sgnkhalsashikshasamiti@rediffmail.com
Principal- Dr. Shri Ram Choudhary	01552-265338	01552-265338	shriram1955@gmail.com
Self-appraisal Co-ordinator Er. Anurag Bishu	01552-265338	01552-265338	bishu.anurag@gmail.com

PART III

QUESTIONNARES

FOR FEED BACK

FROM

STUDENTS & FACULTY

SHRI GURUNANAK KHALSA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA, HANUMANGARH JN

PERFORMA TO OBTAIN FEEDBACK ABOUT CURRICULUM FROM STUDENT TEACHERS

Name: _____ **Date: _____**
Class Roll No.: _____
Teaching Subject: I. _____ **II. _____**

Sr. No.	Contents	Rating/Scale			
		Fully appropriate	Appropriate	Partially appropriate	Un-appropriate
1	How far the curriculum caters to the diverse learning needs of the student-teachers				
2	To what extent the curriculum signifies inclusion of multi-skill development				
3	In your opinion prescribed curriculum is relevant with real life situations.				
4	How for the curriculum in helpful for multi-skill development				
5	To what extent does the micro teaching programme helps in the development of skills in teaching				
6	How far the curriculum is significant in terms of flexibility				
7	How far the value education input in the curriculum strengthened our culture				

8	Extensive use of ICT at all levels of teaching & evaluation has been made during the programme				
9	How far the extension activities help for bringing awareness among the rural women				
10	To what extent the provisions of theory and practical proportions in the programme helps in improving teaching-learning process				

SHRI GURUNANAK KHALSA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA, HANUMANGARH JN

PERFORMA TO OBTAIN FEEDBACK ABOUT FACULTY FROM STUDENT TEACHERS

Sr. No.	Contents	Rating Scale			
		V. Good	Good	Satisfactory	Unsatisfactory
1.	Teacher Educator comes in the class with preparation with lesson plan, guide notes, etc.				
2.	Teacher Educator has command over subject				
3.	Teacher Educator provides self-study material / notes to the students				
4.	Teacher Educator pays individual attention to each and every student in class-room teaching				
5.	Teacher Educator encourages the students to take part in the development of lesson in the class-room				
6.	Teacher Educator gives sufficient tests / assignments after the completion of the unit				
7.	Teacher Educator provides feedback by discussing weaknesses and gives suggestions / remedies				
8.	Teacher Educator recommends supplementary study materials / reference books, journals etc. from library / internet				
9.	Teacher Educator remains approachable to the students about their general problems outside the class-room				
10.	Teacher Educator delivers contents based on the previous knowledge of the student teachers				

11.	Teacher Educator threatens the student teachers about the internal assessment / imposition of fines etc.				
12.	Teacher Educator remains busy in irrelevant talkings / gossips / backbiting during the class-room teaching				
13.	Teacher Educator adopts impartial approach towards student teachers in each and every matter				
14.	Teacher Educator makes the use of updated technology to make the class-room teaching effective and interesting				
15.	Teacher Educator develops healthy spirit of competition among student teachers by using debate / discussion method in the class-room				

SHRI GURUNANAK KHALSA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA, HANUMANGARH JN

PERFORMA TO OBTAIN FEEDBACK ABOUT PRACTICE TEACHING FROM TEACHER EDUCATORS

Name: _____ **Date:** _____
Subject: _____ **Class:** _____

1. To what extent pre-practice teaching is helpful for practice teaching
   (a) Not helpful (b) Helpful (c) Very helpful

2. Is practice teaching helpful for the development of teaching skills?
   (a) Not useful (b) Useful (c) Very useful

3. What's your opinion about the time-table provided for practice teaching in schools?
   (a) Less than the required time-table
   (b) Sufficient
   (c) More than the required time-table

4. To what extent teaching aids (Charts & Models) are helpful for the development of the topic.
   (a) Not helpful (b) Helpful (c) Very helpful

5. What percent of student teachers are developed their lessons with the help of teaching aids?
   (a) Below 25% (b) 26% to 50% (c) 51% to 75% (d) Above 75%

6. As per the norms of Punjabi University Patiala, what's your opinion about the number of days for practice teaching?

   (a) Sufficient (b) Needed more days (c) Needed less days

7. If you have other comments / suggestions for practice teaching, you may do so in the space given below or on a separate sheet.

Signature: ……..

EDUCATION SCENARIO OF THE STATE

Teacher Education in Rajasthan state is passing through many challenges in the present times. Though the regulatory bodies such as UGC, NCTE and NAAC are trying their best to improve the quality of education but the scenario is not up to the expectations. Education is the subject of Concurrent List under the 7th Schedule of Indian Constitution and both, State and Government as well as Centre Government can make laws on the subject of Education. Teacher's Training has become essential with the changing scenario in the education system. Unless proper training is provided to the teachers, they will be failing in doing justice in teaching.

At Secondary level, one year B. Ed. (Bachelor of Education) programme was offered in the 811 institutions (number of institutions may vary time to time) with 90,000 seats for session 2014-15. These institutions are affiliated with the any of many universities (JNV University Jodhpur, MDS University Ajmer, Rajasthan University Jaipur etc.) of the Rajasthan state recognized by NCTE. Admission in B. Ed. programme is made through a combined Entrance Examination conducted by MDS Univ., AJMER (RAJASTHAN) on rotational basis. Basic qualification for the B. Ed. programme is graduation or post-graduation with minimum of 50% marks in general category & 45% in other category.

TEACHING

STAFF

LIST

SHRI GURUNANAK KHALSA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA, SECTOR – 12, HANUMANGARH JN.
Distt:- HANUMANGARH, (Rajasthan)

Teaching Staff

S. No.	NAME	DESIGNATION	QUALIFICATION	EXPERIENCE (IN YEARS)
1	Dr. SHRIRAM CHOUDHARY	PRINCIPAL	M.A.-History, Education, M.Ed., Ph.D.	8
2	Dr. ANURADHA BISHU	LECTURER	M.A.-Sociology, Education, M.Ed., Ph.D.	5
3	Dr. GURMEET SINGH KACHOORA	LECTURER	M.A.-Hindi, Education, M.Ed., Ph.D.	7
4	ANITA KUMARI	LECTURER	M.Sc.-Chemistry, Biotechnology, M.Ed., Ph.D. (Pursuing)	4
5	ANUBHAV BISHU	LECTURER	M.A.-Pol. Sci. , Education, M.Ed., LL.M., Ph.D. (Pursuing)	5
6	JITENDRA KUMAR MAHAN	LECTURER	M.A.-History, M.Ed., Ph.D. (Pursuing)	4
7	MANKA DEVI	LECTURER	M.A.-Hindi, M.Ed.	3
8	MANJU KUMARI	LECTURER	M.Sc.-Botany, M.Ed.	1
9	BABAL DEEP	LECTURER	M.Sc.- Maths, B.Ed., M.A. Ed.	3
10	DALEEP KUMAR	LECTURER	M.A.-Sanskrit, B.Ed., M.A. Ed.	4
11	YASMIN FATIMA KHAN	LECTURER	M.A.-English, M.Ed.	2
12	RAJESH KUMAR	LECTURER	M.A.-History, B.Ed.	3

NON-TEACHING

STAFF

LIST

SHRI GURUNANAK KHALSA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA, SECTOR – 12, HANUMANGARH JN.
Distt:- HANUMANGARH, (Rajasthan)

Non - Teaching Staff

S. No.	NAME	DESIGNATION	QUALIFICATION
1	GURCHARAN SINGH	TECHNICAL ASSISTANT	M.Sc. Computer Science, M.Ed.
2	PINKY SHARMA	LIBRARIAN	M.A. Political Science, B.Ed., B.Lib., M.Lib.(Appearing)
3	BANSI LAL	D.P.E.	B.P.Ed., M.A.P.Ed.
4	ANURAG BISHU	OFFICE ASSISTANT-CUM COMPUTER OPERATOR	M.Tech., M.B.A.
5	RADHE RAM SIHAG	OFFICE-CUM-ACCOUNT ASSISTANT	M.B.A.
6	SHAKUNTALA DEVI	STORE-KEEPER	SENIOR SECONDARY

INSTITUTIONAL ACADEMIC CALENDAR

SHRI GURUNANAK KHALSA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA, SECTOR – 12, HANUMANGARH JN.
Distt:- HANUMANGARH, (Rajasthan)

ACADEMIC CALENDER

Session: 2014-15

Sr. No.	Particulars	Date
1	Date of Entrance Examination	12th July 2014
2	First Counseling	16th Aug. to 19th Sept. 2014
3	Second Counselling and Shifting	16th Sept. to 04th Oct. 2014
4	Opening of the Session	22nd September 2014
5	Path Sri Sukhmani Sahib	30th September 2014
6	Break	05th to 10th Oct. 2014
7	Talent-Hunt Competition	10th October 2014
8	Celebration of Guru Nanak Dev Ji's Birthday	17th October 2014
9	Demonstration of Micro Teaching Skills & Macro Lessons	03rd & 04th Nov. 2014
10	Micro Teaching	05th to 10th Nov. 2014
11	Teaching Practice Phase – I	10th Nov. to 10th Dec. 2014
12	Discussion Lesson	12th to 15th Dec. 2014
13	Counselling of Remaining Seats	22nd December 2014
14	N.S.S. Camp	22nd to 29th Dec. 2014
15	Blood Donation Camp	29th December 2014
16	Celebration of New Year	1st January 2015
17	Autumn Break	2nd to 5th January 2015

18	Lohri Celebration	13th January 2015
19	Republic Day	26th January 2015
20	House Examination – I	2nd to 10th February 2015
21	National Seminar	25th & 26th February 2015
22	Subject Wise Quiz Competition (In the Morning Assembly)	13th, 20th & 27th Feb. 2015
23	National Science Day (Celebration)	25th February 2015
24	National Women Day (Celebration)	8th March 2015
25	Sports Meet	20th March 2015
26	House Examination – II	23rd March to 3rd April 2015
27	Teaching Practice Phase – II	5th to 15th May 2015
28	Farewell Party	26th May 2015
29	Golden Chance Examination	30st May 2015
30	Final Examination	Tentative Date 7th June 2015
31	Practical	July 2015
32	Final Lesson	August 2015

INSTITUTIONAL TIME TABLE

SHRI GURUNANAK KHALSA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA, HANUMANGARH JN
TIME-TABLE -2014-15

DAY	TIME / P.	9.00-9.20	9.20:-10:05 I	10:05-10:50 II	10:50 - 11:00	11:00-11:40 III	11:40-12:20 IV	1:20-1:50	1:50-2:20	2:20-2:50	2:50-3:20	3:20-4:00
MON.	A	MORNING ASSEMBLY	P- I AB	P -IV HY	SHORT BREAK	P-IIIMD	P –II JK	LUNCH	TEACHING OF			MEND ETOY COMP. TECH.
	B		P.-II –JK	P- II HK		P-I AB	P -IV MK				CIVICS (A) R K	
	C		P-III –MD	P- I AB		P- IV AB	P -III MD					
	D		P-IV -M.K.	P- III JK		P-IIJK	P –IAB		HINDI (C) AB		HIST. (B) S R	
TUE.	A		P- I -R.K.	P- IV HY		P-III MD	P –IIHK					MEND ETOY COMP. TECH.
	B		P- III -SC	P- IIHK		P-I DK	P –IVHY				H.SCI (C) D K	
	C		P- II – SR	P- IAB		P- IVRK	P –IIIJK					
	D		P- IV - R.K.	P- IIIJK		P-IISR	P –IAB					
WED.	A		P- I - AK	P- IVHY		P-IIISC	P—IIHK		GEN.SCI. (SCI.LAB.) AK			MEND ETOY COMP. TECH.
	B		P- III- SC	P- IIHK		P.-I DK	P –IVHY			ENV. S. ((1-3) C+D (4-6) A+B RK	CHEM. (SCI. LAB.) A K	
	C		P-II SR	P- IAB		P -IVRK	P -III JK					
	D		P-IV RK	P- IIIJK		P.-II SR	P –IAB					
THU.	A		P- I AK	P –IVHY		P- III SC	P -II HK					MEND ETOY COMP. TECH.
	B		P- III SC	P- IIHK		P- I DK	P –IVHY					
	C		P.-II SR	P –IAB		P -IV RK	P -III JK					
	D		P -IV RK	P- IIIJK		P- II SR	P -I AB			S.ST(A) J.K	PHYS. (D) AK	
FRI.	A		P- I AK	P –IVHY		P-IIISC	P- IIHK					Tutorial All
	B		P- III SC	P –IIHK		P- I DK	P –IVHY		BIO. (SCI. LAB) AK			
	C		P.-IISR	P- IAB		P- IVRK	P- III-JK			S.ST(B) D.K.	COMP.	
	D		P- IVRK	P- IIIJK		P-IISR	P- I AB					
SAT.	A		P.-I AK	P- IVHY		P- IIISC	P- IIHK		MATHS			Tutorial All
	B		P- III SC	P- IIHK		P-I DK	P- IVHY		BD	ECO.(C) S C		
	C		P- II SR	P –IAB		P -IVRK	P- III JK					
	D		P- IVRK	P-IIIJK		P- IISR	P- I AB			GEO. (D) HY		

BEST PRACTICES

Introduction

The institution has the facility of Computer cum Information and Communication Technology (ICT) Laboratory to enhance access, quality, and effectiveness in education in general and to enable the development of more and better teachers for society. However, contemporary computer technologies, such as the Internet, allow new types of teaching and learning experiences to flourish. ICT makes it easier to create environments in which students can learn by doing, receive feedback, and continually refine their understanding and build new knowledge. ICT is one of the major contemporary factors shaping the global economy and producing rapid changes in society. ICT can transform the nature of education – where and how learning takes place and the roles of students and teachers in the process of teaching and learning. With the help of ICT students teachers and faculty have to learn to navigate large amounts of information, to analyze and make decisions, and to master new knowledge and to accomplish complex tasks collaboratively. It can be considered useful input in any educational activity.

Objectives

The institution has the following objectives for the inclusion of ICT in the curriculum as a mandatory subject for all the student teachers:

- To develop students' understanding of the roles of technology in teaching-learning processes in an information society, and upgrade teachers' knowledge / skills in using ICT in the changing environment.
- To make the Student Teachers / learner familiarize themselves with hardware and software including packages such as Microsoft Word, Microsoft Excel, and others.

- The use of ICT in the process of teaching and learning, such as in computer-aided design and computer-aided manufacturing.
- To build national/institutional capacity in using new ICT in teacher education.

Best Practices

The institution has a Computer cum ICT Laboratory which is well furnished. It is fully air conditioned and carpeted. It is equipped with 50 Pc's of HCL. Each PC has their own LCD's and has their 1 GB RAM, 160GBHDD and Dual core processor. Generally the number of computers which are used by the student teachers in laboratory is 45 to 50. The Computer cum ICT Laboratory is fully equipped with internet connectivity. All the PC's have the facility of the Internet and Intranet. The connection for the Internet is Broad-Band (BSNL). The LAN card support the 100 mbps speed. In the laboratory there are 3 ports and every port has the capacity of connectivity to the PC's are 16 by the RJ5. So we can connect 16 PC to the one port for connecting the internet.

In computer laboratory there is even facility of interanet because cross cables are attached to each PC, by which we can transfer the images, text or any other type of data. The LAN card in the lab is working properly.

Software: Software is the programme, which is essential to run the computer. The following Software are available in the Laboratory:

(i) Window XP (System Software)

(ii) Avira or others related antivirus (Utility Software)

(iii) Team Viewer, Typing Master (Utility Software)

(iv) MS office (Application Software)

Audio and Visual Resources:

(i) Speaker

(ii) Headset

(iii) LCD

(iv) Monitor

(v) Projector

For the faculty, there is another separate computer Laboratory with all the facilities mentioned above. This facility is provided free of cost to all the teaching and non-teaching staff members of the institution. In their free time the staff members are expected to sit there.

This practice is not limited to the faculty and student teachers of the institution but also to the rural youth of the surrounding areas of the Hanumangarh. This region is lacking of basic facilities in the sphere of education and the students are showing poor performance in the academic subjects basically in English, Computer, Science and Mathematics etc.

Obstacles

To provide this practice the institution has faced many problems due its location in the rural area as:

- The institution is lacking 24 hours uninterrupted electricity supply which is essential for running computers and other computer related accessories. It took more than two years in getting Broad-Band internet connection for ICT lab.

- Poor server connectivity due to the extra length of the supply wires is being faced by the institution which affects the efficiency of the working of the ICT lab.
- Most of the students belong to the rural area lacking basic knowledge of computer with studies in English medium. So it is tough for them to understand the technical English language of the ICT and it affects their performance in the subject.
- The institution is affiliated for offering one year B. Ed. programme only for girls and most of them do not show needed interest in the subject of ICT rather they opted needle work or the similar subjects, which are helpful in discharging their household duties.

Strategies for overcoming the obstacles

Strategies adopted by the institution for overcoming the obstacles mentioned above:

- The demand of uninterrupted electricity supply is met by running of high power generator which costs many times than the general electric supply.
- The poor server connectivity is countered by getting extra connections, which are three at present.
- In order to overcome the transport problem, the institution has to run its own transport which is running in deficit from past three years.

Impact of the practices

With the help of ICT learners familiarize themselves with hardware and software including packages such as MS Word, MS Excel and others. ICT has abled the students and faculty to browse and download learning material. ICT affected the knowledge of faculty and students in tremendous and positive ways. With the help of ICT following changes have occurred in students' learning environment:

- Student teachers have become more independent learners, who do not consider the lecturers as the sole source of knowledge anymore.
- Student teachers increasingly enjoy learning.
- They enjoy the democratization process taking place at classroom level.
- They consider their lectures as students themselves.
- They have stopped spending considerable time and energy running around libraries to look for information when given an assignment.
- They are better able to assess educational practices and policies.
- They are also able to understand the roles of technology in teaching-learning processes in an information society, and upgrade their knowledge / skills in using ICT in the changing environment.
- Students and teachers have also able to navigate large amount of information, to analyze and make decisions, and to master new knowledge and to accomplish complex tasks collaboratively.
- Use of ICT unlocks hidden potential for those with communication difficulties.
- Students have able to demonstrate achievement in ways which might not be possible with traditional methods.

- ICT has enabled tasks to be tailored to suit individual skills and abilities.
- Computers have improved independent access for students to education.
- Students with special educational needs are able to accomplish tasks working at their own pace.
- Students with profound and multiple learning difficulties have communicate more easily.
- Increased ICT confidence amongst students motivates them to use the internet at home for schoolwork and leisure interests.
- It has reduced isolation for teachers working in special educational needs by enabling them to communicate electronically with colleagues.
- ICT has supported teacher's reflection on professional practice via online communication.
- Use of ICT has improved skills for staff and a greater understanding of access technology used by students.
- It has enhanced professional development and the effectiveness of the use of ICTs with students through collaboration with peers.

Resources Required

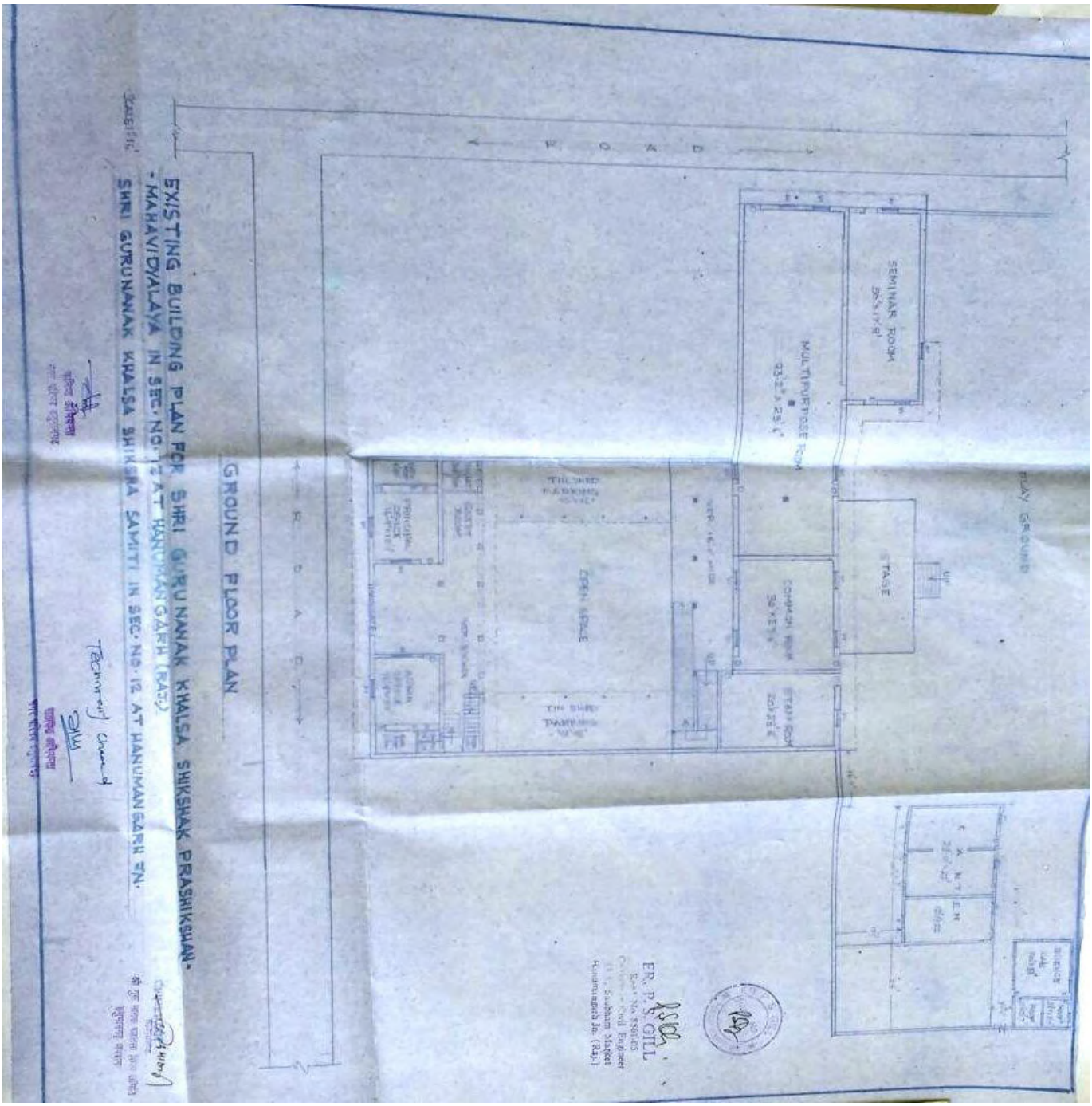
Resources required for ICT Laboratory are separate room for computer laboratory, computers, internet and intranet facility, software, audio resources, audio-visual resources, LCD projector, uninterrupted supply of electricity.

MASTER PLAN

OF THE

INSTITUTION

SHRI GURUNANAK KHALSA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA
MASTER PLAN



SHRI GURUNANAK KHALSA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA
PRINCIPAL BIO-DATA

CURRICULUM VITAE

Dr. Shriram Choudhary
MO.-9460625238
E-Mail- shriram1955@gmail.com

OBJECTIVE:

Seeking a prospective and challenging opportunity within organization with future growth and advancement potential relevant to my education background and interests.

PROFESSIONAL QUALIFICATION:

Ph.D. in Education

M.Ed. (62.14%)

B.Ed. (53.33%)

EDUCATIONAL QUALIFICATION:

M.A. History (69.75%)

M.A. Education (69.00%)

B.A. (44.22%) Subjects - History, Sociology & Pol. Science

XII (49.25%) Subjects - History, Geography & Civics

X (46.77%) Subjects - History, Geography & Civics

EXPERIENCE:

Works as a Principal at Shri Guru Nanak Khalsa TT College, Sector 12 Hanumangarh Jn.From 01.05.2007 to till date.

Works as Visiying Faculty cum Research Supervisior at OPJS University Rawatsar Kunjla, Rajgarh, Churu

Works as a Principal at Shri Guru Namak Khalsa Senior Sec. School, Hanumangarh Jn. From 01.07.1982 to 16.06.2007

SEMINAR/CONFERENCES:

S.No.	Organized By	Date	Title
1	Swami Vivekanad College for Professional Studies, Sinthal, Bikaner	27-03-2011	Quality Management in Education
2	Shri Jagadish Prasad Jhabarmal Tibrewala University, Jhunjhunu	04-11-2011 06-11-2011	Higher Education in Emerging India
3	Swami Vivekanad College for Professional Studies, Sinthal, Bikaner	06-04-2012	Role of Teacher in Right To Education Act
4	Shri Jain Kanya Shikshak Prashikshan Mahavidyalaya Nokha	16-12-2012	Chalanges & Possibilities in higher Education for Shikshak Prashikshan Institutions

PUBLICATIONS:

S.No.	Name Journal / Magzine	Volume / Date	Page No.
1	Shivira Patrika	August 2011 02-08-2011	40
2	The Journal of Contemporary Research and Findings	ISSN : 2319-362X Volume 1 Issue 2	59 - 61
3	Education Plus	ISSN : 2277 - 2405 Volume 1 Number 2	23 - 26
4	Chhavi	ISSN : 2319 - 9679 Volume 1 Issue 1	32 - 34
5	Rastriya Seminar	16-12-2012	27

PERSONAL INFORMATION:

Father's Name: Shri Gyanaram
Gender: Male
Nationality: Indian
Date of Birth: 20-04-1955
Language: Hindi, English
Address: S.G.N. Khalsa TT College, Sector 12
Hanumangarh Jn. 335512

DECLARATION:

I hereby declared that all the above information provided here is Correct to best of my knowledge.

DATE: 27-12-2015

PLACE: Hanumangarh Jn.

(Dr. Shriram Choudhary)

ANNEXURES

1. **Annexure-I:** A copy of the syllabus
2. **Annexure-II:** A copy of latest recognition order issued by NCTE
3. **Annexure-III:** University results for previous academic year
4. **Annexure-IV:** Audited income-expenditure statement for the previous financial year

Annexure-I

SHRI GURUNANAK KHALSA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA, SECTOR – 12, HANUMANGARH JN.
Distt:- HANUMANGARH, (Rajasthan)
SYLLABUS- 2015-17

MAHARAJA GANGA SINGH UNIVERSITY, BIKANER

पाठ्यक्रम

SYLLABUS

B.ED. TWO YEAR SCHEME OF EXAMINATION AND COURSES OF STUDY

महाराजा गंगासिंह विश्वविद्यालय, बीकानेर
MAHARAJA GANGA SINGH UNIVERSITY, BIKANER

SYLLABUS:

(Two Year B.Ed. Course)
2015-17

Instructions for B.Ed. (two year course) Examination

During the course of the years every student–teacher will delivered at least 40 lessons (20 Lessons of one pedagogy of school subject in 1st year 20 Lessons of other pedagogy of school subject in 2nd year) in a recognized school, not more than 10 student- teacher in a school, under the supervision of the staff of the college.

Notes :-

(i) Pedagogy of school subject means a subject offered by the candidate at his Bachelor's/ Shastri or Master's Degree Examination either as a compulsory subject or as an optional subject or as a subsidiary subject provided that the candidate studied it for at least two years and also took University Examination each year but shall not include such subjects as were studied by him only for a part of the Bachelor's Degree Course. In case the honours graduates, besides the honours subject the subsidiary subject would also be taken into account provided the candidate studies the same for at least two academic sessions and also took University Examination each year.

(ii) Only such candidate shall be allowed to offer Social Studies as a pedagogy of school subject for the B.Ed. Examination as have taken their Bachelor's Degree with any two subjects out of History, Political Science, Public Administration, Economics, Geography, Sociology, Philosophy and Psychology.

(iii) A candidate having Bachelor's Degree in Agriculture will be allowed to offer General Science and Biology for the B.Ed. Examination. General Science may also be allowed to be offered by a candidate possessing the degree of B.Sc. (Home Science) or passing the B.Sc. Examination with (i) Chemistry and (ii) Any one subject of life Science, i.e. Biology or Botany or Zoology, General Science may also be allowed to be offered by a candidate possessing the degree of B.sc. Exam in any one subject of life science i.e. Biology, Botany, or Zoology.

(iv) A candidate who has offered Political Science or Public Administration at his Bachelor's or the Master's Degree Examination shall be deemed eligible to offer Civics as pedagogy of school subject in the B.Ed. Examination.

(v) The additional optional subject of Bachelors Degree Examination in which a candidate passes in one year with all the papers prescribed for the Three Year course after obtaining the Bachelor's Degree may also be treated as“pedagogy of school subject ". Further, if a candidate desires to pass the additional optional subject after obtaining the Bachelor's Degree to be taken into consideration for permitting him to offer the subject, under course 7_a and course 7_b for the B.Ed. course. The marks obtained by him in the additional optional subject may also be taken into account in addition to the

marks obtained by him at the Bachelor's Degree for determining his eligibility for admission to B.Ed. Course.

vi No candidate shall be allowed to appear in the B.Ed 2nd year examination unless he/she has attended (80% for all course work & practicum, and 90% for school internship)

vii Candidates who fail in B.Ed examination in 1st year the theory of education may present themselves for re-examination there in at a subsequent examination without attending a further course at an affiliated training college.

Provided that a candidate who fails in any one of the theory papers and secures at least 48% marks in the aggregate of the remaining theory papers may be allowed to reappear in the examination in the immediately following year in the paper in which he fails only. He/she shall be declared to have passed if he secures minimum passing marks prescribed for the paper in which he appeared and shall be deemed to have secured minimum passing only prescribed for the paper (irrespective of the marks actually obtained by him) for the purpose of determining his division in accordance with the scheme of examination. The candidate shall have to repeat the whole examination in subsequent year in case he fails to clear the paper in which he failed.

viii Candidates who fail in the B.Ed. 1st or 2nd year examination, only in the practical of teaching internship may appear in the practical examination in the subsequent year provided that they keep regular terms for four calendar months per year and give at-least 40 (20 in 1st & 20 in 2nd year) supervised lessons.

ix A candidate who complete a regular course of study in accordance with the provision laid down in the MGS university, at an affiliated teacher's training college for two academic year but for good reasons fails to appear at the B.Ed. examination may be admitted to a subsequent examination as an Ex-student.

x No candidate shall be permitted to appear as an Ex-student at more than one subsequent examination. The B.Ed programme shall be of duration of two academic years, which can be completed in a maximum of three years from the date of admission to the B.Ed.

xi A candidate who passed B.Ed. examination of this University or B.Ed examination of another University recognized by the Syndicate may be permitted to take a special course in a subject if he did not offer a course in the year which he passed the examination or in case he passed with a special course other than the one offered by him for the examination provided that in each case:

(a) He/she studies at a college of education affiliated for the purpose to the University for at-least three months ; and

(b) He/she completes the theoretical and practical work as laid down in the courses of study for course 7_a & $7_{b.}$

xii A candidate who has already passed B.Ed. examination of the University or B.Ed. examination of some another University recognized for the purpose by the Syndicate may be permitted to take any one paper of pedagogy of school subject and other teaching subject which he had not offered at his

B.Ed. Examination provided that:

(a) He/she is eligible to offer that teaching subject under provision of university rules.

(b) He/she studies at a college of education affiliated for the purpose to the University for at-least three months in B.Ed 2nd year; and

(C) He/she completes the theoretical and practical work, as laid down in the scheme of examination for that paper from time to time and also delivers at-least 20 lessons in a recognized school under the supervision of the staff of the college.

Evaluation of Papers B.Ed. 1st year & 2nd year Exam-

1. Theory Papers 01, to 11 will carry 100 marks, out of which 80 marks will be of theory paper and 20 marks to be assessed internally. Out of 20 marks, 10 marks shall be for assessing the sessional work and 10 marks for the mid-term test.
2. EPC-1 to EPC-4 will carry 50 Marks and all the marks to be internally assessed for assessing the sessional works/reports.
3. Theory paper 12 Computer Education (marks not included in aggregate) of two hours carrying 50 marks, out of which 35 marks will be of theory paper and 15 marks to be assessed internally of practical.
4. School internship of 20 weeks (10 weeks each at B.Ed part I & II) and Practical work: - The Teaching Practice will carry 300 marks comprising of:
   (i) Internal Assessment (B.Ed 1st & 2nd year)75+75=150 marks
   (ii) External Examination (B.Ed 1st & 2nd year)75+75=150 marks

Each candidate will be examined by the Board of examiner. Board will consist of two external examiners and the principal or his/her nominee will be the internal examiner in each year. The name of internal examiner may be proposed by the principal.

Internal Assessment Scheme (Internship)

The distribution of 75 marks of internal assessment shall be as follows: (For each year)

Marks: 75+75=150

1.	Micro Teaching 5 skill	05 Marks per year
2.	Regular Practice Teaching (Lesson 20 per year)	20 Marks per year
3.	Criticism lesson	15 Marks per year
4.	Observation • Ordinary Lesson • Demonstration Lesson • Criticism Lesson	10 Marks per year
5.	Teaching aids (5 per year)	05 Marks per year
6.	Attendance /Seminar/ Workshop	05 Marks per year

7. Open air session and community
   Games, Cultural and Literary activities
   & Beautification and Sharmdan — 10 Marks per year
8. Report of any feature of school / Case study/ Action Research — 05 Marks per year

Organization evaluation of practice teaching:

1. Every candidate will teach at-least 40 lessons (20 in 1st year & 20 in 2nd year) during practice teaching session. At least ten lessons in each subject should be supervised.
2. 40 (20+20) lessons as desired in the syllabus should be completed as full period class room lesson. Micro teaching lesson to be used in addition to those 40 lessons for developing certain teaching skills.
3. A minimum of ten lessons in each subject will be supervised evaluated by the subject specialist or a team of specialists of the subjects.
4. By and large, the evaluation of the performance in the practical teaching will be based on the last ten lessons in the subject when the student has acquired some competence and skills of teaching.
5. The internal assessment in practice of teaching will be finalized by the principal with the help of subject teacher of the teaching staff and the same will be communicated to the university before the commencement of the practical each year.
6. In B.Ed 1st year each candidate should be prepared to teach one lessons at the final practice examination. In B.Ed 2nd year exam candidate should be prepared to teach two lessons (one in each subject).The external examiners may pickup at-least 10% of the candidates to deliver two lessons in B.Ed 2nd year.
7. There will be a board of Examiners for the external examination for each college which will examine each candidate in at-least one lesson and a minimum of 10% in two lessons (one in each of the two subjects).
8. The board of Examination will consist of:
   (a) The principal of the college concerned.
   (b) A head master or a experienced member of the teaching staff of concerned school,
   (c) Two external examiners from outside the MGS University, Bikaner or a senior member of the teaching staff of an affiliated Education college.(appointed by the MGS University, Bikaner)
   (d) The board as far as possible will represent Social science, language and science.
9. Approximately 50 lessons will be examined by the board each day.

Working out the result and awarding the division:

(1) A candidate in order to be declared successful at the B.Ed. 1st & 2nd year Examination shall be required to pass separately in Theory and Practice of Teaching.

(2) For a pass in Theory a candidate shall be required to obtain at-least (a) 36 percent marks in each 100 marks theory paper and sessional (29 marks out of 80 and 7 marks out of 20); (b) 36% marks in each 50 marks theory paper and sessional (13 marks out of 35 & 5 marks out of 15)

(3) For a pass in school internship Practice of Teaching a candidate shall be required to obtain separately at least:

1. 40 percent marks in the external examination.

a. 40 percent marks in internal assessment.

(4) The successful candidates in B.Ed 1st & 2nd year obtaining total marks will be classified in three divisions and shall be assigned separately in theory and school internship Practice of teaching as follows:

Division	Theory	Practice of Teaching
I	60%	60%
II	48%	48%
Pass	36%	40%

The practical work record shall be properly maintained by the college and may be made available for work satisfaction of external examiner in school internship (practice teaching), those are expected to submit a report regarding this separately.

ANNUAL DISTRIBUTION OF THE COURSES

The syllabi of B.Ed. course to be covered in two year as follows:

B.Ed.-1st year

Evaluation in every year will be external as well as internal. Each theory paper will be of three hours duration except computer education which will be of 2 hours.

PAPER	Title of the Paper	External	Internal	Total
Course-1	Childhood and Growing up	80	20	100 Marks
Course-2	Contemporary India and Education	80	20	100 Marks
Course-3	Learning and Teaching	80	20	100 Marks
Course-4	Language across the curriculum	80	20	100 Marks
Course-5	Understanding disciplines and Subjects	80	20	100 Marks
Course-7a	Pedagogy of School Subject – Part I	80	20	100 Marks
	School Internship (10 weeks)	75	75	150 Marks
Course EPC_1	Reading and Reflecting on Text	00	50	50 Marks
Course EPC_2	Drama and Art in Education	00	50	50 Marks

Total = 850 Marks

Engagement with the Field: Task and Assignments for course 1, 2, 3, 4, 5, &7a

B.Ed. 2nd year

PAPER	Title of the Paper	External	Internal	Total
Course-6	Gender, school and Society	80	20	100 Marks
Course-7b	Pedagogy of School Subject – Part II	80	20	100 Marks
Course-8	Knowledge and curriculum	80	20	100 Marks
Course-9	Assessment of Learning	80	20	100 Marks
Course-10	Creating an Inclusive School	80	20	100 Marks
Course-11	Optional Course**	80	20	100 Marks
Course-12	Computer Education*	35	15	50 Marks (Marks not include in aggregate
	School Internship (10 weeks)	75	75	150 Marks
Course EPC_3	Critical Understanding of ICT	00	50	50 Marks
Course EPC_4	Understanding of Self	00	50	50 Marks

Total = 850 Marks *(Marks of Computer Edu. not included)*

Engagement with the Field: Task and Assignments for course 6, 7b, 8, 9, 10, 11&12

Course-12* Candidate have to pass Computer Education paper but marks not include in aggregate.

Note: Student- teacher will opt one paper as Course 7a Pedagogy of a School Subject – in B.Ed. 1st year and as a Course 7b Pedagogy of a School Subject – B.Ed. 2nd year of their secondary school or senior secondary school subject passed in UG or PG level as one of the subject.

***List of the Pedagogy of a School Subjects:-**

1. Hindi
2. Sanskrit
3. English
4. Urdu
5. Social Studies
6. Civics
7. History
8. Economics
9. Geography
10. Book Keeping
11. Commercial Practice
12. Mathematics
13. Home Science
14. General science
15. Chemistry
16. Biology
17. Physics
18. Art
19. Music

Optional Course**

Note: Students will opt one Optional Course among the followings in B.Ed. 2nd year–

1. Distance Education
2. School Library Organozation
3. Educational and Vocational Guidance
4. Environmental Education
5. Population Education
6. Elementary Education
7. Health and Physical Education
8. Guidance and Cunseling

DETAILED COURSE

B.Ed. (First Year)

Course-1

CHILDHOOD AND GROWING UP

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Continuous Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

1. To develop an understanding of the basic concepts, methods and principles of Psychology and of Educational Psychology with reference to learning and teaching.
2. To develop an understanding of growth and development in various stages.
3. To develop an understanding about the various factors that affect learner like personality, intelligence, creativity and motivation.
4. To develop an understanding of the impact of social and psychological factors responsible for a balance development of personality of the learners.
5. To develop effective teaching skills in the teacher in the making.

Course Content

Unit - I

(a) Educational Psychology: its meaning, methods, scope, functions and applications.

(b) Psychology of adolescents: Growth and Development of the learner: Growth and Development - Meaning, Principles (Physical, social, mental and Emotional Development) and their Implications for learning.

(c) Heredity and Environment:

Unit - 2

(a) Personality: meaning, types, factors responsible for shaping it, objective and Projective techniques of personality assessment.

(b) Intelligence: meaning, Theories, measurement and role in learning.

(c) Creativity: meaning, process, development and measurement.

Unit - 3

(a) Concept of adjustment, adjustment as achievement, adjustment as process.

(b) Frustration and conflict. Causes of maladjustment, role of teacher in minimizing maladjustment of learner.

(c) Adjustment Mechanism: some common adjustment mechanism,

Unit - 4

(a) Individual differences: meaning, causes and their educational implications.

(b) Education for exceptional children: Gifted children, delinquent children, socially deprived children.

(c) Remedial measure and Learning material used for exceptional children.

Unit - 5

(a) Mental hygiene: mental hygiene concept and characteristics, factor effecting mental health.

(b) Methods of development of good mental health. How to improve mental health of teacher?

(c) Psychotherapy: aims of psychotherapy, types of psychotherapy.

Term Test. 10 Marks

Sessional Work: 10 Marks

Any one of the following:

i Case-study of special child.

ii Administration of a psychological test and presentation of the result.

iii Observing the behaviour of an adolescent boy/girl and listing his/her characteristics and problem.

iv Sociometry-preparation and interpretation.

Reference Books:

1. Agarwal, J.C. Essestials of Educational Psychology Vikas Publishing House, Pvt. Ltd. 1995.
2. Bhatnagar, R.P. Educational Psychology, Meenakshi Publicaiton, Kanpur
3. Chauhan, S.S. (2002), Advanced Educational Psychology, New Delhi: Vikas Publishing House. (Hindi & English)
4. Kakkar, S.B. (2001), Educational Psychology, New Delhi, Prentice Hall of India.
5. Lindgren, H.C. Educational Psychology in the classroom Macmillan, N.Y. 1956
6. Mangal, S.K. (2002), Advanced Educational Psychology, New Delhi : Prentice Hall of India. (Hindi & English)
7. Sharma, R.A. Fundamentals of Educational Psychology Lal Book Depot, Meerut, 1996
8. Skinner, B.F. Essentials of Educational Psychology Asia Publishing House, Bombay 1960 (Hindi & English)
9. Uday Shander, Advanced Educational Psychology, Sterling Publishers Pvt. Ltd. New Delhi. 1984
10. भटनागर, सुरेश, शिक्षा मनोविज्ञान, सूर्या पब्लिकेशन, मेरठ
11. माथुर, एस.एस., शिक्षा मनोविज्ञान, विनोद पुस्तक मन्दिर, आगरा
12. सिंह, उपाध्याय, विकास एवं अधिगम के मनोसामाजिक आधार
13. वालिया, जे..एस. शिक्षा मनोविज्ञान, पाल पब्लिशर्स, जालंधर

COURSE – 2

CONTEMPORARY INDIA AND EDUCATION

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

To enable student Teacher to -

1. Acquire knowledge of the concept of Educational Administration and Management.
2. Understand the role of center, state and local agencies in managing education.
3. Acquire knowledge of administration and supervision of education in Rajasthan.
4. Develop an understanding of the principles and practices of school organization.
5. Develop an understanding of the main issues related to Indian educational system.

Course Content:

Unit - I

(a) Concept, need, characteristics, principles of Educational Administration and Educational management.

(b) Concept of authority, delegation of power, centralization and decentralization, direction, communication, unity of command, TQM.

(c) Constitutional provision of education, Fundamental rights and duties,

Unit 3:

(a) Universalization of education.

(b) Equality of opportunities in education.

(c) Education and Fundamental Rights and Duties, directive principals of State Policies.

(d) Relationship between education and democracy.

(e) Role of education in developing Socialistic patterns and national integration.

Unit 4:

(a) Education as a sub system:

(b) Education as an agent of social change, social change influencing the trend of education and social disparities

(c) Social Mobility, Cultural Lag, Gender Disparities

(d) Regional disparities.

(e) The role of educational institution for creating new social orders.

Unit - IV

A brief survey of growth and development of education in India.

(a) Pre - Independence era -

i Education during vedic, Buddhist and Medieval period.

ii Development during British period - Macualay"s minutes, woods dispatch 1854.

iii Nayee Taleem

(b) Post independence era.

i Salient features of secondary education commission 1952-53,

ii Education Commission 1964 (Major recommendations)

iii National Policy on Education 1986 (NEP 1986 for educational administration)

iv Mid day meal to insure nutrition and public space (irrespective of caste, religion, class and gender)

v RTE-2009

Unit - V

(a) Role of central and state agencies of education.

MHRD, NCTE, NCERT, CBSE, CABE (Central Advisory Board of Education), NIEPA State Dept. of Education, RBSE, SIERT, IASE, CTE, DIET

Term Test: 10 Marks

Sessional Work: 10 Marks

Any one of the following:-

i Preparing a project report concerning any aspect of school management.

ii Construction of time-table and maintenance of attendance register.

iii Preparation of an outline of an institutional planning on any aspect of school organizsation.

iv A case study of a secondary school with reference to the leadership role of school Headmaster.

Books Suggested:

1. भटनागर, सुरेश, (1996), शैक्षिक प्रबन्ध और शिक्षा की समस्याऐं, सूर्या पब्लिकेशन, मेरठ
2. गुप्ता एल. डी., (1990), उच्च शैक्षिक प्रशासन, हरियाणा साहित्य अकादमी, चण्डीगढ़
3. सुखिया एस.पी., (1965), विद्यालय प्रशासन एवं संगठन, विनोद पुस्तक मंदिर, आगरा
4. वशिष्ठ के के, (1985), विद्यालय संगठन एवं भारतीय शिक्षा की समस्याऐ, लायल बुक डिपो, मेरठ
5. देव आचार्च महेन्द्र, (1998), विद्यालय प्रबन्ध, राष्ट्रवाणी प्रकाशन दिल्ली
6. शर्मा आर. ए. (1995), विद्यालय संगठन तथा शिक्षा प्रशासन सूर्या पब्लिकेशन,मेरठ
7. अग्रवाल जे.सी. (1972), विद्यालय प्रशासन आर्य बुक डिपो, नई दिल्ली

8. Agarwal J. C. (1972): School Administration, Arya Book Depot Karol Bagh, New Delhi
9. Baquer, A. & Sharma, A. (1997) Disability: Challenges Vs. responses. Can Publishing
10. Dash, B.N., School Organisation Administration & Management, Neel Kamal Publications Pvt. Ltd., 1996.
10.Mathur, S.S. Educational Administration, Krishana Brothers Jullundur. 1969
11. Mathur, S.S., Educational Administration and Management, Ambala Cantt: The Indian Press, 1990
12. Sharma, R.A., School Management, Surya Publications, Meerut, 2005.
13. National Curriculum Framework, (2005) www.ncert.nic.in
14. National Curriculum Framework for Teacher Education (2009) www.ncte-india.org

Term Test= 10 Marks

COURSE – 3

LEARNING AND TEACHING

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

1. To develop a knowledge of learning and teaching.
2. To develop an understanding of teaching profession and teacher effectiveness.
3. To develop an understanding about the various factors responsible for learning.
4. To develop an understanding of theories of learning.
5. To develop an understanding of learner.

Course Content

Unit - I

(a) Concept Learning: Meaning, nature, types. Maturation of learning, Theories of learning (Trial and error (Thorndike's connectionism), operant conditioning and insight theory

(b) Factor effecting learning, laws of learning, learning curves, learning skill.

(c) Transfer of learning: forms of transfer, theories of transfer, transfer and role of teacher.

Unit – II

(a) Concept of teaching: its nature and characteristics, process of teaching.

(b) Variables of teaching, analyzing teaching in diverse classroom, relationship between Learning & Teaching

(c) Teaching as a profession, Professional ethics.

Unit – III

(a) Motivation: concept, functions (importance) of motivation.

(b) Achievement motivation, Maslow's theory of self-actualization.

(c) Techniques of enhancing learner's motivation.

Unit – IV

(a) Development – Concept, stages, dimensions, methods of study, developmental tasks

(b) Factors influencing development – genetic, biological environmental and physical.

(c) Theories of development - Cognitive development theory of Piaget and Bruner.

Unit – V

(a) Learner: Need of learner, identifying need and satisfying need.

(b) Learning in school and outside school.

(c) Dimensions of learning: knowledge, skill, value attitude and habits.

(d) Interpersonal relationship: teacher- learner, learner and learner. How to strengthen interpersonal relation?

Assignment: 10 Marks

Any one assignment related to the Unit I to Unit V:

Books Recommended

1. Anastasi, Anne and Urbina, Susana (2008).*Psychological Testing.* New Delhi: Prentice Hall.
2. Chand, Jagdish (2010). *Psychological Foundations of Education*. New Delhi: Anshah Publishing.
3. Claridge, Gordon & Davis, Caroline (2003).*Personality and Psychological Disorders*. New Delhi: Atlantic Publishers.
4. Deaux, Kay & Snyder, Mark (2012).*The Oxford Handbook of Personality and Social Psychology.* New York: Oxford University Press.
5. Garrison, Carl C. & Gray, Stanley J. (2011).*Educational Psychology*. New Delhi: Sarup Book Publishers Pvt. Ltd.
6. Loewenthal, Kate Mirian (2001). *An Introducation to Psychological Tests and Scales*. UK: Psychology Press.
7. Mangal, S.K. (2007).*Essentials of Educational Psychology*. New Delhi: PHI Learning Pvt. Ltd.
8. Shrivastav, Neelu (2006). *Educational psychology*. New Delhi: Pragun Publications.
9. Singh, Agya Jit (2012). *Development of the Learner and Teaching-Learning Process.*Patiala: Twenty First Century Publications.
10. Tomar, Monika & Kumari, Sarita (2005).*Educational Psychology*. New Delhi: Shree Publishers and Distributors.
11. Virk, Jaswant K. (2012). *Understanding the Learner and Learning Process*. Patiala: Twenty First Century Publications.
12. Virk, Jaswant K. & Sahu, P.K. (2008).*Psychology of Teaching and Learning*. Patiala: Twenty First Century Publications.
13. Welton, J. (2004). *Psychology of Education.*New Delhi: Sangeeta Publication.

COURSE – 4

LANGUAGE ACROSS THE CURRICULUM

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

To enable student Teacher to -

1. To understand the nature and use of language.
2. To create the sense of language and its flavor.
3. To develop the idea of multilingualism in class room teaching.
4. To inculcate language skill among pupils teachers.
5. To develop idea of composition and art of writing letter, paragraph etc.

Course Content:

Unit – I Language acquisition and development:

(a) Language: Concept, meaning and nature. Language uses : Oral and written.

(b) Three language policy: (mother tongues and regional languages, national pride and unity (Hindi), and administrative efficiency and technological progress (English). Merits and Demerits of the Three-language Formula

(c) Speech and Writing Language and Society Language and Identity

Unit – II Use of language:

(a) Language is a means of communication.

(b) Language development: from childhood to adult stage.

(c) Reading: silent reading v/s rapid reading, news paper, journal, books

Unit – III Multilingualism and Scholastic Achievement:

(a) India as a Multilingual Country

(b) Bilingualism and Scholastic Achievement

(c) Need to Promote Multilingualism

Unit – IV Language and class room interaction:

(a) Expression: Public speech, lecture and debating.

(b) Error and correction of language in class.

(c) Disciplinary language: (Social science, general science, math and research).

Unit – V Language problem and its remedies:

(a) Language phonemes and identification of sound error.

(b) Organ of speech and sound production system.

(c) Pronunciation and remedies of error of sound articulation.

Term Test: 10 Marks

Sessional Work: 10 Marks

Any one of the followings:

1. Prepare chart with related language.
2. Collection of news papers cutting related with horticulture and hospitality.
3. Life sketch and contribution of any two Indian scientists and socialistic.
4. Preparation of 5 word card, 5 picture card and cross word puzzles (Language)

Reference Books;

- **Freeman Diane-Larsen (2000) Techniques and principles in language teaching.**
- **David Corson** ,Oral Language Across the Curriculum
- Littlewood, W. 1981. Communicative Language Teaching. Cambridge: Cambridge University Press.
- Mohanty, Ajit K. 1994. Bilingualism in a Multilingual Society: Psycho–social and Pedagogical Implications.Mysore: CIIL
- Narasimha Rao, K.V.V.L. and K.P. Acharya . 1992. A Bibliography of Language Teaching Arts: StudiesDone in Indian Universities and Research Institutions.Mysore: CIIL
- Nunan, D. 1989. Understanding Language Classrooms.Prentice Hall.
- Nunan, D. 1991. Language Teaching Methodology. London: Prentice Hall
- *Steve Bell & Sallie Harkness Promoting Language Across the Curriculum Published by UKLA Publications ISBN-13: 978-1-897638-74-3*

COURSE – 5

UNDERSTANDING DISCIPLINES AND SUBJECTS

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

To enable student Teacher to -

1. To understand the different discipline and subjects.
2. To understand the changing concept and need of discipline.
3. To develop the idea of sources of different discipline and subjects.
4. To inculcate the ability to construct the content and frame curricula.
5. Understand chronological evolution of knowledge.

Course Content:

Unit – I

(a) Discipline: meaning, types and nature.

(b) Disciplinary knowledge.

(c) Nature and role of disciplinary knowledge in the school curriculum,

Unit – II

(a) Changing concept of discipline and subjects.

(b) Sources of discipline and subject.

(c) Nature and role of disciplinary knowledge in the school curriculum,

Unit – III

(a) Disciplinary areas in school.

(b) Inter-disciplinary approach.

(c) Impact of social, political and intellectual context on discipline and school subject.

Unit – IV

(a) Sources of discipline and subject.

(b) Redefining and re structuring the discipline and school subjects.

(c) Criteria for selecting content

Unit – V

(a) Learner oriented discipline.

(b) Discipline and subject for national building.

(c) School subjects for social reconstruction, practical knowledge, community knowledge and intuitive knowledge.

Term Test: 10 Marks

Sessional Work: 10 Marks

Any on assignment related to the Unit I to Unit V:

Reference Books:

1. Carr, D.(2005). Making sense of education: An introduction to the philosophy and theory of education and teaching. Routledge.
2. Charkavarti, U. (1998). Rewriting history: The life and Times of Pandita Ramabai. Zubaan.
3. Deplit, L.D. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. Harvard Educational Review, 58(3), 280-299.
4. Deng, Z (2013) School subjects and academic disciplines. In A. Luke, A. Woods, & Wer (Eds.), Curriculum syllabus design and equity: A primer and model. Routledge.
5. Ghosh, S.C. (2007). History of education in India. Rawat publications.
6. GOI. (1992, 1998), National policy on education, 1986 (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
7. Goodson, I.F. &Marsh, C.J. (2005). Studying school subjects: A guide. Rouledge.
8. Hodson, D, (1987). Science curriculum change in Victorian England: A case study of the science of common things. In I. Goodson (Ed.), International perspectives in curriculum history. Croom helm.
9. Ladson-Billings. G. (1995). Toward a theory of culturally relevant pedagogy. American Educational research journal. 32(3), 465-491.
10. Montuschi, E. (2003). Objects of social science. London: continuum press.
11. Naik. J.P. & Nurullah, S. (1974) a student's history of education in India (1800-1973). Macmillan
12. Plato (2009) Reason and persuasion Three dialogues (chapter ^) in J. Holbo (Ed) meno: reason, persuasion and virtue. Person.
13. Scrase, T. J. (2002). Globalisation and the cultural politics of educational change: the controversy over teaching on English in west Bengal. International review of education 48(5), 361-375
14. Shulman L. S. (1986) those who understand: knowledge growth in teaching. Educational researcher, 4-14

(Course 7a & 7b)

Pedagogy of School Subject (Part – I & II)

(Any One each in B.Ed. 1st year and 2nd year from studied in Sec/Sen Sec. School, Graduate or Post Graduate class)

1 हिन्दी शिक्षण का विज्ञान

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

उद्देश्य –

1. भाषा संरचना में हिन्दी भाषा तत्वों का ज्ञान देना।
2. श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।
3. इकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्व से अवगत कराना व निर्माण का ज्ञान देना।
4. हिन्दी भाषा शिक्षण प्रणालियों के उपयोग का ज्ञान देना।
5. हिन्दी की विधाओं एवं उनके व्यावहारिक शिक्षक की संस्थितियों का ज्ञान देना।
6. हिन्दी भाषा शिक्षण में दृश्य–श्रव्य उपकरणों के व्यावहारिक उपयोग का ज्ञान देना।
7. हिन्दी शिक्षण में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों व विद्याओं का ज्ञान देना।
8. निदानात्मक एवं उपचारात्मक परीक्षण के अर्थ, स्वरुप महत्व एवं उपयोग का ज्ञान देना।
9. मातृभाषा एवं राष्ट्रभाषा के रुप में हिन्दी की स्थिति से अवगत कराना।

इकाई (1)

1. भाषा का वैज्ञानिक स्वरुप (वर्ण विचार, भाब्द विचार एवं वाक्य विचार की दृष्टि से)
2. भाषायी कौशलों के विकास हेतु निम्नांकित पक्षों के स्वरुप का शिक्षणः–
   (क) श्रवण (ख) उच्चारण (ग) वर्तनी (घ) वाचन (सस्वर एवं मौन) (ड) अभिव्यक्ति (मौखिक एवं लिखित)
3. मातृभाषा / राष्ट्रभाषा के रुप में हिन्दी शिक्षण की स्थिति ।
4. पुस्तकालय एवं वाचनालय का हिन्दी भाषायी विकास में उपयोग।
5. मातृभाषा का अन्य विषयों के साथ समन्वय ।

इकाई (2)

1. मातृभाषा और उसका महत्व
2. मातृभाषा शिक्षण के उद्देश्य
3. मातृभाषा के सिद्धान्त
4. कक्षा–शिक्षण के सिद्धान्त

इकाई (3)

1. हिन्दी की विभिन्न विधाओं का शिक्षण :
   - (क) गद्य शिक्षण (व्यापक एवं गहन पाठ रुप में एवं दुत पाठ रुप में)
   - (ख) पद्य शिक्षण (रस पाठ एवं बोध पाठ रुप में)
   - (ग) नाटक शिक्षण (वाचिका एवं अभिनयात्मक रुप में)
   - (घ) कहानी शिक्षण (औपचारिक एवं व्यावहारिक शिक्षण के रुप में)
   - (ड) रचना शिक्षण (निबन्ध रचना एवं कहानी रचना)
   - (च) व्याकरण शिक्षण
2. हिन्दी शिक्षण में दृश्य उपकरणों का महत्व एवं उपयोग ।
3. हिन्दी भाषा शिक्षण में पाठ्यपुस्तक का महत्व ।

इकाई (4)

हिन्दी शिक्षण में निम्नलिखित विधियों का ज्ञान एवं उपयोग तथा प्रथम तीन के पाठ प्रारुप :

(क) प्रायोजना विधि (ख) पर्यवेक्षित अध्ययन विधि

(ग) अभिक्रमित अनुदेशन (घ) क्षेत्रीय भ्रमण

(ड) सामुदायिक संसाधन (च) कम्प्यूटर

(छ) दूरदर्शन (ज) भाषा प्रयोगशाला

इकाई (5)

(1) हिन्दी शिक्षण में मूल्यांकन
   - (क) मूल्यांकन का अर्थ एवं विशेषतायें
   - (ख) पाठान्तर्गत, पाठोपरान्त मूल्यांकन
   - (ग) प्रश्न पत्र निर्माण एवं नील पत्र
   - (घ) प्रश्नों के विभिन्न प्रकार एवं रचना

(2) (क) भाषा शिक्षण संबंधी विषय वस्तु का विश्लेषण

(ख) पाठ योजना निर्माण एवं प्रकार – दैनिक पाठ योजना एवं इकाई योजना

सत्रीय परीक्षा 10 अंक

सत्रीय कार्य 10 अंक

(निम्नांकित में से कोई एक)

1. किन्हीं दो शिक्षण कौशलों के लिए सूक्ष्म पाठ निर्माण करना।
2. व्याकरण के किसी एक विषय पर श्रृंखला अभिक्रम का निर्माण करना।
3. इकाई या वार्षिक प्रश्न पत्र का निर्माण
4. एक पुस्तक की समीक्षा
5. सहायक सामग्री के रुप में दो ट्रान्सपेरेसीज तैयार करना

6. व्याकरण शिक्षण से सम्बन्धित दो चार्ट तैयार करना

सन्दर्भ पुस्तकें

1. खन्ना, ज्योति 2009, हिन्दी शिक्षण, ध्नपतराय एण्ड कम्पनी, नई दिल्ली ।
2. रमन बिहारी लाल 1996–97, हिन्दी शिक्षण, रस्तोगी एण्ड कम्पनी, मेरठ ।
3. शर्मा, डी. एल. 1992, हिन्दी शिक्षण, प्रशिक्षण, देव नागर प्रकाशन, जयपुर ।
4. सिन्हा प्रसाद शत्रुाघ्न 1964, हिन्दी भाषा की शिक्षण विधि, दिल्ली पुस्तक सदन, पटना ।
5. प्रसाद केशव 1976, हिन्दी शिक्षण, धनपतराय एण्ड सन्स, दिल्ली ।
6. सिंह सावित्री 1997, हिन्दी शिक्षण, लायल बुक डिपो, मेरठ ।
7. जयए जसवन्त सिंह 1975, आधुनिक हिन्दी शिक्षण, न्यू बुक कम्पनी, जालन्धर
8. सिंह, निरंजन कुमार : माध्यमिक विद्यालयों में हिन्दी शिक्षण
9. तिवारी , भोलेनाथ तथा भाटिया , कैलाशचंद : हिन्दी भाषा शिक्षण
10. श्रीवास्तव, रवीन्द्रनाथ : भाषा शिक्षण
11. पांडेय, डॉ. रमनलाल : हिन्दी शिक्षण
12. प्रसाद , भगवती : हिन्दी उच्चारण एवं वर्तनी
13. सुखिया, के.के. : हिन्दी ध्वनियां और उनका शिक्षण
14. सफाया, रघुनाथः हिन्दी शिक्षण, पाल पब्लिशर्स, जालन्धर

2 संस्कृत शिक्षण का विज्ञान

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

उद्देश्य :

छात्राध्यापक –

1. भाषा कौशल एवं तृतीय भाषा शिक्षण के आधारभूत सिद्धान्त एवं उद्देश्यों को जान सकेंगे।
2. संस्कृत भाषा के विभिन्न कौशलों का पृथक एवं समन्वित शिक्षण कर सकेंगे।
3. विभिन्न विधाओं के सफल अध्यापन हेतु विभिन्न विधियों एवं उपागमों का प्रयोग कर सकेंगे।
4. संस्कृत भाषा शिक्षण में दृश्य–श्रव्य सामग्री का निर्माण एवं प्रयोग कर सकेंगे।
5. संस्कृत शिक्षण में मूल्यांकन हेतु प्रश्न पत्र निर्माण कर कौशलाधारित परीक्षण कर सकेंगे।
6. छात्रों की अशुद्धियों का कौशलानुसार निदान एवं उपचार अध्यापन कर सकेंगे।

इकाई (1)

तृतीय भाषा शिक्षण के सिद्धान्त – महत्व प्रकार

मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान सम्बन्धी सिद्धान्त

1. (अ) भाषायी कौशल –
   - (1) अवबोध कौशल
   - (2) अभिव्यक्ति कौशल
   - (ब) उपकौशल एवं उनका महत्व
2. तृतीय भाषा के रुप में संस्कृत शिक्षण के उद्देश्य –
   - (1) माध्यमिक स्तर पर
   - (2) उच्च माध्यमिक स्तर पर

इकाई (2)

भाषायी कौशल शिक्षण : सम्प्रत्यय, महत्व, विधि, प्रविधि ।

(1) श्रवण कौशल – स्वर व्यंजन, बलाघात, स्वाराघात, आरोह, अवरोह, लय इत्यादि।

(2) कथन कौशल – स्वर, व्यंजन, बालाघात, स्वाराघात, आरोहावरोह लय इत्यादि एवं मौखिक अभिव्यक्ति

(3) पठन कौशल – अभिव्यक्ति कौशल, लेखन तकनीक के तत्व – (Mechanics of Writing) चारों कौशलों में सह–सम्बन्ध एवं समन्वयात्यक शिक्षण

इकाई (3)

1. तृतीय भाषा के रुप में संस्कृत शिक्षण की विधियों एवं प्रविधियों के सम्प्रत्यय, महत्व, प्रक्रिया, विशेषताएं एवं कमियां –
   - (1) प्रत्यक्ष विधि (Direct Method)
   - (2) संग्रन्थन उपागम (Structural Approach)
   - (3) सम्प्रेषण उपागम ,Communicative Approach)
   - (4) समग्र उपागम (Eclecpic Approach)
2. उपर्युक्त विधियों का निम्नांकित दृष्टि से अध्ययन एवं प्रयोग :–
   - (1) तृतीय भाषा अधिगम मनोविज्ञान
   - (2) संस्कृत भाषा की प्रकृति
   - (3) कक्षा–कक्ष वातावरण और परिस्थितियां
   - (4) भाषा व्यवहार में प्रयोग
   - (5) भाषा शिक्षण के उद्देश्य
   - (6) मातृभाषा की भूमिका
   - (7) शिक्षक, छात्र, पाठ्य पुस्तक तथा दृश्य–श्रव्य सहायक सामग्री की भूमिका
   - (8) त्रुटियां एवं उपचारात्मक कार्य
   - (9) परीक्षण एवं मूल्यांकन

इकाई (4)

1. तृतीय भाषा (संस्कृत) शिक्षण में दृश्य–श्रव्य सामग्री
   - (क) सम्प्रत्यय, महत्व एवं सावधानियां
   - (ख) निम्नांकित का चयन, निर्माण एवं इनके प्रयोग के सिद्धान्त

अ. श्यामपट्ट, चित्र, चार्ट, भाब्द चित्र, फ्लैनल बोर्ड, रेडियो, कम्प्यूटर, इन्टरनेट एवं ओ.एच.पी.

ब. अभिनय, युग्म कार्य, समूह कार्य

2- संस्कृत पाठ्य सामग्री का शिक्षण : निम्नांकित का सम्प्रत्यय, महत्व प्रयोग, विधि, प्रविधि, शिक्षण सामग्री एवं गुण दोष :–
   - (1) व्याकरण शिक्षण
   - (2) गद्य शिक्षण
   - (3) नाटक शिक्षण
   - (4) कहानी विकास शिक्षण
   - (5) संवाद शिक्षण
   - (6) पद्य शिक्षण
   - (7) रचना शिक्षण
   - (8) अनुवाद शिक्षण

इकाई (5)

1. मूल्यांकन
   - (1) भाषा में मूल्यांकन का सम्प्रत्यय, अर्थ, महत्व ।
   - (2) तृतीय भाषा में मूल्यांकन का सम्प्रतयय, व्याकरण, अनुवाद एवं भाषा कौशलों का मूल्यांकन
   - (3) तृतीय भाषा के रुप में संस्कृत में मूल्यांकन – अर्थ, सम्प्रत्यय एवं महत्व

(4) प्रश्न पत्र निर्माण (ब्लू प्रिन्ट)

2. निदानात्मक एवं उपचारात्मक शिक्षण : सम्प्रत्यय, महत्व, शिक्षण एवं सामग्री निर्माण के सिद्धान्त।

3. संस्कृत में निम्नांकित का निदानात्मक एवं उपचारात्मक शिक्षण :–

(1) श्रवण सम्बन्धी (2) कथन सम्बन्धी

(3) पठन सम्बन्धी (4) लेखन सम्बन्धी

(5) व्याकरण सम्बन्धी

सत्रीय परीक्षा 10 अंक

सत्रीय कार्य 10 अंक

(निम्नांकित में से कोई एक)

1. माध्यमिक स्तर की किसी एक संस्कृत पाठ्य पुस्तक की समीक्षा।
2. पाठ्य पुस्तक में सम्मिलित भाषागत अभ्यास कार्य की सूची बनाना एवं उनकी समीक्षा।
3. संग्रन्थन उपागम पर आधारित अभ्यास कार्य की पांच तालिकाएं बनाना।
4. विभिन्न कौशलों पर आधारित 20 प्रश्नों का निर्माण करना।
5. रचनापाठ के लिए पांच चित्रों का निर्माण तथा उच्चारण सुधार हेतु पांच अभ्यासिकाएं बनाना।
6. व्याकरण शिक्षण हेतु चित्र एवं अधिगम सामग्री का निर्माण (5 पृष्ठ)
7. पत्र शिक्षण हेतु अभ्यास सामग्री का निर्माण (5 पृष्ठ)
8. कहानी शिक्षण हेतु पांच चित्र एवं अधिगम सामग्री का निर्माण। (5 पृष्ठ)
9. संवाद शिक्षण हेतु पांच चित्र एवं अधिगम सामग्री का निर्माण। (5 पृष्ठ)
10. सम्प्रेषण उपागम आधारित शिक्षण सामग्री का निर्माण करना। (5 पृष्ठ)
11. आगमन–निगमन उपागम पर आधारित व्याकरण शिक्षण सामग्री का निर्माण (5 पृष्ठ)

सन्दर्भ पंस्तकें:

1. Damoon C. Howard, Postman, Neil, (1965) “The Uses of Languages”, New York Holt. Rinchart and Winston Inc.
2. Freeman D.L. (2000) :Techniques and Principles in Language Teaching”, (II edition) O.U.P.
3. Lado Robert (1961), “Language Teaching”, London : Longman
4. Lado, Robert (1971) (HM Ed) “Language Teaching”, New Delhi, Tata McGrav Hill Publishing House Co. Ltd.
5. मित्तल, डॉ. सन्तोष (1999–2000) ‘‘संस्कृत शिक्षण’’ मेरठ आरलाल डिपो।
6. नारांग वैश्ना (1996)‘‘सम्प्रेषणात्मक भाषा शिक्षण’’ नई दिल्ली प्रकाशन संस्थान दयानन्द मार्ग।
7. Plamer, H.L. (1964-65) : “The Principles of Languages Study” London O.U.P.
8. Paliwal, Dr. A.K. (2002), “Communicative Language Teaching”, Jaipur Surbhi Publication.
9. सफाया आर.एन. (1990) ‘‘संस्कृत शिक्षण’’ चण्डीगढ़ हरियाणा साहित्य अकादमी।
10. Sharma Bela Rani, (2002) “Modern Methods of Teaching Sanskrit”, New Delhi 110088, Vedonuse Books (P) Ltd. Vardhman, Charve Plaza – IV, Building 9, K.P. Block Pitampura.

11. शर्मा डॉ. रामविलास (2001) ''ऐतिहासिक भाषा विज्ञान और हिन्दी भाषा'' नई दिल्ली, राजकमल प्रकाशन 1 – बी, नेताजी सुभाष मार्ग।
12. भाास्त्री डॉ. सूर्यदेव (1973) ''मनोभाषिकी, पटना बिहार हिन्दी ग्रंथ अकादमी।
13. तिवारी, भोलानाथ एवं श्रीवास्तव रवीन्द्रनाथ (1971) ''भाषिकी'', दिल्ली नेशनल पब्लिसिंग हाऊस।
14. त्रिपाठी रामसुरेश, (1972) ''संस्कृत व्याकरण दर्शन'', दिल्ली 6 राजकमल प्रकाशन प्रा.लि. 8 फैज बाजार।

3 PEDAGOGY OF ENGLISH

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives: To enable the student teacher to:

1. Develop a good understanding of the basic concept in second language teaching.
2. Teach basic language skills as listening, speaking, reading and writing and integrate them for communication purpose.

3 Critically review and use appropriately different approaches to and methods of teaching English as second language.

3. Prepare lesson plans on different and prescribed aspects of English as second language.
4. Choose, prepare and use appropriate audio-visual teaching aids for effective teaching of English.
5. Use various techniques of testing English as second language and develop remedial and conduct teaching.
6. Course Content

Course Content:

Unit – I Basic Concept:

(a) Basic Concepts, objectives and Methods of Teaching English as a second language.

(i) Mother – tongue

(ii) Second Language

(iii) Difference between teaching and language teaching.

(iv) Principles of Second Language Teaching.

(v) Forms of English – Formal, Informal, Written, Spoken, Global English.

(vi) English as a Second Language (ESL), English as a Foreign Language (EFL), English for specific purpose (ESP).

(b) Methods and Approaches :

(c) Objectives :

Objectives of Teaching English as a second language.

(i) Skill based (LSRW)

(ii) Competence based: Linguistic Competence (LC) and Communicative Competence (CC) in reference to LSRW skills.

(d) Introduction to Methods of and Approaches to Teaching of English as a second language.

(i) Direct Method.

(ii) Structural – Situational Approach

(iii) Audio – Lingual Method

(iv) Bilingual Method

(v) Communicative – Language Teaching (CLT).

1. Role of Computer and Internet in Second Language Teaching Computer Assisted Language Learning (CALL) Computer Assisted Language Teaching (CALT).

2. Eclectic Approach to Second Language Teaching

3. Study of the above methods and approaches in the light of :

(e) Psychology of second language learning.

(f) Nature of English Language.

(g) Classroom environment and conditions.

(h) Language functions.

(i) Aims of language teaching, role of mother tongue, role of teacher learners, text books and A.V. aids language skills testing, errors and remedial work.

Unit – 2 Teaching of listening and speaking skills.

(A) Listening:

i. Concept of listening in second language :

ii. The Phonemic elements involved in listening at the receptive level (Monothongs, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm).

iii. Listening skills and their sub skills.

iv. Authentic listening v/s Graded listening.

v. Techniques of teaching listening.

VI. Role of teaching aids in teaching listening skills.

vi. Note – taking

(B) Speaking:

i. Concept of speaking in second language;

ii. The phonemic element involved in speaking at the productive level (monotones, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm) :

iii. The stress system – Weak forms and schwa.

iv. Use of pronouncing dictionary.

v. Phonemic transcription.

vi. Techniques of teaching speaking skills and pronunciation practice and drills – Ear training, repetition, dialogues and conversation.

vii. Role of A.V. aids in teaching speaking skills.

Unit – 3 Teaching Reading and Writing skills:

Reading Skills:

(i) Concept of reading in second language;

(ii) Mechanics of Reading (Eye span, Pause, Fixations, Regressions) :

(iii) Types of Reading: Skimming, scanning, silent reading, Reading Aloud. Intensive Reading, Extensive reading: Local and Global Comprehension.

(iv) Role of speed and pace.

(v) Relating teaching of Reading to listening and speaking skills.

(vi) Teaching silent reading, intensive reading, extensive reading and genuine reading comprehension in terms of inference prediction critical reading, interpretation judgment summarizing, central idea, etc.

(vii) Role of course reader and rapid reader, cloze procedure, Maza method, dictionary in teaching reading skills.

Writing Skills:

ii. Concept of writing in first language and the second language.

iii. Types of composition – oral, written, controlled, guided, contextualized and integrated composition.

iv. Teaching the following items keeping in view their style, ingredients, and mechanics.

v. Letter (Formal and informal), Essay, Report, Telegram, E-mail, Notices, Précis, Paragraph, Developing Stories, Note Making.

Unit –4 ***Resources and Planning for English Language Teaching:***

(a) Resources for English Language Teaching :

i. The Blackboard and the white board.

ii. Blackboard drawings and sketches.

iii. The overhead projector (OHP).

iv. Flashcards, Poster and Flip Charts.

v. Songs, Raps and Charts.

vi. Video Clips.

vii. Pictures, Photos, Postcards and Advertisements.

viii. Newspapers, Magazines and Brochures.

ix. Mind Maps

x. Radio, Tape – Recorder, T.V.

xi. Language Laboratory

xii. Stories and Anecdotes

(B) Planning for English Language teaching as a second Language

B – Prose Lessons:

(i) Content Analysis :

a. Planning a Unit (Based on a lesson in the Course Reader (Text Book)

b. Identifying and listing language material to be taught (New Lexical and structural items, their usage and uses).

(ii) Planning for teaching the content and skills in the following order :

a. New Lexical items (Vocabulary).
b. New Structural items
c. Reading Comprehension
d. Textual excises
e. Writing / Composition
f. Unit Test

B – 2 Poetry Lessons:

(i) Components of Poetry
(ii) Concept, aims and objectives of teaching poetry in Second Language
(iii) Steps of teaching Poetry at the Secondary stage.

Unit – 5: Testing and Evaluation in English

a) Concept of testing and evaluation in English as a second language.
b) Difference in testing in content – subjects and skills subjects.
c) Testing language skills (LSRW), lexical and structural items, and poetry.
d) Type of test Achievement test, Proficiency test, Diagnostic test, prognostic test, Formative and summative tests).
e) Preparation of unit test and examination paper – their blue – print and answer key.
f) Types and preparation of test-items.
g) Error analysis.
h) Concept and need of remedial teaching and remedial work.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

The student will be required to do any one of the following:

1. Review of a text book.
2. Preparation of a list of structural items included in the test-book at the Secondary stage and its critical analysis.
3. Preparation of five (5) word-cards, five (5) picture cards and five (5) cross word puzzles.
4. Preparation of twenty (20) test items in listening / composition exercise.
5. Preparation of five (5) OHT for teaching structures/composition exercise.
6. Preparation of CALL material (Five (5) pages).
7. Preparation of CALT material (Five (5) pages).
8. Preparation of Language Lab. Material on Listening/Speaking/Reading/Writing skill (Five (5) pages).

9. Collection of Newspaper and Magazine advertisements for teaching lexical and structural items and preparing language exercises based on them.

Books Suggested:

1. Bansal, R.K. and Harrison, J.B., (1972): Spoken English for India, Mardras : orient longman Ltd.
2. Baruah, T.C. (1985): The English Teacher"s Handbook, New Delhi : Sterling Publishing Pvt. Ltd.
3. Bright and McGregor: Teaching English as second Language, Longman.
4. Brumfit C.J. (1984): Communicative Methodology in Language Teaching, Cambridge : CUP.
5. Freeman, Diane – Larsen (2000): Techniques and Principles in language Teaching, Oxford: OUP.
6. Gimson A.C. (1980): An Introduction to the Pronunciation of English London : Edward Arnold.
7. Lado Robert (1971): Language Teaching, New Delhi : Tata McGraw Hill Publishing House Co. Ltd.
8. Leech, Geoffrey and Svartvik, Jan. (2000) Communicative Grammer of English Cambridge CUP.
9. Paliwal, A.K. (1988): English Language Teaching Jaipur : Surbhi Publication.
10. Richards, J.C. and Rodgers, T.S.: Approaches and Methods in language Teaching Cambridge CUP.
11. Roach, Peter (1991) English Phonetics and Phonology. Cambridge CUP.
12. Venkateshwaran, S (1995) Principles of Teaching English Delhi. Vikash Publishing House Pvt. Ltd.

4 PEDAGOGY OF URDU

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives: To enable student teacher to:

1. Understand the basic concepts in and functions of Language with special reference to Urdu.
2. Acquire knowledge of objectives of teaching Urdu at the Secondary stage.
3. Acquire knowledge of different methods of teaching Urdu at the Secondary stage.
4. Teach grammer, prose and compsotion and poetry lessons in Urdu.
5. Prepare lesson and Unit plans and to analyses the subject content in terms of language skills and teaching objectives.
6. Knowledge of evaluation system in Urdu and to methodically prepare Exams. And test papers in Urdu.

Course Contents

Unit – 1

a) Language: Importance and functions with special reference to the Urdu Language.

b) Language skills, Listening and Art of Listening Speaking-Pronunciation, Recitation and Punctuation Reading- Aloud, Silent, Intensive and Extensive Writing-Knowledge of Urdu Script

i] Khat – e- Naskh

ii] Khat – e – Nastaliq

iii] Khat – e – Shikasht

b) Place of Urdu Language in the present educational system as prevalent in the State of Rajasthan.

c) Suggestions for a better place of Urdu in the Syllabi.

d) Relation of Urdu with other Indian Languages.

Unit – 2

a) Objecttives of teaching Urdu at Secondary stages of Education.

b) Problems of teaching and learning Urdu and their solutions.

c) Value outcomes of teaching Urdu at different levels of education.

d) Methods of teaching Urdu I] Direct Method. ii] Structural Method, ii] Grammer Method iv] Translation Method.

Unit – 3

a) Teaching of various forms of Urdu Literature – I) Prose, ii) Composition, iii) Grammer, iv) Poetry: Ghazal, Nazam and Drama.

b) Support system of teaching Urdu: Visual aids: Verbal, Pictorial (non projected two and three dimensional) Projected still and motion audion and audio visual aids.

c) Co-curricular activities, Language Laboratory.

Unit – 4

1. Planning for teaching Urdu: Need and Importance of Planning.
2. Content Analysis
3. Yearly Plan, Unit Plan and Daily Lesson Plan

Unit – 5

a) Purpose of concept of Evaluation in Urdu

b) Techniques of evaluation, Teacher made test, Examination Paer Design and blue print, various types of questions and their uses for Evaluation.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

1 Preparation of One achievement test.

2. Analysis of one text book prescribed at the Secondary stage.
3. Writing knowledge, understanding and skill objectives of teaching prose and poetry with specifications (5 for each area).
4. Preparation of two teaching aids useful for Urdu teaching.
5. Preparation of a lesson plan for remedial teaching.

Books Suggested:

2. Muenuddin, Hum Urdu Kaise, Padhen, National Council for Promotion of Urdu Language, West Block, R.K. Puram, New Delhi
3. Muenuddin, Urdu Zaban Ki Tadrees, National Council for Promotion of Urdu Language, West Block, R.K. Puram, New Delhi.
4. Inamullah Sharwani, Tadres-e-Zaban-c-Urdu, Usmania Book Depot 125, Rabindra Saraud Cal. 73.
5. Rasheed Hasan Khan, Humurdu Kaise Likhaen, Maktaba Jamia Limited, Jamia Nagar, New Delhi
6. Rasheed Hasan Khan, Urdu Imla Maktaba Jamia Limited, Jamia Nagar, New Delhi.
7. Maulvi Abdul Haq, Quwaid-e-Urdu, Anjuman Taraqqi Urdu, (Hindi), New Delhi
8. Afazal Hussain, Fun-e-Ataleem aur Tarbeeat, Markazi Maktaba Islami, Delhi
9. Akhtar Ansari, Ghazal and Dars-e-Ghazal,
10. Khalilur Rahman Saifi Premi, Usool-e-Taleem aur Amal-e-Taleem, National Council for Promotion of Urdu language, West Block, R.K. Puram, New Delhi.

5 PEDAGOGY OF SOCIAL STUDIES

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives: To enable the student teacher to –

1. Define and differentiate the concept of social studies and explain its relative position in the syllabus.
2. Understand the aims and objectives of teaching Social Studies.
3. Prepare Unit Plans and Lesson Plans for different classes.
4. Critically evaluate the existing school syllabus of social studies.
5. To enable the pupil teacher to review the text book of social studies (Secondary level).
7. Apply appropriate methods and techniques of teaching to particular topics at different levels.
8. Prepare; select and utilize different teaching aids.
9. Evaluate his pupils in social studies.
10. Clarify particular concepts trends, principles, methods etc. with the help of co-relation to similar content or situation.

Course Contents:

Unit – I : ***Nature, Scope and objectives***

a) Nature scope and concept of social studies.
b) Importance
c) Aims and objectives of teaching social studies at different levels.
d) Co-relation of social studies with other school subjects.

Unit – 2 : ***Curriculum and Planning***

e) Concept and Objectives of curriculum
f) Characteristics of good social studies curriculum.
g) Critical appraisal of social studies syllabus at secondary level.
h) Concept and objectives of lesson planning.
i) Planning of daily lesson plan, unit plan and yearly lesson plan.
j) Social studies text books.
k) Qualities, role and professional growth of a teacher of social studies.

Unit – 3: *Instructional Strategies, Methods and Approaches.*

4. Various methods of teaching social studies (Lecture, Socialized recitation story Telling, Project, Problem Solving Methods).
5. Field trips
6. Other innovative practices (Brain storming, role playing).

Unit – 4: ***Instructional Support System***

d) Planning of social studies lab and its use.
e) Use of mass media and Computers in Social Studies Teaching.
f) Resource material – use of local resources in teaching social studies.

Unit – 5: *Evaluation of Teaching Social Studies*

a) Concept and Objectives of evaluation
b) Tools and techniques of evaluation in social studies teaching.
c) Preparation of achievement test.
   (i) Different types of question.
   (ii) Blue Print
   (iii) Preparation of question papers.

Terminal Test= 10 Marks

Sessional Work= 10 Marks (any one)

1 Content analysis and preparation of instructional material related to any unit of subject related to social studies.
2 Preparation of TV/Radio Script.
3 Study of anyone aspect of social issue and prepare report.
4 Collection of newspaper cutting related to Social Study"s issues.
5 Construction of different objective types test items.

Books Suggested:

1. Aggarwal, J.C., Teaching of Social Studies, New Delhi: Vikas Pub. 1982.
2. Bining, Arthur C., Teaching of Social Studies in Secondary School, McGraw Hill, Book Co.Kochhar , S.K., Teaching of Social Studies, New Delhi : Sterling Publications, 1983.
3. Bining and Bining: Teaching of Social Studies, New York, McGraw Hill Book Co. 1952.
4. Brantom. F.K.: The teaching of social studies in secondary school.
5. Dash, B.N., Content-cum-Method of Teaching of Social Studies, Kalyani Pub. New Delhi
6. Dray nd David Jordon: A hand book of social studies.
7. Hamming, James: The teaching of social studies in secondary school.

8. Horn E.E.: Methods of instruction in the social studies.
9. Kohli, A.S., Teaching of Social Studies, New Delhi : Anmol Pub.,1996.
10. Kochhar, S.K. in Hindi Ed. Teaching of social studies.
11. Mottart, Maurice P., Elementary Social Studies Instructions, New York: Longman, Green and Co.
13. Mittal, H.C., Teaching of Social Studies, New Delhi: Dhanpat Rai & Chandna R.N. Sons.
14. Preston, Ralph C., Handbook of Social Studies, Rhinehart and Company, 1955.

6 PEDAGOGY OF CIVICS

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives: To enable the student teachers to –

1. Refresh the knowledge of student teacher about the meaning and importance of civics.
2. Establish co-relation of civics with other school subjects.
3. Apply appropriate methods in teaching particular topics at different level.
4. Select and use relevant teaching aids.
5. Imbibe and develop basic teaching skills.
6. Clarify particular concepts, trends, principles, methods etc. with the help of correlation to similar content or situation.
7. Prepare Yearly, unit and daily lesson plans.
8. Prepare achievement and diagnostic test on scientific basis.
9. Develop skills and abilities for organizing school activities related to the subject.

Course Content:

Unit –1: ***Nature, Scope and Objectives.***

a) Concept, Nature and scope of Civics.
b) Contemporary Importance of Civics.
c) Aims and Objectives of teaching Civics at different level (Elementary,Upper Primary, Secondary and Senior Secondary).
d) Correlation of Civics to other subjects.
e) Role of Civics in promoting International Understanding.

Unit – 2: ***Curriculums and Planning***

a) Meaning and concept of curriculum
b) Fundamental principles of formulation of curriculum in civics.
c) Critical appaisal of the existing syllabus.
d) Lesson Plan – Annual Plan, Unit plan and Daily lesson plan of teaching Civics.

Unit – 3: ***Methods and Approaches of Civics Teaching***

i. Various methods of teaching civics (Project, Problem Solving, Supervised Study, Lecture, Discussion and Brain Storming).
ii. Innovative Practices in Civics Teaching
iii. Field Trip

iv. Mock Session

Unit – 4: *Instructional Support System*

v. Community resources

vi. Teaching aid in Civics Teaching

vii. Use of Print & Electronic Media

viii. Techniques of interviewing

Unit – 5: *Evaluation of Civics Teaching*

A Purpose and concept of evaluation

b. Objectives based evaluation

c. Preparation of achievement test –

i] Various types of question

ii] Blue Print

iii] Preparation of question paper.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

Any one of the following:-

1. Content analysis and preparation of instructional material related to any unit of subject related to civics.
2. Preparation of TV/Radio Script.
3. Study of anyone aspect of Indian Political issues.
4. Visit any local bodies as Panchayat, Municipality, Municipal Corporation and Nagar Nigam and Prepare report about the functions of local bodies.
5. Prepare a plan of civics class room.
6. Preparation a plan for equipping a civics lab.
7. Prepare five slides related to civics teaching contents at Secondary level.
8. Collection of news paper cutting to civics issues.

Books Suggested:

1. Bining and Bining: Teaching of social studies in secondary schools. New York, McGraw Hill Book Co. 1952.
2. Harlikar : Teaching of Civics in India, Bombay, Padma Publication Ltd.
3. Cray Ryland W : Education for Democratic citizenship.
4. Michaelies:Social studies for children in a Democracy, New York Prentice Hall Inc. 1956.
5. Bourne, H.E.: Teaching of History and Civics, BombayLongmans 1972.
6. बघेला एवं व्यास : नागरिक भाास्त्र ि‍ क्षण, राज. हिन्दी ग्रन्थ अकादमी, जयपुर
7. Tyagi G.S.D.: Nagrik Shastra Ka Shikshan, Agra, vinod Pustak Mandir.
8. Prescribed books of Board of Secondary Education for Higher Secondary Classes.

7 PEDAGOGY OF HISTORY

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives: To enable the student teachers to:-

1 Understand the concept, nature and scope of History.

2 Understand the nature of history as continuous process of development and change.

3 Understand the aims objectives of teaching history at different levels of the secondary stage.

4 Prepare unit plans, lesson plan and its related teaching aids.

5 Develop the syllabus for teaching history for different classes and its critical calculation.

6 Review the text book of history at the secondary level.

9. Understand the spirit and applying different methods and techniques of teaching history at the secondary stage.

10. Evaluate his pupils methodically at the different levels of secondary stage.

Course Content

Unit 1 : *Nature and Scope of the Subject.*

i. Meaning, nature and scope of history.

ii. Importance of teaching history.

iii. Aims and objective of teaching history at different levels,

iv. Importance of studying local history national History and world history in the context of national integration and international brotherhood and global citizenship.

v. Co-relation of History with other school subjects.

Unit – 2 : *Curriculum and Planning.*

a) Meaning and Concept of curriculum

b) Fundamental principles of formulating curriculum in History and critical appraisals of the existing syllabus.

c) Lesson Plan – Annual plan, Unit plan and Daily lesson plan of teaching History, qualities and professional growth of History teacher, his role in future prospective.

Unit – 3*: Methods and Approaches*

a)Various methods of teaching History (Story Telling Biographical Dramatlzationtime sense, source Project and Supervised study method)

b)Resource Material.

Unit – 4*: Instructional Support System.*

a. Audio – Visual aids in teaching history.

b. Text book, teacher, co-curricular activies.

c. Community Resource : Computer, T.V. History room

d. Planning of historical excursion.

e. Co-Curricular activities.

Unit – 5: *Evaluation*

a. Concept and purpose of evaluation

b Objectives based evaluation.

c Tools and techniques of evaluation in History teaching.

(i) Various types of question (ii) Blue Print

(iii) Content analysis.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

Any one of the following:-

i. Content analysis and preparation of instructional material related to any unit of subject related to history.
ii. Study of anyone aspect of Historical issue and preparation of a report.
iii. Visit to any historical place and preparation of report.
iv. Collection of news paper cutting related to History"s issues.
v. Developing a lesson plan based on new methods/technique in history.

Books Suggested:

1. Baghela, Dixit: History Teaching Raj. Hindi Granth, Akadami Jaipur
2. B.D. Ghate: History Teacdhing, Hariyana Granth Akadami Chandigarh.
3. Choudhary, K.P.: Effective teaching of history in India, NCERT
4. Ghosh K.D.: Creative teaching of History OUP 1951.
5. Ghate V.D.: Suggestions for the Teaching of history in India.
6. Hill C.P.: Suggestions on the Teaching of History.
7. Johansaon H.: Teaching of History in Elementary and Secondary Schools Macmillian.
8. NCERT : Handbook for History Teachers.
9. Tyagi : History Teaching, Vinod Publication, Agra
10. Verjeshwary, R. : Handbook for History Teacher in India.

8 PEDAGOGY OF ECONOMICS

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives – To enable student teacher to:

1. Refresh the knowledge about the meaning. Importance, nature, scope and aims of Economics.
2. Acquaint with the aims, objectives and value-outcomes through teaching of Economics.
3. Develop ability to plan for suitable instruction in Economics.
4. Organize group-activities and project and to use various instructional strategies and methods the effective teaching of the subject.
5. Establish correlation of Economics with other school-subjects.
6. Develop necessary skills to use various teaching aids, (Particularly locally available material aids).
7. Develop skill to successfully use various evaluation techniques and to interpret the results.
8. Develop appropriate attitude towards the subjects and country's economy.

Course Content

Unit – 1*: Nature, Scope and objectives.*

1. Meaning, Nature, Scope of Economics.
2. Importance of Economics in School Curriculum.
3. Aims and Objectives of teaching Economics at different level.
4. Correlations of Economics with school Subject.

Unit – 2: *Curriculum and Planning*

1. Concept and objectives of curriculum.
2. Fundamental Principles of formulation of curriculum in Economics.
3. Critical Appraisal of the existing syllabus.
4. Lesson Plan – Annual Plan, Unit and Daily Lesson Plan of teaching Economics.
5. Planning Outdoor activities.

Unit – 3: ***Methods and Approaches to Teaching Economics.***

1. Various methods of teaching Economics – Project, Problem solving, Discussion, Analytic – Synthetic and Lecture Method.
2. Innovative Practices in Economics Teaching – Brain Storming, work shop.

Unit –4*: Instructional Support System*

1. Use of teaching aids in Economics.
2. Print and Non Print media, community resources, Lab. And Museum.
3. Economics teacher and his qualities.
4. Critical appraisal of Economics Text Book.

Unit – 5*: Evaluation of Teaching Economics*

1. Purpose and concept of evaluation.
2. Objective of base evaluation.
3. Preparation of achievement test –

i	Various Types of Question	ii	Blue Print
iii	Preparation of question paper	iv	Sessional works
v	Bibliography		

Terminal Test= 10 Marks

Sessional Work= 10 Marks

(Any one of the following):-

1. Prepration of Map. Charts and Models for Teaching Economics.
2. Construction of anytype of test item.
3. Critical appraisal of Economics syllabus at Sr. Secondary Level.

Books Suggested:

1. Aggarwal, J.C., Teaching of Economics – A Practical Appraoch, Vinod Pustak Mandir, Agra, 2005.
2. Dr. N. Husen, Teacher"s Manual in Ecanomics, Regional College of Education, Ajmer.
3. Mukherjee, Sandhya, Teaching of Economics, Prakashan Kendra. Lucknow
4. Sharma, Seema, Modern Teaching Economics, Anmol Publication Pvt. Ltd., New Delhi-2004.
5. Sexena, N.R., Mishra, B.K., Mohanty, R.K., Teaching of Economics, R. Lall Book Depot, Meerut, 2004.
6. Singh, Yogesh, Aratha Shaster Sikshan, Ashish Publication, New Delhi, 2005.
7. Yadav, Amita, Teaching of Economics, New Delhi: Anmol Pub., 2005.
8. हरनारायण सिंह एवं राजेन्द्रपाल सिंह, अर्थशास्त्र शिक्षण, लक्ष्मीनारायण अग्रवाल, आगरा।
9. श्री भुक्ल, अर्थशास्त्र शिक्षण, नन्दकिशोर एण्ड ब्रदर्स, बनारस
10. गुरूसरनदास त्यागी, अर्थशास्त्र शिक्षण, विनोद पुस्तक मंदिर, आगरा
11. डॉ. आर. पी. कथूरिया, अर्थशास्त्र शिक्षण, विकास प्रकाशन, भोपाल

9 PEDAGOGY OF GEOGRAPHY

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

To enable the student teachers to:-

1. Understand the modern concept of Geography.
2. Understand the aims and objectives of teaching Geography.
3. Prepare yearly plan, unit plan and lesson plan for different classes.
4. Prepare maps and charts to illustrate the contents of different classes and use them effectively.
5. Critically evaluate the exiting school syllabus and review the text-book of Geography.
6. Apply appropriate methods and techniques of teachings of particular topics at different levels.
7. Arrange field trips and local surveys.
8. Prepare achievement test and diagnostic test, Administration of the test, analysis of Result & make suggest for remedial teaching.

Course Content

Unit – 1: *Nature, Scope and Objectives*

a) Changing concept of Geography – Practical Geography.

b) Its place and scope (importance).

c) Aims and objectives of Geography teaching at secondary level, its role in developing international understanding.

d) Correlation of Geography with social sciences, economics, civies, Natural Science, Environmental Science.

Unit – 2*: Curriculum & Planning*

(a) Characteristics of a good Geography Curriculum

(b) Critical Appraisal of Geography Syllabus.

(c) Planning Daily Lesson Plan & Unit Plan.

(d) Geography Text Book.

(e) Qualities, role & Professional growth of Geography Teacher

Unit – 3*: Methods & Approaches*

(i) Regional method, Demonstration, Inductive, Deductive, Project, Comparative, Lab. Method. Field trips, local & Regional Geography.

Other Innovative Practices – Programmed Learning, Computer, Geography Club, Geography Lab.

Unit – 4 : Instructional Support System

(b) Teaching aids and lab equipment

(c) Geography Room/Laboratory & Museums.

(d) Resource material and use of local resources in teaching Geography.

(e) Co-Curricular activities.

Unit – 5 : Evaluation

(a) Tools Techniques of Evaluation in Geography.

(b) Achievement Test

1. Different Types of Questions.
2. Blue Print.
3. Preparation of Question Paper.
4. Diagnostic & Remedial Teaching in Geography.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

(Any one of the following)

1. Preparation of maps, charts and models for physical Geography.
2. Develop two lesson plan based on new methods and approaches.
3. Critical appraisal of geography syllabus at secondary level.
4. Construction of objective types test items.
5. Collection of news paper cuttings related to Geographical issues.
6. Preparation of a report on visit cuttings related to Geographical Interest.

Books Suggested:

1. Source Book for teaching of Geography, UNESCO Publication.
2. Singh L.R.: Practical Geography, Allied Publications, Allahabad.
3. Monk House F.J.: Maps and Diagrams.
4. Verma, J.P. : Bhugol Shikshan, Vinod Pustak Mandir, Agra
5. Sharma, C.R. : Bhugol Shikshan, Modern Publishers, Vinod Pustak Mandir, Agra
6. H.N. Singh : Bhugol Shikshan, Vinod Pustak Mandir, Aga
7. Arora K.L.: Bhugol Shikshan, Prakash Bros. Ludhiyana.

8. Barnard, H.C.: Principles and Practice of Geography Teaching, London University, Tutorial Press, 1953.
9. Kual, A.K.: Why and How of Geography Teaching Ambanu Publication, Srinagar 1983.
10. Macnee: Teaching of Geography, Oxford University Press, Bombay.
11. Verma, O.P. and Vedanayagam E.G.: Geography Teaching, Sterling Publishers, New Delhi 3rd Ed. 1987.
12. Gopsil, G.H.: The Teaching of Geography macmillion & Co. Ltd., London 1958.

10 - PEDAGOGY OF BOOK KEEPING

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objective – To enable the student teachers to –

vi. Acquire the basic understanding of teaching of Book Keeping.

vii. Develop the ability to plan curriculum and instruction in Book Keeping at School Level.

viii. Develop the ability to critically evaluate the existing school curriculum of Book Keeping.

ix. Impart knowledge of the methods and devices of teaching Book Keeping and to develop the skill of using the same.

x. Apply appropriate methods and devices of teaching particular topics for Book Keeping.

xi. Prepare achievement and diagnostic tests.

xii. Develop necessary skills in preparation of using various teaching aids.

Course Content:

Unit – 1

a) Meaning and scope of Book – Keeping and Accountancy, its value and importance in social life.

b) Aims and objectives of teaching Book Keeping and Accountancy at Senior Secondary Level.

Unit – II

Planning for teaching and role of teacher –

a) Unit plan and Daily Lesson Plan.

b) Teachers role and attitude

c) Maxims and principles of classroom teaching

d) Classroom observation.

Unit – III

a) Teaching approaches of Book-keeping and Accountancy:-

i] Journal Approach

ii] Ledger Approach

iii] Cash Book Approach

iv] Equation Approach

b) Various Methods of teaching Book Keeping and Accountancy with special reference to modern methods of teaching, Project, Problem solving, Lecture-cum-demonstration and discussion methods.

c) Techniques and devices of teaching Book Keeping and Accountancy.

Unit – IV

a) Principles and approaches of framing syllabus and its critical appraisal at Senior Secondary Level.

b) Text Book Keeping and Accountancy their importance, criteria for selection of text book, reference books and journals.

Unit – V

a) Evaluation of students performance.

b) Audio –Visual aids in teaching Book Keeping and Accountancy Computer, (Tally) Internet.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

1. Preparation of teaching aids.
2. Preparation of one term paper.
3. Preparation of a lesson plan based on any innovative method.

Books Suggested:

1. Vermain A Musselma and J. Mershall Hanna: Teaching Book Keeping and Accountancy, Gregg Pub., Div., Mc Graw Hill Book Co. Inc. New York.
2. Williams: Principles of Teaching applied in Book Keeping and Accounts, Sir Isaac Pitman, London.
3. Selby: The teaching of Book Keeping.
4. Tonne, Pohem and Freeman: Method of teaching Business Subject, Gregg. Pub. Dir., Mc Graw Hill Book Co., Inc., New York.
5. Harvey: Ways to teach Book Keeping and Accounting.
6. Boynton Lewis D.: Methods of teaching Book Keeping, south Western Publication Co. Cincinnanti, Ohio.
7. Aggarwal, J.C.: Teaching of Commerce.
8. Gupta and Gupta: Intermediate Book Keeping and Accounts, Agra Book Store, Agra (Hindi and English Version).
9. J.N. Vaish: Book keeping and Accounts, Part I and II (Hindi and English version).
10. Parikh, Dr. A.K.M.: Lesson Planning in Indian Schools, Subha Sanchar, Ajmer.

11 PEDAGOGY OF COMMERCIAL PRACTICE

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objective:

The Student – Teacher will be able to:

1. Help the students to acquire the basic understanding in the field of Commerce education.
2. Develop the ability to plan curriculum and instructions in Commerce at School Level.
3. Develop the ability to critically evaluate existing school syllabus and text book.
4. Impart knowledge about the methods and devices of teaching Commerce and to develop the skill of using the same.
5. Develop the ability of preparing an achievement test.
6. Develop Commercial efficiency among students.

Course Content:

Unit – I: ***Commerce Teaching***

(a) Meaning, Nature and Scope of Commerce Education.

(b) Aims, objectives and values of teaching commerce at Senior Secondary Level.

(c) The place of Commerce in Education.

Unit – II ***Methodology of teaching.***

(a) Unit Plan and Daily Lesson Plan.

(b) Maxims of Teaching.

(c) Classroom observation.

Unit – III ***Method & Technique***

(a) Modern methods of teaching Commerce.

(b) Devices of teaching Commerce.

(c) A critical estimate of the present syllabus in Commerce at Senior Secondary Level.

Unit – IV ***Instructional material for:***

(a) Importance of proper equipment and material for effective instruction.

(b) Criteria for selection of instructional material and equipment.

(c) Different audio-visual equipment and material used Commerce Education.

(d) Evaluation of text books in Commerce at Senior Secondary Level.

Unit – V ***Evaluation***

(a) Qualities of Commerce Teacher, Role and Professional growth of Commerce Teacher.

(b) Evaluation in Commerce – Importance, Type of Tests-Essay, Short Answer and Objective type.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

1. Preparation of Teaching aids
2. Preparation of one term paper.
3. Preparation of lesson plan based on any innovative method.

Books Suggested:

1. Rao, Seema: Teaching of Commerce, Anmol Publication Pvt. Ltd. 1995.
2. Jain KCS: Vanyjaya Shikhan (Hindi) General Academy, Jaipur, 1986.
3. Gortside, L.: Teaching Business Subjects, The Modern Approach made and printed in Great Britain by the Garden Press Ltd. Letehworth, Hert Fordshire, Year 1970.
4. Neeb, W.B.: Modern Business Practice, The Ryerson Press, Toronto, 1965.
5. Khan, M.S. : The Teaching of Commerce, Sterling Publishers (P) Ltd., Jullundar – 3
6. Singh. I.B.: Vanijaya Ka Adhyayan, Laxmi Narayan Agarwal, Agra, 1968.
7. Bhorali Devadas: Commerce Education in India, D.K. Publishers Distributors (P) Ltd. New Delhi, 1988.
8. Rai, B.C.: Method of Teaching Commerce, Prakashan Kendra, Lucknow, 1986.

12 PEDAGOGY OF MATHEMATICS

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objective:

To enable the pupil teacher to:

1. Understand and appreciate the uses and significance of Mathematics in daily life.
2. Learn various approaches of teaching Mathematics and to use them judiciously.
3. Learn the methods of providing instruction for the classroom.
4. Organize curricular activities.
5. Appreciate activities to develop aesthetics of mathematics.
6. Update their knowledge of content in mathematics.
7. Develop competence in teaching different topics.

Course Content:

Unit – I

a) Meaning and nature of Mathematics, History of Mathematics and contribution of Indian and Western Mathematician with reference to Bhaskaracharya, Arybhatta, Ramanujan, Euclid, Pythagoras etc.

b) Mathematics for gifted and retarded children. Journal and reference books in mathematics

Unit – 2

a) Objectives of teaching mathematics in terms of Instruction and behaviour, approaches to teaching of mathematics – analytic, synthetic, inductive-deductive heuristic, project and laboratory; using various techniques of teaching mathematics viz, oral, written, drill, assignment, supervised study and programmed learning.

b) Arousing and maintaining interest in learning of mathematics.

Unit – 3

a) Meaning and importance of planning. Preparing lesson plan, meaning and purpose of a unit plan, yearly plan, short lesson plan, preparing low cost improvised teaching aids, Audio Visual aids in mathematics.

b) Transfer of mathematics learning to various school subjects, among its different branches and in actual life situation.

Unit – 4

a) Principles and rationale of curriculum Development for the Secondary and Sr. Secondary level. Recent trends in mathematics curriculum. Critical evaluation of existing mathematics curriculum prescribed by Rajasthan Board of Secondary Education and CBSE at different levels.

b) Mathematics laboratory (Planning and Equipment). The mathematics teacher academic & professional preparation.

Unit – 5

a) Text Book in mathematics – qualities of a good text book, process of obtaining feed back and evaluation in mathematics in terms of cognitive, affective and psychomotor development. Preparation and use of tests for evaluation such as achievement test & diagnostic test.

b Diagnostic, Remedial and Enrichment programmes with respect to syllabus at upper primary, Secondary and Sr. Secondary stages in the state.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

Any two of the following:-

1. Preparation of detailed plan about
2. (i) Development of Mathematics lab Or (ii) Mathematics Club.
3. Preparation of an article related to any mathematical topic (student should select those types of topic which may be useful for creating mathematical interest such as mathematical Puzzles, magic, Square, Vedic mathematics etc.).
4. Preparation of a Brief History and contributions of two mathematicians.
5. Presentation of a case study of slow learner in mathematics.
6. Presentation of case study of gifted child in mathematics.
7. Observation of mathematics class room teaching in any Secondary School and preparation of a list of errors committed by student.
8. Preparation of a diagnostic test on any unit.
9. Prepare a term paper on any aspect of mathematics Education.

Books Suggested:

1. Aggarwal S.M.: Teaching of Modern Mathematics, Dhanpat Rai and Sons Delhi.

2. Aiyangar and Kuppuswami, N.A. Teaching of Mathematics, in the New Education Universal Publication.
3. Arora, S.K., How to Teach Mathematics, New Delhi; Sterling Publishers Pvt. Ltd., 2000.
4. Butler and Wren: The Teaching of Secondary Mathematics, Mc Graw Hill Book Company.
5. Gakhar, S.C. & Jaidka, M.L. Teaching of Mathematics, Panipat: M/s N.M. Publishers, 2003.
6 Jagadguru Swami, Sri Bharti Krisna Tirthji; Vedic Mathematics, Moti Lal Banarsidas Publishers, Delhi.
7. Kapoor and Saxena: Mathematical statistic, S. Chand & Co. New Delhi. Kapoor and Saxena: Mathematical statistic, S. Chand & Co. New Delhi.
8. Kapur, J.N.: Modern Mathematics for Teachers, Arya Book Depot New Delhi.
9. Kumar, Sudhir/Ratan, P.N., Teaching of Mathematics, New Delhi: Anmol Publication Pvt. Ltd.
10. Mangal, S.K., Teaching of Mathematics, Ludhiana: Tandon Publications, 2003.
11. Sidhu, K.S., Teaching of Mathematics, New Delhi: Sterling Publication Pvt. Ltd., 1998.
12. Sidhu K.S.: Teaching of Mathematics sterling Pub. Pvt. Ltd. New Delhi.
13. Solanki, Tarun Kumar: Aadhunik Ganit Shikshan,Rajasthan Hindi Garnth Academi, Jaipur 2013.

13 PEDAGOGY OF HOME SCIENCE

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

To enable the pupil – teacher to:

i) Understand the nature and importance of Home Science and its correlation with other subjects.

ii) Understand aims and objectives of the subject.

iii) Realize the essential unity between laboratory work and theoretical background of the subject.

iv) Analyze school syllabus of the subject in relation to its applicability to practical situation and adaptability of the curriculum to local needs.

v) Utilize effectively the instructional material in teaching Home Science.

vi) Construct test items to measure objectives belonging to various congnitive levels.

viii) Identify specific learning difficulties in Home Science and to provide suitable remedial individual instruction to them.

Course Content:

Unit – 1

1. Nature and meaning of Home Science.
2. Values and importance of Home Science for students of higher secondary stage.
3. Correlation of Home Science with other subjects.
4. Aims and objectives of Home – science (Bloom's approach to specify the outcomes).

Unit – 2

1. Problem solving Method
2. Demonstration Method
3. Experimental Method
4. Project Method
5. Lecture – Cum – Demonstration Method

6. Question – Answer – Techniques
7. Text Book
8. Dramatization and Field Trips

Unit – 3

1. Concept of Planning for Home Science Teaching.
2. Various steps of Planning – Unit and Lesson Planning.
3. Importance and advantage for planning of unit and lesson plan.
4. Qualities of a good Home Science Teacher.
5. Role of Home – Science Teacher.

Unit – 4

1. Specific use of the following: Audio Visual aids in teaching of Home Science.
2. Laboratory
3. Charts
4. Diagrams
5. Black Board
6. Reference Books
7. Graphs
8. Radio
9. T.V.
10. Magazines
11. Computer.
12. Co-curricular Activities

Unit – 5

1. Concept, Principles, Basis and Measures to improve a syllabus.
2. Curriculum in Home – Science for different stages of school instruction.
3. Concept of measurement and evaluation.
4. Criteria of good evaluation.
5. Merits and limitation of evaluation.
6. Preparation of Blue – Prints of Unit Test.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

1. Writing of any Essay on any topic based on the contents of the above units.
2. Preparation of Visual-aid for solving community nutrition problem.

Books Suggested:

1. Begum, Fahmeeda (2006): Modern Teaching of Home Science, Anmol Publications, New Delhi.

2. Bhargava, Priya (2004): Teaching of Home Science/Commonwealth Publishers, New Delhi.
3. Chandra, Arvinda; Shah, Anupama and Joshi, Uma (1995): Fundamentals of Teaching of Home Science, Sterling Publisher, New Delhi.
4. Dass, R.R. and Ray, Binita (1985): Teaching of Home Science, Sterling Publishers, New Delhi.
5. Devdas (1955): Teaching of Home Science in Secondary School, All India Council for Secondary Education, New Delhi.
6. Kapoor, Ritu (1994): Teaching of Home Science, Parkash Book Depot, Ludhiana.
7. Siddiqui, Mujibul Hasan (2007): Teaching of Home Science, A.P.H. Publishing Corporation, New Delhi.
8. Yadav, Seema (1994): Teaching of Home Science, Anmol Publications, New Delhi.
9. शौरी जी.पी. एवं सरन डी.पी., गृह विज्ञान शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
10. अस्थाना, एस.आर., गृह विज्ञान का अध्यापन, लक्ष्मीनारायण अग्रवाल, आगरा।
11. सुखिया एस.पी. एवं महरोत्रा गृह विज्ञान शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़।
12. अग्रवाल लक्ष्मीनारायण, गृह विज्ञान का अध्ययन।

14 - PEDAGOGY OF GENERAL SCIENCE

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objective: To enable the student teacher to:

1. Understand the nature, scope, values and objectives of teaching science at Secondary Level.
2. Develop competence in teaching different topics of Science effectively.
3. Develop scientific temper & provide teaching in scientific method to their student.
4. Use various methods with appropriateness of content, level and classroom situations to make pupils learning meaningful
5. Utilize the instructional materials effectively in the teaching of Science
6. Organize Co-curricular activities & practical work in Science
7. Use method most appropriate to assess the progress & achievement of the pupil & thus prepare appropriate tests for the purpose
8. Diagnose the gaps and misconception in learning science, evolve remedial measures.

Course Content:

Unit – I *: Nature, Scope and Objectives*

a) Definition and concept of Science.
b) Place of Science in School Curriculum.
c) Values of teaching Science at School Level.
d) Correlation of Science with other subjects.
e) Objectives of teaching sciences at Secondary Level.

Unit – 2: *Curriculum and Planning*

a) Principles of developing Science Curriculum at Secondary Level.
b) Factors affecting the selection and organization of Science Curriculum.
c) Unit Plan and Lesson Plan.
d) Qualities and responsibilities of Science Teacher.
e) Role of teacher in training students in Scientific method and developing creativity among students.

Unit – 3: *Methods of Approaches*

A. Lecture method, Demonstration, Lab. Method Problem solving, Heuristics, Project Method, Inductive & deductive method.

B. Inquiry approach programmed Instruction, Panel discussion, Team teaching & Workshop.

Unit – 4: *Instructional Support System*

b. Multi sensory aids – Charts, models, Bulletin Board, Flannel Board, Transparencies, Overhead Projector, Radio, T.V. Computer.

c. Co-curricular activities – organization of science club, science fair and excursions, use of community resources.

d. Science Lab Planning & equipping Science Lab. Guidelines for organizing practical work care and maintenance of equipment, safety precautions for work in Science Lab.

Unit – 5: *Evaluation*

a. Evaluation: Concept, types and purposes.

b. Type of test items – Objective type, S.A. & Essay type.

c. Planning objective based test items of different types.

d. Preparation of Blue Print and construction of Achievement test.

e. Evaluation of practical work in Science.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

Any One

1. Case study of Science club
2. Report of Science fair or excursion.
3. Development of Blue Print

Books Suggested:

1. Sood J.K., Teaching Life Sciences, Kohli Publishers, Chandigarh 1987.
2. Sharma L.M., Teaching of Science & Life Sciences Dhanpat Rai & Sons Delhi 1977.
3. Kulshershtha, S.P., Teaching of Biology, Loyal Book Depot, Meerut 1988.
4. Yadav K., Teaching of Life Sciences, Anmol Publishers, Daryagaj, Delhi, 1993.
5. Yadav M.S., Modern methods of teaching sciences, Anmol Publisher, Delhi 2000.
6. Singh U.K. & Nayab A.K., Science Education, Common Wealth Publishers, Daryanganj, Delhi 2001.
7. Venkataih, S., Science Education in 21st Century, Anmol Publishers, Delhi 2001
8. Yadav, M.S. (Ed.), Teaching Science at High Level, Anmol Publishers, Delhi 2000
9. Edger, Marlow & Rao, D.B., Teaching Science successfully, Discovery Publishing House, New Delhi 2003.

10. Mangal S.K., Teaching of Science, Arya Book Depot, New Delhi 1996.
11. Dave, R.H., Taxonomy of Educational Objectives & Achievement testing, London University Press London 1969.
12. Sood, J.K., New Direction in Science Teaching, Kohli Publishers Chandigarh 1989.

15 PEDAGOGY OF CHEMISTRY

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives: To Enable the student teacher to:

1. Understand the nature, place, values and objectives of teaching Chemistry at Secondary/Senior Secondary Level.
2. Establish its correlation with other subjects.
3. Evaluate critically the existing syllabus of Chemistry prescribed for Secondary/Senior Secondary level in the State of Rajasthan.
4. Develop yearly plan, unit plan and lesson plan for Secondary/Senor Secondary Classes.
5. Provide training in Scientific method and develop scientific temper among their students.
6. Use various methods and approaches of teaching Chemistry.
7. Acquire the ability to develop instructional support system.
8. Plan and organize chemistry practical work in the Laboratory.
9. Organize Co-curricular activities and utilize community resources for promoting science learning
10. Use method most appropriate to assess the progress and achievements of the pupil & thus prepare appropriate tests for the purpose (both theoretical & practical)

Course Content:

Unit – 1: Nature Scope and Objectives

a) Nature of Science with special reference to Chemistry.

b). History of chemistry with special reference to India.

c) Place & value of teaching chemistry at Secondary/Senior Secondary level.

d). Correlation of Chemistry with other subjects.

e) Objectives of teaching chemistry at Secondary/Senior Secondary level.

Unit – 2 : Curriculum and Planning

a) Principles of developing Chemistry Curriculum at Secondary/Senior Secondary level.

b) Modern trends in Chemistry Curriculum CBA, Chemistry Study, NUFFIELD – O & A level.

c) Critical appraisal of Chemistry syllabus at Secondary/Senior Secondary level prescribed by Board of Secondary Education, Rajasthan.

d) Planning Daily lesson plan, unit plan & yearly plan.

e) Qualities & responsibilities of Chemistry teacher.

f) Teacher's role in training students in Scientific method and in developing creativity and scientific temper among learners.

Unit – 3: Methods and Approaches

a) Lecture method, Demonstration method, Lab. Based methods, Inductive & deductive method, problem solving, heuristic & Project method.

b) Inquiry approach, programmed instruction, Group discussion, self study, Team teaching, CAL, Seminars & Workshops.

Unit – 4: Instructional Support System

a) Multisensory aids: Charts, models Flannel Board, Transparencies, OHP, Radio, T.V. Computer.

b) Co-curricular Activities: Organization of science club, science fair and visits to places of scientific interest.

c) Chemistry Lab: Layout Plans, equipments, furniture, and maintenance of records, repair, care and improvisation of apparatus, safety measures in Lab. Organization of Practical work.

d) Role of State & National Level Institutions & Laboratories like DST, NCL, Fertilizer, Pesticide & Chemical Companies like Hindustan Zinc Ltd.

e) Characteristics of a good text book and evaluation of a Text Book.

Unit – 5: Evaluation in Chemistry

a) Evaluation: Concept, Types and purposes.

b) Type of test items and their construction.

c) Preparation of Blue Print & Achievement Test.

d Diagnostic Testing & Remedial teaching.

e Evaluation of practical work in Chemistry.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

Any two of the following:-

1. Life sketch & contribution of any one prominent Indian Chemist.
2. Preparation of scrap book containing orginal Scientoon (Scientific cartoon) Stories/articles/features/plays/Interview report useful for teaching of Chemistry.
3. Planning an out of class activity to use local environment to teach chemisty.
4. Conducting & reporting two experiments useful at Secondary/Senior Secondarylevel (other than those in syllaburs.

5. Description & design of any improvised apparatus.
6. A critical study of any one Senior Secondary Lab. of Chemistry.

Books Suggested:

1. Yadav, M.S. Teaching of Chemistry, Anmol Publication, New Delhi, 1995
2. Negi, J.S. & Negi, Rajita, Teaching of Chemistry, 2001
3. Yadav, M.S., Teaching Science at Higher Level, Anmol Publication, NewDelhi, 2000
4. Mishra D.C., Chemistry Teaching Sahitya Prakashan, Agra,
5. Kherwadkal Anjali, Teaching of Chemistry by Modern Method, Sarup & Sons. New Delhi, 2003
6. Das R.C., Science Teaching in Schools, Sterling Publishers Pvt. Ltd. New Delhi, 1985
7. Venkataih, S., Science Education in 21st Century, Anmol Publishers, New Delhi, 2001
8. Rao, D.B., World Conference on Science Education, Discovery Publishing House, New Delhi, 2001
9. Singh U.K. & Nayak A.K., Science Education, Common Wealth Publishers, Daryanganj, New Delhi, 2003

16 PEDAGOGY OF BIOLOGY

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

To enable the student teachers to –

1. Understand the nature, place, values and objective of teaching Biology at Senior Secondary level.
2. Establish its correlation with other subjects.
3. Evaluate critically the existing syllabus of Biology prescribed for Secondary/Senior Secondary level in the state of Rajasthan.
4. Develop yearly plan, unit plan and lesson for Senior Secondary Classes.
5. Provide training in Scientific method and develop scientific temper among their students.
6. Use various methods and approaches of teaching Biology.
7. Acquire the ability to develop instructional suport system.
8. Plan and organize Biological practical in the Laboratory.
9. Organize co-curricular activities and utilize community resources for promoting Science learning.
10. Use method most appropriate to assess the progress and achievement of the pupil that prepare appropriate tests for the purpose (both theoretical and practical).

Course Content:

Unit - 1: *Nature, Scope and Objectives*

(i) Nature of Science with special reference to Biology.

(ii) Main discoveries and developments in Biology.

(iii) Place and values of teaching Biology at Secondary/Senior Secondary Level.

(iv) Correlation of Biology with other subjects.

(v) Objectives of Teaching Biology at Secondary/Senior Secondary Level.

Unit – 2: *Curriculums and Planning*

(i) Principles of constructing Biology curriculum at Senior Secondary level.

(ii) Modern trends in Biology curriculum: BSCS, Nuffield Biology – O & A level.

(iii) Critical appraisal of Biology syllabus at Secondary/Senior Secondary level prescribed by Board of Secondary Education, Rajasthan.

(iv) Planning Lesson plan, Unit plan and yearly plan.

(v) Qualities and responsibilities of Biology teacher. Teachers role in training students in Scientific method and in developing creativity and scientific temper among students.

Unit – 3: ***Methods & Approaches***

(i) Lecture method, Demonstration method, Lab Method, Inductive & deductive method, Problem solving, Heuristic and project method.

(ii) Inquiry approach, programmed instruction, Group – Discussion, self study, Team Teaching, Computer Assisted Learning, Seminars and Workshops.

Unit – 4 : ***Instructional Support System***

(i) Multi sensory aids – charts, models, specimen, bulletin-boards, Flannel Board, Transparencies, slides, slides projector, OHP, Computer, T.V. Radio etc.

(ii) Co-curricular Activities: Organization of Science club, Science fair, field trips and use of community resources.

(iii) Biology Laboratory: Organization of Biology Laboratory, Arrangement of Apparatus, Care & Maintenance of equipment & specimen, organization of practical work in Biology.

(iv) Role of State & National level Institutions & Laboratory, Research Centers in Botany, Zoology & Agriculture.

(v) Characteristic of a good Text Book & Evaluation of Text Book.

Unit – 5: ***Evaluation in Biology***

(i) Evaluation: Concept, types and purposes.

(ii) Type of test items & their construction.

(iii) Preparation of Blue Print & Achievement test.

(iv) Evaluation of Practical work in Biology.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

Any two of the followings:

1. Life sketch & contribution of any one prominent Indian Biologist.
2. Preparation of Herbarium (Scrap book).
3. Prepare any one of the following related to environment education.(i) Poster (miniature) (ii) Article (iii) Story (iv) Play
4. Designation & description of any two low cost teaching models.
5. Prepare a Radio or T.V. Script.
6. Make a list of local (resources useful in teaching Biology and prepare a lesson plan using some of them.

7. A case study of any one Senior Secondary lab. of Biology.
8. Preparation of 10 frames of Linear & Branching type programmes on any topic of Biology.
9. Construction and admistration of Diagnostic test on any one unit of Biology.

Books Suggested:

1. Sood J.K., Teaching Life Sciences, Kohil Publishers, Chandigarh, 1987
2. Sharma, L.M. Teaching of Science & Life Sciences, Dhanpat Rai & Sons. Delhi, 1977
3. Kulsherstha, S.P., Teaching of Biology, Loyal Book Depot, 1988
4. Yadav K., Teaching of Life Sciences, Anmol Publishers, Daryaganj, Delhi, 1993
5. Yadav, M.S., Modern Method of Teaching Sciences, Anmol Publisher, Delhi, 2000
6. Singh, U.K. & Nayak A.K., Science Education Common Wealth Publishers Daryaganj, New Delhi, 2003
7. Venkataih, S., Science Education in 21st Century, Anmol Publishers, Delhi, 2001
8. Yadav, M.S. (Ed.), Teaching Science at Higher Level, Anmol Publisher, Delhi, 2000
9. Edger, marlow & Rao, D.B., Teaching Science successfully discovery Publishing House, New Delhi, 2003
10. Edger, Marlow & Rao, D.B., Teaching of Science Arya Book Depot, New Delhi, 1996
11. Dave, R.H., Taxonomy of Educational Objectives & Achievement Testing, London University Press, London, 1969
12. Sood J.K., New Direction in Science Teaching, Kohli Publishers, Chandigarh, 1989

17 PEDAGOGY OF PHYSICS

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

To enable the student – teachers to:

1. Understand the modern concept of physics.
2. Understand aims and objectives of teaching physics.
3. Appreciate the contribution of eminent physicists in connection with the development of physics.
4. Plan curriculum at Secondary and Senior Secondary level.
5. Analyze the syllabus of the subject in relation to its applicability to practical situations.
6. Develop scientific attitude and provide training in scientific method to their students.
7. Write the objectives in behavioural terms analyze the content and be skilled in concept mapping.
8. Develop unit and lesson plan.
9. Use various methods and teaching aids with appropriateness of content, level and classroom situation.
10. Plan and organize physics practical in the laboratory.
11. Organize co-curricular activities related to physics.
12. Use methods most appropriate to assess the progress and achievement of the pupils using variety of tools and techniques for physics theory and practical.
13. Diagnose the gaps and misconception in learning physics and take remedial measures.

Course Content:

Unit –1: *Nature, Scope and Objectives*

a) Nature of science, physics as a fundamental science.

b) Major milestones in the development of physics.

c) Contribution of India Physicists, C.V. Raman, M.N. Saha K.S. Krishnan, Narlekar, J.C. Bose, S.N. Bose H.J. Bhabha and S.Chandra Shekhar, Dr. A.P.J. A. Kalam .

d) Objectives and values of Teaching Physics at Senior Secondary Level.

Unit –2: *Curriculum and Planning*

e) Principles of selection and organization of course content and experiences for senior secondary level physics curriculum and characteristics of good physics curriculum.

f) Correlation of physics with other school subjects and its role in daily life.

g) Writing of objectives in behavioural terms, content analysis, developing yearly unit and daily lesson plan and concept mapping.

h) Teachers in planning for developing scientific attitude and creativity among students and for training them in scientific method.

Unit – 3: *Methods and Approaches*

a) Demonstration method, laboratory method, project method, problem solving method and assignment method.

b) Heuristic approach, inductive deductive approach.

c) Out of class activities like science club, science fairs and field trips.

Unit – 4: *Instructional Support System*

a) Physics Laboratory – Planning, equipping and organizing practical work.

b) State and national level institutes and laboratories (DST, NPT, ISRO, CEERI, RAPS and BARD).

c) Community resources like science centers/museums, planetarium and solar observatory.

d) Multisensory aids: Chart, models, over-head projector, computer and Internet, Improvised apparatus.

e) Textbooks – Characteristics of a good text book and evaluation of text book.

Unit – 5: *Evaluations*

a) Type of test items and their construction.

b) Preparation of blue print and achievement test.

c) Diagnostic testing and remedial teaching in physics.

d) Evaluation of practical work.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

Any two of the following:

1. Case study of one senior secondary lab of physics.
2. Description of design of any two improvised apparatus.
3. Planning an out of class activity to use local resources to teach physics.
4. Life sketch and contribution of one physicist.
5. Preparation of scrap book containing original Scientific cartoon/Stories/Latest Articles/Feature/Play Interview report useful for teaching physics.

Books Suggested:

1. Vaidya, N. “The impact of science teaching”, Oxford and IBH Publishing Company, New Delhi, 1971.
2. Richardson, S: “Science Teaching in Secondary Schools”, Prentice Hall, USA 1957.
3. Sharma R.C. and Sukla: “Modern Science Teaching” Dhanpat Rai and Sons, Delhi, 2002.
4. Kumar Amit : “Teaching of Physical Science” Anmol Publications, New Delhi 1997
5. Nanda V.K.: “Science Education today” Anmol Publications Pvt. Ltd. New Delhi 1999
6. Ravi Kumar S.K. “Teaching of Science” Mangal Deep publications, 2000
7. Rao Aman : Teaching of Physics, Anmol Publications, New Delhi 1993
8. Wadhwa Shalin : “Modern Methods of Teaching Physics” Sarup and Sons, New Delhi 2001
9. भटनागर ए.बी. : भौतिक विज्ञान f" ाक्षण, आर.लाल. बुक डिपो मेरठ 2000
10. नेगी, जे.एस. व नेगी रक्षिता : भौतिकी f" ाक्षण, विनोद पुस्तक मन्दिर आगरा 1999
11. मंगल एस.के. : साधारण विज्ञान f" ाक्षण, आर्य बुक डिपो, नई दिल्ली, 1996
12. निगम डी.एस. : विज्ञान f" ाक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़ 1990
13. त्यागी एस.के. : भौतिक विज्ञान f" ाक्षण, साहित्य प्रका" ान, आगरा – 2000
14. त्यागी एस.के. : भौतिक विज्ञान f" ाक्षण, साहित्य प्रका" ान, आगरा – 2000

18 PEDAGOGY OF ART

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

To enable the student – teachers to:

1. Understand the importance concept used in the discipline.
2. To prepare unit plans, lesson plans for different classes.
3. Critically evaluate existing school syllabus and text book.
4. Prepare achievement test and diagnostic tests, administer them and analyses the results.
5. Prepare suitable teaching aids and use them in the class-room effectively.

Course content:

Unit –1: *Nature of the subject*

(i) Structure and rationale of the subject and its place in school curriculum, Art and Society, Art and International Under Standing, The Place of Art in General Education.

(ii) The Educational Values of Art and relationship with other school subjects. Role of Art in Indian culture and value, development of international understanding.

(iii) Contribution of Indian Artists.

Unit –2: *Instructional Objectives*

(i) The aims and values of teaching art.

(ii) Teaching of art at different stages.

(iii) General and Specific objectives of teaching art.

(iv) Development of values and national Integration through art.

Unit – 3: *Instructional Strategies*

(i) Principals of classroom teaching.

(ii) Visual aids in teaching art, Role of the black board, art object and reproduction photograph and other aids in teaching art.

(iii) Qualities of Art Teacher.

Unit – 4: *Instructional Planning*

(i) Methods of teaching art- Project, Demonstration, Exhibitions.

(ii) Content analysis

(iii) Year Plan, Unit Plan & Daily Lesson Plan.

Unit – 5*: Evaluation*

(i) Objectives, process based evaluation.

(ii) Development of test items & Blue Print.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

Any two of the following:

1. Planning an out of class activity to use local resources to teach Art.
2. Life sketch and contribution of one Artist.
3. Preparation of 5 OHP slides.

Books Suggested:

1. George Conard: The Process of Art Education in the Elemantary School, Prentice Hall, Inc. England Cliffs, N. I. 1964.
2. Ruth Dunneth: Art and Child Personality, Methuen and Co. Ltd., London, 1945.
3. Arya Jaideo: Kala Ka Adhyapan, Vinod Pustak Mandir, Agra.
4. Naya Shikshak – Vol. No. 4 April 1966 Special Number, Art Education Published By Department of Education Rajasthan, Bikaner.
5. Kleinschmidt, H.E.: How to turn ideas into pictures. National Publicity Council, New York, 1950
6. William, J. Harole, Graphics Methods in Education, Houghton Miffine Company, Boston.

19 PEDAGOGY OF MUSIC

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

To enable the student – teachers to:

1. Understand the importance concept used in the discipline.
2. To prepare unit plans, lesson plans for different classes.
3. Critically evaluate existing school syllabus and text book.
4. Prepare achievement test and diagnostic tests, administer them and analyses the results.
5. Prepare suitable teaching aids and use them in the class-room effectively.

Course Content:

Unit –1: *Nature of the subject*

(i) Music as a typical representation of Indian culture. Origin of music, its relation to religion. Rejuvenation of Indian Classic Music. Similarities between Eastern and Western music.

(ii) Contribution of great Indian musicians

(iii) Relationship of music with dancing and poetry and other school subjects.

(iv) Role of music in Indian culture and values, development of international understanding.

Unit –2: *Instructional Objectives*

(i) The aims and values of teaching music.

(ii) Teaching of music at different stages.

(iii) General and Specific objectives of teaching music.

(iv) Development of values and national Integration through music.

Unit – 3: *Instructional Strategies*

(i) Methods and Techniques of Teaching Music.

(ii) Teaching aids in teaching Music, Equipment and site of the Music room.

(iii) Singing without reading notations, spontaneity of expression.

Unit – 4: *Instructional Planning*

(i) Qualities of Music Teacher.

(ii) Content analysis

(iii) Year Plan, Unit Plan & Daily Lesson Plan.

Unit – 5: *Evaluation*

(i) Objectives, process based evaluation.

(ii) Development of test items & Blue Print.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

Any two of the following:

1. Write the qualities of any one Music Instrument.
2. Preparation of Music room.
3. Life sketch and contribution of popular Musicians.

Books Suggested:

1. Awasthi, S.S.A., Critique of Hindustani Music and Music Education, Jalandhar: Adhunik Printer, 1964.
2. Bhatkanda, V.N., Karmik Pustak Malika Laxme Narayan Garg, Sangeet Karyalaya, Hathras.
3. Bhatnagar, S., Teaching of Music, Shimla: Monika Prakashan, 1988.
4. Gary Spruce, Teaching music in Secondary School, RoulledgeFalmer, Great Britain, 2002.
5. Michael R. Rogers, teaching Approaches in Music theory, Illinois University Press, 1984
6. Nelson B Henry, Basic Concept in Music education, The University of Chicago Press, 1958
7. Singh, Bharpur, Punjab School Education Board, Sahibjada Ajit Singh Nagar.
8. कैलासचन्द्रदेव बृहस्पति, 'भरत का संगीत सिद्धान्त', प्रकाशन शाखा, सूचना विभाग, उत्तरप्रदेश, 1959
9. भगवतशरण भार्मा, हिन्दुस्तानी संगीत शास्त्र, संगीत मंदिर, खुरजा – 203131, 1985
10. लक्ष्मीनारायण गर्ग, संगीत निबन्धावली, संगीत कार्यालय, हाथरस – उप्र, 1959

Phase-I Internship (10 weeks)

Internal marks= 75

External marks=75

Total 150 marks

Course EPC_1

READING REFLECTING ON TEXTS

Engagement with the field – the self, the child, community and school

Task and Assignments that run the entire course as indicated in the year wise distribution of the components-

Maximum Marks: 50

(Internal Assessment)

This course will serve as a foundation to enable B.Ed students to read and respond to a variety of texts in different ways and also learn to think together, depending on the text and the purpose of reading.

Course Objectives:

1. Students will also develop metacognitive awareness to become conscious of their own thinking processes and they grapple with diverse texts.
2. This course will enable student teacher to enhance their capacities as readers and writers by becoming participants in the process of reading.
3. To engage students with the readings interactively – individually and in small groups.
4. To provide opportunities to write with a sense of purpose and audience, through tasks such as, responding to a text with one's own opinions or writing within the context of other's ideas.

Course Content:

Pupil teacher will do any five activities of the followings;

1. Teacher Educator will give a topic (related to empirical, conceptual and historical work, policy documents) for reading, after intensive reading in group or individual pupil teacher will discuss their view on the given topic of reading.
2. Teacher Educator will identify the causes of ineffective speech and remedies for it.
3. Teacher Educator will enlist errors in reading among school students.
4. Teacher Educator will describe idea trips for effective speaking.
5. Teacher Educator will recite 5 poems/verse/ stanza and write it.
6. Teacher Educator will read the biography of two philosopher/ educationist and write about them.
7. Teacher Educator will review of any two books with reading.
8. Teacher Educator will write the educational essence of any two stories/ morale thought with reading.
9. Teacher Educator will prepare a action plan of and organize accordingly.
10. Teacher Educator will demonstrate different type of speaking.
11. Teacher Educator will construct speech related materials.
12. Teacher Educator will demonstrate essential skill (model reading, drill, pronunciation, silent reading etc) of reading & written work.
13. Pupil teachers will observe the activities of peer group also.

14. Teacher educator will motivate pupil teachers to thinking about and regulating one's own thinking in the learning process.

PAPER – EPC_2

DRAMA AND ART IN EDUCATION

Maximum Marks: 50

(Continuous Internal Assessment: 50)

Course Objectives:

1. Develop ability to appreciate the inherent rhythm, beauty and harmony in forms, relations, and character.
2. Understand the range of traditional art forms in the light of National Integration.
3. Create and present pieces of art: using visual arts and crafts
4. Create and present pieces of performance art using music and movement
5. Evolve collective art projects incorporating different art media – into a public festival/ event.
6. Enable student-teachers to use drama processes to examine their present knowledge.
7. To train, enhance some theatre skills that will later help them be creative and enlightened teachers.

Course Contents:

Note: Pupil Teacher will draft a report on below mentioned all activities.

Activities 1:

1. Any theme of drama will choose by pupil teacher with discussion or involvement of students such as women education, child abasement etc, and plan and organize the drama.
2. Examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class.
3. For Art, Art appreciation and Art education: Visit places like crafts museums, bal-bhavan, art galleries. Organise art, craft and music exercises with small groups followed by discussions and presentation.
4. Any local museum, exhibition or art event can be used as precursor for the session. The session should involve using some art for a while followed by a reflection on the experience and then connect it to their own school days and art.
5. Visual Art: Opportunities to experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content. Using a range of medium: paper and water colors, paper and crayon, color pencils, acrylic, oil paint and canvass, student-teachers would learn about lines, forms, compositions, colors, space divisions, mehendi, rangoli, model, poster paining, etc. Specific tasks would include free drawing, developing narratives in visuals.
6. Composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, news paper etc.

B.Ed. (Second Year)

B.Ed. 2nd year

PAPER	Title of the Paper	External	Internal	Total
Course-6	Gender, school and Society	80	20	100 Marks
Course-7b	Pedagogy of School Subject – Part II	80	20	100 Marks
Course-8	Knowledge and curriculum	80	20	100 Marks
Course-9	Assessment of Learning	80	20	100 Marks
Course-10	Creating an Inclusive School	80	20	100 Marks
Course-11	Optional Course**	80	20	100 Marks
Course-12	Computer Education*	35	15	50 Marks (Marks not include in aggregate
	School Internship (10 weeks)	75	75	150 Marks
Course EPC_3	Critical Understanding of ICT	00	50	50 Marks
Course EPC_4	Understanding of Self	00	50	50 Marks

Total = 850 Marks *(Marks of Computer Edu. not included)*

Engagement with the Field: Task and Assignments for course 6, 7b, 8, 9, 10, 11&12

Course-12* Candidate have to pass Computer Education paper but marks not include in aggregate.

Course – 6

GENDER, SCHOOL AND SOCITY

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Continuous Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

1. Develop basic understanding of gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism.
2. Understand the problem of girl child education in our society.
3. Awareness of factors that shape gendered roles in Indian society.
4. To develop an understanding of feminist approaches to the social and cultural construction of gender.
5. Understand how gender, power and sexuality are related to education (in terms of access, curriculum and pedagogy).
6. Student to construct critically the impact of policies programmes and scheme for promotion of gender equality and empowerment.
7. Apply the conceptual tools learnt regarding gender and sexuality to understand issues related to Sexual Harassment at the workplace and Child Sexual Abuse.
8. Understand how gender relates to education and schooling.

Course Contents:

UNIT – I

1. Concepts of Gender, sex, sexuality, patriarchy, masculinity and feminism.
2. Gender bias, gender role, stereotyping and its consequences. Kanya-Bharun hatya.
3. Gender and other form of inequality in relation with (caste, class, ethnicity, disability.

UNIT – II

1. Role of women in developing country, School cultures & issues of society.
2. RTI (Right to Education) , Equal opportunity in women education
3. Schooling of Girls, dropout rate, completion rate, Feminization of teaching profession.

UNIT – III:

1. Rights for gender equality and their implication for social change.
2. Reason, why girls feel uncomfortable in schools? Girls school v/s co education school.

3. Gender bias in curriculum, text books, analysis of hidden curriculum

UNIT – IV

1. Gender, culture and institution: Intersection of class, caste, religion and region
2. Construction of gender in curriculum framework since Independence, Gender and the hidden curriculum
3. Relationships within the school: child-child, teacher-child, and teacher-peer group relationships from the perspective of gender.

UNIT – V: Gender, Sexuality, Sexual Harassment and Abuse

1. Understanding sexuality (sexual orientation and sexual identity – third gender) Legal (sexual and reproductive) rights of women.
2. Violence against women, Sexual harassment in family, neighborhood and other formal and informal institutions.
3. Reproductive rights and sexual rights. Institutions redressing sexual harassment and abuse

Term Test: 10 Marks

Sessional Work: 10 Marks

Any on assignment related to the Unit I to Unit V:

Reference Books:

1. Delpit, L.D. (2012) Multiplication is for white people: raising expectations for other people's children, the new press.
2. Deng, Z (2013) School subjects and academic disciplines. In A. Luke, A. Woods, & Wer (Eds.), Curriculum syllabus design and equity: A primer and model. Routledge.
3. Jefferey, P. and R. Jefferey Killing My Hear's Desire: EDUCATION AND Female Autonomy in Ruarl India, in Nita Kumar (ed.) Women as Subjects South Asian Histories. New Delhi.
4 Geetha, V. (2007) Gender, Stree: Calcutta
5. GOI. (1966). Report of the education commission: Education and national development. New Delhi: ministry of education.
6. GOI (1986). National policy of Education. GOI.
7. GOI. (1992, 1998), National policy on education, 1986 (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
8 Learning, livelihoods, and Soial mobility: Valuing Girls' Education in Central India, Peggy Froever, btunnel University, Anthropolgy and Education.
9 Menon, N (2012)seeing like a feminist. India: Penguin.
10 Nirantar. (2010) textbook regimes: A feminist critique of nation and identity. New delhi
11 A. banon. Robent (2010) social psychology, pearson education New Delhi

Course - 7b

PEDAGOGY OF SCHOOL SUBJECT (Part II)

Student –teacher will opt second pedagogy of school subject in B.Ed. 2nd year as have taken in their Bachelor/Master Degree subjects, other than opted in B.Ed. First Year

From the list given in B. Ed. First Year courses of study

Course-8

KNOWLEDGE AND CURRICULUM

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Continuous Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

1. To critically analyse various samples of textbook
2. To identify various dimensions of the curriculum and their relationship with the aims of Education.
3. To examine the epistemological basis of education.
4. To discuss the basics of modern child centered education.
5. To identify relationship between the curriculum framework and syllabus.
6. To understand the relationship between power, ideology and the curriculum.

Course Content:

Unit I

1. Concept, Meaning & nature of knowledge
2. Distinction between Data, knowledge, Information and skill Teaching and Training, Knowledge and information, reason and belief.
3. Process of Knowledge generation: Local window, Sharing, practice & creation.

Unit II

1. Curriculum: meaning, concept, nature and its basis..
2. Type of curriculum. Syllabus, curriculum & co-curriculum
3. Knowledge as the bases of curriculum, various structures of society and knowledge and their linkage and relationship

Unit III

1. Factors affecting curriculum change: Social factors, Pressure groups, Writers and publishers.

2. Role of teacher as a curriculum maker
3. Concept of curriculum development and other curricular fields (curriculum design and curriculum engineering)

Unit V

1. Meaning & Concept of nationalism, universalism and secularism and their interrelationship with Education.
2. Concept of National curriculum, curriculum reform in India.
3. Review of present curriculum (school subjects)

Term Test: 10 Marks

Sessional Work: 10 Marks

Any on assignment related to the Unit I to Unit V: (10 Marks)

Books Recommended

1. Audrey & Howard Nocholls(1978) : "Developing Curriculum", A practical guide- George Allen & Unwin, Boston, Sydney, London.
2. Davies,Iron, K. (1976) : "Objectives in Curriculum Design", Mcgraw Hill Book Company Limited, England.
3. Denis Lawton(1986) : "School curriculum planning ".Hodder & Stonghton, London, Sydney.
4. Edward, A.Krug(1960) : The Secondary School Curriculum", Harper and Row Publishers, New York & Evauston.
5 .Erickson, H.Lynn(1998) : Concept-baVernon,E. Anderson(1962) : "Principles and Procedures of Curriculum Improvement".
6. Edward, A.Krug(1960) : The Secondary School Curriculum", Harper and Row Publishers, New York & Evauston.
7. Erickson, H.Lynn(1998) : Concept-based curriculum and instruction, Corwin Press,Inc.
8. Gakhar, S.C.(2009): Curriculum Development, Panipat, N.M. Publications
9. Goodson, Iror.F.(1994) :"Studying Curriculum", OpenUniversity Press, Buckingham
10. Zais, R.S.(1976) : "Curriculum Principles and Foundations", Harper & Row Pub., London.

COURSE – 9

ASSESSMENT FOR LEARNING

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Continuous Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

1. To enable assessing children's progress,
2. Understand the different dimensions of learning and related Evaluation procedures,
3. To enable to differentiate measurement, evaluation and assessment.
4. To enable to use wide range of assessment tools and techniques.
5. To realize the importance of CCE

Course Content

Unit - I

(a) Concept of measurement, evaluation and assessment.

(b) Types need and purpose of evaluation. Principal of Assessment and evaluation.

(c) Monitoring of Learning, Observation of learning processes by self, by peer and by teacher, self-assessment and peer assessment.

Unit - II

(a) Construction of test: subjective test and objective test.

(b) Characteristic of a good test. Standardized and teacher made test.

(c) Nature of information gathered (Qualitative, Quantitative) Mode of response (Oral and written,

Unit – III

(a) Nature of information gathered (Qualitative, Quantitative) Mode of response (Oral and written,

(b) Classification of assessment: Base on purpose (Prognostic, Formative, Diagnostic and Summative), Scope (Teacher made, Standardized) Attribute measured (Achievement, Aptitude, Attitude

(c) Providing Feedback, types of feedback (written comment, oral), peer feedback.

Unit – IV

(a) Continuous and Comprehensive Evaluation: Meaning, concept and characteristics of CCE, Need and Process.

(b) Grading: Concept, types and Application, Indicators for grading Psycho-Social and Political dimensions of assessment. Marking system and grading system.

(c) Assessment of affective learning: attitude and values, interest,

Unit – V

(a) Use of projects, Assignments, Worksheet, Practical Work, and Performance based activities, seminars and reports as assessment devices.

(b) Commercialization of assessment. Teacher assessment by student, institutional evaluation.

(c) Participatory assessment and community monitoring critical analysis of prevalent practices of assessment.

Term Test: 10 Marks

Sessional Work: 10 Marks

Any on assignment related to the Unit I to Unit V:

Recommended Books;

1. अस्थाना, विपिन (2009) मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, अग्रवाल प्रकाशन, आगरा।
2. पाल, हसराज एवं भार्मा, मंजूलता (2009), मापन आकलन एवं मूल्यांकन शिक्षा प्रकाशन, जयपुर।
3. अनिल कुमार शिक्षा मे मापन एवं मूल्यांकन रजत प्रकाशन, दिल्ली।
4. पाण्डेय, भृीघर (2010), शिक्षा में मापन मूल्यांकन, भवदीय प्रकाशन, कैजावाद।
5. भार्मा ज्याति (2009) , शैक्षिक मापन एवं मूल्यांकन, अग्रवान प्रकाशन, आगरा।
6. Paul, Black (2012). Assessment for learning McGraw.
7. East, Lorna M. Assessment as learning sage pub. 2010
8. Ecclestone, Kathryn. Transforming formative assessment in life long learning. Mc Graw Hill. Eng.2010

Course – 10

CREATING AN INCLUSIVE EDUCATION

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Continuous Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

1. Understand concept, meaning and significance of inclusive education
2. Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
3 Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education; understand the nature of difficulties encountered by children.
4 Prepare teachers for inclusive schools.
5. Analyze special education, integrated education, mainstream and inclusive education practices.
6. Identify and utilize existing resources for promoting inclusive practice.
7 Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners.
8. Develop the ability to conduct and supervise action research activities.

Course Contents:

UNIT – I

1. Definitions, concept and importance of inclusive education. Principal and model of inclusive education.
2. Inclusion and disability. Difference between special education, integrated education and inclusive education.
3. Advantages of inclusive education for education for all children in the context of right to education.

UNIT – II

1. Recommendations of the Indian Education Commission (1964-66). National Curriculum Framework, 2005 NCERT
2. The Convention on the Rights of the Child (specific articles related to inclusive education).

3. UNESCO Conventions, declaration and recommendations related to Rights of persons with Disabilities, role of UNICEF, RTE-2009 in inclusive education.

UNIT – III

1. Diversity: Meaning and definition.
2. Disability: psychological construction of disability identity, discrimination.
3. Concept, Nature, and Characteristics of Multiple Disabilities, classroom management for inclusive education

UNIT – IV:

1. Inclusive curriculum- Meaning and characteristics. Teaching and learning environment with special reference to inclusive school.
2. Special education. Special school building, co-curriculum activities.
3. Individual differences, children with disabilities: Hearing Impairment, visual impairment, voice impairment, orthopedic.

UNIT – V: Assessment in Inclusive School

1. Review existing educational programmes offered in secondary school (general and special education).
2. Utilization of records/ case profiles for identification, assessment and intervention for inclusive classrooms.
3. Evaluation and follow-up programmes for improvement of teacher preparation programmes in inclusive education.

Term Test: 10 Marks

Sessional Work: 10 Marks

Any on assignment related to the Unit I to Unit V: (10 Marks)

Reference Books:

1. Maitra,Krishna(2008):INCLUSION ISSUES AND PERSPECTIVES (For Teachers,Teachers' Educators and Parents): Kanishka Publishers, Distributors New Delhi-110002
2. Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
3. Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
4. Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
5. Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.
6. Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore

7. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A Siegruhn, & P. Pluddemann (Eds.) Multilingual education for South Africa 9pp. 3-&). Heinemann Educational Books.
8. T., Ainswcow, M., Black-Hawkins, K., Vaughan, M., & Shaw, L. (2000). Index for inclusion: Developing learning and participation in schools. Centre for Studies on Inclusive Education.
9. Carini, P.F. (2001). Valuing the immeasurable. In starting strong: A different look at children, schools, and standards (pp. 165-181). New York: Teachers College Press.
10. Delpit, L.D. (2012) Multiplication is for white people: raising expectations for other people's children, the new press.

OPTIONAL COURSE

(Any one of the followings)

Course-11

DISTANCE EDUCATION

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:-

To enable student to:-

1. Understand the concept, nature and scope of Distance Education.
2. Understand the nature of Distance Education as continuous process of development and change.
3. Understand the aims, objectives of teaching Distance Education at different levels.
4. Learn the techniques and methods of distance Education.
5. Understand the open system, correspondence education.
6. Understand communication strategies of Distance Education.

Course Content:

Unit – 1 ***Nature, Scope and Objectives***

1. Concept of Distance Education.
2. History of Distance Education.
3. Distance Education as a Discipline.
4. Theories of Distance Education.

Unit – II: ***Curriculum and Planning***

1. Open Education
2. Correspondence Education
3. National and State Universities

Unit – III ***Methods and Approaches***

1. Communication Strategies

2. Teaching Strategies of Distance Education
3. Educational Broadcast
4. Educational Telecast
5. The Computer, Videodiscs, C.D. and Video tapes
6. Resource Centers of Distance Education.

Unit – IV: *Instructional Support System*

1. Instructional Procedure
2. Support System of distance Education
3. Evaluation Process of Distances Teaching
4. Role of Regional and Study Centers
5. Role of Counselor and distance learner

Unit – V: *Evaluation*

1. Concept of evaluation in distance education.
2. Need for continuous evaluation
3. An Analysis of Distance Education.
4. Research in Distance Education.

Term Test: 10 Marks

Sessional Work: 10 Marks

Any one of the following:

1. Content analysis and preparation of instructional material related to any unit of subject related to Distance Education.
2. Study of any one aspect study center/regional centerelated of Distence Education.
3. Collection of newspaper cutting related to Distance Education.
4. Prepare a report on visit to any institution which is related to Distance Education.
5. Prepare a radio script or T.V. program script.
6. Prepare a chart, related to differentiate between Distance Education and traditional education teaching approaches.

Books Suggested:

1. Aitchison. J., 1987 Text Design in Distance Education print and facilitating adult learning, paper 7 : 1-29 Pretorai University of South Africa.
2. Andrews, J and Strain, J., 1985 Computer assisted distance education off-line and on-line American experiences, Distance Education 6, 2:143-57.
3. Anand, Satyapal, 1979 University without Walls Delhi Viaksh Publishing House Pvt. Ltd.,
4. Baath, J.A., 1979 Correspondence Education in the light of a number of contemporary teaching models, Malmoe, Liber Hermods.

5. Bate, A.W. (Ed.),1984 The role of technology in Destance Education" London : Croom Helm.,
6. Elton, Lewis, 1981 "Training Teachers of Distance Education" Paper presented Regional Symposium on Distance Learning in Asia, Penang 4-7 May 1981.
7. Ferguson, J., 1975 The Open University from within London University Press.
8. Rumble, G., 1975 "Distance Education in Latin America : Models for 1980"s, Distance Educational, 2:248-55.
9. Sewart, L.S., 1986 "Distance of of a correspondence course Adult Education 10:161-16.

Course-11

OPTIONAL COURSE

2 SCHOOL LIBRARY ORGANISATION

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

To enable the student teacher to:-

1. Know and understand the basic concepts in school Library Organization.
2. Know and understand the aim and objectives of School Library Organization.
3. Know, Understand and use the principles and methods of School Library Organization.
4. Know, Understand and use techniques of classification.
5. To know and use the catalogue systems and reference services.

Course Content:

Unit – 1

(i) Five Laws of Library Science
(ii) Library in Education
(iii) Library Equipment
(iv) Library Furniture

Unit – II

(i) Aims and objects of School Library.
(ii) Planning of Library Building.
(iii) Class Library and Subject Library.

Unit – III

(i) Organization and Administration of School Library.
(ii) Issue Methods:
a Brown Charging System
b Newark Charging System
c Book Selection

Unit – IV

(i) Classification: Meaning, Aims and Need of Classification

(ii) Library Rules

(iii) Stock Verification

Unit - V

(i) Catalogue: Meaning, Aims and Functions of Catalogue.

(ii) Types of Catalogue: Physical Form.

(iii) Accession Register

(iv) Reference Service: Meaning, Need and functions of Reference Service.

(v) Types of Reference Service.

Term Test: 10 Marks

Sessional Work: 10 Marks

1. One Essay
2. Survey of School Library and preparation of a report.
3. Classification of 25 Books by Deway-Decimal classification Scheme of 18th Edition.
4. Simple cataloging of Five Books by Rangnathan "Classified catalogue code.

Books Suggested:

1. Ranganathan, S.R. : Pustakalaya Vigan Ke Panch Sutra Rajasthan, Hindi, Granth Academy, Jaipur 1980
2. Shukla, Lalita, S : Basic Foundation of Library Science, Metropolitan Book Co. Delhi.
3. Ranganathan S.R. : Library Manual Asia Publishing House, Bombay, 1960.
4. Fargo, L.F. : School Pustakalaya Ke Vividh Roop, Atama Ram and Sons, Delhi 1966
5. Shastri, D.T.: Pustakalaya, Vargikaran, Sahitya Bhawan, 1974.
6. Triopathi, S.M.: Adhunik Granthalaya Vargikaran, Sri Ram Mehra & Co. Agra, 1976.
7. Bhargava, G.D.: Granthalaya Vargikaran, Madhya Pradesh Hindi Granth Academy, Bhopal, 1971.
8. Agarwal, S.S.: Catalogue Entries and Procedure, Lakshmi Book Store New Delhi, 1971.
9. Giraj Kumar and Kumar, C: Suchikaran Ke Siddhant, Vikash Publishing House, New Delhi, 1976.
10. Pandey S.K. Cataloguing Theory, Ere Ers Publications, New Delhi, 1986.
11. Ramganathan, S.R.: Library Administration, Asia Publishing House, Bombay.
12. Mittal, R.L.: Library Administration Theory and practice Metropolitan Book Co., Delhi-6, 1973.
13. Banarjee, P.R.: Pustakalaya, Vyasvasthapan, Madhya Pradesh Hindi Granth Academy, Bhopal.
14. Shrivastav and Verma: Pustakalaya Sangathan Avam Sanchalan, Rajasthan Hindi Granth Academy, Jaipur.

Course-11

OPTIONAL COURSE

3 EDUCATIONAL AND VOCATIONAL GUIDANCE

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives: To enable the student teachers to –

1. Understand the basic concept, nature and scope of educational vocational guidance.
2. Understand the aims and objectives of educational and vocational guidance.
3. Understand the importance of educational and vocational guidance in the present national scenario.
4. Understand the nature types of guidance services with reference to school education.

Course Content:

Unit – I: Concept, Nature and Scope of Guidance

Importance of guidance in the lives of individuals, meaning of guidance: Distinction between guidance and counseling.

Unit – II Importance of Guidance

Philosophy and aims of guidance, Importance of guidance in schools, for individuals and for society.

Unit – III Areas of Guidance

Areas of Guidance, Educational Guidance, Vocational Guidance, Personal Guidance, Development Guidance, Psychology of Careers, concept of Vocational Development and Careers Patterns.

Unit – IV Guidance in Present Context

Guidance implications in the current Indian Scenario, Educational and Guidance: Democracy and Guidance, Individual Difference and Guidance.

Unit – V Guidance Services

Introduction to Guidance Services : Individual Inventory Service Cumulative Record, Information Service, Follow up service, Group Guidance Service, Guidance in the school Programme Role & Responsibilities of Guidance worker in schools.

Term Test: 10 Marks

Sessional Work: 10 Marks

(i) Evaluation an Educational Programme Guidance and Curriculum Approach.

(ii) Write one essay and two abstracts.

Books Suggested:

1 Chada, Satish.: Educational Vocational Guidance and Counselling, R. Lall Book Depot, Meerut.

2 Ericko, Cliffor E.: A Basic Tent for Guidance Workers N.Y. Prentice, Hill Inc. 1947.

3 Forclich Clifird P. guidance services in smaller schools New York Mc Graw Hill Book Co. 1950.

4 Hoppock: Group Guidance, Principles, Techniques and Evaluation.

5 Strang, Ruth: The Role of Teacher in Personnel work, New York Teachers College, Columbia University, 1933.

6 Rawat, Asha.: Career Information & Career Guidance, R. Lall Book Depot, Meerut.

7 Sharma, R.A.: Fundamental of Guidance and Counselling, R. Lall Book Depot, Meerut.

8 Super Donald: Appraising Vocational Fitness New York, Harper and Brothers, 1947.

Course-11

OPTIONAL COURSE

4 ENVIRONMENTAL EDUCATION

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

To enable the pupil teacher to:

1. Understand the concept of Environment and the problems concerning Environment through multidisciplinary approach.
2. Develop environmental consciousness in their students.
3. Develop the skills of planning and organizing Ecological activities in the School so that the children can be equipped to play their role on protection and enrichment of environment.
4. Use Different techniques and material for the effective dissemination of Environmental information.
5. Conduct local surveys, arranges field trips, and Environmental games and related activities.

Course Content:

Unit – 1

1. Concept of Environment.
2. Concept of Ecology, Ecosystem, Components of Ecosystem and interdependence.
3. Relationship of man and Environment.
4. Personal & family responsibility about the Environment.

Unit – 2

Problems of modern civilization:

1. Population explosion.
2. Pollution – Air, Water, Noise, Waste and Cultural.
3. Deletion of Natural resources: Causes and measures for conservation of forests and wild life.

4. Water, energy and soil management.

Unit – 3

1. Meaning, objectives, importance and philosophy of Environmental Education.
2. Scope of environmental education – Multi – disciplinary approach correlation with other schools subjects.
3. Environment Education as a subject, its curriculum at different levels.

Unit – 4

1. Methods and Approaches: Group discussion, Project, Problem Solving, Observation, Field –Trips excursion, Activity Method, Games and Simulation, Puppet, lecture-demonstration, Ecology-club, Ecology-laboratory, Library and publications.
2. Role of Mass-media films and Audio –Visual material in Environmental Education.

Unit – 5

1. Role of different agencies: UNEP, W.W.F., Friends of trees, N.G.O."S and Government organizations.
2. The need for global outlook to solve Environmental problems.

Term Test: 10 Marks

Sessional Work: 10 Marks

Any one of following:

1. Prepare a scrap-book of an environmental articles and news.
2. Preparation of maps or charts or models or Transparencies related to Environmental issues.
3. Study any Environment problem and write a report of the same.
4. Prepare an article on Concept of Eco-system and Interdependency.
5. Prepare an article on Green-house effect Globlal warming.
6. Prepare an article on Depletion of Ozone Layer and Acid rain.
7. Prepare an article on Acts related to conservation of Environment.

Books Suggested:

1. Dani, H.M., Environmental Education, Chandigarh: Panjab University Publication Bureau, 1996.
2. Deshbandhu and G. Berberet: "Environmental Society, New Delhi
3. Dubey and S. Singh: "Environmental Management", Geograph Deptt. Allahabad University.
4. Garg, R.K. & Tatair Prakash, "Paryavaran Shiksha", Community Centre.
5. Holliman, J: "Consumer"s Guide to the Protection of the Environment", Ballanine London.

6. Parakh, B. S., Population Education Inception to Institutionalisation, New Delhi: NCERT, 1985.
7. Rao, D.G., Population Education: A Guide to Curriculum and Teacher Education, New Delhi,: Sterling Publishers, Pvt. Ltd., 1974.
8. Sharma, R. C., Population Resources, Environment and Quality of Life: Hand Book on Population Education, New Delhi : Rai & Sons, 1988.
9. Sharma H.S. & Singh H.P.: “Environment Education Teaching” (Hindi). Radha Prakashan Mandir, Agra.
10. Sharma R.A.: “Educational Environment”, R. Lall Book Depot, Meerut.
11. Trivedi, P.R., Encyclopedia of Environmental Pollution, Planning and Conservation (Vol. I –VI), New Delhi , A.P.H. Co., 2000.
12. Vyas Harish Chandra: “Paryavaran Shiksha”, Vidya Vihar, New Delhi
13. परिस्थिति एवं पर्यावरण – पंचशील प्रकाशन, चौड़ा रास्ता, जयपुर–15

Course-11

OPTIONAL COURSE

5 POPULATION EDUCATION

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

Student will be able to:

- Understand the meaning, scope and importance of population education.
- Understand the meaning, factors and impact of standard of life.
- Understand the need and means of population control.
- Understand the role of different agencies in the population education.

Course Content:

Unit – I

1. Population Education: Meaning and definition: Scope, need and importance of population education, Role and purpose of population education as an integral of education.
2. Population of India a world perspective: Concept of population; Theories of population, Under Population, Growth, Distribution and density of population, over population with demographic data in world perspective.

Unit – II

1. Standard of Living and the Quality of Lives : Food and nutrition, health-hygiene, Sanitation, Housing, Clothing, Education Travel, leisure,
2. Employment, Income, Consumption Level's, Efficiency and output Social culture and spiritual enlightenment, Ethics and aesthetics. Different aspects and their inter relationship with example and illustration from India and abroad;
3. Population and Indian's Development Endeavor, population growth and production with special reference to Nature Income; The impact of development of family life society, culture and personality.

Unit – III

1. Population Control and Planning : India's Population Policy :

2. The role of society and the formation of Public opinion favorable for Population Control, Role and responsibility of family and individual;
3. A small unit for healthier happier and better homes, improved standard of living; better quality of life.
4. Population equilibrium: Emergency and Long measures role of Population Education.

Unit – IV

1. Emergence of population Education : Action taken for Population Education (Historical Background),
2. Introduction of Population Education in school; Colleges and teacher education institution;
3. Role of Different Agencies and Organization, Home, School, Community; Government (Population policies and programmed voluntary Agencies, Mass media).

Unit – V

1. Teacher of Population Education: His preparation, qualities,
2. Role of teacher education. Education Activities for Population Education:
3. Extension lectures, Debates, Survey, Games, Exhibitions, Dramas, Meeting with parents; Preparation of aids, etc.

Term Test: 10 Marks

Sessional Work: 10 Marks

Any One

a. Population Survey of a Community.
b. Preparation of two charts regarding population of a District.
c. Preparing of graphical presentation of population of a District.
d. Preparing a report of an exhibition concerning population education.
e. An essary on the role of Mass – Media in population control.

Books Suggested:

1. Mehta, T.S. & Pathak B.S.,: Population Education for Teachers NCERT Publication.
2. Mehta, T.S. and Chandrar: Population Education: Selected Reading NCERT Publication.
3. Mehta, T.S. Saxena, R.C. & Mukharjee: Reading in population in Education NCERT Publication.
4. Wadia, A.B.: Population Education for young on the Nature and Methodolog of Population Education FPAT, Mumbai. FPAL, Mumbai.
5. UNESCO: Reading on the Nature and Methodology of Population Education Bangkok, 1982. Bangkok, 1982.
6. Vyas & Vyas : Population : Problem and Solution, Asha Prakashan Grah 30, Naiwala, Karol Bag, New Delhi-5

Course-11

OPTIONAL COURSE

6 ELEMENTARY EDUCATION

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

Student – Teachers will be able:

1. To understand the concept, scope and objective of elementary education.
2. To recall the constitutional provision and understand the efforts made by different agencies for the expansion of elementary education.
3. To understand the ideology and experiments of Mahatma Gandhi and Giju Bhai in the field of elementary education.
4. To understand the child and development of school-community relationship.
5. To use the teaching methods in the elementary schools classrooms.
6. To prepare and use teaching-learning material in the classrooms.
7. To understand and use techniques of evaluation.
8. To understand and analyse the significant problems related to elementary education.

Course Content:

Unit – I

i Elementary Education: Concept, Scope and Objective.

ii Constitutional provisions and efforts made after independence.

Unit – 2

(i) Status of UEE (Universalisation of elementary education) in Rajasthan.

(ii) Role of state, local bodies and NGOs in the expansion of UEE.

(iii) Experiments and Schemes (DPEP, Gurumitra, Lok Jumbish, Shiksha Karni, Sarswati Yojna, Sarva Shiksha Abhiyan, Rajeev Gandhi Pathshala, Para Teachers etc.).

Unit – 3

(i) Experiments in elementary education by Mahatma Gandhi and Giju Bhai.

(ii) Training, Service conditions and responsibilities of elementary school teachers.

(iii) Role of elementary school teacher in developing school – community relationship.

Unit – 4

(i) Objectives and methods of teaching of language, environmental studies, Mathematics and SUPW.

(ii) Methods of Teaching :

(a) Story Telling

(b) Activity

(c) Play – Way

(d) Multi – Subject Teaching

(e) Continuous and Comprehensive Evaluation.

Unit – 5

(i) Problems in Elementary Education (Status, Causes and Suggestions)

(a) Quality V/S Qualities

(b) Drop outs

(c) Disparity in enrolment of girls and groups based on socio-economic states and categorize (ST/SC/OBC/ Other categories).

(d) Administration and supervision of elementary schools.

Term Test: 10 Marks

Sessional Work: 10 Marks

Any one of following:

i. Prepare a report of implementation of any one method in elementary class.

ii. Collect the data of children (6-14 age group) in the concern region about education

iii. Prepare an article on the role of Govt. & NGO"s in Encouragement of Elementary Education.

iv. Planning, organization and reporting of own play-way class.

Books Suggested:

1. Mohanty, J. & Mohanty B. Early Childhood care and Education, Deep & Deep Publication, New Delhi, 1964

2. Rawat, D.S. & Others, Universalisations of Elementary Education : NCERT, New Delhi, 1981

3. Mohanty, Jamohan, "Primary and Elementary Educations" Deep & Deep Publications Pvt. Ltd. F-159, Rajouri Garden New Delhi-110027 Published in 2002

4. कुलपति, निर्मला, बाल ि" ाक्षण की आद" ार विधियां, जनवाणी प्रका" ान प्रा.लि. दिल्ली–110032 संस्करण – 2003

5. Rao, R.K. “Primary Educations”, Kalpur Publications Delhi-110052, Published in 2000
6. Grewal, J.S. (Dr.) “Early Childhood Education” National Psychological Corporation. 4/230, Kacheri, Ghat, Agra – 282004 (U.P.) India Printed in 1995
7. बधेका गिजुभाई, प्राथमिक विद्यालय की शिक्षा पद्धतियां संस्कृति साहित्य, दिल्ली–110032 प्रकाशन वर्ष 2000
8. चौहान आर.एस. – ‘‘बाल विकास के मनोवैज्ञानिक आधार’’ प्रकाशन, आगरा साहित्यिक, 2002
9. बधेका, गिजुभाई ग्रन्थमाला मोन्टेसरी बाल शिक्षण समिति, राजलदेसर (चूरु) प्रकाशन वर्ष 1998
10. National Policy of on Education 1986 (with modification of Action 1992) New Delhi : MHRD) (1992)
11. National Policy of Education 1986, Programme of Action 1992 (New Delhi: MHRD) (1992b).
12. Report of the Committee of State Education Ministers on Implication of proposal or make Elementary Educations a Fundamental Right (New Delhi : Department of Education) (1987)
13. Sinha, Amarjeet, Primary Schooling in India, New Delhi : Vikas, 1998
14. Shukla, Chaya – “Teaching of social studies in Elementary School”s Mohit National Publication – 2002

Course-11

OPTIONAL COURSE

7 Health and Physical Education

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:-

1. To understand the concept of holistic health, its various dimensions and determinants and the importance of sports and yoga for development of holistic health;
2. To develop positive attitude towards health as individual and be collectively responsible to achieve it;
3. To know their health status, identify health problems and be informed for taking remedial measures;
4. To generate awareness about rules of safety in hazardous situation (illness, accident and injury) and equip them with first aid measures about common sickness and injuries;
5. To learn and to form right habits about exercise, games and sports, sleep, rest and relaxation;
6. To sensitise, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development;
7. To create interest for the practice of yogasanas and meditations through which they learn the skills/art of self-control, concentration, peace and relaxation to avoid ill effects of stress, strain and fatigue of routine life;
8. To understand and develop skills to deal with psycho-social issues including those, related to process of growing up during adolescence, HIV/AIDS and substance abuse;
9. To understand various policies and programmes related to health, physical education and *yoga*; and
10. To understand the process of assessment of health and physical fitness.

Course Content:

UNIT - I

1. Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children.
2. Physical Education- Meaning, concept and importance
3. Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages.

UNIT - II

1. The body system-skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common injuries of bones, common health problems and diseases-its causes, prevention and cure, immunization and first aid
2. Food and nutrition, food habits, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food, preservation of food value during cooking, indigenous and modern ways to persevere food, shift in food practices and its globalization, practices related to food hygiene, malnutrition, including obesity, food and waterborne and deficiency diseases and prevention.

UNIT - III

1. Safety and security — disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment.
2. Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defense activities.

UNIT - IV

1. Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health.
2. Fundamental skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports ethics; sports awards and scholarships, sports-personship

UNIT - V

1. *Yogic* practices — importance of *yoga*, *yogasanas*, *kriyas* and *pranayams*
2. Role of institutions (school, family and sports), health services, policies and major health and physical education-related programmes, blood banks, role of media.

Term Test: 10 Marks

Sessional Work: 10 Marks

1. Organization of inter school games and sports tournaments in your district/village/town.
2. Orientation program on Fundamental Sports Skills : Basics of track and field (100 mts., 200 mts., long jump, shot put, 4 × 50 mts. Relay) Gymnastics.
3. Any two team games (Kabaddi, Kho-Kho, Basketball, Cricket, Hockey, Volleyball and Football) or individual game.
1. Organization of inter school games and sports tournaments in your district/village/town.

Recommended books:

1. National Plan of Physical Education and Recreation (Ministry of Education Govt. *of* India)
2. Thomas, J.P : Organization of Physical Education Madras Y.M.C.A.
3. Williams J.F. Principles of Education.
4. Sharma, J .R. Principles of Physical Education.
5. Tirunarayan, O. and Harisharan S. Methods in Physical Education (A.C.P.E. Karakaikudi-4) ,
6. Rice E.A., A Brief History of Physical Education.
7. Weight Training in Throwing Events - Vidya Sagar Sharma (NIS Edition)
8. Dr. R.L. Anand: Playing Field Manual (NIS Edition)
9. Syllabus of Exercise for Primary, Upper Primary and Secondary Schools, Education Department, Govt. of Rajasthan.
10. Y.M.C.A. Chennai,: Rules of Games and Sports.
11. B.D. Bhatt and S.R. Sharma: Teaching of Physical and Health Education Kanishka Publishing House, 9/2325, Street No.12, Kailash Nagar, Delhi - 110031.
12. लायल : शारीरिक शिक्षा (शकुंतला प्रकाशन, लखनऊ)
13. मोहन, व्ही.एम.ए. : शारीरिक शिक्षा के सिधान्त एवं तत्व ज्ञान (केट्रोपोलिटन कम्पनी, दिल्ली)
14. हरिकिशन शर्मा : विद्यालयी भाारीरिक शिक्षा एवं खेल : संचालन, प्रशासन एवं पर्यवेक्षण, पण्डित प्रकाशन, 1333 वैरवाड़ा, नई सड़क दिल्ली–6
15. डा. जी.पी. शौरी, स्वास्थ्य शिक्षा, विनोद पुस्तक मन्दिर, आगरा।

COURSE-11

OPTIONAL COURSE

8 Guidance & Counseling

Time Allowed: 3.00 Hours Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:-

1. To develop an understanding of the concepts of guidance and Counseling.
2. To develop an understanding of educational, vocational and personal guidance.
3. To acquaint the students with the testing devices and techniques of guidance.
4. To create an awareness of the working of guidance centers.
5. To provide guidance & Counseling for school level students.

Course Content:

UNIT - I Concept of Guidance

1 . Meaning, Nature & functions of Guidance.
2. Principles of Guidance.
3. Need of Guidance at various stages of life.
4. Types of Guidance:,

(i) Educational Guidance (ii) Vocational Guidance (iii) Personal Guidance

UNIT - II Counseling

1. Concept of Counseling.
2. Theories of Counseling:

   (i) Theory of Self (Rogers)

   (ii) Rational Emotive Behavioral Therapy (Albert Ellis).
3. Types of Counseling: Directive, Non directive, Eclectic.
2. Process of Counseling (Initial disclosure, in depth exploration and Commitment to action).

UNIT - III Testing and Non- testing devices for the study of an Individual:-

1. Tests: Aptitude, Attitude, Interest, Achievement, personality, IQ and Emotional, Mental ability, Intelligence etc.
2. Techniques used in guidance: Questionnaire, Interview schedule, Case study, Diary and Autobiography.

3. Professional efficacy and interest.

UNIT - IV Skills in Guidance & Counseling:-

1. Skills in Counseling (Listening, Questioning, Responding, Communicating.)
2. Role of Teacher as a counselor and professional ethics associated with it.
2. Career Counseling and Dissemination of Occupational Information.

UNIT - V Contemporary issues:-

1. Dealing with depression and academic stress (with regard to their identification and intervention). Guidance Implication in (Current Indian & scenario, Education and Guidance: Democracy and Guidance, Individual Difference and Guidance, planning of Guidance cell in school.

Term Test: 10 Marks

Sessional Work: 10 Marks

Any one of the followings:

1. Prepare a plan and establish a guidance and Counseling cell in school.
2. Make a stress releasing strategy for school students and find out its effectiveness.
3. Pupil Teacher should guide at least one school student in any area of guidance and prepare a report to this effect.
4. Organize a workshop in school on guidance of secondary to senior secondary level students.
5. Prepare a case study of one student with special needs at school level and give suggestions for remedial measure,

Recommended Books:

1. Sharma, Shati Prabha. Career Guidance and Counseling: principles and techniques. Kanihka publisher. 2005
6. Sharma, RN & Sharma, rachana. Guidance and Counselling in India. Atlantic Pub. & Distributors, New Delhi, 2004
3. Singh, Y.K. Guidance and Career Counselling. APH Publishing New Delhi. 2007
4. Nayak, AK. Guidance & Career Counselling. APH Publishing corp. 2007
3. Abraham, Jessy. Guidance & Counselling for Teacher Education. Sarup & sons. New Delhi. 2003
6. अस्थाना, विपिन, परामर्श एवं निर्देशन. अग्रवाल प्रकाशन, 2014
7. अस्थाना, विपिन एवं अस्थाना निधि निर्देशन और उपबोधन, अग्रवाल प्रकाशन, 2013–14
8. भटनागर, सुरेश एवं वर्मा, रामपाल. वृतिक सूचना एवं वृतिक निर्देशन, अग्रवाल प्रकाशन 2012
9. जयसवाल, सीताराम शिक्षा में निर्देशन एवं परामर्श अग्रवाल प्रकाशन 2014
10. उपाध्याय, राम वल्लभ एवं जयसवाल, सीताराम शिक्षा में निर्देशन एवं परामर्श की भूमिका अग्रवाल प्रकाशन 2014

Course-12

Computer Education

Time Allowed: 2.00 Hours Maximum Marks: 50

(External Theory: 35, Internal Assessmet (Practical): 15)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 7 marks.

Objectives:

1. The student teachers will have understanding of Computer System and its working.
2. The student teachers will be able to understand and operate “Window”.
3. The student will develop skill in using word processing, spread sheet & presentation and its application
4. The student will be able to understand the Educational Applications of Computer
5. The student will develop positive attitude towards handling of computers.
6. The student will develop skill the use of Internet.

Course Content

Unit – I Computer Fundamentals

1. Introduction to computer :-
   (a) Generations of Computer.
   (b) Block diagram of Computer.
   (c) Classification & Historical Development of Computer
2. Concept of hardware and software.
3. Input/output devises: Keyboard, Mouse, Monitor, Printer, touh screen, light pen, scanning device, optical scanning & bar code scanning.
4. Storage devices: Hard disk, Floppy disk, optical disk, internet hard drives, CD, DVD.
5. Computer memory and its units – RAM, ROM, microprocessor, expansion slots and cards.

Unit – II Operating System

1. Basic features of Windows 98, xp & vista
2. “Windows” and its accessories & applets eg. Explorer, file manager, Notepad, Wordpad, Calculator, Point etc.
3. Basic features of Linux

Unit – III MS – Office Package

1. MS-Word : Text Management
2. MS-EXCEL: To support spread sheet and graphics.
3. POWER POINT: Preparation of presentation.

Unit – IV Internet and Multimedia

1. Basic of communication.
2. Wireless revolution: wireless connection, infrared, microwave, satellite
3. Types of networking
4. Server, Modem, E-Mail, Internet surfing for educational purpose, Websites, Search Engines.
5. Concept of Multimedia and its educational uses.
6. Basic concept of HTML

Unit – V

1. Computer as teaching machine :

(a) Computer Aided Instruction (CAI) : concept and modes.

(b) Concept of other terms like CMI (Computer Managed Instruction, CALT (Computer Assisted Learning and Teaching).

1. Information Technology and Computer (concept, role, impact on education system.
2. Role of Computers in Education System. (e.g. library management, Educational Management of Research. School Management, Evaluation distance education, Education of special Children etc.).

Details of Practical Excecises:-

(a) Student teacher done at least five practical exercises of practical. The exercises bases on following groups:-

(i) M.S. Windows – 98 / XP/ vista (ii) M.S. Word

(ii) M.S. Excel (iv) M.S. Power Point

(b) Sessional work (any two)

1. Preparation of Mark-sheet and Question Bank. (Consist objective type – 20, Short Answer Type – 20 & Essay type – 10 questions)
2. Preparation of instructional material course work based on content to be used as at least one transparencies/charts using MS-Word/Power Point.
3. Preparations of marks register of a class and its statistical analysis and graphical presentation. (M.S. Excel).

Books Suggested:

1. Balamurali, Savitha (1996) : “An introduction to Computer Science”, Vikas Publishing House Pvt. Ltd. New Delhi.

2. Osborne A. (1982) “An Introduction to Micro Computers Galgolia Book source” New Delhi.
3. Payal Lotia and Pradeep Nair: “Computer an introduction”, BPB Publication, New Delhi-110001.
4. Rajaraman, Fundamental of Computers, New Delhi, Prentice Hall of India Pvt. Ltd.
5. Sinha, P. K., Computer Fundamentals, New Delhi, BPB, 1992.
6. Reghavan S.S. (1986) “Micro Computer in Sciencce and Language teaching” Mysore R.C.E.
7. कौर, हरजीत : (1996) ''कम्प्यूटर'' आत्माराम एण्ड संस, नई दिल्ली वेकटाबगल, एस. ''कम्प्यूटर एक परिचय'' पीताम्बर पब्लिशिंग कम्पनी, प्रा. लि. नई दिल्ली

Teaching Internship (10 weeks)

Internal marks= 75

External marks=75

Total 150 marks

PAPER – EPC_3

CRITICAL UNDERSTANDING OF ICT

Maximum Marks: 50

(Continuous Internal Assessment: 50)

Objectives:

1. To provide much hands-on- experience with familiarity with computers.
2. To enable student-teachers to recognize, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

Course Contents:

Note: Pupil Teacher will draft a report on below mentioned all activities.

Activities 1:

1. Organize a workshop on information technology in 'construction of knowledge'.
2. Construction of lesson plan by use of audio-visual media and computers.

Activities II:

1. Deliver at least 10 lessons in school by audio-visual media and computers.
2. Smart Class, use of smart board.

Activities III:

1. Explain and give practical instruction on meaning, planning and organizing videoconferencing in education.
2. Manage, organize and Conduct any five conferencing programme for school student by pupil teacher.
3. E-Learning, Mobile learning.

Activities IV:

1. Practical knowledge of operating computers–on/off, word processing, use of power point, excel and Computer as a learning tool. Internet accessing: search, download and upload. E-mail
2. Pupil teacher will make power point presentation on any 2 topics and present them before students.
3. Use of available software or CDs with LCD projection for subject learning interactions.

Activities V:

1. Effective browsing of the internet for discerning and selecting relevant information.
2. Survey of educational sites based in India and downloading relevant material.
3. Pupil teacher will have Interactive use of ICT: Participation in Yahoo groups, creation of 'blogs', etc.

COURSE – EPC_4

UNDERSTANDING THE SELF

Maximum Marks: 50

(Continuous Internal Assessment: 50)

Course Objectives:

1. To develop understanding of student- teachers about themselves..
2. To address aspects of development of the inner self and the professional identity of a teacher.
3. To develop social relational sensitivity and effective communication skills, including the ability to listen and observe.
4. To develop a holistic and integrated understanding of the human.
5. To make awareness in student teacher of their identities and the political, historical and social forces that shape them.
6. To introduce yoga to enhance abilities of body and mind and promote sensibilities that help to give in peace and harmony with one's surrounding.

Course Contents:

Note: Pupil Teacher will draft a report on below mentioned all activities.

Activities:

1. Conduct seven days' workshop in school for personality development on *Chetna Vikas Mulya Shiksha,*
2. Identification of self values and develops life values.
3. Organize yoga and meditation classes at least for two months in a school.
4. Prepare a report after analyzing the effect of the yoga and meditation class on body, mind and concentration.
5. Prepare a Performa for cumulative records of students.
6. Case studies/ biographies/ stories/watching movie/documentary of different children, who are raised in different circumstances and how their circumstances affected their sense of self and identity formation.
7. Enlist five good conducts within you how can you adopt in your life.
8. Prepare self appraisal report.

Annexure-II

SHRI GURUNANAK KHALSA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA,

A copy of latest recognition order issued by NCTE

उत्तर क्षेत्रीय समिति
राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)

NCTE

Northern Regional Committee
National Council for Teacher Education
(A Statutory Body of the Government of India)

F. No./NRC/NCTE/RJ-529/2015 196409 Date: 30 APR 2015

TO BE PUBLISHED IN GAZETTE ON INDIA PART III SECTION 4

ORDER

WHEREAS, in exercise of the powers conferred by sub-section (2) of Section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993) and in supersession of the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 01.12.2014.

2. **AND WHEREAS**, the institution **Shri Gurunank Khalsa Shikshak Prashikshan Mahavidyalaya, Sector-12, Hanumangarh-335512, Rajasthan** has by affidavit consented to come under New Regulations and sought for two basic units in B.Ed., which require additional facilities.

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

(i) The institution shall create additional facilities that include (a) additional built-up-area, (b) additional infrastructure, (c) additional funds, (d) adhere to staff norms as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.

(ii) The application-Institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC) and the Building Plan (BP) in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting Team at the time of inspection.

(iii) The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these condition by 20 February, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.

(iv) In case any existing institution's matter is sub-judice under court direction/SCN under section 17 of the NCTE Act/ Complaint etc., the institution shall be required to submit a copy of the Hon'ble Court order/reply to SCN/complaint/already submitted alongwith the documents, if any together the documents referred above. In case the institution's request for shifting of premises is pending, such institution shall be required to submit the requisite documents as per provisions of the NCTE Regulations, 2014 with a copy of the order/NOC of the affiliating body/State Govt. and such other documents as indicated in the revised format recognition order. The final decision shall be subject to the directions given by the Hon'ble Court in the Writ Petition/case decided by the Northern Regional Committee in respect of Section 17/complaint cases etc.

4. **Now therefore**, in the light of the above, the Northern Regional Committee, NCTE hereby issues the revised Recognition Order to **Shri Gurunank Khalsa Shikshak Prashikshan Mahavidyalaya, Sector-12, Hanumangarh-335512, Rajasthan** for conducting B.Ed. programme of two years duration with an annual intake of 100 for two basic units of 50 students each from the academic session 2015-2016 subject to fulfillment of the conditions mentioned herein, before 31.10.2015

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

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

कार्यालय : चौथी मंजिल, जीवन निधी–II, एल.आई.सी. बिल्डिंग, अम्बेडकर सर्किल, भवानी सिंह मार्ग, जयपुर–302 005 (राजस्थान)
कार्यक्षेत्र : उत्तर प्रदेश, उत्तरांचल, दिल्ली, हरियाणा, पंजाब, चण्डीगढ़, हिमाचल प्रदेश, राजस्थान
Phone No. 0141-2744288, 2744635, Fax : 0141-2744173

Office : 4th Floor, Jeevan Nidhi-II, LIC Building, Ambedkar Circle, Bhawani Singh Marg, Jaipur -302 005 (Rajasthan)
Jurisdiction : U.P., Uttranchal, Delhi, Haryana, Punjab, Chandigarh, H.P., Rajasthan
E-mail : nrc@ncte-india.org, Website : www.ncte-india.org

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

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

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

By Order,

(Dr. I.K. Mansoori))
Regional Director

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

Copy to:-

1. The Principal, **Shri Gurunank Khalsa Shikshak Prashikshan Mahavidyalaya, Sector-12, Hanumangarh-335512, Rajasthan.**
2. The Secretary / Correspondent, **Shri Gurunank Khalsa Public Shiksha Samiti, Hanumangarh Junction-335515, Rajasthan.**
3. The Secretary, Department of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi- 110001.
4. The Principal Secretary, (Higher Education) Govt. of Rajasthan, Secretariat, Jaipur Rajasthan.,
1. The Registrar, Maharaja Ganga Singh University, Bikaner, NH-15 Jaislmer Road Bikaner-Rajasthan.
5. The US (Computer), National Council for Teacher Education, Hans Bhawan Wing-II, I, Bahadur Shah Zafar Marg, New Delhi- 110 002.
6. The Coordinator, PTET, M.D.S. University, Ajmer, Rajasthan.
7. Office order file/ Institution file

Regional Director

Annexure-III

University results for previous academic year

SHRIGURUNANAK KHALSA SHIKSHAK PRASHIKSHAN

MAHAVIDYALAYA,
RESULT 2014-15

S. No.	NAME	FATHER'S NAME	PERCENTAGE	RESULT
1	AMANDEEP	GURUCHARAN SINGH	69.20	I
2	AMANDEEP KAUR	RAJENDER SINGH	73.90	I
3	AMANDEEP KAUR	SUKHWAINDER SINGH	75.30	I
4	AMARJEET KOUR	SOHAN SINGH	67.70	I
5	AMITA BENIWAL	JHINDU RAM BENIWAL	74.80	I
6	AMRIT KOUR SAINI	GURMEET SINGH SAINI	74.90	I
7	AMRIT PAL	OM PRAKASH	72.20	I
8	ANISHA RANI	RAMESH CHANDER	73.40	I
9	ANITA	SHYOKARAN	69.00	I
10	ANITA BHABHOR	BALCHAND BHABHOR	FAIL	FAIL
11	ANJANI KUMARI	HARDAT	72.70	I
12	ANJU BALA	SUNIL KUMAR	66.90	I
13	ANJU DEVI	SARVAN KUMAR	69.70	I
14	ANUPAMA BISHU	SHRWAN KUMAR	77.70	I
15	ANUSUIYA	BHUPENDER KUMAR VERMA	73.60	I
16	BABITA SHARMA	MANOHAR LAL	75.70	I
17	BANITA	VINOD KUMAR	72.90	I
18	BAYANT KAUR	PARAMJEET SINGH	71.10	I
19	BEANT KAUR	DARSHAN SINGH	72.70	I
20	BHAVANA GOLA	SURENDER LAL GOLA	70.90	I
21	BHOOMIKA SHARMA	NARENDER KUMAR SHARMA	71.00	I
22	BINDU VERMA	RADHEY SHYAM	75.20	I
23	CHAMPA DEVI	MOHAN LAL	69.70	I

24	CHANDER KALA	JETHA RAM	75.10	I
25	CHANDERKALA	MAHENDRA KUMAR	72.00	I
26	DEEPA KUMARI	BAHADUR SINGH	75.30	I
27	DHOLI KUMARI	RAM CHANDER	68.00	I
28	DIVYA	PARAMJEET SINGH	74.00	I
29	HARPAL KAUR	SUKHWINDER SINGH	75.80	I
30	HONEY SOMANI	ASHOK SOMANI	79.90	I
31	INDERJEET KAUR	JASWANT SINGH	72.20	I
32	JASHODA KUMARI DARANGI	LAXMI LAL DARANGI	68.70	I
33	JEENIYAN NARANG	DEVENDER KUMAR	78.10	I
34	JULI KUMARI	BHOORA RAM KUMHAR	69.00	I
35	JYOTI	MADAN LAL	74.90	I
36	KAMLA KUMARI	VEERU RAM	71.90	I
37	KAMLESH DEVI	MOHAN LAL	74.30	I
38	KAMLESH KANWAR	SAWAI SINGH	ABSENT	FAIL
39	KAMNA KHOTH	MOHAN LAL KHOTH	72.10	I
40	KANCHAN BAJAJ	JANAK LAL	77.20	I
41	KAVITA	OM PRAKASH	76.20	I
42	KAVITA	SOHAN LAL	71.60	I
43	KAVITA	DHARAM PAL SAHARAN	70.10	I
44	KAVITA BHARI	JAGDISH BHARI	74.50	I
45	KESAR DEVI	RAMLAL	72.10	I
46	KIRANPAL KAUR	BIKAR SINGH	71.90	I
47	MAMTA RANI	MADAN GOPAL	74.90	I
48	MANISHA	SURESH KUMAR	76.60	I
49	MANJU BALA	RAMJAS	72.90	I
50	MAYA	RAM KUMAR	68.00	I
51	MEENA KUMARI	MOHAN LAL	75.80	I
52	MITHLESHI MEENA	BRIJ LAL MEENA	76.90	I
53	MONIKA	RAJAN SINGH	72.20	I
54	MONIKA KHATRI	PAWAN KUMAR KHATRI	73.20	I

55	MRIDULA SIAG	SURENDER KUMAR	75.30	I
56	NEELAM	UTTAM SINGH	71.90	I
57	NEELAM KUMARI	OM PRAKASH	71.60	I
58	NEETA RANI	DESHRAJ	75.80	I
59	NIRAMA BALA	KRISHAN KUMAR	76.90	I
60	NIRMALA	BHURA RAM	72.70	I
61	NIRMLA	DANA RAM	67.20	I
62	PARMILA	DAYA RAM	FAIL	FAIL
63	POOJA	SUKHDEV SINGH	74.70	I
64	POOJA PARIK	RAMAVATAR PARIK	70.90	I
65	POONAM	BANWARI LAL	70.00	I
66	POONAM CHOUDHARY	SAHAB RAM CHOUDHARY	72.80	I
67	POONAM RANI VERMA	OM PRAKASH VERMA	68.90	I
68	PRIYA MITTAL	SATISH KUMAR	73.60	I
69	PRIYANKA DEVI	LAL CHAND	72.70	I
70	PRIYANKA SUTHAR	DEVI LAL SUTHAR	73.80	I
71	PUSHPA DEVI	HARCHAND	72.50	I
72	RAHMAT	MOHAMMAD AAMIN	72.00	I
73	RAKHI KUMARI GARASIYA	HARIDEV GARASIYA	FAIL	FAIL
74	RAMANDEE KAUR	BALDEV SINGH	79.90	I
75	RANI DEVI	PRITHVIRAJ	71.00	I
76	RAVIKA	INDER JEET SINGH	81.20	I
77	REENU	JAGDISH	75.00	I
78	RICHA RANI	BRAHM SARUP	75.60	I
79	RIMPI	JAGAN SINGH	72.60	I
80	RITU	SURESH CHANDER	74.70	I
81	RITU RANI	AWADH BIHARI	76.90	I
82	SANJU	GURDYAL	71.10	I
83	SAROJ KUMARI	LAL CHAND SHARMA	66.60	I
84	SAVITA	RAJENDER PRASA KATARIYA	80.10	I
85	SHARDA DEVI	BIKRAM JEET	77.70	I

86	SHIVANI	MOHAN LAL GARG	76.60	I
87	SIMRANJEET KAUR	SEVAK SINGH	ABSENT	FAIL
88	SUCHITRA	DESHRAJ	79.50	I
89	SUKHVEER KOUR	MALKEET SINGH	77.50	I
90	SUMAN	SHANKER LAL	67.50	I
91	SUMAN	OM PRAKASH	74.90	I
92	SUMAN DEVI	MADAN LAL	74.30	I
93	SUNITA KUMARI	BAL RAM	70.10	I
94	SUNITA KUMARI	MANGE RAM	68.80	I
95	SUNITA RANI SINGLA	ROOP CHAND SINGLA	72.10	I
96	SUREKHA DODIYAR	SHYAM JI DODIYAR	71.00	I
97	SWATI WATTS	PURSHOTTAM WATTS	77.10	I
98	URMILA	LADHU RAM NAIN	78.50	I
99	UTTAMA GARG	TARSEM CHAND GARG	78.10	I
100	VALU LILABEN	PRATAPBHAI	ABSENT	FAIL

Annexure-IV

SHRI GURUNANAK KHALSA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA

Audited income-expenditure statement for the previous financial year 2014-15

P.K.KOCHAR & COMPANY
CHARTERED ACCOUNTANTS
521 General Market, Hospital Road, Hanumangarh Town.(Raj.) 335513

Tel.:01552 - 222915
Mobile: 94140 94215

FORM No. 10-B

[See rule 17-B]

Audit report u/s 12A(b) of the Income-Tax Act,1961
in the case of Charitable or Religious Trust/Institutions

We have examined the balance sheet of the S.G.N.KHALSA PUBLIC SIKSHA SAMITY, Hanumangarh Jn. as at 31st March,2015 and the Income & Expenditure Account for the year ending on that date which are in agreement with the books of account maintained by the said trust or institution.

We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purposes of the audit. In our opinion, proper books of account have been kept by the above named trust / institution so far as appears from our examination of the books and proper returns etc. produced before us for the purposes of the audit.

In our opinion and to the best of our information and according to information given to us, the said accounts give a true and fair view (subject to notes attached herewith):-

(i) in the case of the Balance Sheet,of the state of affairs of the above named trust/ institution as at 31st March,2015.

(ii)in the case of the Income & Expenditure Account of the Surplus for the accounting year ending on 31st March,2015.

The prescribed particulars are annexed hereto.

For P.K.KOCHAR & CO.
Chartered Accountants

Dt. 18/05/2015

(P.K.KOCHAR)
M.No.071478

P.K.KOCHAR & COMPANY
CHARTERED ACCOUNTANTS
521 General Market, Hospital Road, Hanumangarh Town.(Raj.) 335513
Tel.:01552 - 222915
Mobile: 94140 94215

ANNEXTURE TO FORM No. 10-B

STATEMENT OF PARTICULARS

APPLICATION OF INCOME FOR CHARITABLE & RELIGIOUS PURPOSE

1.Amount of Income of the previous year applied to Charitable or Religious purposes in India during the year.	Net Surplus of Rs.852550.62
2.Whether the trust/ institution has exercised the option under clause (2) of the Explanation to the section 11(1) ? If so, the details of the amount of income deemed to have been applied to charitable or religious purposes in India during the previous year.	Yes ALL
3.Amount of income accumulated or set apart or finally set apart for application to charitable or religious purposes, to the extent it does not exceed 15 % of the income derived from property held under trust wholly or in part only for such purposes.	Yes.
4.Amount of income eligible for exemption under section 11(1)(c) (Give details)	All as per I&E Account
5.Amount of income, in addition to the amount referred to in item 3 above, accumulated or set apart for specified purposes u/s 11(2)	Nil
6.Whether the amount of income mentioned in item 5 above has been invested or deposited	

in the manner laid down in section 11(2)(b) ? If so, the details thereof — Nil

7.Whether any part of the income in respect of which an option was exercised under clause (2) of the Explanation to section 11(1) in any earlier year is deemed to be income of the previous year under section 11(1B) ? If so, the details thereof — Nil

8. Whether during the previous year, any part of income accumulated or set apart for specified purposes under section 11(2) in any earlier year ---

(a) has been applied for purposes other than charitable or religious purposes or has ceased to be accumulated or set apart for application thereto, or — Nil

(b)has ceased to remain invested in any security referred to in section 11(2)(b)(i) or deposited in any account referred to in section 11(2)(b)(ii) or section 11(2)(b)(iii), or — Nil

(c)has not been utilised for purposes for which it was accumulated or set apart during the period for which it was to be accumulated or set part, or in the year immediately following the expiry thereof ? If so, details thereof. — Nil

II.APPLICATION OR USE OF INCOME OR PROPERTY FOR THE BENEFIT OF PERSONS REFERRED TO IN SECTION 13(3)

1.Whether any part of the income or property of the trust/ institution was lent, or continues to be lent, in the previous year to any person referred to in section 13(3) (hereinafter referred to in this Annexture as such person) ? If so, give details of the

amount, rate of interest charged and the nature of security, if any.	Nil
2.Whether any land,building or other property of the trust/institution was made or continued to be made available for the use of any such person during the previous year? If so,give details of the property and the amount of rent or compensation charged,if any.	Nil
3.Whether any payment was made to any such person during the previous year by way of Salary,allowance or otherwise? If so,give details.	Nil
4.Whether the services of the institution were made available to any such person during the previous year? If so,give details thereof together with remuneration or compensation received ,if any.	Nil
5.Whether any share ,security or other property was purchased by or on behalf of the institution during the previous year from any such person? If so, give details thereof together with the consideration paid.	Nil
6.Whether any share,security or other property was sold by or on behalf of the institution during the previous year to any such person? If so, give details thereof together with the consideration received.	Nil
7.Whether any income or property of the institution was diverted during the previous year in favour of any such person? If so, give details thereof together with the amount of income or value of property so diverted.	Nil

8.Whether the income or property of the institution was used or applied during the previous year for the benefit of any such person in any other manner? If so,give details. Nil

III.INVESTMENTS HELD AT ANY TIME DURING THE PREVIOUS YEAR IN CONCERNS IN WHICH PERSONS REFERRED TO IN SEC.13(3) HAVE A SUBSTANTIAL INTEREST.

Sr. No.	Name and Address of the concern	Where the concern is a company no. & class of shares held.	Nominal value of investment	Income from investment	Whether the amount in col.4 exceed 5% of the capital of the concern during the previous year.(Y/N).
1.	2.	3.	4.	5.	6.
		------- Nil --------			

Dt. 18/05/2015

For P.K.Kochar & Co.
Chartered Accountants

(P.K.Kochar)
FCA
M.No.071478

K.KOCHAR & COMPANY
HARTERED ACCOUNTANTS
21 - General Market, Hospital Road, Hanumangarh Town (Rajasthan) 335513
Tel.: 01552 - 222915
Mobile: 94140 94215

S.G.N.KHALSA PUBLIC SIKSHA SAMITY
Hanumangarh Jn.
CONSOLIDATED BALANCE SHEET
As on 31st March, 2015

LIABILITIES	AMOUNT		ASSETS	AMOUNT
GENERAL FUND			Fixed Assets	
Op.Balance	31470061.06		As per Schedule	41244137.64
Adjustment	0.00		CURRENT ASSETS	
Surplus	852550.62		FDR with Interest	5442566.00
		32322611.68	Telephone Security	3900.00
SBBJ (61042922499)		1222928.35	IDBI Bank	27430.00
HKSB Loan (110)		1604030.00	State Bank of India	973.00
HKSB Loan (116)		1650000.00	SBBJ	17018.00
SBI (Bus Loan)		641040.00	Cash in hand	64986.71
Indusind Bank		234944.68	TDS	135262.00
Tata Motors Finance		960985.39	Cash in hand (Hostel)	7636.00
Tata Motors Finance		960985.39	Bank of Baroda (B.Ed..)	11630.36
Tata Motors Finance		960985.39	IDBI (B.Ed...)	19853.97
Mahindra Finance		51760.00	IDBI (BSTC)	19293.00
Securities		20000.00	Cash in hand (B.Ed..)	21107.00
Sundry Loans		3325000.00	IDBI (Collage)	234535.47
Indusind Bank (B.Ed... collage)		331074.82	Cash in hand (Collage)	16199.65
Earnest Money (Collage)		85500.00	Cash in hand (Coll.B.Fund)	10576.00
Scholership Payable (Collage)		1221.00	FDR (School)	6012.00
Scholership Payable (School)		27041.00	Andhra Bank (School)	115841.00
Gurdayal singh (School)		400000.00	SBBJ (School)	69613.43
Hinduja Layland (V.Vidhya...)		953054.00	Cash in hand (School)	14322.39
Hinduja Layland (V.Vidhya...)		1036040.00	Cash in hand (Sch.B.Fund)	8224.88
Indsulnd Bank (V.Vidhya...)		856973.42	Cash in hand (Board Exam)	5383.00
Loans (V.Vidhya...)		5000.00	SBBJ (School - NIOS)	85073.62
			Cash in hand (School - NIOS)	8932.00
			IDBI (V.Vidhyapeeth)	30166.00
			Cash in hand (V.Vidhya...)	5116.00
			Cash in hand (V.V.Hostel)	9383.00
			Cash in hand (Mewat.. Ba.)	9725.00
			Cash in hand (Mewat. Jar.)	6278.00
	47651175.12			47651175.12

As per our report of even date.
For P.K.KOCHAR & CO.
Chartered Accountants

(P.K.KOCHAR)
M.No.071478

Date: 18/05/2015

P.K.KOCHAR & COMPANY
CHARTERED ACCOUNTANTS
521 - General Market, Hospital Road, Hanumangarh Town (Rajasthan) 335513
Tel.: 01552 - 222915
Mobile: 94140 94215

S.G.N.KHALSA PUBLIC SIKSHA SAMITY
Hanumangarh Jn.

CONSOLIDATED INCOME & EXPENDITURE ACCOUNT
For the year ending on 31st March, 2015

To Bank Charges (Samity)	49973.91	By Interest (Samity)	518945.00
To Insurance (Samity)	205090.00	By Donation	1398700.00
To Interest Paid (Samity)	784773.88	By Minority Scholership	427158.00
To Light Exps. (Samity)	39330.00	By B.Ed/ BSTC Collage Income	3519930.00
To Misc. Exps. (Samity)	531.00	By Collage Income	9063087.00
To Postage (Samity)	347.00	By School Income	8389131.00
To Rent (Samity)	100000.00	By School (NIOS) Income	76051.00
To Telephone Exps. (Samity)	3371.00	By Virasar Vidhyapeeth Income	3974453.00
To B.Ed/ BSTC Collage Exps.	5330847.82	By Virasat Vidhyapeeth Hostel	1446570.00
To Collage Exps.	4908857.35	By Hostel	4694330.00
To Collage Boys Fund Exps.	2341.00	By Girls Hostel	872.00
To School Exps.	7600450.00		
To School Board Exam Exps.	119910.00		
To School (NIOS) Exps.	97906.00		
To Hostel Exps.	4363339.00		
To Girls Hostel Exps.	254891.00		
To School Boys Fund Exps.	6855.00		
To Virasat Vidhyapeeth Exps.	3818441.42		
To Virasat Vidhyapeeth Hostel...	947261.00		
To Mewat Balika... Baghoda	408797.00		
To Mewat Balika... Jaroli	3613363.00		
To Surplus tr.to General Fund	852550.62		
	33509227.00		33509227.00

As per our report of even date.
For P.K.KOCHAR & CO.
Chartered Accountants
(P.K.KOCHAR)
M.No.071478

Date: 18/05/2015

P.K.KOCHAR & COMPANY
CHARTERED ACCOUNTANTS
521 - General Market, Hospital Road, Hanumangarh Town (Rajasthan) 335513
Tel.: 01552 - 222915
Mobile: 94140 94215

S.G.N.KHALSA PUBLIC SIKSHA SAMITY
Hanumangarh Jn.

BALANCE SHEET
As on 31st March, 2015

LIABILITIES		AMOUNT	ASSETS	AMOUNT
GENERAL FUND			Fixed Assets	
Op.Balance	11539137.44		As per Schedule	31157721.64
(+) Surplus	1161386.21			
		12700523.65	CURRENT ASSETS	
			FDR with Interest	5442566.00
Loans				
SBBJ (61042922499)		1222928.35	IDBI Bank	27430.00
SBI (Bus Loan)		641040.00	State Bank of India	973.00
HKSB Loan (110)		1604030.00	SBBJ	17018.00
HKSB Loan (116)		1650000.00	Cash in hand	64986.71
Indusind Bank		234944.68		
Tata Motors Finance		960985.39	Telephone Security	3900.00
Tata Motors Finance		960985.39	TDS (Old)	104390.00
Tata Motors Finance		960985.39	TDS (New)	30872.00
Mahindra Finance		51760.00		
SGNK School		3611501.00	Hostel	1931992.50
SGNK Collage		22365436.00	SGNK B.Ed/ BSTC Collage	5876448.00
Securities		20000.00	Mewat Balika... Baghoda	697487.00
Charan singh		500000.00	Mewat Balika... Jaroli	3844335.00
Dayanand		700000.00	Virasat Vidhyapeeth School	955000.00
Koshalya		850000.00	Virasat Vidhyapeeth Hostel	155000.00
Manju		525000.00		
Neeraj Motesara		750000.00		
		50310119.85		50310119.85

STATEMENT OF FIXED ASSETS

	Opening Balance	Addition	Closing Balance
Land	2055645.80	0.00	2055645.80
Building	9435777.78	158472.00	9594249.78
SC/ST Hostel (For School)	4065024.10	0.00	4065024.10
SC/ST Hostel (For Collage)	4058942.11	0.00	4058942.11
Furniture etc.	2466635.45	0.00	2466635.45
Vehicles	3086095.00	4005000.00	7091095.00
Utensils	117528.40	0.00	117528.40
Gas Cyllanders	22730.00	0.00	22730.00
Lab Equipments	60861.00	0.00	60861.00
Type Writter	208395.00	0.00	208395.00
Sound System	16615.00	0.00	16615.00
Computer	800000.00	0.00	800000.00
Electricity Fittings etc.	300000.00	0.00	300000.00
Library	300000.00	0.00	300000.00
	26994249.64	4163472.00	31157721.64

As per our report of even date.
For P.K.KOCHAR & CO.
Chartered Accountants

(P.K.KOCHAR)
M.No.071478

Date: 18/05/2015

S.G.N.KHALSA PUBLIC SIKSHA SAMITY
Hanumangarh Jn.

STATEMENT OF FIXED ASSETS

	Opening Balance	Addition	Closing Balance
Land	2055645.80	0.00	2055645.80
Building	9435777.78	158472.00	9594249.78
SC/ST Hostel	4065024.10	0.00	4065024.10
For School	4058942.11	0.00	4058942.11
For Collage	2466635.45	0.00	2466635.45
Furniture etc.	3086095.00	4005000.00	7091095.00
Vehicles	117528.40	0.00	117528.40
Utensils	22730.00	0.00	22730.00
Gas Cyllanders	60861.00	0.00	60861.00
Lab Equipments	208395.00	0.00	208395.00
Type Writter	16615.00	0.00	16615.00
Sound System	800000.00	0.00	800000.00
Computer	300000.00	0.00	300000.00
Electricity Fittings etc.	300000.00	0.00	300000.00
Library	827767.00	1578100.00	2405867.00
B.Ed/BSTC Collage Fixed Assets	1591170.50	93548.00	1684718.50
Collage Fixed Assets	989375.50	0.00	989375.50
Collage Boys Fund Fixed Assets	446518.00	45900.00	492418.00
School Fixed Assets	2946943.00	1355849.00	4302792.00
Virasat Vidhyapeeth Fixed Assets	146820.00	0.00	146820.00
Girls Hostel Fixed Assets	39425.00	25000.00	64425.00
V.V.Hostel Fixed Assets	33982268.64	7261869.00	41244137.64

As per our report of even date.
For P.K.KOCHAR & CO.
Chartered Accountants
(P.K.KOCHAR)
M.No.071478

Date: 18/05/2015

P.K.KOCHAR & COMPANY
CHARTERED ACCOUNTANTS
[illegible] - General Market, Hospital Road, Hanumangarh Town (Rajasthan) 335513

Tel.: 01552 - 222915
Mobile: 94140 94215

S.G.N.KHALSA PUBLIC SIKSHA SAMITY
Hanumangarh Jn.

INCOME & EXPENDITURE ACCOUNT
For the year ending on 31st March, 2015

To Bank Charges	49973.91	By Interest	518945.00
To Insurance	205090.00	By Donation	1398700.00
To Interest Paid	784773.88	By Minority Scholership	427158.00
To Light Exps.	39330.00		
To Misc. Exps.	531.00		
To Postage	347.00		
To Rent	100000.00		
To Telephone Exps.	3371.00		
To Surplus tr.to General Fund	1161386.21		
	2344803.00		2344803.00

As per our report of even date.
For P.K.KOCHAR & CO.
Chartered Accountants

(P.K.KOCHAR)
M.No.071478

Date: 18/05/2015

P.K.KOCHAR & COMPANY
CHARTERED ACCOUNTANTS
521 - General Market, Hospital Road, Hanumangarh Town (Rajasthan) 335513

Tel.: 01552 - 222915
Mobile: 94140 94215

S.G.N.KHALSA B.Ed, BSTC COLLAGE
Hanumangarh Jn.

INCOME & EXPENDITURE ACCOUNT
For the year ending on 31st March, 2015

To Advertisement	1800.00	By Tution Fees	642450.00
To Affiliation Exps.	75000.00	By BSTC Fees	531647.00
To BSTC Exam Exps.	4132.00	By PTET Fees	2314800.00
To Enrollment Exps.	7000.00	By Exam Fees	23157.00
To Exam Exps.	16297.00	By Interest	5876.00
To Interest	276547.93	By Fees	2000.00
To Misc. Exps.	4182.00	By Deficit tr.to General Fund	1810917.82
To Bank Charges	1929.89		
To Computer Exps.	2550.00		
To Postage	3485.00		
To Scout/ Guide Exps.	44350.00		
To Sports Fee	12000.00		
To Salaries	4874403.00		
To Stationary	3176.00		
To Travelling Exps.	3995.00		
	5330847.82		5330847.82

BALANCE SHEET
As on 31st March, 2015

LIABILITIES		AMOUNT	ASSETS	AMOUNT
GENERAL FUND			FIXED ASSETS	
Op.Balance	-1918853.67		Television	33230.00
(+) Deficit	1810917.82		Camera	1960.00
		-3729771.49	Library	372965.00
			Lab Equipments	60862.00
Loans:-			Bus	1710200.00
SGNK Siksha Samity		5876448.00	Furniture	226650.00
Indusind Bank		331074.82		
			Cash at Bank	
			Bank of Baroda	11630.36
			IDBI (B Ed)	19853.97
			IDBI (BSTC)	19293.00
			Cash in hand	21107.00
		2477751.33		2477751.33

As per our report of even date.
For P.K.KOCHAR & CO.
Chartered Accountants
(P.K.KOCHAR)
M.No.071478

Date: 18/05/2015