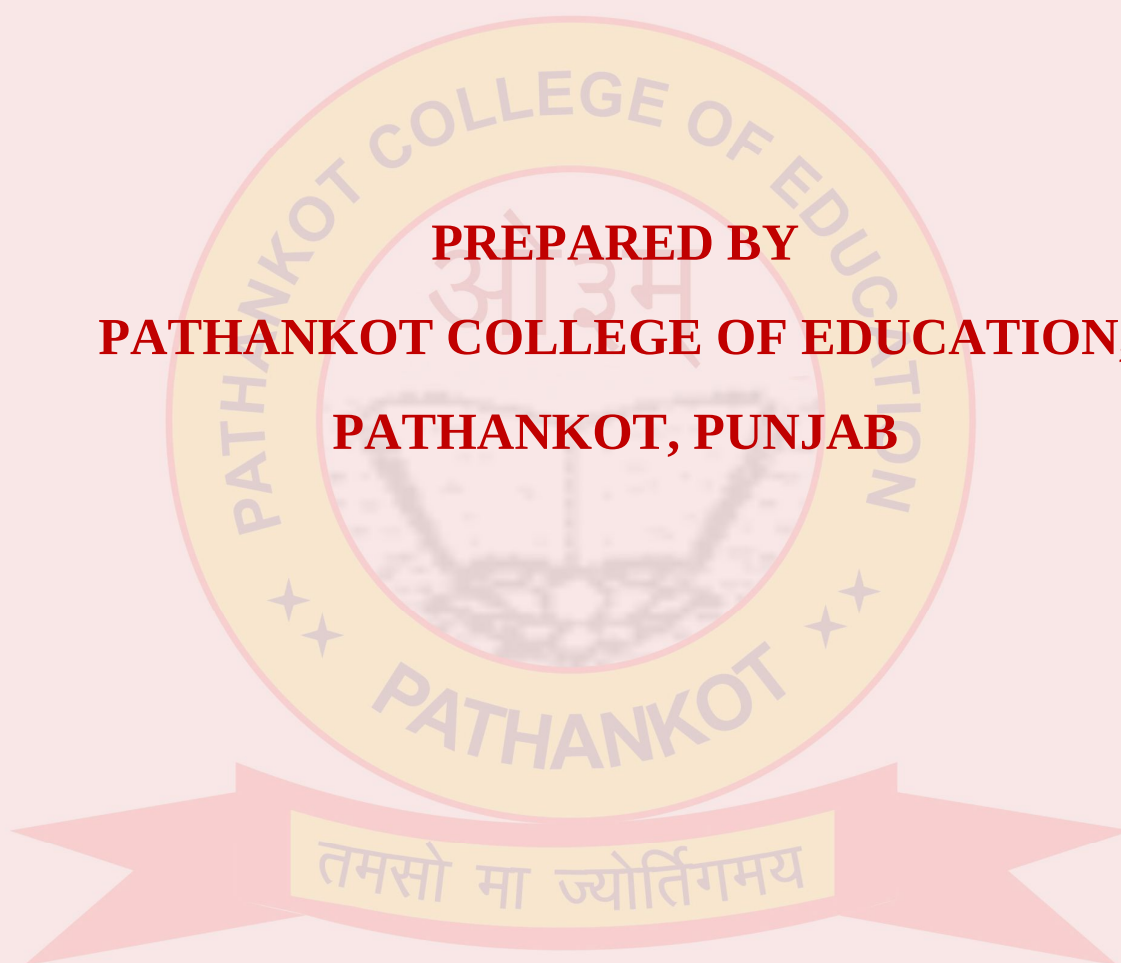


SELF APPRAISAL REPORT

**PREPARED BY
PATHANKOT COLLEGE OF EDUCATION,
PATHANKOT, PUNJAB**



Submitted to:

National Assessment and Accreditation Council

(An Autonomous Institution of the University Grants Commission)

P.O. Box No. 1075, Nagarbhavi, Bangalore, Karnataka-560072



PATHANKOT COLLEGE OF EDUCATION, PATHANKOT, PUNJAB

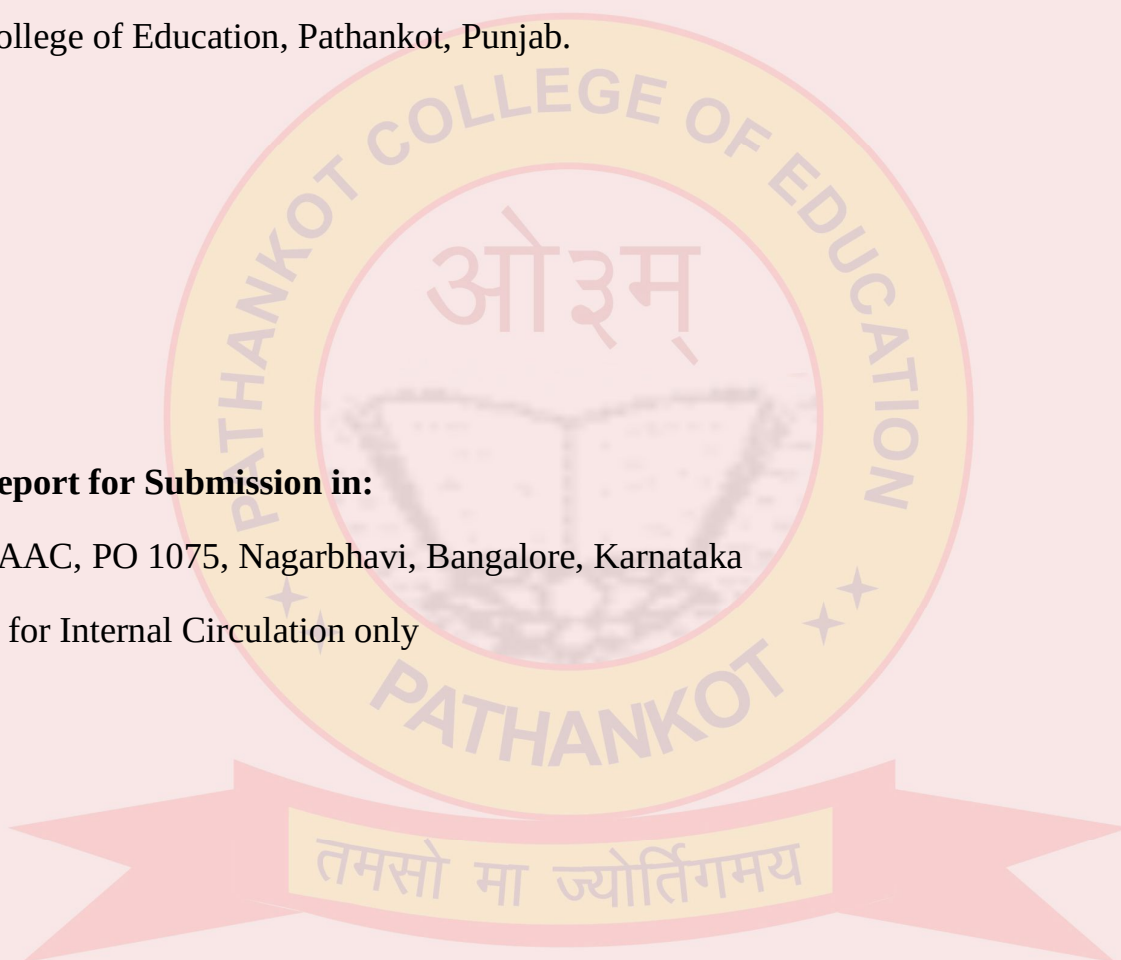
Pathankot College of Education
Pathankot, Punjab

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Report for Submission in:

NAAC, PO 1075, Nagarbhavi, Bangalore, Karnataka

& for Internal Circulation only



PREFACE

In fulfillment of the provisions laid down in the NCTE Act 12(k) “to evolve suitable Performance appraisal systems, norms and mechanisms for enforcing accountability on Recognized institutions” and for quality assurance of Teacher Education Institutions (TEIs), the NAAC and the NCTE have entered into a MOU or executing the process of assessment and accreditation of all TEIs coming under the provisions of the NCTE Act. The efforts of NCTE and NAAC to ensure and assure the quality of TEIs in the country are complimentary to each other. Combining the expertise of NCTE in teacher education and the quality assurance expertise of NAAC, the NAAC developed the methodology for assessment and accreditation of TEIs and the “Manual for Self-appraisal of Teacher Education Institutions”.

The Pathankot College of Education decided in November ‘2014 to invite National Assessment Accreditation Council (NAAC) for Accreditation process. The process began by selecting a team of faculty members, who were involved in various activities of the Department. The team comprises of coordinator and two members. The choice of team was based on their interpersonal skills and ability to complete the work effectively. The team studies the entire process by reading NAAC publication, newsletters and talking to various institutes who have conducting NAAC accreditation process successfully. Everyone in the College was made aware about the enormity of the entire job and creates the feeling in their mind that the impending paper work is not a waste of time. A committee was formed of four members to look into criterion wise input and criterion wise evaluative report. This committee member was ably supported by other members of the college. The entire information was compiled during various meetings and first draft of self study report was prepared. This was again checked and discussed at various levels and final SSR emerged. During this process the various

activities of college passed through the guidelines provided by NAAC. Through this process we were able to look at our strength, weakness, opportunities and threats objectively. The Pathankot College of Education looks forward for the visit of the PEER team of NAAC and exchange of ideas with the team of experts from NAAC. We look forward to improving further to benefit to all the stakeholders the students/faculty/academician/ industries/ Alumni and society at large.

PRINCIPAL



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SWOT ANALYSIS OF THE INSTITUTION

OUR STRENGTH

The College has its own vision, mission and goals. The college develops the leadership qualities in students by actively participating in various cultural, educational programs and competitions at inter college levels university levels and state levels.

- The College has well qualified and dedicated staff members.
- The teaching methods followed by the college are student centered.
- The college is actively involved in organizing college levels; inter college level seminars and camps.
- Encouraging students and staff to participate in such programs with full zeal and interest.
- The Trust members are highly educated with vast teaching, administrative and Research experience in the field of education.
- Democratic values and decentralization of powers
- Cordial relationship with teaching practice schools.
- Cordial relationship with teaching practice schools.

THE COLLEGE HAS

- A serene campus, graced by nature.
- A beautiful Building with well -equipped labs and multipurpose hall.
- Availing of the services of experts in related fields.
- A network with the neighboring Schools and society.
- Establishing various committees and implementing various programs.

- Periodical review by the management through feedback form, complaint box, and opinions of parents, society, advisers, well wishers and alumni

WEAKNESSES

- Availability of qualified staff
- Main road to the college is not maintained by the government authorities there by forcing us to use the common passage of the group
- No Grants available from UGC since it is a self Financed College.
- Rural students lacking fluency in English

OPPORTUNITIES

- Scope for better skill enrichment beyond the syllabus
- Strengthening of faculty development programs
- Opportunity to serve weaker sections of the society through Community programmes, as the college was established with this mission.
- Seeking UGC grant for research work.
- Opportunity to work for rural Community upliftment
- Opportunities to harness the research potential of the teacher trainees, and teacher Educators.

THREATS

- Sustaining and maintaining quality initiatives.
- Keeping abreast with the recent national policies and global trends
- Financial crunch due to lack of admission
- Mushroom growth of Teacher Education colleges.

- Decreasing interest among students for B. Ed course.
- Erosion of moral values and decrease in the professional ethics in the teaching Community.
- Due to this unplanned growth of educational institutions, challenge of non availability of competent teaching faculty has emerged.



PART –I

INSTITUTIONAL DATA

A. Profile of the Institution

1. Name and address of the institution: **Pathankot College of Education
Mammon, Behind AB College,
Pathankot-145001**

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

3. For communication: **Officials**

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal Dr. Shailza Gautam	9719971111		Shailza@gmail.com
Self - appraisal coordinator Rupinder Kaur	9888711223		rupghag@rediffmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal Dr. Shailza Gautam	01862222837	9719971111
Self - appraisal Co-ordinator Rupinder Kaur	01862226149	9888711223

4. Location of the Institution:

Urban ☐ Semi-urban ☐ Rural ☒ Tribal ☐

Any other (Specify and indicate)

5. Campus area in acres:

1 ACRE

6. Is it a recognized minority institution?

Yes ☐

No ☒

7. Date of establishment of the institution:

Month & Year

MM	YYYY
Nov	2006

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

GURU NANAK DEV UNIVERSITY, AMRITSAR

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

Month & Year

2F

MM	YYYY
NO	NO

Month & Year

12B

MM	YYYY
NO	NO

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 Department ☐
- ii. IASE ☐
- iii. Autonomous College ☐
- iv. Affiliated College ☒
- v. Constituent College ☐
- vi. Dept. of Education of Composite College ☐
- vii. CTE ☐
- viii. Any other (specify and indicate) ☐

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

Yes ☒ No ☐

If yes, has the institution applied for autonomy?

Yes ☐ No ☒

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

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Primary Elementary	D.El.Ed	UG Degree	Diploma	2 Year	Punjabi
ii)	Secondary / Sr. secondary	B.Ed	Graduation	Degree	2 Year	English/ Hindi/ Punjabi

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Primary Elementary	D.El.Ed	F.NRC/NCTE/F-3/PB-380/2006/7910 (APN02881) NOV-2006	Permanent	50
Secondary / Sr. secondary	B.Ed	F.NRC/NCTE/F-7/13-AUG-2006	Permanent	100
Other (specify)	-	-	-	-

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

➤ Vision

Yes	✓	No	

➤ Mission

Yes	✓	No	

➤ Values

Yes	✓	No	

➤ Objectives

Yes	✓	No	

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

If yes,

✓

➤ How many programmes?

Two

➤ Fee charged per programme

B.Ed-. 45000 P.A
D.EL.ED – 40000 P.A

3. Are there programs with semester system

B.ED - YES (SEM)

D.EL.ED - Annual

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.

2

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

D.EL.Ed.

One

B.Ed.

One

M.Ed. (Full Time)

-

M.Ed. (Part Time)

-

Any other (specify and indicate)

-

6. Are there Programs offered in modular form

Yes ☒ No ☐

Numb

1

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

Yes	✓	No	

Number	

8. Are there Programs with faculty exchange/visiting faculty

Yes		No	✓

Number	

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 program me within the existing system?

ONE YEARS-

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 yrs.?

Yes	✓	No	

Number	All

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)

☐☐☐☐☒☐

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

a) Date of start of the academic year

D.El.Ed	B.Ed	M.Ed
17 July, 2014	23 July, 2014	

b) Date of last admission

D.El.Ed	B.Ed	M.Ed
25 July, 2014	14 Aug, 2014	

c) Date of closing of the academic year

D.El.Ed	B.Ed	M.Ed
May 2016	May 2015	

d) Total teaching days

D.El.Ed	B.Ed	M.Ed
200 days	180 Days	

e) Total working days

D.El.Ed	B.Ed	M.Ed
220 Days	225 Days (Yearly)	

3. Total number of students admitted (2014-15)

Programme	Number of Students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D..El.Ed. First Year		7	7		2	2		5	5
D.El.Ed. Second Year	3	5	8	1	2	3	2	3	5
B.Ed.	2	98	100	-	20	-	2	78	80

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

If yes, how many?

-

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

a) Unit cost excluding salary component 40050

b) Unit cost including salary component 16612

*(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.		50		45
B.Ed		50		45

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

Yes ☒ No ☐

8. Does the institution develop its academic calendar?

Yes ☒ No ☐

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.El.Ed.	50%	30%	20%
B.Ed.	75%	25%	

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

11. Practice Teaching at School

a) Number of schools identified for practice teaching	1	0
b) Total number of practice teaching days B.Ed	4	5
c) Minimum number of practice teaching lessons given by each student (Lessons)	6	0

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

No. of Lessons in Simulation	No. 10
No. of Lessons Pre-Practice Teaching	No. 10

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

Yes ☒ No ☐

14. Does the institution provide for continuous evaluation?

Yes ☒ No ☐

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

Programmes	Internal	External
D.El.Ed.	40%	60%
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	3

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

	Yes	No
Computer	☒	☐
Internet	☒	☐
Software/Courseware (CDs)	☒	☐
Audio Resources	☒	☐
Video Resources	☒	☐
Teaching Aids and other related materials	☒	☐
Any other (specify and indicate)	☐	☒

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

Yes	☒	No	☐

Number	4

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

Yes ☒

No ☐

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

Compulsory ☒

Optional ☒

Criterion III : Research, Consultancy and Extension

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

Number	1	1	2

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
	Not Applicable		
-	-	-	-
-	-	-	-
-	-	-	-

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

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

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.

b. M.Phil.

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

Yes ☒ No ☐

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

	Yes	No	Num
International journals	☒	-	1
National journals – referred papers	☒	-	9
Non referred papers		-	
Academic articles in reputed magazines/news papers		-	
Books	☒	-	2
Any other (specify and indicate)	-	-	-

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

Yes ☐ No ☒

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

	Faculty	Students
National seminars	25	8
International seminars	3	-
Any other academic forum	-	-

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

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

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

Yes ☒ No ☐

If yes, indicate the nature of the post.

Full-time ☐ Part-time ☐ Additional charge ☒

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

Yes ☒ No ☐

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

Yes ☒ No ☐

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

--

16. Does the institution provide consultancy services?

Yes ☐

No ☒

In case of paid consultancy what is the net amount generated during last 3 years.

-

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

Local level	YES
State level	YES
National level	YES
International level	NO

Criterion IV: Infrastructure and Learning Resources

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

2000 Sq. Mts.

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?

20000

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

Rs. 14500

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

Rs. 10000

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

Rs. 4,76000

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

Yes

☐

No

☒

9. Total number of posts sanctioned

Open

Reserved

Teaching

Non-teaching

M	F	M	F
1	7	-	-
3	-	-	-

10. Total number of posts vacant

Open

Reserved

Teaching

Non-teaching

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

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

Lecturers	M	F	M	F
	1	4	-	-
Readers	M	F	M	F
			-	-
Professors	M	F	M	F
			-	-

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

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

c. Number of teachers from Same state

5

Other states-

2

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.El.Ed.	1:10
B.Ed.	1:14
M.Ed. (Full Time)	—
M.Ed. (Part Time)	—

13. a. Non-teaching staff

Permanent

Open		Reserved	
M	F	M	F
5		-	-

Temporary

M	F	M	F
9		-	-

b. Technical Assistants

Permanent

M	F	M	F
1		-	-

Temporary

M	F	M	F
		-	-

14. Ratio of Teaching – non-teaching staff

1:2

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

49%

16. Is there an advisory committee for the library?

Yes

☒

No

☐

17. Working hours of the Library

On working days

8:30 am to 4:00 pm

On holidays

8.30 am to 3:00 pm

During examinations

8:30 am to 4:00 pm

18. Does the library have an Open access facility

Yes

☒

No

☐

19. Total collection of the following in the library

a. Books

- Textbooks

- Reference books

b. Magazines

e. Journals subscribed

- Indian journals

- Foreign journals

f. Peer reviewed journals

g. Back volumes of journals

h. E-information resources

- Online journals/e-journals

- CDs/ DVDs

- Databases

- Video Cassettes

- Audio Cassettes

20. Mention the

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

Seating capacity of the Reading room

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	20
Maximum number of days books are permitted to be retained	
by students	15 Days
by faculty	40 Days
Maximum number of books permitted for issue	
for students	Books - 02
for faculty	Books - 10

Average number of users who visited/consulted per month

300

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

1:33

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

1.3%

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

	I		II		III	
	2012 - 2013		2013-2014		2014-2015	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	38	6535	39	13340	59	31225
Other Books						
Journals/ Periodicals	7	6000	7	6000	7	6000
<i>(Additional rows/columns may be inserted as per requirement)</i>						
Newspaper & Magazine	4	5000	4	5000	4	5000

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Criterion V: Student Support and Progression

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

Programmes	Year 1	Year 2	Year 3
D.El.Ed.	-	-	-
B.Ed.	-	-	-
M.Ed. (Full Time)			
M.Ed. (Part Time)			

i. 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?

10

ii. Does the institution offer Remedial instruction?

Yes	☒	No	☐

iii. Does the institution offer Bridge courses?

Yes	☐	No	☒

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

	B. Ed		
	2012-2013	2013-2014	2014-2015
	%	%	%
Pass percentage	100	100	100
Number of first classes	65	64	70
Number of distinctions	11	11	12
Exemplary performances (Gold Medal and university ranks)	-	-	-

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

NET

SLET/SET

Any other (TET)

I	II	III
-	-	-
-	-	-
12	-	-

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

Financial Aid	2012-2013	2013-2014	2014-2015
Merit Scholarship			
Merit-cum-means scholarship			
Fee concession	56000	32000	53000
Loan facilities			
Any other specify and indicate			

(Additional rows may be inserted as per requirement)

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

Yes	☒	No	☐

- viii. Does the institution provide Residential accommodation for:

Faculty

Yes	☐	No	☒

Non-teaching staff

Yes	☒	No	☐

- ix. Does the institution provide Hostel facility for its students?

Yes	☐	No	☒

If yes, number of students residing in hostels

Men

—

Women

--

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

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

xi. Availability of rest rooms for Women

Yes	✓	No	

xii. Availability of rest rooms for men

Yes	✓	No	

xiii. Is there transport facility available?

Yes	✓	No	

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

Yes	✓	No	

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

	Organized		Participated			
	Yes	No	Number	Yes	No	Number
Inter-college	-	-	-	✓		3
Inter-university	-	-	-	✓	-	1
National	✓	-	1	-	-	-
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	8	3
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

	2012-13 %	2013-14 %	2014-15 %
Higher studies	40	35	45
Employment (Total)			
Teaching	20	20	25
Non teaching			

23. Is there a placement cell in the institution?

Yes	☒	No	☐

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

2012-2013	2013-14	2014-2015
5	4	5

24. Does the institution provide the following guidance and counseling 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	One in every three months
Staff council	two in every month
IQAC/or any other similar body/committee	Once in month
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	1. Academic committee 2. faculty development committee 3. Guidance and counseling committee

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 programs made available for non-teaching staff during the last three years

--	--

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

Not applicable

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

National

4

--

International

1

--

- c. Number of faculty development programs organized by the Institution:

0

1

-

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

0

1

-

- e. Research development programmes attended by the faculty

2

-

-

- f. Invited/endowment lectures at the institution

-

45

-

Any other areas (specify the programme and indicate)

-

-

-

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

- a. Self-appraisal

Yes

✓

No

-

- b. Student assessment of faculty performance

Yes

✓

No

-

- c. Expert assessment of faculty performance

Yes

✓

No

-

- d. Combination of one or more of the above

Yes

✓

No

-

- e. Any other (specify and indicate)

Yes

-

No

-

a. Are the faculty assigned additional administrative work?

Yes	✓	No	

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

2 Hrs Per Week

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

Grant-in-aid

Not applicable

Fees

Rs. 6637824

Donation

-

Self-funded courses

-

Any other (specify and indicate)

-

c. Expenditure statement (for last two years)

	Year 1 2013-14	Year2 2014-15
Total sanctioned Budget		
% spent on the salary of faculty	34%	37%
% spent on the salary of non-teaching employees	3.07%	1.90%
% spent on books and journals	2%	1.3%
% spent on developmental activities (expansion of building)	0%	7.1%
% spent on telephone, electricity and water	2%	2%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	1.27%	0.81%
% spent on maintenance of equipment, teaching aids, contingency etc.	1.27%	0.57%

% spent on research and scholarship (seminars, Conferences, faculty development programs, faculty exchange, etc.)	0.02%	0.75%
% spent on travel	0.16%	0.15%
Any other (specify and indicate)	21%	5.9%
Total expenditure incurred		

- i. 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	4087706	-
2013-14	2144598	-
2014-15	2389683	-

- ii. Is there an internal financial audit mechanism?

Yes ☒ No ☐

12. Is there an external financial audit mechanism?

Yes ☒ No ☐

ICT/Technology supported activities/units of the institution:

Administration	Yes	☒	No	☐
Finance	Yes	☒	No	☐
Student Records	Yes	☒	No	☐
Career Counseling	Yes	☒	No	☐
Aptitude Testing	Yes	☒	No	☐

Examinations/Evaluation/

Yes	☒	No	☐

Assessment

Yes	☒	No	☐

Any other (specify and indicate)

Yes	☒	No	☐

Interview

Yes	☒	No	☐

1. Does the institution have an efficient internal co-coordinating and monitoring mechanism?

Yes ☒ No ☐

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

Yes ☒ No ☐

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

Yes ☒ No ☐

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

Yes ☒ No ☐

- d. 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?

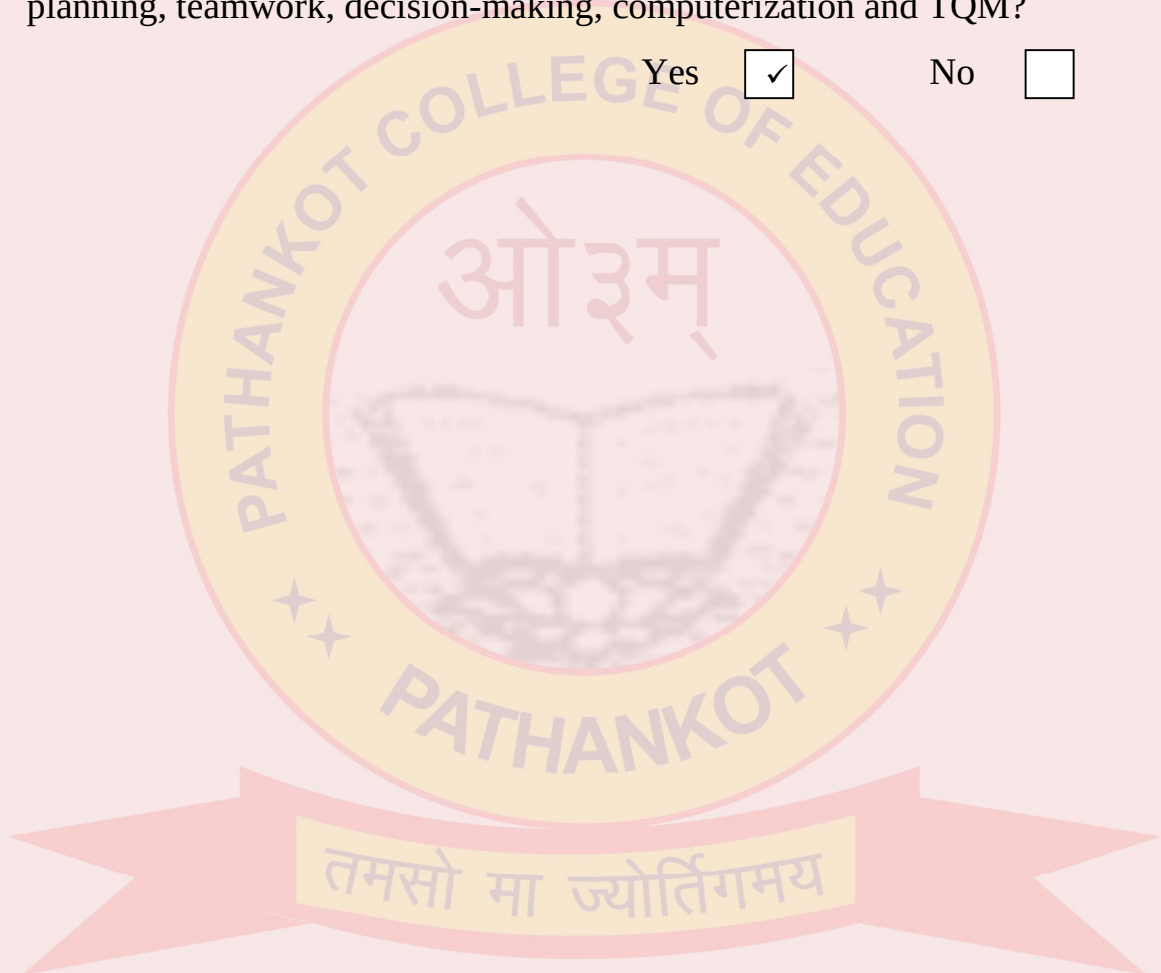
Yes ☒

No ☐

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

Yes ☒

No ☐



Criterion VII: Innovative Practices

- a) Does the institution has an established Internal Quality Assurance Mechanisms?

Yes ☒ No ☐

- b) Do students participate in the Quality Enhancement of the Institution?

Yes ☒ No ☐

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

	Category	Men	%	Women	%
a	SC	0		19	
b	ST				-
c	OBC			7	
d	Physically challenged			-	-
e	General Category	2		72	
f	Rural	1		28	
g	Urban	1		70	
h	DNC				

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

	Category	Teaching staff		%	Non-teaching staff	%
		B.Ed	D.El.Ed			
a	SC		2		3	
b	ST				-	-
c	OBC				1	
d	Women	6	3		2	
e	Physically challenged	-		-	-	-
F	General Category		10	-	1	-
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	
	2013-14	2014-15	2013-14	2014-15
	B.Ed	B.Ed	B.Ed	B.Ed
SC	10	16	10	16
ST	-	-	-	-
OBC & DNC	13	4	13	7
Physically Challenged	-	-	-	-
General Category	77	80	77	80
Rural	40%	40%	40%	40%
Urban	60%	60%	60%	60%
Total	100%	100%	100%	100%

PART II : The Evaluative Report

1. EXECUTIVE SUMMARY

Education is a powerful instrument of social change, and often initiates upward movement in the social structure. The educational scene in the country has undergone major changes over the years, resulting in better provision of education and better educational practices. Quality of education in turn depends on quality of Teachers. So, teacher preparation in this regard is a very important. The Pathankot College of Education has ventured in this field with a commitment to give an opportunity to the talented ambitious candidates to join the B.Ed Course. This will help the teacher of today to create and guide the next generation in a good and better direction. Since its Inception in the year 2006 the college has been striving hard to produce quality teachers

The Pathankot College was established by the A & M Foundation in the Year 2006. The Chairman of the Institute Sh Subhash Mahajan is a Phd in Mathematics. He has a vast experience in the educational field

The Foundation was started with very clear objectives of imparting quality Education

Vision: To develop institutional distinctiveness by vitalizing the learning skills with focus on futuristic demands on vitalizing teaching-learning process, ICT, Human Values, and functional relationship with all the stake holders for the holistic development of individual and society. with the following Vision, Mission, & Values

Mission: . To create virtuous, meritorious personalities and to prepares professional, creative and humane teachers to serve the humanity by setting a commendable tradition of initiative and imagination.

- **Values:** To produce professional teachers with serving attitude.
- To equip student teachers to cater to the diverse learning needs of the students.

- To promote skills of handling educational media and encourage innovations in the use of educational technology.
- To develop sense of self discipline and accountability among student teachers.
- To develop respect for democratic values among student teachers.
- To provide value based education and help the students to face challenges in modern life.
- To develop ICT competencies for effective integration in teaching learning and administration.
- To develop the personality of teacher trainees to become competent and useful citizens of the society.
- To promote awareness of the global issues, trends and developing the life skills with focus on futuristic demands.

The College is situated in a serene and calm atmosphere.

RELATIONSHIP WITH PRACTICE TEACHING SCHOOLS

The college has established a good support and rapport with local high schools. In turn, with their fullest co-operation successfully conducting practice teaching program continuously. This institution has been having good contact and relation with other institutions philanthropist, writers, and thinkers highly respected personalities and with their cooperation the college is organizing good number of programs for the benefit and welfare of the college and the society. Besides academic activities, the faculty efforts are directed towards s extracurricular activities l and Community service. This facilitates interaction with the Community and society. Meticulous planning, timely implementation and introspection of all curricular and co-curricular activities are the priority of faculty and staff.

The institution operates under the control of regulatory bodies that include the national bodies, U.G.C and N.C.T.E. In addition to this, the Guru Nanak Dev University, Amritsar, the A & M Foundation and the Local Management Committee also exercise control over the institution for providing complete educational quality management. The effectiveness and quality of the institution needs to be assessed from time to time to enhance the quality of teacher education. This creative and important task has been facilitated by NAAC. This accreditation process has motivated **Pathankot College of Education** to introspect, analyze and plan for future development of the institution and this has been accomplished only with the whole hearted support and cooperation of every member of the institute through discussions ,team spirit and Cohesive spirit.

The Pathankot College of Education has put in all the best efforts to sustain the quality of education keeping in mind the entire criterion as has been provided by the authorities and NAAC. The criterion being followed are relating to the Curriculum aspects of the B.Ed Course, the Methods of teaching , learning and Evaluation ,Student progress and support, Governance and Leadership in the College, Innovative Practices being followed The detailed explanation to these have been provided in the following chapters.

CHALLENGES FACED BY THE INSTITUTION IN BUILDING THE QUALITY EDUCATION

- a) The College is located in rural area and most of the students are from villages. In general, rural girls are de-motivated for higher studies by their parents and society for the reason the girls have to travel long distance to the college and lack of transport facility from their livelihood.

- b) Most of the students of this college belong to poor family and their parents are agriculturists. Hence the educational background of the students is average and below average. In order to enhance the quality of education of the students, the college has arranged special coaching with well experienced faculty members.
- c) Sustaining the quality of education,
- d) Providing field based, hands on experience, participatory, involved activities to
- e) Achieving all the set objectives of the B.Ed programme with in the stipulated time,.
- f) Developing positive attitude towards teaching profession & Teachers among students & stake holders.
- g) Mobilization & Management of financial, material & human resources.
- h) Developing dedications, commitment, positive attitude & harmony among faculty of the institution & associates.

CRITERION- WISE ANALYSIS

CRITERION I: CURRICULAR ASPECTS

1.1 Curricular Design and Development

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

The Pathankot College was established in the year 2006 under the aegis of the A&M Society. Since its inception in the year 2006 the college has its own distinct goals and objectives for the complete fulfillment of the college mission.

- To assist the upcoming teachers to develop skills in subjects of their forte, on the basis of an adequate theory of learning and sound knowledge of the respective subjects. of their interests.
- To enable the likely teachers to use their expertise in an wise manner
- To assist them in acquiring quality education.
- To give sound education to the master trainers.
- To offer educational programme catering to the current and future needs of the society.
- To develop the students holistically by inculcating ethical, social, aesthetic values among prospective teachers through value- oriented education and Community service programs.
- To promote and support professional learning and development of Teachers and Teacher Educators.

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

The curriculum for the B.Ed. courses is developed by GNDU Amritsar and the same is circulated to the affiliated colleges by the university and the curriculum for D.El.Ed. is prepared by SCERT (Punjab). Although there is no direct role of the college in curriculum development process, however, the college puts forward suggestions for making improvements/changes in curriculum as and when it is desired by the University/SCERT.

The teaching –learning process is imparted through continuous lectures , seminars , conferences , continuous lab works , practical training by dedicated faculty of the Institution. To make the subject teaching process more practical and interesting for the students the use of Audio Visual aids, projectors is continuously used. These aids extensively assist and contribute towards the learning process.

The student admission is done by the single window system of Punjab Government and Federation of Self Financed colleges of Education Punjab is on the basis of Counseling and the marks obtained by the students in the qualifying exam.

The curriculum and the agenda for teaching and the yearly calendar are prescribed and developed in a prepared in a most logical and ideological

manner by the Guru Nanak Dev University, Amritsar and this is communicated to the students being admitted. The dedicated and qualified faculty, are responsible for following the curriculum provided by the University and the teachers are advised and encouraged to keep themselves updated with the new developments in the subjects of their specialization. The Students and teachers are encouraged to use the internet facilities and various audio visual aids for their benefit and overall development. The College has a well equipped library with good and adequate collection of Books, journals and periodicals. A few members of the faculty are continuously involved in regular feed backs in curriculum and the points are duly communicated to the university for modifications and improvement in designing of Curriculum.

The Internal assessment system is another strong point. The college is following non-semester system, with provisions for continuous internal assessment for 20% of the marks. Although there is a single valuation in UG, there is a provision for revaluation and the students can get the Xerox copy of the valued answer scripts. Thus there is an absolute transparency, which greatly adds to the creditability of the examination system. Initiatives have been made towards student adoption programme [tutorial system], bridge courses, remedial teaching etc for weaker students.

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

The Global trends in teacher Education is strongly reflected in the Curriculum designed. The teacher today is now becoming the pillar of the society because of the multi faceted role while imparting quality education to the students. This has been assisted by combining the Jug-

Mug theory with new modern methodology of teaching. This has helped the students to become more confident, innovative to face the world. Programs are introduced which includes practical teaching , use of audio visual aids, practical work, project work on current topics and social issues. This enables the better nurturing of the students.

Global trends like interdisciplinary approach of promoting self learning, internship approach in practice teaching in schools, Community related work and work experience program have been incorporated into the curriculum.

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

These issues are certainly national issues. These are strongly inculcated and reflected in the B.Ed Curriculum. The curriculum has a strong impact on the national, social issues which is the strongly recommended. Social and national issues like women empowerment, national integrity, Women education, Social justice, equality etc are the need of the hour and the College feels a trust in curriculum relating to such topics. Various activities are undertaken including celebration of various festivals, events thereby enabling a strong active participation from students and improving their knowledge as well.

Various national issues find their legitimate positions in the teaching learning of core elements and values in the syllabus of special methods such as History Education, Science Education and English Education. Core elements and values have been included in the syllabus. The teacher trainees are required to study them, undertake pertinent activities in workshops and practice them in class-room teaching

Core Elements

1. History of India's freedom movement
2. Constitutional obligations
3. Content essential to nurture national identity
4. India's common cultural heritage
5. Equality of Sexes
6. Protection of environment
7. Removal of social barriers
8. Egalitarian, Democracy and Secularism

Each of these core elements represents a major national issue that education must address. It is ensured that these are inculcated in and reflected in the curricular transaction effectively

VALUE EDUCATION:

In all their activities there will be focusing on values. All the teachers are keen to Inculcate in student teachers – through varieties of curricular & co-curricular activities. All Co-curricular activities are being planned well for incorporating such values. These values are essential for character formation

- Installation of NSS Unit.
- Training of the students in contemporary social responsibilities, values and Community service by conducting surveys on various issues like women education, human rights, drug addiction, environmental awareness etc.
- Educational trips are organized to places of national, historical and religious importance to develop religious, moral and aesthetic values among the students teachers & sensitized towards society.

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

The College is making full use of the ICT in curricular Planning. The faculty is advised and strongly motivated for using overhead projectors for imparting the lectures on a routine basis. The students are also advised in use of audio visual aids, for project works and presentation of projects. The ICT is used in all normal day to day works also.

ICT

ICT is used for planning of day to day curricular and co-curricular activities

Year's Plan:

The Academic Calendar for the year is prepared for planning of teaching learning of courses and related activities of the course

Practice Lesson

Planning of practice lessons, time-table of the lessons observation for students and faculty.

Extra Curricular Activity:

Time table, letters to the experts, program agenda, attendance and Reports

Examination:

Planning, paper typing, entry of marks and results.

Various Committees plan their activities with the help of computers.

In addition to the above ICT is used in preparation of annual Reports for NCTE, NAAC.

Thus, the institution uses ICT to the fullest for implementation of curriculum and for academic planning.

1.2 ACADEMIC FLEXIBILITY

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

From the very beginning of the academic year the students are motivated to use every opportunity to expose themselves to teaching .

The dedicated faculty is involved in administering practical and theoretical knowledge to all students enrolled To make teaching a reflective practice the institute :

- a). Provides various learning situations .to students and teachers as per the need of the curriculum.
 - b). Traditional methods along with modern techniques are used.
 - c). Activities like seminars, debates, power point presentations excursions are organized for students to enable them to adapt to various situations and making teaching more reflective.
- Students are given freedom to choose subjects of their own choice.
 - Teaching practice schedule is also prepared according to the convenience of the students and the practicing schools.

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

The Teacher Trainee receives both formal and informal learning experiences in the Institution

The Institute is responsible for providing different learning experiences using various methods/techniques like seminar; inter college meets, debates, cultural events computer learning, science practical (for arts students), social service, sports & games. Use of Projectors is recommended during presentations. Students are also encouraged to actively participate in various cultural activities, celebration of various festivals.

IN CAMPUS EXPERIENCE

The student teachers undergo:

- Actual formal learning of theory Courses.
- Simulation of Class room teaching
- Activities undertaken in social service promote cooperation, group work among the students. This develops sensitivity and awareness towards social issues
- Participation in different cultural activities provides informal education in planning and implementation of co-curricular activities and programs.

IN FIELD EXPERIENCE

- Through practice lessons, the teacher trainees are provided with
- Formal practice of teaching
- First hand experiences about the pupil behavior, student psychology and school atmosphere.

- Methods of teaching from experienced teachers
- Conduct of unit test
- Observations of peers and school teachers
- Course related practical's that are conducted in school

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

The program of teacher training in itself is a enlightening program, where the faculty is responsible for developing and honing the various craft through various teaching methods, use of modern techniques, seminar, panel discussion, symposium, workshop, essay and debate competition, unit tests, home assignment etc.

Communication Skills

To develop communication skills,

LANGUAGE PROFICIENCY has been introduced in the B.Ed. curriculum by GNDU.

Written Skill: Black board writing, preparing and use of charts, models, folders, flash cards.

ICT SKILLS:

- ✚ Language Learning
- ✚ Computer Learning
- ✚ Use of Audio Visual aid (O.H.P/slide projector)

LIFE SKILLS:

- ✚ Sports and Games.
- ✚ Medical camps.
- ✚ Celebration of various festivals/events.

In order to prepare student teachers for their future roles as professional and as contributory members of the society, the college provides training in life skill education too. For this, they are assigned tasks of responsibility by forming different clubs and societies in the college. Apart from this teachers incorporate innovative teaching techniques like demonstration and role play in teaching. Institution also provides healthy environment in development of problem solving abilities, emotional intelligence and sharpening skills of stress management, time management and keen observation.

COMMUNITY ORIENTATION AND SOCIAL RESPONSIBILITY:

- ✚ Social Service.
- ✚ Sports (Inter College Tournament)
- ✚ Awareness program
- ✚ Literacy program

For Community service program, the college organizes various activities such as NSS camps, rallies and peace march on various issues like drug abuse, female feticide, AIDS awareness, traffic safety orientation and special campaign for Community development.

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

- a. Interdisciplinary/Multidisciplinary
- b. Multi-skill development
- c. Inclusive education
- d. Practice teaching
- e. School experience / internship
- f. Work experience /SUPW
- g. Any other (specify and give details

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

INTERDISCIPLINARY/MULTIDISCIPLINARY: The students are given ample opportunity to enrich their English knowledge and spoken fluency and other skills such as black board writing, use of computers etc. Students are encouraged and motivated to attend and participate in various activities.

All the general subjects (Core Papers) and Elective subjects make the curriculum Interdisciplinary / Multidisciplinary.

All the subjects at B.Ed. level are interdisciplinary in nature and subjects dealing with major aspects of Education. Philosophical and Sociological basis of education helps in understanding and framing the aims and objectives for different teaching subjects. Understanding the Learner and Learning Process prepares teacher trainees and teacher educators for understanding the growth and development of the learners, their individual

differences, role of motivation in teaching learning process and personality development. This equips the prospective teachers and teacher educators to deal effectively with the learners in different classroom situations.

MULTI SKILL DEVELOPMENT: The skills are developed basically through various theoretical and practical classes. There are umpteen skills which are being developed such as Using of audio-visual aids, Illustration, Narration, Black board writing, Project work making use of charts, models etc.

- **Communication skills** through activities like seminars, debates, declamation, and Poetical recitation.
- **Reading and Speaking skills** through extensive utilization of Language Laboratory.
- **Leadership Skills** through holding important positions in Student administrative council; house/class/tutorial representatives.
- **Life skills** through organising various college level activities.

INCLUSIVE EDUCATION:

The institution admits all categories of student's viz. widows, divorcees, differently abled irrespective of caste, religion, gender etc to B.Ed. & D.El.Ed courses The teachers are also motivated to promote inclusive education that suits both differently abled and normal students in a classroom setting. Various learning methods are adopted to enable the poor learning students to easily understand the concepts. The Innovative students are encouraged further to pursue and excel in various fields.

PRACTICE TEACHING: As B.Ed Course is a teacher training course in which practice teaching plays a very important role for the upcoming teachers, therefore every student is made to undergo a 45 days practice teaching session. Demonstration lessons are delivered by Subject Expert lessons in each school subjects.

Students are sent to various approved schools of Pathankot city for a period of 45 days in two phases for their practice teaching under the efficient mentorship of faculty. Practice teaching comprises of observation and teaching. The students have to undergo orientation, micro teaching, simulation and pre-practice sessions in the college before going for the same.

SCHOOL EXPERIENCE / INTERNSHIP: The Teacher Education program involves development of students in all aspects of the school and not only the teaching part. It covers the administration part as well, organizing assemblies, library management and various extracurricular activities from morning assembly to the last period.

The Prospective teachers and teacher educators are prepared for their future role through following activities during school experience/internship through Conducting classes, Preparing Time Table, Maintaining records, Class management, Conducting tests, checking assignments, Organising curricular and co-curricular activities, Conducting guidance and need-based counseling session for the students. During the teaching practice, good learning outcomes are witnessed and inter personal relationships are established between the institution and practicing schools.

WORK EXPERIENCE:

Work experience is an integral part of both B.Ed. and D.El.Ed. as component II-A of Part-B (Practical) and one of the core papers at the D.El.Ed. respectively. It helps in developing psychomotor and vocational skills of the teacher trainees. Students of B.Ed has computer ART as a craft subject. These crafts enable them to earn and pursue as a Supportive activity.

Preparation of different types of charts, models, folders, flash cards, programmed learning materials, slides, etc.,

Any Other (Specify): Field trips to educative, scientific, cultural and Historic importance being organized.

Students actively participate in variety of competitions organized by college, university departments

Inter College Competitions are held to identify nature of hidden talents in students.

1.3 FEEDBACK ON CURRICULUM

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

The College strongly encourages students and faculty to give feedback and communicate to the management about any improvements that can be made in the curriculum for better teaching.

The students , faculty, management, stakeholders and all academicians involved rate the curriculum in the feedback Performa and put in their

valuable suggestions which are discussed in the management meetings an alumni association of the college has been formed and meetings are arranged from time to time to get feedback in form of questionnaire from old students regarding the curriculum and the changes that need to be brought about in the curriculum. The old students are free to discuss these changes with the Principal and faculty of the college during alumni meet. Feedback from parents is obtained through parent-teacher meetings and feedback prescribed Performa's are also filled by them.

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

Yes, feedback is received from various stakeholders such as student teachers, teacher educators, alumni, Community members about the curricular activities of the institution. All suggestions/feedback received from the students are scrutinized and analysed by the college academic committee and then they are sent to the affiliating university and departments for further action.

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

Members of the College attend the meetings in the university during the and finalization of curriculum. The Feedbacks received are conveyed to the concerned departments in the University. So that they may be considered during the compilation of Curriculum for the next year.

1.4 CURRICULUM UPDATE

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

The Curriculum is prepared by the Guru Nanak Dev University and the up gradation of the same is also done by the University.

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

The Pathankot College is an affiliated college under the Guru Nanak Dev University. The Curriculum for the B.Ed Course is prepared by the University only. The feedbacks received by way of suggestions are forwarded to the respective department by the members involved during university meetings for preparation of Curriculum.

1.5 BEST PRACTICES IN CURRICULAR ASPECTS

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

The institute is committed to the cause of total quality management and for this; the college has been using innovative and constructive practices. With regard to infrastructure, the college has language laboratory, Psychology lab, Science lab, ICT lab, Art room, Craft room/lab, Multi-Purpose Hall

etc. The course quality enhancement measures are developed by arranging guest lectures, organizing seminars, on important topics like Human Rights Education. For professional growth and development, faculty participates in many national and international seminars, conferences, panel discussions debates etc. They are active members of many reputed national organizations and associations.

At the beginning of the academic year, students are to be oriented about the nature of the course and their responsibility & co-operation an academic calendar is prepared by the management of the college which is prepared at the beginning of the academic year in which all the students and faculty is encouraged to participate thereby improving and enhancing the quality of education.

Each lesson to be delivered by the faculty members are well planned prepared and transacted, overall the classes are monitored by the principal and senior teachers Periodical tests are conducted and the strengths and weakness of students are highlighted, seminars, guest lectures, workshops, guidance and seminar counseling services are organized the academic calendarer prepared covers all aspects related to teaching as well as co curricular activities.

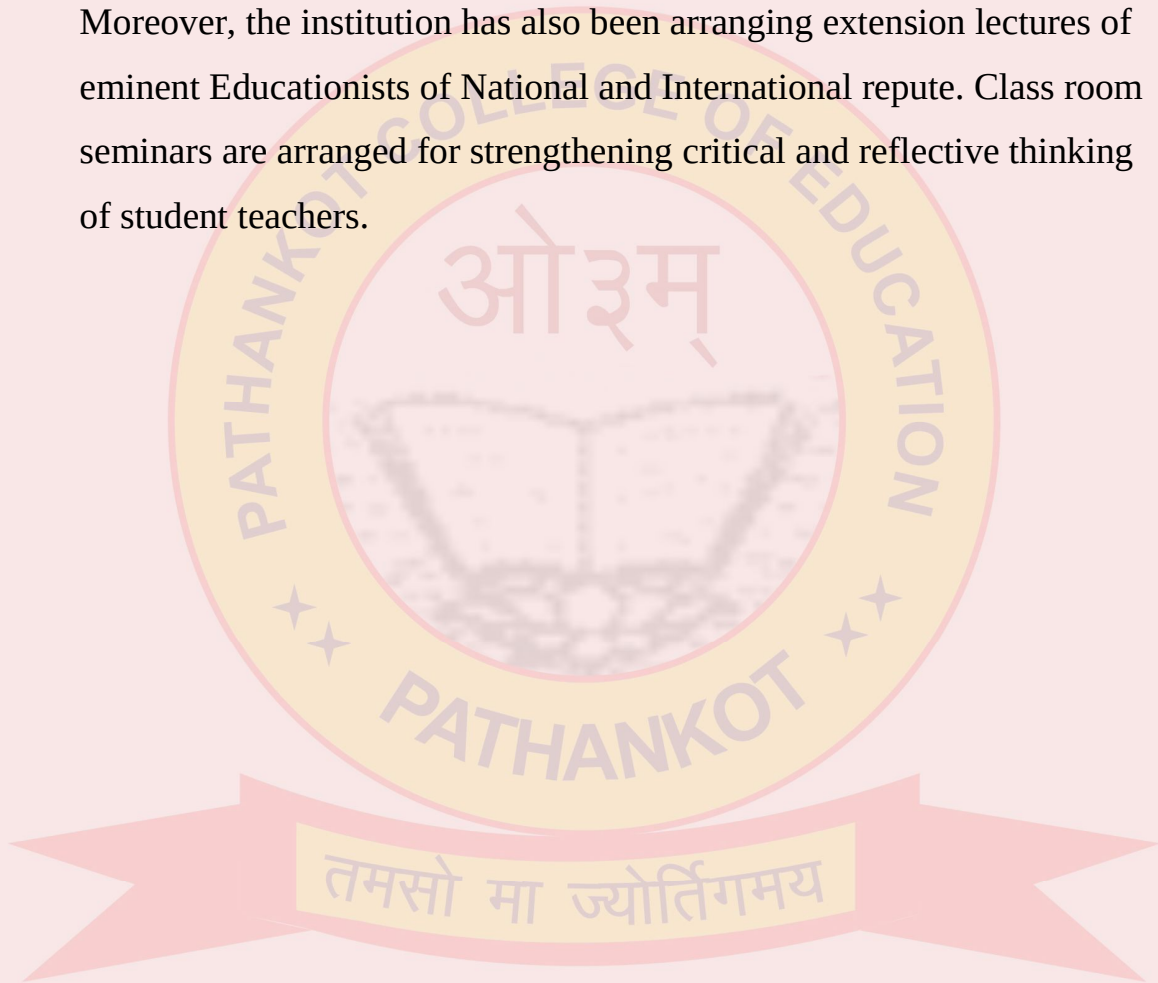
2 What innovations/best practices in ‘Curricular Aspects’ have been planned/ implemented by the institution?

The academic calendar prepared at the start of the academic session provides for the overall enhancement of various skills and improvement in education. The activities undertaken by the Institute includes:

- i) Use of Audio Visual aids

- ii) Extra classes for weak students identified during the course of teaching.
- iii) Proper and optimum utilization of Language labs.
- iv) Organizing and conduct of various seminars, presentations
- v) Developing Communicative skills.
- vi) Maximum Exposing of each student to varieties of activities.

Moreover, the institution has also been arranging extension lectures of eminent Educationists of National and International repute. Class room seminars are arranged for strengthening critical and reflective thinking of student teachers.



CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 ADMISSION PROCESS AND STUDENT PROFILE

This college is a self financed college and follows the guidelines for admission process given by Federation of self-financed colleges of Education (Punjab).

The college has a transparent admission process. It ensures further that the defined admission criteria are equitably applied to all applicants.

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

ADMISSIONS: POLICY AND PROCESSES

The students 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 students, the eligibility condition is 45% marks in graduation or post graduation Admission in B.Ed. course is done by Guru Nanak Dev University, Amritsar, Admission process, admission policy and reservation policy are as per notification of Punjab Government and NCTE.

Admissions in B.Ed. are based on merit basis. For the admission process eligible candidates are called for counseling in the university. After first counseling conducted by the university, list of admitted students is uploaded on university website and three days are given to admitted students for fee deposition in institution. Students report to the institution. The institution forms admission committee of three members under the guidance of principal. After downloading the list of admitted students, admission committee admit the students according to their category after verification of original documents. After three days institution closes the admission and uploads the list of admitted students and also uploads the information of vacant seats to university website. After that university

organizes next counseling and same procedure is adopted till all the seats are filled. In the last, admission committee ensures that all the admissions have been done according to NCTE norms, reservation policy and stream wise and list of admitted students is uploaded on university website.

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

The concerned university advertises admission guidelines of the B.Ed in two National Newspapers of English ,Punjabi and Hindi. The prospectus is published by concerned University and is uploaded to website of university. It gives all academic, administrative and financial details.

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 monitors admission decision to ensure that the determined admission criteria are equitably applied to all applicants. Admissions are strictly made on the norms provided by the NCTE, University and Punjab Government. The institution follows the guidelines given in the prospectus and ensure the authenticity of the candidates admitted, documents related to the educational qualification, category and fee submission etc. Distribution and reservation of seats is strictly followed as per the guidelines of the university and government for admission to B.Ed.

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

The institution has a privilege of its location, that's why its student has admitted 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 are in vogue for the great cause:

1. The institute assists the economically weak student teacher by facilitating them to avail state scholarships. The additional numbers of library books are issued especially to them. The uniform and transport aid are also provided.
2. Religious festivals and events are celebrated by student teachers for integration of their faith and beliefs. Every student is encouraged to share and represent his/her culture and sect in various cultural activities and morning assemblies. Lohari, Diwali, Holi and Christmas are celebrated in the institution. The educational tour to Anandpur Sahib and Wonderland Jalendhar _ were successful ventures in this direction.
3. In language teaching of English, Hindi and Punjabi, optional papers are made available to them as per their interest and needs (within the framework of curriculum). Students have choice in Paper IIIB and project work in B.Ed.
4. Women cell has been established to take care of problems of female students.
5. Separate common rooms, toilets etc. are made available for boys and girls. Guidance and counseling cell of the college helps them in case they face any problems (Personal, educational and professional). Grievance and Redressal cell is established. In curricular and co-curricular activities, all the B.Ed students are encouraged to take part.
6. Scheduled Caste and Scheduled Tribe candidates are provided all help in getting scholarship from the various governmental agencies like Ministry of Social Welfare, and State Govt.
7. Here the medium of instruction is bilingual. English and Hindi

Languages are used as a medium of instruction for the teacher trainees. Bilingual method of teaching learning process is used in the class. Study material is provided according to their needs in bilingual form.

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

Yes, there is a provision.

- After the admission is confirmed the students are oriented with the college. The orientation program provides an opportunity to identify their skills.
- Students then are divided into different clubs and assigned responsibilities as per their ability, taste and institutional requirements. The college provides them with an opportunity to present their curricular and co-curricular talent and extra potential.
- The college has a provision for counseling of students. The counseling is followed by short interviews aimed at judging the aptitude/attitude of the students.
- Peer teaching provides yet another opportunity for testing skills in particular subject before the commencement of practice teaching.

2.2 CATERING TO DIVERSE NEED

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

The College works towards creating a learner-friendly environment conducive to development. The instructional approaches and learning experiences provided by the college are comprehensive enough to cater to diverse needs besides being in tune with the stated objectives of the programme. The college provides best infrastructural facilities, experienced and well qualified faculty and instructional material to create an environment conducive to learning. Excursions, discussions, trips,

conference, seminars, workshops, extension lectures, panel discussions etc. are held on regular basis, spread over the entire session. Further, the students have accessibility to magazines, text-books, reference material and journals available in the library. The students are encouraged to actively participate in cultural, literary activities, competitive and sports events for their all round development.

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

There are various learning needs of the student teachers which are based on subject matter, individual differences & need of the curriculum. All the learning needs of the student teachers are taken into consideration. The problem of varying levels of achievement among learners is met by carefully regulated and well-graded exercises, which aim to take the learner from the simple to the complex.

- Extra classes for weak and needy student-teachers .
- Issuing books to student-teachers during annual examinations.
- Arrangement of seminars at class level as well as college level .
- Organizing the Extension Lectures by prominent educationist.
- Student-teachers are provided financial support to attend workshop/Seminars/Competitions etc.
- Assignment and projects are assigned to the student-teachers.
- Student-teachers need for academic areas are discussed through the tutorial and are also provided with remedies.
- Special Attention is given to slow as well as advanced learner .
- Remedial teaching is given after every class /unit test and house examination .
- Proper orientation about examination and evaluation system .
- Proper & appropriate demonstration is given to the student teachers for model lessons in different skills & teaching practices etc.
- The students are divided into different houses and work as a team in organizing and participating in activities like morning assembly, various club activities, cultural programs,

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

The learner centered approach is adopted in which student teachers are made to understand the role of diversity and equity in teaching learning process. The following activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process Inclusive education is a compulsory paper in which various activities are organized. Various

- Teaching methods are adopted by teachers in teaching learning process like lecture method, discussion method, demonstration, project method, Laboratory method and assignment method according to the need of topic and individual.
- Role plays as evaluator by student teachers during observation of micro teaching lesson in simulation.
- Act as a peer evaluator during discussion lesson.
- Self analysis of strength and weaknesses.
- Creativity in lesson planning.
- Observation of demonstration lesson.
- Action research in school.
- Seminar and group discussion.
- Remedial classes.

2.2.4 How does the institution ensure that the teacher educators are knowledgeable and sensitive to diverse emerging needs. Our college also had organized workshops on teaching skills, research methodology, use of SPSS, action research and educational software.

Knowledge and sensitivity of the teacher educators is ensured by the institution on the basis of their educational qualification, teaching experience, inputs of teacher assessment proforma, feedback from the students and monitoring and supervision of teacher educators through direct and indirect (CCTV cameras) monitoring system. Moreover constant motivation and reinforcement is also given to them to update their

knowledge through participation in various seminars, conferences, workshops, symposium etc. related on these issues.

The College ensures the teacher educators to be knowledgeable and sensitive to cater to the diverse student needs through the following ways
The College selects well qualified faculty that fulfils the required eligibility criteria of the regulatory authorities. The selection is done through a selection committee having experienced member as subject experts. One faculty members possess Ph.D. degree and Seven teachers hold M.ED Degree.

Faculty is updated by ensuring its participation in seminars, workshops, etc. organized in the College and at other places. Teacher educators plan, organize and participate in workshops, orientation programs, panel discussions and expert lectures on specific themes on emerging curricular concerns. Regular briefing of teacher educators is resorted to ensure that they are fully sensitive to the relevant learning needs of student teachers. With the same purpose in view, interactive & brain storming sessions are held once a week wherein faculty members discuss diverse student-specific needs. All the things are not measurable however the environment as it prevails speaks more of the staff members' automotive sensitivity-in-action.

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?

Various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in the classroom situation are following:

Holding daily morning assembly in which the whole faculty and pupil teachers get together and values like tolerance, respect for others, patience, sympathy and empathy, cooperation and truth fullness etc are developed

among students. The following activities are organized:

- Gayatri mantra.
- Shanti path.
- Thoughts of the day
- Prayer.
- Presentation of self composed poems / articles on social and national theme.
- News and current affairs.
- National Anthem
- Havan

Sections, tutorial groups, clubs and other groups are formed irrespective of their caste, religion and other diversities.

Various activities are assigned to the students which include peer teaching, mentor teaching cooperative learning and micro teaching.,

- No special facilities are provided on the basis of colour, caste, class, religion etc.

2.3 TEACHING-LEARNING PROCESS

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

Students are engaged in active learning through interactive learning techniques such as projects, assignments, seminars, group discussion, role playing, proctor system, teaching skill development in micro-teaching setting, discussion lesson, internship in real situation (school) and action research. Preparation of PowerPoint presentation and use of self instruction material which engage students in higher order thinking, analysis, synthesis and evaluation. The students of our college are instructed to use learning resources such as library, website and focus groups to gain the experiences and enrich their learning

- Active learning using library resources
- Library period in our time table is a special facility given to students for using library for enriched learning.
- Library has open shelf system in which students take textbook, reference books, journals and magazines according to their need.
- In library students prepare themselves for group 67 discussion, seminars, debate, quiz tests and write assignments. CD's and DVD's are also available in library by which students take information about various activities. Some important text i.e. report of knowledge commission, right to education act are also available in e-form in computers in library and other labs that help the students to enhance their knowledge.
- Students prepare power point presentation and selected PPT is uploaded on YouTube. This is special enrichment feature by advance learners of ICT. Students avail facility of on-line journals and newsletters subscribed by college.
- Before going to practice teaching demonstration lessons are given to the students by the teachers through simulated teaching and they practice their lessons.
- Advance learners help the slow learners in their studies.
- Students go to different schools for practice teaching, where they have to deliver 45 lessons.

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?

Learning is made student centered by organizing teaching learning according to the needs and interests of the students. Main focus is given on self study and independent learning.

- Learning is made students centric through following activities-
- Essay Writing
- Orientation in Computer education

- Over Head Projector
- Power Point Presentation
- Excursion – Cultural activities
- Improvised apparatus for teaching aids etc. All these activities help the students in contributing self management of knowledge and skill development.

Seminars, projects and case studies are conducted by the student- teacher themselves under the guidance of the respective teacher- educators.

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

At Pathankot College of Education, integration of traditional as well as modernize methodology of instructions are used to impart the instructions & providing various learning experiences to the student teachers. The traditional methodology include lecture method, discussion, Heuristic method technologies, interaction models, source method, project method, problem solving method, demonstration and experimentations etc. The entire necessary steps have been taken for the effective implementations of the curriculum aspect, theory as well as practical. Various strategies have been adopted by the institution to ensure effective learning of the students which include simulation, audio-visual aids, learning by doing, seminars, assignments etc. With the use of various instructional strategies we are providing variety of experiences to the teachers. This practiced work is carried out with the active participation of the student-teachers; student-teachers are engaged in work experiences, preparing charts, Models, making useful products from waste material and Community services, actual school setting, various cultural social program for providing various learning experiences to ensure better and effective learning.

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

Only a few Models like Glaser Basic Teaching Model ,Bruner's concept attainment model, Ausabel's Advance Organizer Model, are taught by the teachers. As these are included in the compulsory paper, so only theoretical knowledge is given to the students and they try to incorporate this methodology and techniques in their lesson plans

The college has as yet not provided additional training in models of teaching as a matter of routine practice. Training in Concept Attainment Model and Advanced Organizing Model is given tentatively and on experimental basis. One lesson based on concept attainment is delivered during Internship by select students. In a way, we are preparing for the lesson plans based models of teaching and this training will be introduced in the next year. The difficult part is that that the schools are not receptive to innovative practices. We would like to survey some good institutions for the implementation of models of teaching on experimental basis.

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

Micro-teaching technique is used in the college for developing various skills essential for effective and efficient teaching–learning process. First, lectures by experts are organized wherein students are acquainted with the concept of micro-teaching. Such lectures are followed by question & discussion sessions. The students then apply relevant skills thus learnt. Each student has to teach five (micro-teaching) lessons before the practice teaching session every year. All the teacher educators (in pedagogy) of the college give a demonstration lesson before the students who observe it and make remarks. The student teachers practice following skills in their micro-teaching.

- introducing the lesson
- Explaining skill
- Skill of questioning-(probing questioning, influencing questioning, and developmental questions)
- Skill of reinforcement/ Evaluation skill
- Skill of blackboard summary

All student teachers have to deliver one micro-teaching lesson on each teaching skill in the class room; before they take up teaching in the actual class room situation.

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

To complement the theoretical aspect of teaching methods and to provide practical training to prospective teachers, practice teaching is organized twice during the course for the total numbers of 45 working days in different schools in the nearby region. Student teachers are required to prepare 25 lesson plans in each of the teaching subjects and minimum two lessons are to be delivered every day. They are guided and supervised by the teacher in-charge from the institution as well as from the school itself.

During teaching practice, oral and written feedback is given by the teacher in-charge. The comments and suggestions on the performance of the student teacher are written keeping the following points into consideration:

The Complete Planning of the Lesson.

- Introduction.
- Presentation.
- Practice.
- Evaluation.

- Appropriate Use of Teaching Aids and Chalk Board Work.
- Oral Communication, Classroom Interaction, Body Language.
- Different Skills : Questioning, Illustration, Reinforcement, Giving Instructions,
- Demonstration.
- Peer trainees also observe the lessons and record them in the observation schedules. The teacher educator in-charge of the program sets the time table with the help of concerned School teacher who distributes the units according to the syllabus. The student teachers gets familiar with the periods, classes, days, dates and time to deliver the lessons. The teacher in charge individually guides the student teacher while checking the lesson plan. Student teachers can plan out their lesson plan with different types of lessons by using different techniques to prepare effective learner centered lesson plans.

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

A group of students are attached with the particular school which was selected by the institution. For internship in government schools, permission from District Education Officer is taken. In that schools are acquire knowledge about the system of school. They acquire knowledge about admission procedure, accounts and preparation of time table, debits, and competitions. During Block Teaching period studentteachers participates in daily morning assembly of the school, organize various activities in morning assembly, keep the record of students attendance, learn how to manage funds & other material of the school and also activity participate in the cultural event of the school. 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 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.

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

The lesson plans to be used in the practice sessions by trainees are prepared by them in consultation with the guide/mentor teacher and the College faculty in-charge. Syllabus prescribed by the education board is strictly followed by the students for preparing lesson plans and teaching. They are subjected to scrutiny and revision.

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

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.
- Training in lesson planning and formulating objectives in behavioral terms.
- Enabling them to apply different methods of teaching.
- Provide training in the use of chalk board, use of teaching aids and modern technologies to make lessons more effective.
- Provide knowledge about Child Psychology and individual differences.
- 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 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.
- 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.
- Various social & life skills are developed through Community participation and games & sports activities, among the studentteachers which help them throughout the practice teaching period.

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

The college puts ample emphasis on the use of technology in teaching-learning process.

- Student-teachers are trained in the art and technique of giving lessons by using latest technology in education. The college acquaints them with the benefits of the use of technology. It puts at their disposal the Educational Technology Laboratory equipped with Power Point Projector, Computers, Video/Audio CDs, CD-ROMs on different school subjects.
- The concerned faculty members exemplify use of IT.
- Student-teachers are motivated and encouraged to use the computer and develop their own presentation. The student teachers are free to take material and equipments (OHP, Power Point Projector, etc) required for practical or to be used as teaching aids from the college labs for effective presentation of their lesson.

Student-teachers may opt to deliver at least one lesson-plan using computers (PowerPoint Presentation). Use of laptops in classrooms is encouraged.

2.4 TEACHER QUALITY

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

During the current academic year the total admitted students are 100. The ratio as a norm is 1:12 in each method subject. The college selects schools for internship program depending on proximity, availability of teaching subjects, strength of students, over all milieu of the school, and etc. On an average the ratio of student teachers in practice teaching schools is about 10-15 student teachers per school. The student teachers are divided into well composed groups for practice of teaching in different schools. The ratio of the student teachers in the practicing schools is done on the basis of the requirement of availability of Teachers/Faculty members for observing the lessons, as well as for smooth management of this process by teachers. Thus, ratio of student teachers to identified practice teaching schools thus could be at variance.

2.4.2 Describe the mechanism of getting feedback to the students and how it is used for Performance improvement.

The practice teaching sessions are closely monitored and evaluated during the planning and the execution stages. The lesson plans are carefully scrutinized and improvements suggested. The classroom performance is watched by the guide teacher and suitable feed-back and corrective advice given to the trainees almost as a daily measure. The college faculty in-charge evaluates the lesson plans at the preparation stage itself and

suggests ways of improvement. He / She interacts with the guide teacher and has joint sittings with the trainees. Similarly the student feed-back is obtained informally by the guide teacher and through informal write-ups by the trainee herself for performance improvement.

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

The institute organizes a meeting of teacher educators and school teachers for the intimation of school timetable, course covered in particular subject, school timings, seating arrangements of student teacher, academic calendar of schools etc. Further these points are communicated to student teachers to update them on the policy directions and educational needs of the schools.

2.4.5 How do the faculty and students keep pace with the recent developments in the schools 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, workshops and extension lecturer in colleges and Department of Education, Guru Nanak Dev University 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 of relevant tools and techniques.

2.4.6 What are the major initiatives of the institution for ensuring personal and professional/carrier development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies etc.) The college encourages .

- The college encourages, motivates the teaching staff to be actively involved in all fields.
- To enhance their academic qualifications.
- To attend and participate in seminars, workshops, orientation and refresher programs.
- To publish educational articles in different educational journals and magazines etc.
- To write books.

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

Regular increments and timely incentives are provided to reward and motivate staff members for good performances.

2.5 EVALUATION PROCESS AND REFORMS

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

Barriers in learning are identified by faculty during their interaction in and outside the classrooms.

- Barriers so far as possible are not allowed to come up. During Tutorial periods group as well as individual problems are identified and addressed.
- The College is situated in natural surrounding and housed in a pollution free environment in an appropriate building with all infrastructural facilities conducive for the conduct of teacher education programme.
- College has a well developed play ground, a multipurpose hall of the required seating capacity, equipped with required gadgets for effective conduct of curricular and co curricular programmes. The college also has a seminar room equipped with public address system. Besides, it has computer lab, language lab and educational technology/ICT lab.
- The democratic way of communicating to the students provides an atmosphere conducive to rational interactions providing enough space/opportunity for the expression/understanding of barriers to student learning. The teacher educators of the college and student representatives talk freely about barriers to learning. All the possible efforts are made by the staff members to remove these identified barriers
- The college is open to reforms which entail an understanding of barriers. The Academic Committee reviews aspects concerning academic growth and takes steps to facilitate growth and erode barriers. It sees if there is management of instructional time, instructional presentation is student oriented and the presentation is such that there is effective involvement of the students. It does instructional monitoring and ensures feedback through evaluation of students by the performance and correction of papers. Monitoring and feedback is also

done through evaluation sheets given to the students.

- Grievance Cell addresses grievances and deals them accordingly. There is a suggestion/complaint box in the main building of the college. Any stake holder can put his/her suggestions/complaints in the box. The suggestions are analyzed and worked upon. The feedback from the students is taken at the end of the academic year also. Also, feedback from alumni is entertained. On the basis of feedback analysis conclusions are drawn and decision taken for implementation.

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

The institution adopts continuous and comprehensiveness system of evaluation. It is done through internal as well as external assessment, on regular basis.

Valued answer scripts and assignments are shown to the trainees. Their errors and short comings are pointed out to them and suitable remedial actions suggested. This contributes to transparency and faith in the system. The students have the option to re-do the assignments and internal test to improve their scores. Tutorial and remedial classes are arranged to clear the doubts of the students. Entire process of evaluation and improvement is supervised by the subject teacher through communication of outcomes. All the remedial classes and tutorials are arranged as per the requirements. The results of house examinations and annual examinations are displayed 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 learner 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 in assessment and evaluation processes?

Computers are used for the question paper setting, result recording and analysis. LCD projector, O.H.P., audiovisual 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 corrections in linguistic skills.

CCTV monitoring is also one of the means of evaluation in order to ensure proper and fair evaluation.

2.6 BEST PRACTICES IN TEACHING-LEARNING AND EVALUATION PROCESS

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

- LCD and LED Projectors are installed.
- Transparency in system
- Well organized internship programme.
- Promotion of faculty empowerment activities and programmes.

The college welcomes innovations in teaching, learning and evaluation.

The College has certain innovative practices such as, distribution of curricular & co-curricular activities.

Conducting meetings before and after the major event to be organized like co-curricular activities such as Inauguration and Educational excursions, National festivals along with curricular activities such as Microteaching work-shop, practice Teaching, Guest lecturers and seminars.

Agenda is pre-circulated and discussion is carried on regarding strengths and weakness of the event. It provides a vision for arranging a future event.

Each faculty is given freedom to share their ideas in open discussions.

Many student-friendly activities are organized to develop stage handling to reduce stage fears

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

Significant innovations in teaching learning process include

SELF SUPERVISION

Sometime back in the past the college experimented with self supervision during the internal examinations. But the college was not satisfied with the outcome of such an experiment and later discontinued.

USE OF IT

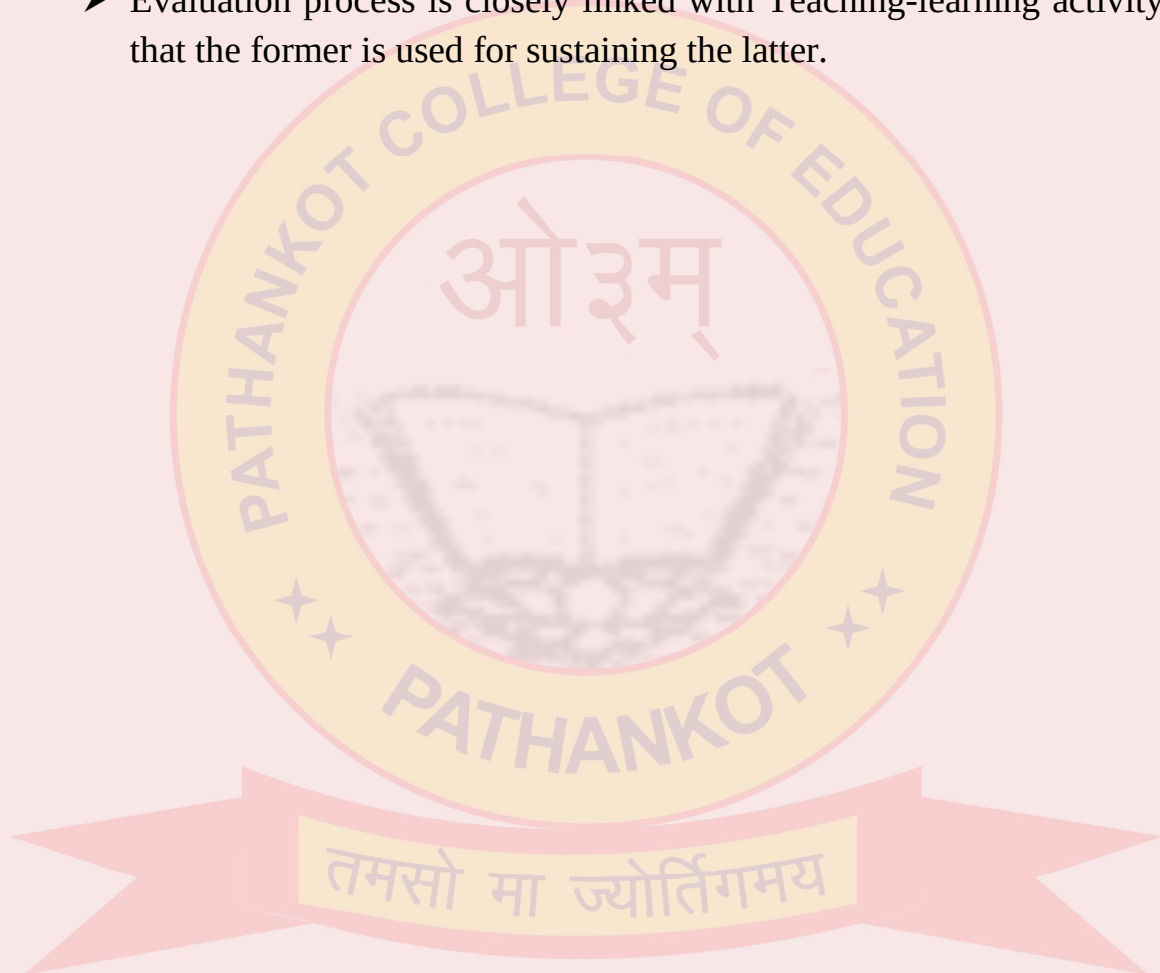
- The institution promotes technology based planning of the lessons. The teachers are using computers to plan their lessons and using audio-visual aids in presentation of the lesson.
- Use of technological means of teaching like, Audio-Visual Aids, projector, Computers, Multimedia, etc are used. • Computer aided/assisted learning, software, etc are to be designed in near future,

by the teachers in their respective subjects.

- Exposure is provided to students. They interacted with various important personalities such as the area representatives, and officials.
- Students are also shown relevant documentaries.

EVALUATION LINKED IMPROVEMENT

- Evaluation process is closely linked with Teaching-learning activity in that the former is used for sustaining the latter.



CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

Promotion of Research

1 How does the institution motivate its teachers to take up research in education?

The Institute encourages and motivates the faculty to be involved in research work in education. The College encourages the faculty by way of :

- Providing study leaves
- The teaching schedule are adjusted to accommodate teachers who are to attend research programs.
- Providing of typing facilities, Photocopy machines use of internet facilities. .
- Motivating the faculty to undertake research degrees.and Post doctoral research Inculcate research culture in the institution.
- Teachers are encouraged to write research papers for publication in reputed journals Transportation facility to the staff to attending the program.

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

- School administration.
- Use of Modern Technology.
- Management supervision and control.
- Emerging trends in teacher education.

- Evaluation techniques.
- Methods of Teaching.
- Child Psychology

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

Yes, the Institute follows a action research practice to sort out the immediate day to day problems involving discipline, low attendance, lack of subject interest and the areas undertaken have improved satisfactorily.

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

The lecturers have attended the State, National and conference organized by the Guru Nanak Dev University and Self finance colleges in the district.

The Faculty members have attended various Workshops/seminars and conferences . The Details are as under:

1. Asst. Prof. UMA SHARMA

Date:- Jan 21,2012

Participated as a resource person in the PTU seminar held at A & M institute of computer and Technology on the 'Regional seminar on environment education,

Date:- December 19,2012

Participated in workshop for faculty development for strengthening Teacher Practice organized by Pathankot college of Education.

Date:- February 22,23th 2013

Presented a paper on 'corruption-creeping all over' in ICSSR supported National seminar on "Value crisis-the global concerns and a challenge for education" at Sri sai college of education, Badhani, Pathankot.

Dated:- March 21,2013

Participated in the National workshop on development of Research Proposal/Synopsis organized by Kshatriya College Of Education, Indora, Distt Kangra(H.P)

Date: May 13,2014

Presented a paper titled role of ICT in teacher education in the National seminar on Integration of ICT in teacher education organized by vaishno college of education.

2. Assistant Professor RUPINDER KAUR

1. Attended "One day inclusive educational orientation programme for sensitizing teachers".

----dated. 12th Nov 2010

2. Presented a paper in national seminar on "Virtual learning in teachers education", at Vashino College of education, Kangra .

----dated. 13th May 2012

3. Participated in one day workshop for faculty development programme for strengthening teaching practice in Pathankot college of education

----dated. 19th Dec 2012

4. Participated in national workshop on action research at SMDRSD college of education Pathankot

----dated. 25th Feb 2013

5. One day national workshop on “Development of research proposal at Kshatriya College of education”.

----dated. 21th March 2013

6. Participated in one day workshop on micro teaching at Angels college of education

----dated. 25th Nov 2013

7. Presented & published a paper in national seminar on “Teaching strategies – their role in teaching”, at Paradise college of education Jalandar.

--dated.14thMarch 2014

8. Presented & published a paper in national seminar sponsored by the ICSSR north western regional center Chandigarh on “issues and challenges in right to education”.

----dated. 7th March 2014

9. Presented & published a paper in national seminar sponsored by NAAC on the topic “Models for teachings for enhancing teacher effectiveness at Rajiv Gandhi memorial college of education Jammu”

----dated. 9th & 10th May 2014

10. Presented a paper in national seminar “Examination reforms: need of the hour”.

----dated. 7th & 8th Aug 2014

11. Presented a paper in national conference on higher education and civil society in 21st century at Punjabi university Patiala

---dated. 14th & 15th Oct 2014

12. Participated in national workshop on “Methodological issues in education research”.

----dated. 11th to 14th Feb 2015

13. Presented & published a paper on RTE role of private sector at Pathankot college of education

----dated. 21st Feb 2015

14. Presented & published a paper in international conference on higher education in Ramgarhia College of education.

----dated. 3rd & 4th March 2015.

15. Presented a paper in UGC sponsored national seminar on “Swami Vivekananda on human excellence “, at SMDRSD college of education Pathankot

----dated. 24th march 2015

16. Presented & published a paper in national seminar on “Privatization of teacher education programmes and dangers” at Vivekanand College of education, Jammu.

----dated. 4th April 2015

17. Participated in UGC sponsored short term course for teacher educators at Guru Nanak Dev University Amritsar.

----dated. 7th July to 13th July 2015

Publication of book of Teaching of History

3. Assistant Professor ATUL AGGARWAL

Date:- May 04-08-2004

Attended National level workshop on 'Research Methodology, statistics and use of SPSS' by D.N Samanwal in Ramgarhia College of Education, Phagwara.

Date:- September 05,2012

Attended the National seminar on "Preparing Professional and Human Teachers" in Khalsa College of Education, Amritsar.

Date:- December 19,2012

Attended one day workshop for 'Faculty Development for Strengthening Teaching Practice' in Pathankot College of Education.

Date:- November 15,2013

Attended one day workshop on micro teaching in Angel College of Education, Pathankot

Date :- March 21,2013

One day National Workshop on Development of Research Proposal/synopsis at Kshatriya College of Education, Indora(H.P)

Publication: Communication Skills its demand in 21st century (Neelam Publesher)

4. PROF. ANU LATA

Attending Five day State level workshop on Techniques for analysis of Data in educational Research organized by Shiva

College of Education. From Jan 22,2010 to Jan 26,2010.

1. Presented a Paper in two days National Conference on concerns in Teacher Education. on Feb 07-08,2013
2. Attending one day Art workshop at Pathankot College of Education. on 19-12-2011.
3. Attending one day workshop on Micro- Teaching organized by Angel's College of Education., Mamoon, Pathankot on 15th Nov.,2013.
4. Attending Regional Seminar on "Environmental. education." on 21st Jan,2012 at A & M institute of Computer & Technology.
5. Presented a paper on Indian Textiles Industry, opportunity & Challenges in the seminar on MSME's challenges and opportunities held on March 02,2012 at Dev. Samaj College for women sec-45-B,Chandigarh.
6. Presenting a Paper Titled "Role of ICT in IE" in the National Seminar on Integration of ICT in I.E. organized by Vaishno College of Education Thapkaur (H.P) on 13th May 2012.
7. Participated in National workshop on Development of Research Proposal/synopsis organized by Kshtriya college of edu.,Indora Distt. Kangra on March 21,2013.
8. Presenting a paper on "Rural Marketing; constrains & opportunities" in the International conference on "Marketing emerging Issues, Challenges & strategies " held on 24th March 2012 at Chandigarh group of colleges.
9. Attending one day workshop for faculty Development for strengthening Teaching Practice on 19th Dec. 2012 at Pathankot College of Education"

10. Presented a Paper Titled “Developing Process for Inter Assurance in Teacher Edu. in NAAC Sponsored Seminar Held at Rajiv Gandhi memorial college of Edu. Kathua on 9th & 10th May 2014.
11. Presented a Paper on “Characteristics & Role of Teacher in Making Edu. Reforms “in the National Seminar on “Edu. Reforms-Challenges & strategies held on 9th Feb. 2013 at G.G.D.S.D.C sec 32-c, Chandigarh.
12. Presented a Paper Titled on “ Corruption-creating all over “ In ICSSR supported National Seminar on value crisis- The Global Concerns & A Challenge for education” on Feb 22-23,2013 at Sri Sai college of education” Badhani.
13. Presenting a Paper in NAAC sponsored seminar held in Dronachariya college of edu.,Rait(H.P) on the topic “ Role of ICT in T.E “ on Dec 22,23,2012.
14. Presenting a paper on the titles “Malpractices in examination at Vaishno College of Education Thapkaur, The Nurpur, Distt. Kangra(H.P). on 7th & 8th August 2014.

5. Assistant Professor HARPREET KAUR

Date:- March 15,2014

Attended national Seminar on professional Competence in teaching and National Workshop on intelligence Testing : Management and demonstration of intelligence tests on March 15,2014 in Paradise College of Education and presented paper entitled effect of concept mapping on the creative Teaching attitude of pre-service Teacher.

6. Assistant Professor MONIKA PATHANIA

Date :- December 12,2009

Participated in the national seminar on ‘Teacher education in the Global Era’

Date:- December 12,2009

Presented Paper on multimedia in teacher education seminar was organized by Sri Sai College of Education,badhani,Pathankot

3.2 Research and Publication Output

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

The faculty members and students have collaborated in preparation of various aids for the improvement and enhancement of quality of teaching. Various Power point presentations keeping in mind the latest techniques.. A variety of CD’s, Charts and models were prepared.. Optimum use was made of the overhead projectors.

Transparencies and slides for teaching through OHP and slide projector.

Teaching aids like models (working, static and cross-sectional), specimens, charts etc. to be used for teaching.

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

All Labs pertaining to different subjects are available which are fully equipped and has all the materials/ equipments required and optimum use has been made of all the facilities available in all the labs. There is a well equipped library with more than over 5280 reference books to assist the students, College has a well equipped ICT resource centre with internet facility, modern Gadgets and devices like OHPs, projector, CDs, LED and LCD projectors.

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

A number of CD's were prepared on teaching practices, Power point presentations were also made

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

- 1. Organized by the institution**
- 2. Attended by the staff**
- 3. Training provided to the staff**

The College has encouraged students and faculty to attend various seminars, programs .

The Teachers have duly attended refresher course and orientation

programs. Workshops & Seminars attended by the staff members regarding material development of teaching aids used in teaching practice. .

1. College organized Art Workshop on 19th December 2012
2. College organized Accupressure Workshop on 8TH September 2012.
3. College organized Reki Workshop on 8th October 2012
4. One day Faculty Development Programme for strengthening teaching practice on 19th December 2012
5. College organize inter college competition at national level on 16th February 2013.
6. College organize a national seminar on issues and challenges in implementation of RTE Act 2009. On 21st February 2015

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

Efforts have been made by the faculty members to publish the papers in the journals. Papers have been published in the journals.

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

No such honor or awards have been received

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

Ongoing PhDs

1. Ms. Rupinder Kaur is has submitted hes Synopsis for PhD and registered under Punjabi university Patiala.
2. Ms Uma Sharma has enrolled for PhD
3. Mr.Atul Aggarwal has enrolled for PhD
4. Ms Anu Lata has enrolled for PhD

No majors projects have been taken by the staff. Now steps to be taken to get major/minor projects from the university or the state government.

3.3 Consultancy

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

Yes, the institution provided consultancy services. The details are given below:-

School administrators and teachers are given guidance on evaluation practices, methodology of teaching and preparation of instructional materials.

Consultancy service of the Psychology laboratory is also provided to the students of different institutions by providing guidance and access to different psychological tests to be used for research work and other purposes.

Students are counseled for various types of problems faced by them in different fields educational, vocational and even personal. Through these consultancy services the institution and the Community has mutually benefited. This helps in optimum utilization of human and physical resources.

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

Yes- the teachers are fully competent to undertake consultancy in areas of Teacher Education.

- Senior faculty is associated in the interview panel
- Teacher training & interactive.
- Senior faculty involved in providing advice relating to Learning disabilities.
- Guidance & counseling.
- School administrative & discipline.
- To make the students cognizant about the various diseases and suggest the precautionary measures against them.
- Lectures on general topics and social issues like female feticide, drug addiction, dowry system etc. are also delivered by our faculty members to eradicate these evils from the society.

Consultancy is provided through personal interaction and college school level relationship.

- 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?**

Consultancy provided by the college is free of cost and no revenue is generated. No amount is charged for Consultancy. It is a honorary service being provided for the betterment of the Society.

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

N.A

3.4 EXTENSION ACTIVITIES

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

The Extension Programs cover a wide range of activities like :

- Various types of awareness camp, rallies associated with social issues.
- Health care camp ,
- Yoga, sports and meditation programs for surrounding communities.
- Doctors from different hospitals of Pathankot District are invited to guide the students on topics concerning health and hygiene.
- 7 days NSS camp is organized every year.
- Sensitization of prospective teachers to environmental issues and problems through Documentaries, Quizes, Poster Making,

Slogan writing and inter house competitions etc. Sensitizations regarding eradication of social evils like female foeticide, dowry system through above stated activities.

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

The College organizes various camps and events in which renowned personalities in different fields from the Community are invited in programs such as annual days, seminars, camps wherein the students are able to interact with those personalities and thereby gain from their experience. In these camps importance is given to Community services like :

- Cleaning of Public places like roads, college campus and Building.
- Planting of saplings.
- Create awareness about importance of the education, health and hygiene, Small family concepts
- People from different fields of specialization like doctors, lawyers, bank managers, Social activists, etc. from the Community are invited to deliver talks and extension lectures.
- Feedback from the heads of the various schools adopted for practice teaching helps us to revise and reconstruct our programmes and policies in the institution.
- Value oriented co-curricular activities in school
- Development of democratic citizenship

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

- Reform works for the Community
- General awareness camps (Aids, polio Human Rights, women Empowerment etc.)
- Literacy programs.
- Environmental awareness.
- Computer literacy program.
- English coaching program.
- Conducting curricular activities and co-curricular activities on a regular basis.
- Organizing sports and cultural activities in the Institute.

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

Yes –

- **Go- Green Drive:** This project was taken by Environmental club in session 2014- Spots were identified within the campus and outside in the village where trees were planted to make the environment clean and green.
- Education, medical awareness and awareness programmes, AIDS Awareness rallies for environment protection etc.

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

The Institute is actively involved in development of various skills amongst its students by way of :

- Celebration of all National festivals like Republic Day, Independence day, Gandhi Jayanti etc
- Celebration of Social festivals
- Sports and cultural activities.
- Organizing Excursions
- Seminars & Conferences
- Inter college activities.

Students organize co-curricular activities developing social and citizenship values in them during their teaching practice as an essential part of their training.

3.5 Collaborations

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

Efforts are being made to have a linkage with national level organizations. The Institution has linkages with the MHRD, NCTE.

2 Name the international organizations, with which the institution has established any linkage in the last five years.

Detail the benefits resulted out of such linkages.

There are no Linkages with International organizations.

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

We plan to make the linkages with following area:

- **Curriculum Development**
- **Teaching**
- **Training**
- **Practice Teaching**
- **Research**
- **Consultancy**
- **Extension**
- **Publication**

Curriculum is being developed by the Guru Nanak Dev University, Amritsar. Staff members attend the University meetings and provide valuable feed back in preparation of Curriculum.

The Different journals and student material of NCTE are helpful in enhancing the teaching quality. Eminent educationists are invited to present their views from various universities.

Suggestions and guidance of teachers and heads of practicing schools, provide guidelines to improve the teaching strategies

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

College has very good linkages with a good number of schools in the adjacent and nearby areas which helps the college to attain various different activities as teaching practice, functions, games & sports etc. School teachers are invited to act as expert during skill in teaching examinations. School Principals are invited in college function. Schools heads and teachers are participating in conferences, Seminars/workshop organized by the institute.

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

Yes: All the faculty members are actively participated in teaching practice and supervision to give valuable feedback for further contributing to the better teaching practices.

Our faculty members are associated with secondary schools where the practice teaching programs are fixed. To promote practice teaching in the best manner, the faculty interacts with the school principal and teachers regarding the time slots, delivery, observation and evaluation of the practicing lessons. Before the commencement of practice teaching, the faculty and the student teachers interact with the school personnel about the activities to be carried out during practice of teaching. At the time of practice teaching our faculty is deputed on rotation and they stay whole day in the school to observe, supervise the involvement and interaction of our student teachers with school students and teachers.

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

The faculty members regularly visit various schools for students of B.Ed and even as an Expert during selections process .

3.6 Best Practices in Research, Consultancy and Extension

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

The faculty members have attended various seminars, Conferences relating to teacher education. The internet is made available to all the faculty members. They can resort to the internet for procuring information about the related literature on any research work. The library is updated with recent publications and journals Organization of various Camps, Social Survey, etc. by the institute. Awareness Rallies are a regular feature of the college. Celebration of All major events and festivals

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

College has constituted academic board and are planning to start a research journal. Teachers are motivated to take up research work in education.

3. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous

assessment and accreditation.

The major quality sustenance and enhancement measures undertaken by the institution since its inception as follows:

- The college devotes 10 days for pre-practice teaching and 40 days for actual teaching.
- Community based programs are being organized by the institution.
- The institution also organized awareness programs on different areas as AIDS awareness, environment awareness etc.
- The college has organized different programs for student-teachers as seminars, workshops, extension lectures

These activities have been undertaken on a regular basis since the college started functioning.

This will be the first assessment and accreditation process being undertaken.

Criterion IV: Infrastructure and Learning Resources

4.1 PHYSICAL FACILITIES

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

The college has all the physical infrastructure facilities as per NCTE & other regulatory body norms. There are well built spacious classrooms, presence of all labs required, a fully equipped ICT Lab, A spacious library with all books and Journals, Labs etc. A brief details is as under

Land area - : 1 Acre

- Total Built Up Area – 2000 sq.mt
- Class rooms - 60-- sq.mtr(each-6)
- Office –22 Sq.mt.
- Staff Room – 22 Sq.mt.
- Women's Common Room –61.38 Sq.mt.
- Science Lab – 94.79 Sq.mt.
- Library and Reading Room134 –Sq.mt.
- Educational Technology – 50 Sq.mt.
- Computer Lab – 50 Sq.mt.
- Language Lab.-27 Sq.mt.
- Multipurpose Hall – 200.74 Sq.mt.
- Psychology Lab.- 61.33 sq.mt.
- Visitor Room . 12 sq.mt

- Administrative Office- 12 Sq.Mt
- Stores(6) 29 sq.mt
- Art And Craft Room 61.33 sq.mt
- Physical Education Room 61.33 Sq.Mt
- Toilets(7) 30sq.mt

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

The College fulfills the required necessities faced by the student teachers and the faculty members every year by considering the various suggestions received by the stakeholders during the course of the year

The College management takes Continuous appraisal of the need for all Infrastructures and maintenance of the existing infrastructure and is enhancing all facilities as per the requirement and changes. The faculty members are making use of PPTs, direct internet, transparencies and such other innovative methods to make the teaching-learning process more efficient and effective.

Budget is allocated for further enhancement of Infrastructure as well as books, equipments etc.

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

The college has well equipped infrastructure facilities for co- curricular and extracurricular activities. Sports outdoor, indoor sports activities hall, multipurpose hall,(to organize seminars, workshops, conferences, special morning assemblies, Talent Hunt etc). Badminton court, volleyball court, work shop and seminar hall and space for yoga. Transport facility for out site Excursion Activities.

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

The College is Exclusively running the Teacher education Program hence the facilities available are meant exclusively for the teacher education Program Students and is not being shared by any other Institution or Program.

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

- College has Separate rest rooms for both boys and Girls.
- Separate hygienic and clean washrooms for the boys and girls as well as the staff members.
- Hygienic drinking water is available to all.
- Hygienic Canteen
- Basic medical facilities are available in the Institution and information about this is made available to all students and staff.
- Transport facility for the students.

- 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.**

No, There is no Hostel facility for students in the campus at present.

4.2 MAINTENANCE OF INFRASTRUCTURE

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

Infrastructure: Allocation, utilization, Balance.

- Land
- Building
- Furniture
- Equipments
- Transport

Budget is allocated in the beginning of the year optimally for all above items and spends fully. Supplementary budget provisions are made during the year if necessary/required.

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

The College Building as well as the facilities available are prepared as per the NCTE Norms and the affiliating University Requirements.. Optimum use is made for all the facilities available.. Besides regular classes the rooms are made available during seminars and other cultural and social activities. The Rooms and open area is also provided for official work such as election duties.

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

The college is situated in very calm and beautiful natural surroundings... There are spacious classrooms with proper ventilation, Proper sanitation facilities, availability of clean drinking ware, availability of dustbins in each class rooms and proper disposal system. Students are encouraged to plant saplings and always keep the lawns green and clean.

4.3 LIBRARY AS A LEARNING RESOURCE

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

Yes:- The college has well qualified and efficient librarian along with one assistant to help . One computer, One printer, photo copier machine has been provided to the library for technical support. Internet and e-library facilities also available in the library. National and International collection and Foreign journals are available in the library. The Library committee takes care of all decisions relating to various needs and activities for the library. The Committee has 4 members as underlined below:

Asst. Prof. Uma Sharma (Head)

Asst. Prof. Akhilesh

Asst. Prof. Atul Aggarwal

Asst. Prof. Rajneesh Bala

The committee also meets in case there is any urgent decision to be taken for library matters. All the staff members and teacher trainees are

also asked to recommend books for their subjects. After receiving the lists from different resources final list is prepared and in the light of budget allocation, the orders are placed by the library committee keeping in mind curricular requirements.

- 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.).**

There are umpteen numbers of books, sufficient journals, periodicals, availability of Newspapers, encyclopedia, reference books . , Internet, are available to benefit and facilities the student & faculty.

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

Yes: The college has 2 members library committee which meets four times during the academic year

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

Yes the library is partially computerized and steps are being taken to make it fully computerized at the earliest. The software has been installed in the library. However, this software is so far being used only for searching of books. It is being planned to make the issue/ return section also to be computerized at the earliest.

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

The Internet facilities are available in the library in open mode for the students and staff members. For the Reprography facility no charges are levied from the staff or students.

Faculty members regularly use the computer facility for academic purposes to access required information of various kinds in their respective subjects, techniques, classroom interaction techniques, teaching aids and recent developments in the field of teacher education. The student teachers use the computers and the internet for their various projects for learning and teaching practices.

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

The Institute does not make use of the Infibnet / Delnet /ICU facilities at present but certainly the Institute is open to the idea of using such facilities in the near future.

- 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 opens from 8:30 am to 4pm at every working day from Monday to Saturday except the Sunday and other declared holiday. In Case of any special need like seminar or workshop the Library facility can be used by the staff and students.

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

All the new arrivals are displayed on the separate display rack and visible show case almirah's. The latest arrival list also displayed on library Notice Board.

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

Yes: The college library has a little book bank facility for the needy students. Books are donated by students, parents.

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

The Institution has had no such students in the last five years. In case of such students provision will be made for seating at the entrance of the library and he/she will be assisted by the librarian for issue and return of books.

4.4 ICT AS LEARNING RESOURCE

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

The College has a well equipped ICT Lab with availability of 20 computers with high configuration. The students are allowed to access the Internet facilities. All offices are entirely equipped with computers and

internet. . The Lab is also equipped with Audio Visual aids overhead projectors, printers and scanner.. The administrative office is also equipped with computers and photo copy machine. The staff and students are being continuously encouraged to make use of all facilities available keeping in mind the present trends in teaching

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

The Curriculum designed by the Guru Nanak Dev University for B.Ed Students has no such provision excepting for an optional paper. Wherein the basic computer training is imparted to the students along with the use of internet facilities and net surfing.

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

The College Encourages both teachers and students to make full use of the latest audio visual techniques for teaching and learning The staff members are encouraged to make use of projectors and power point presentations. Students are allowed to access the Internet as well

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)

- Developing lesson plan and other related academic material.
- Classroom transaction of teaching learning process
- Preparation of results of unit and term tests.
- Making the attendance
- Preparation of teaching aids.

4.5 OTHER FACILITIES

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

Total infrastructure is used for instructional purpose. The information technology resource is used for Community and near by school children.

- 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?**

O.H.P.-2 ,LCD-2, Slide Projector -1, D.V.D. Player-1, T.V.1, Public addressing system-3, Microphones -32 , C.Ds-15 ,

Student teachers use all the above mentioned items to perform different type of function / activities as teaching, cultural functions annual function, seminar and paper presentation etc.

- 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 College has all the labs as prescribed by the NCTE. The Labs are fully equipped and upgraded on a regular basis. There is a teacher assigned for each lab who overlooks the proper care and maintenance of equipments in each lab.

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

Yes: One Multipurpose Hall, Work shop, Art and Music room, Sports and Games rooms and college bus facilities are available in the institution.

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.

One class room / M.P.H. are equipped with LCD and O.H.P projectors for making the teaching more effective and productive. In future college plans to modernize all the class rooms with projectors and any other technology.

4.5 BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCES

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

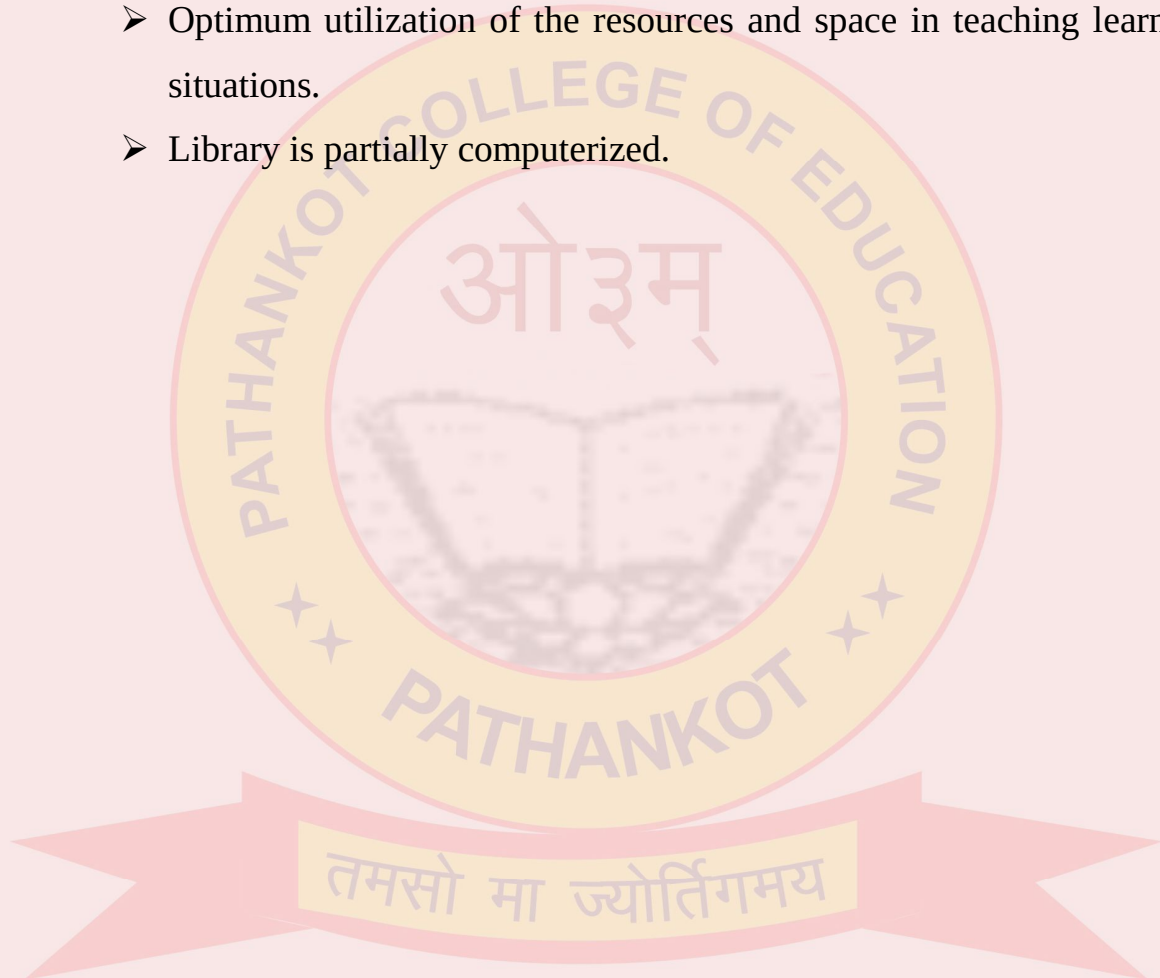
The staff members are trying to find out innovative ways for making learning a memorable experience and interesting. Use of latest ICT techniques is encouraged. Class room environment is made conducive through the use of teaching aids and activity based teaching

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

- Use of projectors
- Use of models prepared by the subject teachers through power point.
- Use of internet in preparation of teaching lectures
- Prepare Programme Learning Materials in teaching learning process.

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

- Separate room arrangement for method teaching tutorial remedial classes.
- Separate room is arranged for student counseling.
- Optimum utilization of the resources and space in teaching learning situations.
- Library is partially computerized.



Criterion V: Student Support And Progression

5.1 STUDENT PROGRESSION

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

In the first week of the beginning of the academic year orientation program is organized to educate children about the B.Ed Course, the Syllabus, and the examination and assessment methods. Organizing Talent Hunt programmed to assess cultural, literary, theatrical, musical abilities and skills of students if any.

It is not only the teaching part which is important. Assessing is another part which is needed to examine as to how much the student has understood. Various types of evaluation are undertaken by way of tests and results analysed and progress report prepared. The results are conveyed to the students and they are encouraged to improve.

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

Institution has good infrastructure (class rooms, general facility, labs, Common room, staff room, Office, Principal room, workshop, canteen, etc.) Peace and pleasant atmosphere, good infra structural facilities, well experienced and qualified staff to promote and motivate students to learn with move anxiety and enthusiasm. Institute campus is entirely free from

all types of pollution and other hindrances.

- Suggestion boxes been installed have to receive students' complaints and suggestions.
- Guidance and Counseling cell to provide educational, career and personal guidance from time to time.
- Organization of N.S.S camps to inculcate moral, social and economic values among the students.
- Organization of periodic seminars, debates, declamation contests and workshops in the institution to build confidence in the students.
- Organization of cultural programmes in the institution to find the talent among the students for the all-round development of the would-be teachers.
- Selection of Class representatives, House representatives by the students themselves.

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

The Institution is proud to admit that there has been no drop out cases in the last many years.

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

There is the provision of extra – classes and coaching on Saturday and other holiday by the teachers and other expert which helps the student in awareness of preparation in all competitive exams.

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

As per the institution records thirty to Ten to Twenty percent of pass out students involved themselves for further/ higher studies. The remaining students have chosen teaching as a career.

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

Yes, Our Institution provides library facilities to alumni for further higher studies, competitive tests. Internet and ICT facilities are extended to those students.

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

Yes the college has a placement cell to provide a platform and a place in the work field. The placement cell collects the information of job opportunities and in form to the student through displaying on notice Board or personally. The placement cell has been established by the institute in 2012. Our institution have close relationship with surrounding aided and self finance schools and periodically get the vacancy position to inform the student. More students were successfully faced interview and written exam and they were placed in the reputed schools and colleges.

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

- Language problem.
- Lack of I.T. knowledge.
- Suitable jobs for suitable students
- Communication Skills
- Personality and leadership qualities
- Less salary and other facilities

Special coaching and technical training are given to the students before the placement.

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

Yes, the institution has tie up with all practice teaching schools. As per their requirement selected students are placed there. Moreover resumes of the trainees are forwarded to the principals of practice teaching schools during teaching practice.

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

- Placement cell is fully financed by the institute
- All the required human facilities are provided

5.2 STUDENT SUPPORT

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

The College has its own committees for overlooking the events and cultural activities. An academic calendar is prepared at the beginning of each session and all events and days are celebrated with full zeal. There is a proper coordination amongst all committees which enables proper planning and execution.

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

Planning is done as per the requirement of physically handicapped students. Separate committee is looking after the planning of physically challenged students curricular and co-curricular activities. The Institute had no differently abled children in the last few years.

3 Does the institution have mentoring arrangements? If yes, how is it organised?

Yes: Institution has a system through which the students are mentor specially test and assignment procedure is adopted to find out the weak students. After finding the students, they are divided into groups under mentor. All the students are provided proper guidance and help to overcome the weakness.

Mentor promotes and evaluates their group student and report periodically to the head of the institution.

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

The college staff rooms, availability of computer facilities in the library for the staff members.

All the staff members are well qualified. The faculty is continuously encouraged to keep themselves abreast about the growing trends, modern techniques in teaching

- Study leave, duty leave, leave for research work are granted
- Organization of seminars, conferences and workshops at national levels
- Encouragement to write and present papers.
- Democratic environment and decentralization of responsibilities.

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

Yes: The institution is having website **www. Pathankotcollege.in** The Website has all the necessary information relating to the management, vision and mission of the college, course details, Faculty profile, Infrastructure details, Circular and notices etc.

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

Yes: The remedial classes are arranged and organized for slow learners and below average students by the Mentors and also the subject teachers. Special guidance is provided by the concerned teachers. Remedial classes are arranged during Preparatory holidays as per need of students. Tips are given by expert teachers how to attempt in examinations Remedial classes are held at the end of each session.

7 What specific teaching strategies are adopted for teaching Advanced learners and (b) Slow Learners

The Faculty after careful analysis and observation clearly point out the

advanced and weak learners.

The advanced learners are encouraged for further improving their standard and use of modern techniques like audio video aids are encouraged. The weak students are given special attention. Remedial classes are organized for such students.

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

Guidance and counseling Bureau is in full operation at college and all type of guidance as personal, professional, group etc. as are provided to the students on the behalf of their problems. Educational guidance is given after college hours,

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

A college redressal committee has been formed to address all the grievances of students in both professional and personal level. The problems are taken care by the committee. Suggestion/complaint box is checked frequently by the cell. There is open environment for the students to share their grievances and give their feedback on faculty and organizational set up etc. Proper action is taken and conveyed to the top management as well

The major grievances addressed during last two years are:

1. Additional books were purchased for Library.
2. Poor and Needy students were issued books for whole session.
3. Remedial classes were arranged for educationally backward students.

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

Student monitored by the institution / faculties through unit test , term test, pre – university examination , assignment , debates etc and advised the students as per the requirement or weakness.

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

The institute ensures the students’ competency at the beginning of teaching practice through skill development, micro teaching and simulation; Each student practiced at least three teaching skills in each optional subject before going to practice teaching. A teacher educator remains in schools full time to support and supervise the subject student for teaching lesson planning and other teaching practice activities.

The institution ensures the students’ competency to begin practice teaching in the following way:

Pre Practice - The practical knowledge about lesson plan and different teaching skills are provided in theory classes. - Lesson plans are being checked by the concerned teachers. - Demonstration lessons are delivered by the faculty members. - Practice of skills by the student teachers in the class. - Micro teaching - Simulated teaching - Discussion lessons.

Practice teaching - A teacher educator as supervision provides follow up support to the students during teaching practice in school. - The teacher educator monitors all the daily activities and lessons of the

student teachers and provides feedback and guidance to improve at different levels.

5.3 Student Activities

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

1. List the current office bearers

a. The College has an alumni association and the present office bearers are:

- President,: SEEMA DHIMAN
- Vice-president, ROHIT MAHAJAN
- Treasurer RAJNEESH BALLA
- SECRETARY ATUL AGGARWAL

b. Give the year of the last election 18 January 2015

c. List Alumni Association activities of last two years.

1. Book Donation

2. Placement Service

3. Participate Culture Programme

- Teacher day was celebrated by Alumni members.
- Social Service camp was organized outside the college where clothes, books, shoes etc. were distributed among the underprivileged sections of the society.

4. Student Interaction

d. Give details of the top ten alumni occupying prominent position.

1. Amita Sharma Asst. Prof in S.M.D.R.S.D COLLEGE of education Pathankot
2. Harpreet Kaur Asst. Prof in SSIMT COLLEGE Dinanagar

3. **Pooja Kad Asst. Prof in M.G.N COLLEGE Pathankot.**
4. **Janu Chalotra inspector in corporation at pathankot.**
5. **Kuldeep Asst. Prof in Rajiv Gandhi college of Education , Jammu.**
6. **Harinder Kaur Asst. Prof in ssm College Dinanagar.**
7. **Supriya as a communication instructor in delhi institute.**
8. **Timcy BEDI Asst. Prof in Utkrisht college, Pathankot.**
9. **Amit as a senior secondary school instructor in ahmedabad**
10. **Priyanka dhiman school instructor in chandigarh**

2 Give details on the contribution of alumni to the growth and development of the institution.

Yes, the institution has an alumni association. College Principal is the Organizer, Seema Dhiman is a President, Rohit Mahajan is a Vice-president, Ms. Rajneesh Bala. is the Treasurer, There are 5 members Director. Last election held on 18th January 2015. Alumni Association organized Community works, Placement service, Institution development, etc., Few of alumni are working as a lecturer in different colleges; where as a large number of the students are working in primary & secondary schools.

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

Teaching and learning should be an enjoyable process. The students besides their studies are continuously encouraged and motivated to participate in cultural and extracurricular activities being organized.

The students participate in various cultural programs like rangoli making, folk songs, dance and a variety of other competitions at college level, inter college level, university level. Top position holders are awarded prizes which further motivate them. .

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

The institution provides financial aid, raw material; technological assistance and other technical support to the students to encourage for publish materials.

- Detailed orientation regarding co-curricular activities in the beginning of session.
- Making associations and clubs through democratic means for the purpose of organizing various activities.
- Appreciation in Public/Prizes/Certificates.
- Students participated in Annual Athletic Meet and showed their prowess in Long Jump, Javelin throw, Discuss throw, 100 m, 200m, 400 m, Relay Race, spoon potato race, Chhaati Race, Sack Race, three legged Race, Kho-Kho, Volley Ball, Tug of War etc.
- Inter house competitions are organized and Students regularly maintain wall magazine.

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

There is no Student council in the Institution since Student Unions are banned in Punjab but there is a student council in the Institution which

has representatives from the student. This council acts as a mediator between the management and student's and all problems are taken care of. The other duties which the student council undertakes is relating to discipline at college level and during cultural functions.

The Funding is provided by the institution

Functions of student council are

- Work as liaisons agencies between the college authorities and students for the welfare programmes.
- Maintenance and beautification of college campus.
- Beautification of college campus.
- Maintenance of college discipline
- Works as self government for the running of day to day activities.
- Helps in conduct of seminars, workshops, sports and games, Inter-house competitions cultural programmes and farewell function.

Designation Name of the student

1	College captain	Richa Roll No 41
2	Ganga house captain	Monika Roll No 25
3	Jamuna house captain	Mandeep Kumar Roll No26
4	Sarswati house captain	NIitika MAHAJAN Roll No 23
5	Ravi house Captain	BHAWANA Roll No 4
6	Class Representative of section A	Richa Roll No 41
7	Class Representative of section b	SHREYA Roll No.14.
8	Literary Club Head	Daljeet Kaur Roll No 22
9.	Members	1. Diksha Roll No3 2. Aditi Roll No 8 3. Malvika Roll No 36 4. Chetna Roll No 38 5. Neetu Mahajan Roll No 61

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

The students besides being academically efficient are also encouraged to be a part of every activity in the college. Various committees have been formed like :

Functions of I Q A C:

- Designing the academic programme, and monitoring,
- Providing essentially needed physical infrastructure,
- Renovation or and extension of rooms and halls,
- Maintenance of garden
- Organising the programmes like seminar, workshops, conference for the professional improvement & development of the faculty, Follow up work to resolve the student-teachers grievances.

Functions of Students grievance cell:

- Collecting students grievances orally or and in writing,
- Discussions, interactions will be held with student representatives in a free, cordial atmosphere,
- Remedial measures sort out and implemented

Functions of Library committee:

- Plans the Number of books, magazines to be bought/subscribed,
- Prepares a list of new books in different areas to be purchased,
- Decides the number of books to be issued to students on regular days, holidays and during examinations,
- Listens their demands and usually fulfills their demands

Women' s Anti-Harassment Cell

Functions of Women' s Anti Harassment Cell:

- Any such harassments physical or mental will be curbed,
- Action will be taken on such individuals if any such incidences occur/found in the college campus

Discipline Committee.

Functions of Discipline Committee:

- To help in maintaining discipline amongst students in the Institution

Decoration Committee.

Functions:

- To look into the overall decoration of the premises, building, during organization of various meets and cultural events.

Scrap Book Preparation Committee

Functions:

- To assist the staff in preparation of the scrap book after the conclusion of all festivals, events, days etc.

Cleanliness Committee

Functions:

- To assist and ensure the cleanliness in the internal and external surroundings of the Campus.

Tour & Travel Committee

Functions:

- To help the management in organizing of tours, educational tours excursions and picnics.

All the committees are responsible to ensure for their field work.

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

Yes : The institution has developed a comprehensive system for different type of feedback for quality enhancement. It consist a collective student feedback on teacher performance and institution's work as whole feedback also obtained from the teachers voluntary or collectively for necessary change and improvements.

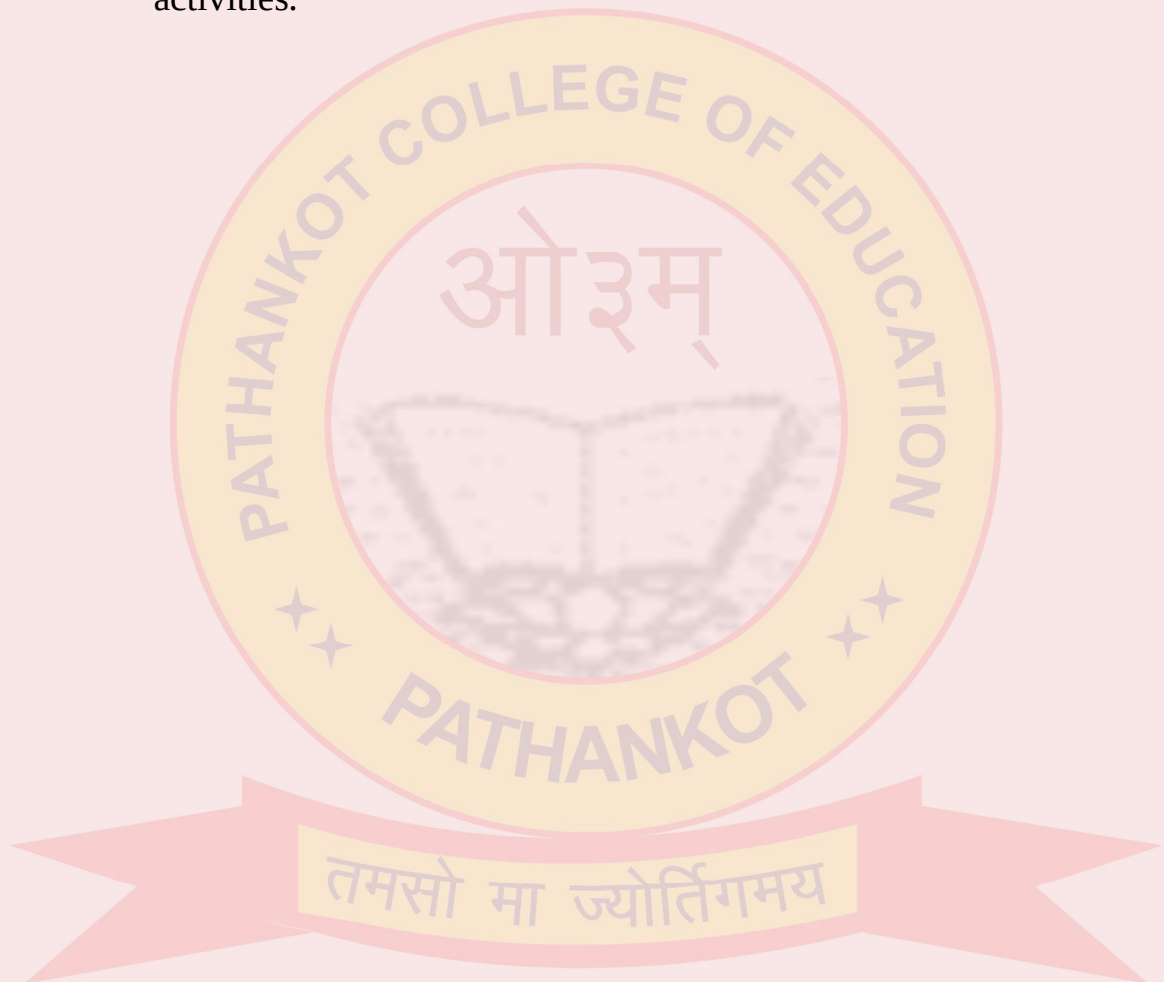
5.4 Best Practices in Student Support and Progression

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

The institute has the following practices for student support-

- Institute prepares different plans for student exposure activities as excursion tours, conduction of functions, participation in functions, competitions programs at any other place on institution expenditure.
- Institute grant aids to the students in preparation of teaching aids and other related expenditure.
- Institute provides free photo copies, papers and other materials related to academics.
- Enhanced co curricular activities
- Punctuality and discipline are strictly adhered to.

- Facility for needy students to pay fees in installments
- Access to modern technology.
- Quality infrastructure.
- Quality learning resources.
- Appreciation awards and encouragement to talented students.
- Development of organizational ability through organization of activities.



Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

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

The Institute was established in the year 2006 under the aegis of the A & M Foundation Society by 2006 with a very Clear objective. Of providing a quality teacher education program to the students.

Aims - To produce professional teachers with serving attitude. To equip student teachers to cater to the diverse learning needs of the students. To promote skills of handling educational media and encourage innovations in the use of educational technology. To develop sense of self discipline and accountability among student teachers. To develop respect for democratic values among student teachers. To provide value based education and help the students to face challenges in modern life. To develop ICT competencies for effective integration in teaching learning and administration. To develop the personality of teacher trainees to become competent and useful citizens of the society. To promote awareness of the global issues, trends and developing the life skills with focus on futuristic demands.

VISION - To develop institutional distinctiveness by vitalizing the learning skills with focus on futuristic demands on vitalizing teaching-learning process, ICT, Human Values, and functional relationship with all the stakeholders for the holistic development of individual and society.

Mission - To create virtuous, meritorious personalities and to prepares professional, creative and humane teachers to serve the humanity by setting a commendable tradition of initiative and imagination

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?

Certainly the mission includes goals and objectives as integrated, inseparable practices of our institution. The institute is committed to provide the excellence in education covering its all aims and objective through teaching learning and extension activities based on the society needs. Institute endeavors to impart liberal, modern and sound education in teacher education program inculcating the sense of humanity, sprit of values national integration, democratic out look to develop multi dimensional personality.

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.)

Different committees are formed to look after the effective and efficient transaction of teaching-learning process. Though each committee assigned with specific role to play, but overall, the committees are committed for maintaining good academic atmosphere in the institute.

Governing Council: Comprises management members, principal and a

senior teacher. This body looks after overall performance of the institute. Demands infrastructural requirements and improvements are discussed based on previous year experiences. Planning and the ways of execution are decided by this body.

Academic Body: Comprises Principal and Senior Faculty Members, which suggests & Monitors the academic programmes regarding quality performance. At the beginning of the academic year, staff council meeting being held under the chairmanship of the principal to decide the effective and efficient transaction of teaching-learning process.

I.Q.A.C: Comprises Principal, Faculty Members, representatives from management, Alumni, Stake holders, Educationist & Student Teachers. The issues & equirements of the institution are discussed in IQAC Meeting and submit the report to the management for further action to overcome all the barriers to move forward for the growth & development of the institution and also for the sustenance of quality education.

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

All matters relating to the Institute are discussed by the Management and Principal of the college.

- Head of the Institute at the beginning of the academic year distribute the work to all the Staff in a very cordial way.
- Targets, goals are determined and set in each area,

- Management collects overall functioning report of the institute from the principal,
- Any Guidance or instruction to be given to the staff/faculty members made through the management also

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?

Head of the institution collects / information's by feedback and personal contacts and provide to the management as suggestive measures and to review the activities of the institution.

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

The institute identifies the various barriers through the suggestion uncompleted task feedback from students and society , alumni suggestion etc., and try to meet out the barriers by adopting appropriate method as per the nature.

The Governing body interacts with the faculty members directly to seek their reviews/suggestions. The Members of the practice schools are also asked for feedback and suggestions.

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

The management of the institute encourage the involvement of the staff and its efficiency by adopting general policies as increment, HR benefits. The faculty is continuously encouraged to attend seminars/refresher courses etc to enhance their teaching skills. Transport and library facilities are provided to all staff members.

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 designation of the Head of the Institution is 'Principal' and following duties and powers have been defined for this post by the management of the college:

- (i) The principal shall be the main executive and academic officer of the college and shall exercise general supervision and control over institutional affairs (academic, co-academic and others).
- (ii) The principal shall be the member secretary of the managing committee of the college. The principal shall be responsible and accountable for proper and efficient functioning of the college. He shall also exercise all powers necessary for maintaining discipline in the college.
- (iii) The principal shall be responsible for convening meetings of faculty members of the college for taking decisions that are in the interest of the college.
- (iv) The principal shall prepare an annual report of the college describing academic and co-academic activities undertaken during the previous session and make it available to the management of the college. He shall also make available the annual examination results report to the management.

The principal shall function as leader in coordination with the faculty in

smooth planning and organization of institutional activities in the best manner.

6.2 ORGANIZATIONAL ARRANGEMENTS

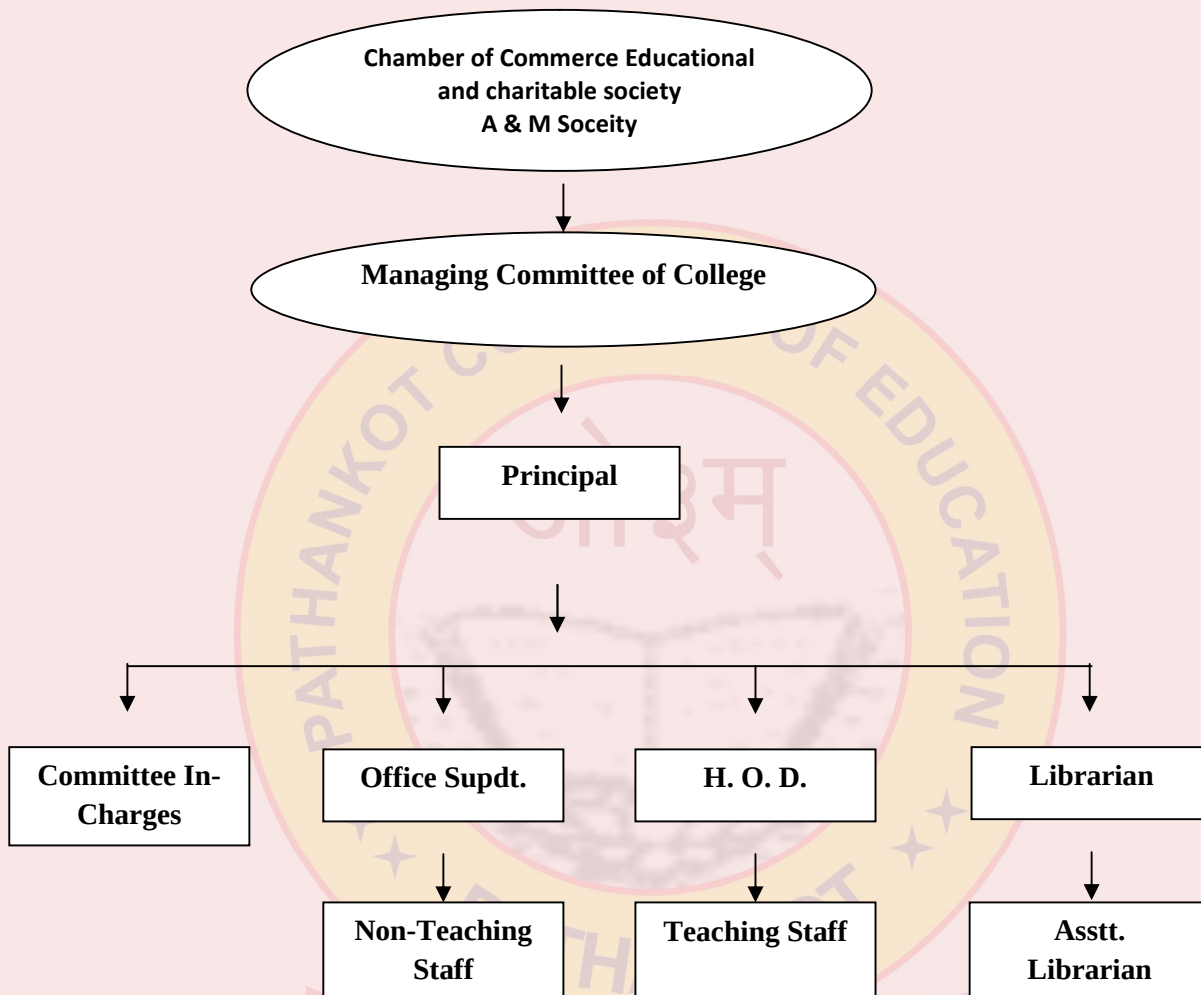
1 List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the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

- Management/ governing body:- Overall management of the college.
- Academic committee:- To look into academic affairs ,preparation of academic calendar , prospectus etc.
- Discipline committee:-Overall discipline maintenance of the college
- Cultural committee:- To arrange the resources, facilities and decide the time place etc for extracurricular activities, programs and functions.
- Sports committee: To organize sports activity for the college.
- Library Advisory committee:-To advice for introduction of books, journals and overall responsibility of library affairs.
- Grievance redressal committee:- To review the grievances of students and redress them
- IQAC committee:-Enhancing and sustainability of quality
- Examination committee:- to look after all examination related affair.
- Purchasing Committee:- to look into the purchase of all books, laboratory equipments etc. for the Institute.
- Tour and Travel Committee: - to look into all matters relating to group tours, excursions, educations tours and travel; expenses.
- Cleanliness Committee: - to look into the cleanliness of the Institute.
- Scrap book Preparation Committee: - to look after the preparation of the

scrap book of the Institution and its completion by way of putting all information about every event organized.

- Morning assembly Committee: - to look after all preparation and organizing of the morning assembly to be held in the Institute.
- Hospitality Committee: - to look after all arrangements for providing the necessary hospitality to all distinguished guest's members and students.
- Decoration Committee: - to look after all decoration needs during the organization of all events, functions etc.
- Press Release Committee: - to look after all matters relating to providing of news and photos for publication in the media.
- Time table Committee: - to look after the preparation of time table for various courses.
- Examination Committee: - to look after all aspects relating to smooth conduct of all examinations.

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



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

The institution has entirely provision of decentralization of powers to accomplish the task. Powers are decentralized in hierarchical way to all the heads, co-coordinators and committees. On the behalf of given power they all performed their duties. The various levels are as below :

Management:

- President
- Vice President
- Secretary
- Joint-Secretary
- Executive Committee members

College:

- Principal
- Senior Professor one/two
- Academic activities - in charge
- Library in charge

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

The institution collaborates with its departments on the behalf of levels, power designated and activities with proper synergy system. IQAC works to suggest and improve to improve the quality of education of the institute.

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 uses the various data and information as main tool to improve quality. Decisions have been made taking into consideration the information through feedback into following areas.

- Workshop, Seminar for teacher education.
- Automation updation of library.
- Updation of teaching programmes.
- Updation of evaluation programmes.

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

The staff members collaborate with one another so as to provide best quality training to prospective teachers. Sometimes, teachers of one program are also engaged in taking classes of other programs on the basis of their special competencies. The faculty members also employ team teaching strategy in certain topics as per the requirements. The teachers through personal discussions share their different experiences. The decisions are taken in meetings of staff council and approved by the Management which is then implemented by faculty members and students. The teachers who have not enough knowledge of handling and using modern electronic gadgets, equipments and computers have learned and acquired such skills from other teachers who are well-versed in such modern technologies. Various committees that are constituted in the college for smooth organization and functioning of various academic and co-academic activities have the representation of staff members and students of both the two programs which has helped in creating a healthy and congenial environment for learning in the college.

6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT

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

Yes:- The institution has a procedure of MIS for academic and administrative mobility and up-gradation. Staff members participate in various programs, seminar, workshops is a good source of collection of the

data information which able the institute to execute the latest up gradation.

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

The institute arranges human and financial resources as per the need of the institution through demarking and allocation of money in Institutes annual evaluation /Budget.

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

At the beginning of academic year institute implement all the human and financial resources to full fill the needs. Arise more needs, during the tenure then extra staff members are recruited and extra money is allotted by over budgeting.

4 Describe the procedure of developing academic plan. How are the practice teaching schoolteachers, faculty and administrators involved in the planning process?

Every year institute review its objective's regarding academic mobility to overcome the previous weakness in academics. In preparation of academic objective for the next implementation suggestions are derived from school staff of practice teaching & experts take place and staff, administrators also contributes as per their specialization.

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

Institute's objectives are communicated to the employees on the behalf of classification as per the proficiency, capacity of the employee. Generally communication of objectives is done through the duty responsibility chart.

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

Institute has constituted various committees for fulfillment and implementation of institutes aim, vision & mission. Heads of different committees monitored the progress of work and ensure its successful monitoring by the provision weekly meetings.

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

Institute requires planning and deployment of the new technological aspects in terms of new introduction's & enhancements.

6.4 Human Resource Management

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

The faculty development needs and carrier progression are identified on the basis of individual up gradation of profile, necessity, feedback from student for staff and self appraisal report in terms of carrier progression. Various facilities are provided by the institute through seminars, workshops & research presentation / participation.

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?

Yes:- Institute has a procedure of feedback mechanism to find out improve areas of faculty members. The weak areas are find out through the feedback from students, alumni, parents, pre-institution, practice teaching schools and teacher of the institute.

3 What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)

Institute has several welfare measures as

- Free education for all kids of staff and faculty in its own institution.
- Transport facility in emergency and from almost every outdoor corner of the city to the institute free of cost

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.

Every year in the month of July and August Staff Development Program is organized for the staff (teaching, Non-Teaching) by the institute in which various distinguish experts in the profession are called to deliver the lecturer's and do skill development in all teaching aspects.

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.)?

For the recruitment of staff (Teaching, Non-teaching) institute established a personal office with all facilities. Through that institute advertised its posts & scrutinized personnel on the qualification as prescribed by regulatory bodies. Scrutinized persons are called to appear before the selecting committee, it selects the persons on the behalf of performance & qualifications and approved their candidature. All the selected staff members are given salaries as per prescribed norm of regulatory bodies. Service conditions of the institutions are as per the direction of the regularity bodies.

6 What are the criteria for employing part-time/ADHOC faculty? How is the part-time/ADHOC faculty different from the regular faculty? (E.g. salary structure, workload, specializations).

All the staff on regular basis. No ADHOC or temporary appointments except Physical Education and Craft teachers are made by the institution.

- Salary structure – Consolidate pay of Rs. 15600/-
- Workload for each staff – Average 10 to 12 hours per week

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).

Institute has the provisions of professional development of the faculty .It follows the procedure on strict basis and implement the provisions as under:-

- Workshop attendance mandatory for all faculty members at least once in a year.
- Research articles/ in magazines are mandatory for every faculty at least twice in a year.
- Financial supports are provided in all terms to meet out the professional development needs of the faculties

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

Institute provides facilities to the faculty as under :-

- Well maintained airy, spacious room.
- Well equipped computer facility with internet.
- All items are available to fulfill teaching needs of the teacher
- Tea & other requirements are managed by the institutes at free of cost.

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

Suggestion and complaint box, notice board circular display, institute's, E- mail ID are available for information/ suggestion complaints.

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.

Institution has a good policy regarding the work load of the faculty .It is to be decided as per the rules and regulations of the regularity bodies and it

has to be implemented in such a way so that a teacher can spare the time for all other above maintained activities . It is ensured that the work distribution is equal to all the staff.

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

Yes :- The institution has very excellence mechanism regarding rewarding and motivating of its staff mainly as :-

- Highly result oriented faculty members are identified and certificate of high Excellency are given apart from consolidated prizes for their inner motivation.
- Special increment /promotion policy.
- Distinguished post appointments
- Felicitation in the faculty and staff meeting,
- Faculty gathering is done in recognition of the faculty's achievements in different areas.

6.5 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

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 financial support from government. Main source of income is fee collection from student.

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

Nil.

- 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 is sufficient and adequate.

- 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)**

To overcome the expenditure of quality programs (seminar, conference, workshop) institute made special arrangements in its budget of income & expenditure.

- 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 Para's, objections raised and dropped).**

Yes, Audit Report enclosed.(Annexure) No Major Objection raised.

Role of Accountant

The accountant keeps the records of all the receipts and payments daily. By checking receipts and payments cent percent, monthly trial balance is checked. After completion of the financial year, he prepares receipt and payments, income and expenditure and balance sheet with bank reconciliation statement.

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

Yes. The management deposes an auditor to audit the accounts for every financial year.

6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

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

- Organization of the institution by democratic leadership system.
- Institution organization is run under decentralization of powers.
- System of organization is entirely MBO & task analysis oriented.



Criterion VII: Innovative Practices

7.1 INTERNAL QUALITY ASSURANCE SYSTEM

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

Yes, the Pathankot College of Education has a very effective Internal Quality Assurance Cell which was started in the year 2012. The basic objective of establishing the IQAC was to improve the quality of Education being provided to the students.

The primary objectives include :

- A. Preparation of goals/targets and implementation of these targets for improving the quality of Education.
- B. Administration of these objectives with continues and comprehensive evaluation by all members, students, stakeholders for better fulfillment of the objectives set.
- C. Conduct of examination and regular assessment of students.

2 Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

The institute has formed various committees which are specifically entrusted with the jobs given to each committee for the achievement of goals, objective and improving the quality of Education.

All the feedback is evaluated by all concerned and used for the next academic year. There is a continuous monitoring and evaluation of both the academic and non academic process...

3 How does the institution ensure the quality of its academic programs?

The Curricular part of the syllabus is framed by the University as the College is an affiliated college. And is followed by the Institution. In order to ensure that quality education is being imparted an academic calendar is prepared at the beginning of each session along with all curricular and extracurricular activities.

The Institute has a well equipped Library and a very good Infrastructure. Academic classes are conducted regularly and guest lecturers and eminent educationists are invited.

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

- The institute has a strong mechanism for internal audit evaluation system under the supervision of college management.
- The I.Q.A.C. is also involved in ensuring the internal academic quality.
- Regularity and punctuality in the work.
- Agenda based meetings of the college committees
- Transparency & accountability.
- Resolving issues & crises if any, immediately through discussion.
- Democratic dealings with faculty, students, parents, stakeholders, etc.,
- Focusing the vision & mission of the institution

Program exists questionnaire seeks information from students on the quality of college administration, their suggestions and criticisms are taken into serious considerations.

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

The institute identifies various types of needs through feedback from students, teacher educators, non-teaching staff, alumni etc. Various committees are formed and regular meetings are being held for proper coordination and execution. ,

7.2 INCLUSIVE PRACTICES

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

Regular Seminars and workshops are conducted and the faculty is continuously encouraged and motivated to attend these programs. Workshops on current topics and burning issues are organized to appraise the teachers and students.

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 students are taught the theoretical part through curriculum designed by the University which includes part about exceptional Children. Regular debates and discussions are being held and all such issues discussed.

Daily morning assembly and special lectures are utilized to instill a sense of inclusion and acceptance of those facing deprivation.

Various Co-curricular activities also make them aware towards exceptionalities and gender differences

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

The Curriculum includes regular theory part / Project work which include field work and interacting with the Community. The students are sent to other schools to interact on social and educational issues. All Important days /Events and cultural festivals are organized and celebrated with full zeal.

- During internship period, the pupil-teachers get ample opportunity to interact with school Community comprising teachers and students from different strata of society.
- The curriculum provide sufficient opportunities to the pupil-teachers for social interaction, learning experiences and self motivation by practicing simulation, role play and many other practices like class seminars, tutorial groups etc.
- Participation in inter-college, inter-house competitions and sports activities etc makes them aware of the fact that competition and cooperation go hand in hand thereby awakening a sense of sportsmanship in students.

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

The Theory papers organized by Institute cover all aspects of the student differences, special needs. The practical session includes teaching children about individual needs of each child. The student teachers are

also assigned project work.

Student teachers are encouraged to participate in talks, discussions, debates, dramatization on value system eulogizing equality, fraternity, spirit of sacrifice for the down trodden and social justice. Emphasis is laid on thematic co- curricular activities promoting social values like fortitude, perseverance and steadfastness to prepare students for the real-life challenges.

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

The Institute has the provision for special guidance for such students. The seating facilities in the class rooms provide special attention to such students. There are smooth floors to enable such students to easily commute between classes. Special attention is being paid to such differently abled children.

There has been no admission of such physically challenged or differently abled children in the last many years.

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 College is aware of such problems and therefore special arrangement is made separately for both boys and Girls. Common rooms are available for both Boys and Girls. The Committees ensure that there is a mixed participation in all activities in the College. College has guidance and counseling cell and the counselor handles all the issues related to Gender

sensitivity skillfully and also seek the guidance of IQAC in the case of special issues.

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7.3 Stakeholder Relationships

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

The Information about all organizational performance including the academic and administrative part are communicated by way of:

- Local News Papers
- Prospectus
- Letters notice board
- Invitation to various stakeholders in various cultural and academic programs

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 feedback collected is analyzed and suggestions incorporated in future programs for the betterment of students and making events more successful.

The drawbacks of previous years are kept in mind and attention paid not to repeat them in future programs. .

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

The Basic method is through feedback from various sectors and groups like :

- (i) Feedback from students regarding campus experiences at the end of academic session on Performa developed by the college.
- (ii) Teachers' feedback by students
- (iii) Feedback/information obtained through staff meetings and informal discussions among staff members.
- (iv) Feedback from school teachers/heads on different aspects of practice teaching through self-developed Performa and through personal contacts.
- (v) Feedback is collected through Alumni meet and Parent Teacher meetings.

The Feedback collected help the management analyze the strengths and weaknesses and steps are undertaken to rectify and on the weaknesses and further strengthen the quality of education.

तमसो मा ज्योतिर्गमय

PATHANKOT COLLEGE OF EDUCATION

TEACHER EDUCATION SCENARIO IN PUNJAB

Colleges occupy an important place in the higher education, aimed at the all rounded development of learners. These infuse the mental, physical, emotional and social features in students to enable them to bear the responsibility for development of society. Colleges of education prepare future teachers, who are going to impart school education to future generations, the foundation of our nation

The Education Commission (1966) considered teacher education as the most crucial sector for development of our nation. It emphasized that, “A sound program of professional education of teachers is essential for the qualitative improvement of education.” The commission recommended having agencies, both at centre and state levels in order to maintain high standards in teacher education. While suggesting for other facilities in colleges of education, commission also recommended for provision of libraries. In 1973, National Council for Teacher Education (NCTE) came into existence as an advisory body to the Centre and State Governments on all matters concerning teacher education. The National Education Policy 1986 provided to give NCTE a statutory status. In pursuance of the National Council for Teacher Education Act, 1993, the NCTE came into existence as statutory body as on 17 August 1995. It lays down the Norms and Standards for teacher training institutions in order to ensure quality education. Each college of education in India is required to get recognition from NCTE to run teacher education programs.

Teaching is an exciting and rewarding activity but like other professions it is demanding. It is requires that its practitioners clearly understand what should be done to bring about the most desirable learning in the pupil and be highly

proficient in the skills necessary to carry out these tasks. Teaching is not the simple matter of profession one's message. It is complicated communication problem. Using different teaching methods, techniques and devices we can solve the communication problem. Teaching methods are means by which he teachers attempt to bring about the desired learning. A professionally trained teacher can use different methods of teaching successfully. It is really a very difficult task and only a professionally qualified teacher can do this. We cannot expect all this from a teacher professionally unqualified. To provide professional education for teachers, colleges of education have been established almost all over the world.

Whereas teaching is the process by which a person helps other people to learn. It is one of our most important activities. Teaching helps people to gain the knowledge and attitudes they need to be responsible citizens, earn a living and lead a peaceful life. It also provides a chief mean of passing knowledge to the next generation

KEY ACHIEVEMENTS OF THE STATE IN TEACHER EDUCATION

Punjab is one of the 28 states of India located in its north-west. It has played a significant role in shaping up the history of the country. The Gazetteer of India (2000) describes that "Before Independence, the former Punjab Province and its native states spread over an area of 3, 46,389 square kilometers, that is nearly seven times the area of the present Punjab. Punjab is a small, but developed state, spread over the 1.56% of the total area of India i.e. 50,362 sq. kames Literacy rate in Punjab has been rising consistently from 38.69% in 1971 to 76.68 % in 2011. The gap between rural and urban literacy has reduced from 27.95% in 1971 to 11.25% in 2011. Female literacy is 71.3% and male literacy rate is 81.5%. School teachers at all levels in Punjab are well qualified.

The average pupil teacher The Average Pupil teacher ratio (28, 22, and 19 for primary, upper primary and secondary schools) is fairly good.

The Government TEIs also have a high number of girl students. Almost all the required Courses of Education are being run by different colleges/Departments/Centers of Education. One can study all courses like B.Ed , M.Ed. D.El.Ed, Nursery teacher Training. Facilities are available for pursuing M.Phil and Doctorate in Education (PhD) as well.

The Colleges/ departments have to abide by the Policies, and the rules and regulations issued by the state, affiliating University and the norms laid down by the NCTE. These Courses can be started with the permission of the state Government. The state Government imposes the condition of strict adherence to the rules of the state. It regulates the number of seats, quality of teaching, budgetary provision for related activities, availability of Infrastructure, and enjoys the right to monitor and ensure total compliance of the rules.

The Institutions desirous of running the degree courses are to be affiliated with a University. Admissions are done through centralized counseling on the basis of marks obtained in qualifying exams. The state government and University decides the fee structure in the self financed colleges The Universities follow the UGC Norms for selection of Teachers for the campus as well as colleges. The B.Ed colleges being run under the self financed scheme select the teachers as per the NCTE and University Norms. The Regulatory Body, NCTE decides and regulates the infrastructural resources- both physical and human.

GENERAL

- Beginnings of a state specific vision: SCERT has developed the Punjab Curriculum Framework. The B.Ed. curriculum has been revised in light of NCFTE and is being followed in the current academic session. . New curricular materials around this revised syllabus are being prepared. Some of the ISTE materials prepared by SSA are appreciated by teachers.
- An institutional framework in place, some linkages planned: Among 22 districts in Punjab, all the 12 DIETs and 3 DRCs are conducting PSTE programs. All the 5 DRCs conduct in-service trainings also. The 5 DRCs are being upgraded to DIETs. 12 GISTCs (Government In-service Training Centers) are being merged with DIETs, with concurrent plans for infrastructural up gradation of DIETs. The merger will strengthen the faculty profile and program structure of DIETs. One or two DIETs are currently functioning well; one of the 2 CTEs is functioning well; IASE is functioning as a good quality college of education, needing infrastructure upgrade to be able to function as IASE. The TEIs in Punjab have not yet fully awakened to their institutional vision. Their activities centre mostly on the internal pre-service programs and are yet to foray into in service training, professional development for state personnel, state-specific researches, curriculum and resource development and direct school interventions.
- There is a lack of academic guidance for DIETs and the SISE (which is a wing under SCERT). A posting at DIETs is seen as an imposition and there is an overall lack of motivation among the faculty.

- Stable and well-considered appointments are needed for the posts of principals. The perspective plans need to be prepared with vision and rigor.
- There are virtually no linkages between TEIs, and where existing, they are mostly administrative in nature.
- It is important to revive IASE and one of the 2 CTEs.
- BITEs are proposed TEIs to extend the institutional framework up to the block level, especially catering to Minority Concentration Districts. As yet, BITEs have not been established in the state.

Academic issues in teacher education

- The PSTE practice is not informed by the challenges faced by teachers. There is a disconnect between PSTE and ISTE.
- The science labs in TEIs are by and large non-functional. A good integration of library and laboratory with the rest of the syllabus and classroom practice is missing.
- In PSTE, there is a strong presence of textbooks developed by private publishers which are full of errors and poor in quality. The ETT textbooks and other curricular resources are yet to be developed. The writing process for these curricular materials is not yet fully inclusive. Well researched writings on Indian education are not read or circulated in TEIs.
- A low awareness persists in the faculty about the national policies on education and pedagogic shifts implied therein. There is a lack of clarity on how to translate activity, project or inquiry based learning into local

classroom practice, as also on ideas like construction of knowledge, creation of learning situations, etc.

Weaving research and technology into education

- Educate is often taken to be the sum-total of all ICT efforts. Computer labs are missing in all DIETs. ICT in general is not being integrated well with academics and is not being used in teacher education. DIETs are not involved in preparing content for Educate, nor are any content prepared for primary level, PSTE and for professional development of TEI faculty.
- The areas of action research do not reflect the authentic needs of schools in small towns and villages of Punjab, in the backdrop of their cultural sensitivities. Their impact on actual classroom processes is presently absent.

Need for an overall institutional vision in TEIs, absence of linkages

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- There is a lack of academic guidance for DIETs and the SISE (which is a wing under SCERT). A posting at DIETs is seen as an imposition and there is an overall lack of motivation among the faculty.
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ACADEMIC REFORMS IN TEACHER EDUCATION (DIETS IN PARTICULAR)

- Deeper engagement with schools: Teacher educators must teach at schools in the neighborhood area for certain hours every month. School→ visits must serve the multifold purposes of practice teaching, monitoring the impact of new initiatives and conducting pedagogic research. Visits could be followed by reflective discussions with student→ teachers leading to ideas for planned interventions.
- An appraisal of challenges at school level, as a part of PSTE courses: PSTE curricula should be informed of the actual challenges classrooms are facing. Lesson plan occasions could be used to identify and reflect upon such issues.
- Critical study of policy documents and contemporary writings on Indian education; implementing the pedagogic shifts implied: The faculty of IASE, CTEs and DIETs could critically examine policy documents like NCF and NCFTE, and develop an understanding of pedagogic shifts implied in the new academic vision and clarity as to transact it in classroom. Significant sections from these policy documents and pedagogic shifts implied should be discussed in ETT courses and in→ service trainings.

These documents should be translated into Punjabi, as also research relevant to teachers in small towns and villages.

- Integration of labs with curriculum: Lab work and resources should be better integrated into the new ETT and even B.Ed. science coursework.
- Developing expertise in areas required by in-service trainings: All TEIs could identify and share the shortcomings in the present state of in-service trainings and develop an academic expertise in these areas. This could be done through specially designed professional development courses, informed of district-specific needs.

PATHANKOT COLLEGE OF EDUCATION, PATHANKOT
TENTATIVE ACADEMIC CALENDAR SESSION 2014-15

Month	Programs	Date
July 2014	1. Orientation 2. Commencement of B.Ed classes	28 th July 2014 (Monday) 29 th July-31 Jul (Tuesday-Thursday)
August 2014	1. Class Room Teaching and College Activities 2. Raksha Bandhan Rath Yatra 3. Havan 4. Rakhi Making Competition 5. Morning Assembly and other activities 6. Morning assembly & other activity 6. Independence Day Celebration 7. Extension Lecture	1 st Aug. 2014 to 31 st Aug. 2014 (Friday--Sunday) 5 th August 2014 (Tuesday) 7 th August 2014 (Thursday) 8 th August 2014 (Friday) 10 Aug. 2014 (Sunday) 11 th August 2014 (Monday) 15 th August 2014 (Friday) 23 rd August 2014
Sep. 2014	1. Class Room Teaching and College Activities 2. Teachers day 3. Extension Lecture 4. Model Lessons of Micro Skills 5. Hindi Diwas 6. Micro Teaching Practice & Micro Discussion Lesson. 7. Talent Hunt 8. Youth Festival 9. Model Composite lesson 10. Birthday Celebration at Bhagat Singh Ji	1 st Sep. to 30 th Sep. 2014 5 th Sep. 2014 10 th Sep. 2014 12 th Sep. 2014 13 th Sep. 2014 15 th to 17 th Sep. 19 th Sep. 2014 20 th Sep-22 Sep, 2014 25 Sep, 2014 29 th Sep. 2014
Oct. 2014	1. Class room Teaching and activities	1 st Oct to 25 th Oct. 2014

	2.Celebration of Gandhi jayanti 3. Dusshehra 4. Avtar Purav of Sri Guru Ramdas Ji 5. School Teaching Practice 6. Mehandi Competition 7. Diwali 8. 1st Composite discussion 9. Teaching aid Exhibition 10. Educational Trip 11.Autumn Break	2nd Oct. 2014 3rd Oct. 2014 9th Oct. 2014 01 Oct. to 15 Oct. 2014 18 Oct.2014 23 Oct,2014 17-18 oct.2014 20 oct,2014 22 oct,2014 23 Oct. to 01 Nov.2014
Nov. 2014	1. Regular B.Ed Classes 2. Avtar Purab of Sri Guru Namak Dev ji 3.Shahidi Diwas Sri Guru Teg Bahadur Ji 4. Extension Lecture 5. Inter Class competition	2nd Nov. 2014 to 30th Nov. 2014 6 Nov,2014 24 Nov.,2014 27th Nov.,2014 29 Nov,201
Dec. 2014	1. Regular B.Ed Classes 2. World Aids Day Celebration 3. Inter College Competition & Two Days Seminar 4. Human Rights Day Celebration 5. 1st House Examinations 6. Winter Break 7. NSS Camp	1st Dec. to 23rd Dec,2014 01st Dec,2014 13 Dec,2014 10th Dec. 2014 17th Dec.,2014 24th Dec,2014 to 3rd Jan ,2015 24th Dec,2014 to 30th Dec,2014
Jan. 2015	1. Regular B.Ed Classes 2. Lohri Celebration 3. Avtar Purab Sri Guru Gobind Singh Ji 4. Inter House Quiz Competition 5. Celebration of Republic Day	5 Jan to 31 Jan,2015 13, Jan. 2015 10 Jan,2015 26th Jan,2015

	6.Extension Lecture 7. Inter College Competition	27 th Jan,2015 31 Jan,2015
Feb. 2015	1. Regular B.Ed Classes 2. Guru Ravidas Jayanti 3. Shiv Ratri 4. Subject wise Quiz/Seminar and club activities 5. National Seminar 6.College Trip	1 st Feb to 28 th Feb ,2015 3 rd Feb,2015 17, Feb 2015 18 Feb,2015 21 Feb,2015 28 Feb,2015
March, 2015	1. Regular B.Ed Classes 2.Annual Sports Meet 3. Holi 4. International Women's Day 5. Remedial Teaching Programs 6. Annual function 7. Preparation Holidays for B.Ed students	2 nd March to 20 March,2015 4 th March,2015 6 th March,2015 8 th March,2015 22,23 March,2015 26 March 2015 27 March 2015 onwards
April ,2015	Final University Exam B.Ed Final School teaching Practice	6 th April,2015--- 22 nd April,2015 23 rd April,2015—21 st May,2015
May 2015	Final Skill in Teaching Practical Examination	May 22 nd —May 30 th 2015
June,2015	Summer Vacations	1 st June—15 th July,2015

PATHANKOT COLLEGE OF EDUCATION

FACULTY OF EDUCATION

SYLLABUS

FOR

BACHELOR OF EDUCATION

(B.ED.)

**AREA A- FOUNDATIONS OF EDUCATION
A 1 EDUCATION AND DEVELOPMENT**

**Time: 3 hrs.
100**

M. Marks:

**Terminal: 80
Sessional: 20**

Note: The question paper will consist of five UNITS. The paper setter will set three questions from each UNIT and each question will carry 8 marks. The candidate will attempt two questions from each UNIT.

Objectives:

- A. On completion of this course the students will be able to:
- B. Understand the evolution of education.
- C. Analyses the social, cultural and political context of education.
- D. Examine the changing emphasis on education in the context of globalization and internationalization
- E. Understand the relevance of education in relation to socio- political-economic and cultural context.
- F. Make the students understand how education helps in economic and national development.

UNIT –I

Education as an evolving concept

1. Meaning and Concept of Education- Indian and Western Perspective, Education as an organized and state sponsored activity
2. Concepts in education and their changing connotations: school, curriculum, teacher and learner

3. Changing aims of education in the context of globalization

UNIT –II

Education in Socio Cultural and Political context

1. Education as an instrument of social change
2. Interaction of education and culture in the global context
3. Education for democracy, national integration and international understanding.

UNIT –III

Education and Individual Development

1. (a) Education for self-actualization and development of individual capabilities
(b) Education for socio- political- economic and cultural awareness
2. Education for development of responsible citizens
3. Education and development of life skills of individuals for 21st century.

UNIT –IV

Education for National and Economic Development

1. National development: Meaning, scope and indicators of national development
2. Role of education for ensuring sustainable development
3. a. Education as an investment
b. Education as development of human resource

UNIT –V Learning Environment – The changing Scenario

Education for 21st Century, Four pillars of Education as recommended by UNESCO Home, School & Community as mediators of Education.

Concept of values - importance, classification of values, sources of values, ways and means for inculcation of values.

Sessional Work:

20Marks

Performance in House Examination- I & II

10Marks

Two Assignments on (one Indian and one Western Philosopher)

10 Marks

- (a) Shri Guru Nanak Dev Ji, Vivekananda, Swami Dayananda, Tagore and Gandhi
- (b) Rousseau, Dewey, Plato, Montessori, Froebel Discuss in groups the aspects of education evolving in them. After discussions, students document their understanding in lucid manner as a term paper.

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A-2 CONTEMPORARY ISSUES & CONCERNS IN SECONDARY EDUCATION

Time: 3 hrs.

M. Marks: 100

Terminal: 80

Sessional: 20

Note: The question paper will consist of five UNITs. The paper setter will set three questions from each UNIT and each question will carry 8 marks. The candidate will attempt two questions from each UNIT.

Objectives: On completion of this course the students will be able to:

- Know historical background of Secondary Education.
- Understand the constitutional obligations in relation to education.
- Understand the changing concepts of education in relation to changing socio, political and economic conditions in India.
- Familiarize with the present educational problems of Secondary Education.
- Critically appraise various aspects of Secondary Education.

UNIT-I

1. Elementary Education – Concept, need, problem of universalization and problem of wastage and stagnation and suggestions for their removal
2. (a) Role of Sarva Shiksha Abhiyan in strengthening Elementary Education
(b) Inclusive education, Integrated education, Alternative education
3. Right to Education and its implications

UNIT-II

1. Secondary Education – Concept, aims and problems of Secondary Education (curriculum, instructional design, text-books) and suggestions for their removal

2. Administrative set up of Secondary Education at state and national level
3. Universalization of Secondary Education (USE): Issues and concerns

UNIT-III

1. Salient features of NPE 1986 and Revised Policy 1992
2. National Knowledge Commission(NKC) with special reference to School Education
3. Constitutional Provisions of education in India

UNIT-IV

1. Teacher Education – Concept & aims of Pre- service and In- service Teacher Education (According to SEC, IEC, NCF)
2. Problems of Teacher Education
3. Regulatory/ Advisory bodies: NCERT, NCTE, NAAC, UGC

UNIT-V

1. Modernization: Concept and role of education
2. Privatization and Globalization
3. HRD: Concept, need and role of education

Sessional Work:

Performance in House Examination- I & II

Survey related with social evils

20 Marks

10 Marks

10 Marks

References:

1. Bhatt, B.D. (2005): Modern Indian Education. Planning and Development. Kanishka Publishers, New Delhi.
2. Goel, S.L. and Goel, A. (1994): Education Policy and Administration. Deep and Deep Publications, New Delhi.
3. Govt. of India. (1986): National Policy on Education. Ministry of HRD, New Delhi.
4. Gupta, V.K and Gupta, Ankur (2005): Development of Education System in India. Vinod Publication, Ludhiana.
5. Inderjeet, K. and Raj Kumar (2006): Development of Educational System in India. 21st century Publication, Patiala.
6. Jayapalan, N. (2002): Problems of Indian Education. H.B. Bhargava Publications, Delhi.
7. Murti, S.K. (2004): Teacher and Education in Indian Society. Vinod Publications, Ludhiana.
8. NCERT: National curriculum Frame work (2005).
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10. Nesla (2004): Theory and Principles of Education. Vinod Publications, Ludhiana.
11. Sachdeva, M.S and Umesh (2005): A Modern Approach to Education in Emerging Indian Society. Vinod Publications, Ludhiana.
12. Sodhi, T.S. (2005): Development of Educational System in India. Bawa Publications, Patiala.
13. Venkateshwaran (2004): Principles of Education . Vinod Publications, Ludhiana.

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15. Walia, J.S. (1998): Modern Indian Education and its Problems. Paul Publishers, Jalandhar.
16. Web sites:

www.education.nic.in

www.socialjustice.nic.in

www.ncert.nic.in

www.ncte.in.org

www.naac.india.com

www.ugc.nic.in,

www.nkc.org



AREA B- PEDAGOGICAL KNOWLEDGE
B 1 UNDERSTANDING THE LEARNER AND LEARNING
PROCESS

Time: 3 Hrs.

M. Marks: 100

Terminal: 80

Sessional: 20

Note: The question paper will consist of five UNITS. The paper setter will set three questions from each UNIT and each question will carry 8 marks. The candidate will attempt two questions from each UNIT.

Objectives:

On completion of this course the students will be able to:

1. Understand the nature of learner.
2. Understand learners on the basis of individual differences.
3. Understand the theoretical perspective of learning.
4. Understand learning as a construction of knowledge.
5. Understand the learning in terms of learning styles and kinds.
6. Improve quality of instructions.

UNIT-I

Understanding the development of Learner

1. Importance of Education Psychology for understanding the learner. Concept and principles of Growth & Development, factors influencing (Heredity & Environment) Growth & Development, Erickson Theory of Psycho- Social development.
2. Stages of development with special emphasis on Physical, Cognitive, Social, Emotional, Moral Characteristics of Adolescents.
3. Development tasks of adolescents and its educational implications.

UNIT-II

Understanding differences among Learners

1. Meaning and concept of individual differences, implications of individual differences for organizing educational programmes.
2. Understanding learners with varying needs: gifted, creative, dyslexic, slow learners.
3. Intelligence : meaning and concept, theories explaining intelligence (Spearman, Guilford, Gardener)

UNIT-III

Theoretical Perspective on Learning- an Overview

1. Learning- concept, principles and factors affecting learning
2. Behaviorism (Thorndike and Skinner) and Cognitivism (Kohler and Koffka) in relation to learner, teacher & teaching learning process
3. Transfer of Learning, its types and educational implications.

UNIT-IV

Learning in 'Constructivist' Perspective

1. Constructivism (Piaget & Bruner)
2. Learning as 'Construction of Knowledge' as different from learning as 'Transmission and Reception of Knowledge'.
3. Processes facilitating 'Construction of Knowledge' :
 - Experiential Learning
 - Situated learning
 - Cognitive apprenticeship
 - Meta Cognition

UNIT-V

Learning Styles and Learning

1. Concept of Learning styles- audio, visual & kinesthetic
2. Motivation: concept, types and techniques
3. Teacher's role in motivating, strengthening and sustaining learning styles



Sessional Work:

20 Marks

Performance in House Examination- I & II	:	10 Marks
Administration and interpretation of any three psychological tests	:	10 Marks
Intelligence, Personality, Interest, Learning and Achievement		

References:

1. Bhatia, K.K. (2003): Bases of Educational Psychology. Kalyani Publishers, New Delhi.
2. Bourne, L.E. (1985). *Psychology: Its Principles and Meaning*. Holt, Rinehart and Winston, New York.
3. Chauhan, S.S. (2002): Advanced Educational Psychology. Vikas Publishing House, New Delhi.
4. Clifford Morgan; King, R.R. and Weisz, John (1999): Introduction to Psychology. Tata Mc Graw Hill Publishing Company Ltd, New Delhi.
5. Dandapani, S. (2001) *Advanced educational psychology, (2nd edition)*, New Delhi, Anmol publications pvt Ltd.
6. Gardner, H. (1983) frames of Mind: The theory of multiple intelligence. New York: Basic Books.
7. Garret, H.E. (2005): Statistics in Psychology and Education. Paragon International Publishers, New Delhi.
8. Guilford, J.P. (1967). *Nature of Human Intelligence*, New York: McGraw Hill.
9. Hurlock, E.B. (1953): Developmental Psychology. Tata Mc Graw Hill Publishing Company Ltd, New York.
10. Kakkar, S.B. (2001): Educational Psychology. Prentice Hall of India, New Delhi.
11. Kirk, Samuel, A; Gallagher, James J. and Anasrason, Nicholas, J. (1997): Educating Exceptional Children. Houghton Mifflin Company, New York.

12. Mangal S.K. (2002): Advanced Educational Psychology. Prentice Hall of India, New Delhi.
13. Mohanty, Girish bala (1986): Educational Psychology. Kalyani Publishers, New Delhi.
14. Sahu, Binod Kumar (2002): Education of Exceptional Children. Kalyani Publishers, Ludhiana.
15. Segal, J.W. Chipman, S.F., & Glaser, R. (1985). *Thinking and learning skills: Relating Instruction to Basic Research*. (Vol. I). Hillsdale, NJ: Erlbaum.
16. Sidhu, Kulbir Singh (1998): Statistics in Education and Psychology. International Publishers, Jalandhar.
17. Singh, Yogesh Kumar (2005): Guidance and Career Counselling. APH Publishing Corporation, New Delhi.
18. Suri, S.P. and Sodhi, T.S. (2006): Guidance and Counselling. Bawa Publication, Patiala.
19. Tiwari, Govind and Pal, Roma (1997): Experimental Psychology. A Dynamic Approach. Vinod Pustak Mandir, Agra.

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B 2 LEARNING RESOURCES & ASSESSMENT OF LEARNING

Time: 3 Hrs.

M. Marks: 100

Terminal: 80

Sessional: 20

Note: The question paper will consist of five UNITs. The paper setter will set three questions from each UNIT and each question will carry 8 marks. The candidate will attempt two questions from each UNIT.

OBJECTIVES:

To enable the student teachers to:

- Understand the concept & scope of learning resources.
- Analyze the process of teaching & learning.
- Make aware of models of teaching.
- Keep abreast with the different innovation in learning resources.
- Make the students aware about the different types of assessment.

UNIT-I

1. Concept and principles of selection and utilization of learning resources
2. Human Resources: Teachers and students as learning resources
3. Material Resources: Projected aids, Non-projected aids and Activity aids

UNIT-II

1. Concept and characteristics of teaching and learning
2. Maxims and principles of teaching
3. Instructional objectives in terms of Bloom's Taxonomy

UNIT-III

1. Learner controlled learning resources:
 - a. On line resources: e-journals, e-books, blogs
 - b. Programmed learning: Meaning, principles, types
2. Teacher controlled learning resources: Explanation, narration, illustration, questioning
3. CAI: Concept, modes, characteristics, role of teacher and use of CAI in education

UNIT-IV

1. Micro teaching as a training technique: Concept, procedure and theoretical orientation to basic skills
2.
 - a. Simulated teaching: Concept, parameters, procedure, merits and demerits
 - b. Flander's interaction analysis category system: Concept and procedure
3. Teaching models: Meaning, concept and types-
 - a. Glaser's basic teaching model
 - b. Concept attainment model

UNIT-V

1. Concept and Types of assessment
 - a. Formative
 - b. Summative
 - c. Diagnostic
2. Assessment of Cognitive domain
 - a. Construction of various types of test items
 - b. Preparation of blue print
3. Assessment of Conative and Affective domain
Observations, Interview and Rating scale as tools of assessment

Sessional Work:

20 Marks

Performance in house examination I & II = 10 Marks

Preparation of a Blue print for achievement test = 10 Marks

References:

1. Bhatia, K.K., Narang, C.L. and Sidhu, H.S. (2001): Foundations of Teaching Learning Process. Tandon Publishers, Ludhiana.
2. Bhushan, A. and Ahuja, M. (2002): Educational Technology. Bawa Publications, Patiala.
3. Chauhan S S(2002): A Text Book of Programmed Instruction. (2nd Ed). Sterling Publishers Pvt Ltd., New Delhi / Bangalore.
4. Dececco, John, P. (1977): Psychology of Learning and Instruction. Prentice Hall of India, New Delhi.
5. Everard, K.B. and Geoffrey, Morris: Effective School Management. Harper and Row Publishers, London.
6. Kumar, K.L. (2008): *Educational Technology*, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
7. Mangal, S.K.(2001): Foundations of Educational Technology. Tandon Publications, Ludhiana.
8. Mukhopadhyay, M. (1990): *Educational Technology – Challenging Issues* , Sterling Publishers Pvt. Ltd., New Delhi.
9. Mukhopadhyay, M. (1990): *Educational Technology – Year Book 1988* , All India Association for Educational Technology, New Delhi.
10. Sampath et. al. (1981): *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.
11. Sharma, R.A.(2006): Technological foundation of Education. R.Lall Book Depot, Meerut.

12. Sharma R.A (2007): Programmed Instruction – An Instructional Technology, Goyal Book Depot, Meerut.
13. Venkataiah, N. (1996): *Educational technology*, New Delhi: APH Publishing Corporation.



B 3 (A) SCHOOL MANAGEMENT

Time: 1:30 Hrs

M. Marks: 50

Terminal: 40

Sessional: 10

Instructions for the Paper Setter/ Candidate

1. The question paper will consist of three UNITS: UNIT I, II and III.
2. The paper setter will set three questions from each UNIT I and II.
3. The candidate will be asked to attempt two questions from each UNIT. Each question will carry 8 marks.
4. UNIT-III will be compulsory. It will consist of two short answer questions covering the entire syllabus and carry 4 marks each.

Objectives:-

To enable students to understand

1. School as a conducive learning environment.
2. The role of teacher and the principal in ensuring a vibrant school climate.
3. The concept of Quality Enhancement and Management in school.

UNIT-I

1. School Organization and Management: Meaning, need, functions and latest trends
2. Total Quality Management
 - a) Concept, need and importance
 - b) Significance of TQM to schools with special reference to
 - i. physical resources
 - ii. human resources
 - iii. healthy practices for staff and students with special reference to IQAC
3. Norms and conditions of opening a school according to CBSE/PSEB

UNIT-II

1. Principal –The Leadership role
 - a. Importance
 - b. Qualities
 - c. Relation with others
 - d. Duties and functions
2. Mechanism for co-ordinated functioning in school.
 - a. Planning of annual school calendar
 - b. Time Table
 - c. Curricular Activities
3. Registers and Records
 - a) Meaning, need and importance
 - b) Stock register, Admission register, Attendance register, Cumulative record card and Anecdotal records

Sessional Work

: 10 Marks

Performance in House Examination I & II

: 5 Marks

Practical work: Preparation of any one record-

: 5 Marks

Cumulative Record Card

Anecdotal records

References:

1. Mathur, S.S. (1990): Educational Administration and Management. The Indian Press, Ambala.
2. Mohanty, Jagannath(1998): Educational Administration: Supervision and School Management. Deep and Deep Publications, New Delhi.
3. Sachdeva, M.S. (2001): School Management. Bharat Book Centre, Ludhiana.
4. Safaya, Raghunath and Shaيدا, B.D. (1979): School Organization. Dhanpat Rai, Delhi.
5. Sarkaria, M.S, Singh,Jaspal & Gera, Manju (2008): Modern school management. Kalyani Publishers, Ludhiana.
6. Sodhi, T.S and Suri, Aruna (2002). Management of School education, Bawa Publications, Patiala.

(B) OPTION (I) CURRICULUM DEVELOPMENT

Time: 1:30 Hrs

M. Marks : 50

Terminal : 40

Sessiona I: 10

Instructions for the Paper Setter/ Candidate

1. The question paper will consist of three UNITS: UNIT I, II and III.
2. The paper setter will set three questions from each UNIT I and II.
3. The candidate will be asked to attempt two questions from each UNIT. Each question will carry 8 marks.
4. UNIT-III will be compulsory. It will consist of two short answer questions covering the entire syllabus and carry 4 marks each.

Objectives:

On completion of this course the students will be able to:

- Understand the concept of curriculum.
- Understand approaches of curriculum development.
- Know various designs of curriculum.
- Understand the importance of curriculum change.

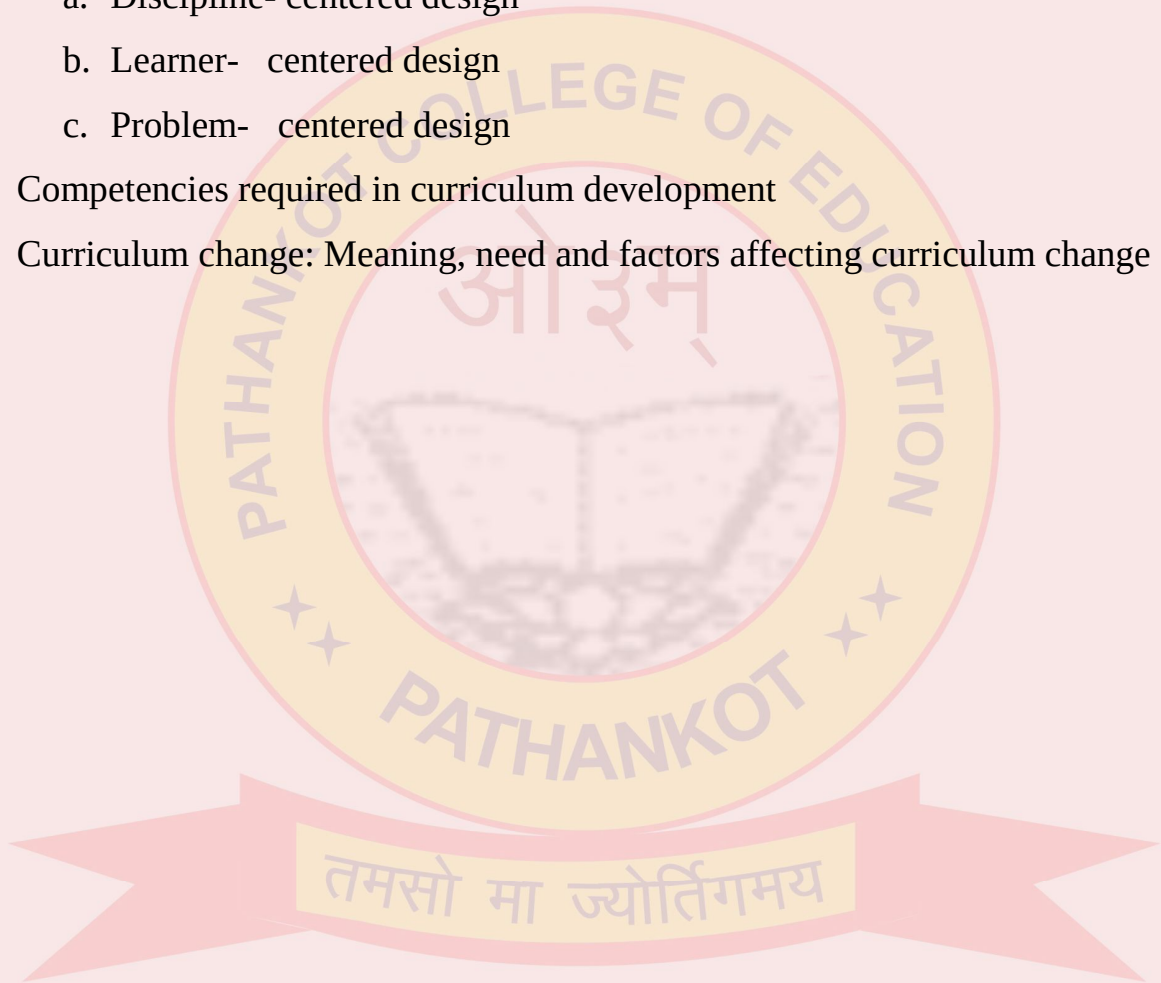
UNIT-I

1. Conceptual frame work of curriculum: Meaning, nature and organizing curriculum components
2. Different approaches to curriculum theory:
 - a. Traditional approach
 - b. Learner driven approach
 - c. Critical Approach
3. Curriculum process and different ways of approaching curriculum theory

- a. Curriculum as product
- b. Curriculum as process
- c. Participatory approach

UNIT-II

1. Curriculum design models:
 - a. Discipline- centered design
 - b. Learner- centered design
 - c. Problem- centered design
2. Competencies required in curriculum development
3. Curriculum change: Meaning, need and factors affecting curriculum change



Sessional Work	: 10 Marks
Performance in House Examination I and II	: 5 Marks
Project Work	: 5 Marks
Evaluation of curriculum of 9 th or 10 th standard and submission of report.	

References:

1. Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
2. Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
3. Arora, G.L. (1984): Reflections on Curriculum. NCERT.
4. Bhalla, Navneet (2007), Curriculum development Published by Authorpress E35/103 Jawahar Park laxmi Nagar, New Delhi-92.
5. CIET (2006) The Process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English, CIET, NCERT, New Delhi.
6. CIET (2007) Curriculum Syllabus and Textbook: An Audio Interview with Sh. Rohit Dhankar, Chairperson of the National Focus Group set up under NCF-2005 Process, CIET, NCERT, New Delhi
7. Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
8. Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
9. Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.
10. McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.

11. NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
12. NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
13. NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
14. NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
15. NCTE (2009) National Curriculum Framework for Teacher Education.
16. Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
17. Reddy, B. (2007): Principles of curriculum planning and development.
18. Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.
19. Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc. Audio-Video CDs
20. Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.

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B 3 (B) OPTION (II) DISTANCE AND OPEN LEARNING

Time: 1:30

Hrs

M. Marks : 50

Terminal : 40

Sessiona: 10

Instructions for the Paper Setter/ Candidate

The question paper will consist of three UNITS: UNIT I, II and III. The paper setter will set three questions from each UNIT I and II.

The candidate will be asked to attempt two questions from each UNIT. Each question will carry 8 marks.

UNIT-III will be compulsory. It will consist of two short answer questions covering the entire syllabus and carry 4 marks each.

Objectives:

On completion of this course the students will be able to:

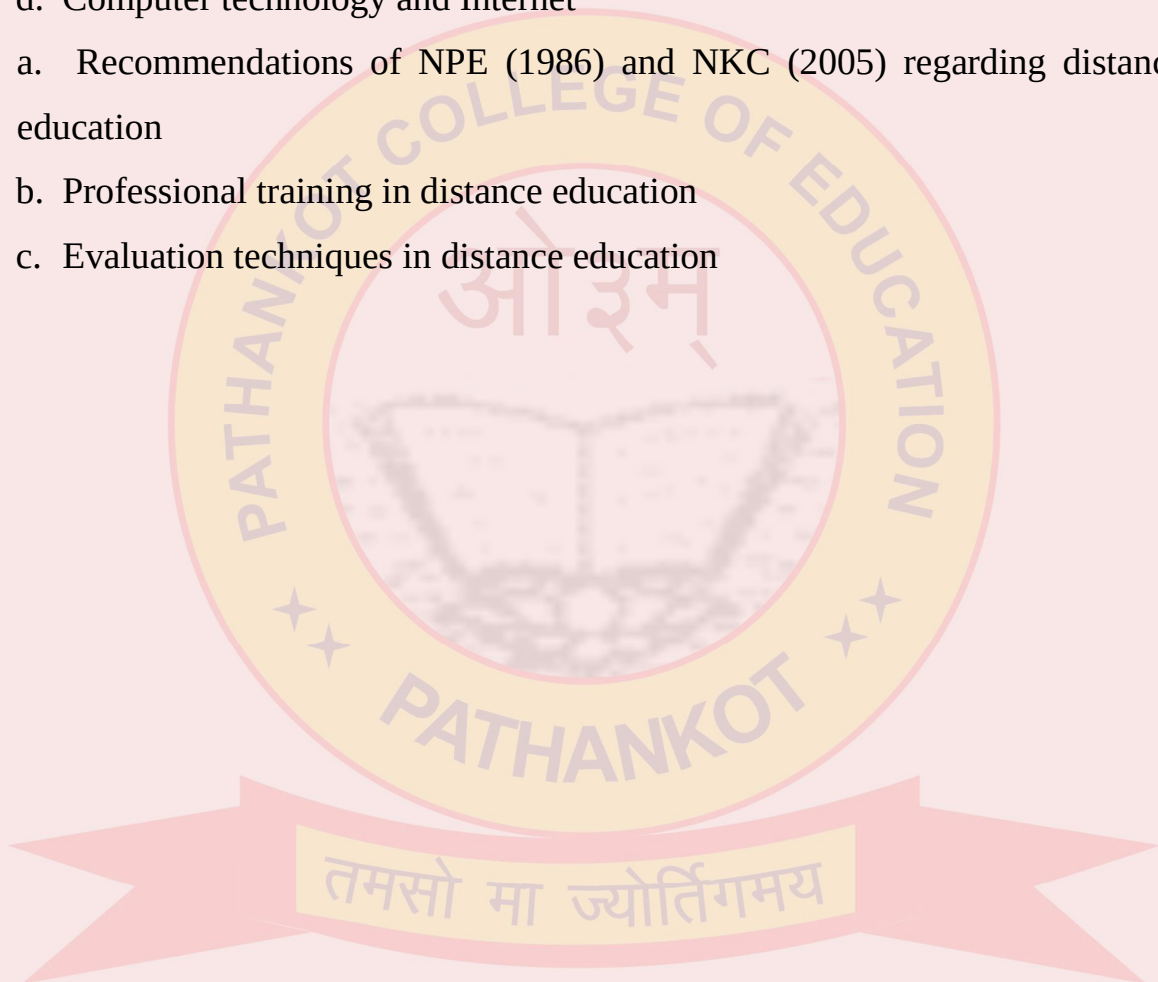
- Understand the distance and open modes of learning.
- Differentiate different modes of learning.
- Understand the need and importance of distance and open learning.
- Understand the role of mass media and other technologies in distance and open learning.
- Know various evaluation techniques in distance education.

UNIT-I

1. Historical development of distance and open learning with special reference to India
2. a. Concept, meaning , nature of distance and open learning
b. Need, importance, scope, advantages and limitations of distance and open learning
3. a. Correspondence education: Development, objectives and modes
b. Open education learning: Development, objectives and modes

UNIT-II

1. Role of technology in distance education
 - a. Printed and Non-printed material
 - b. Audio technology, video technology, satellite based communication system
 - c. Role of mass media
 - d. Computer technology and Internet
2.
 - a. Recommendations of NPE (1986) and NKC (2005) regarding distance education
 - b. Professional training in distance education
 - c. Evaluation techniques in distance education



Sessional Work	:	20 Marks
Performance in House Examination I & II		10 Marks
Project work	:	10 Marks
Survey of Distance and open learning centers in your district		

References:

1. Mohanty, Jagannath(2001) Studies in Distance Education. Deep & Deep Publication.
2. Nandra, I.S. (2010): Distance and open education; century Publication, Patiala.
3. Prarad D. Chandra (2007). Distance education, K.S.K Publishers, New Delhi.
4. Sharma S. (2002): Modern methods of life long learning and distance education.New Delhi.
5. Sharma, R.A. (2008). Distance Education International Publishing House, Merrut.

B₃ (B) OPTION (III) ENVIRONMENTAL EDUCATION

Time 1:30 hrs

M. Marks: 50

Terminal: 40

Sessional: 10

Instructions for the Paper Setter/ Candidate

1. The question paper will consist of three UNITS: UNIT I, II and III.
2. The paper setter will set three questions from each UNIT I and II.
3. The candidate will be asked to attempt two questions from each UNIT. Each question will carry 8 marks.
4. UNIT-III will be compulsory. It will consist of two short answer questions covering the entire syllabus and carry 4 marks each.

Objectives

To enable the student teachers to:

- Know the need of environmental education.
- Develop desirable attitude, values and respect for protection of environment.
- Be aware about the interdependence of plants and animals.
- Organize various activities at the school level to provide environmental education.
- Know about changes taking place in social environment.
- Know various ways and means to create healthy environment.

UNIT-I

1. Environmental education: Meaning, objectives, need and guiding principles.
 - a. Conservation of environment: an immediate need.
 - b. Need for sensitizing learners towards concern of environmental conservation.

2. Concept of ecology, environment, biosphere, Community, population and ecosystem. Structural and functional components of ecosystem i.e. abiotic and biotic factors, food chain, food- web & flow of energy.
3. Pollution: Concept, types (air, soil, water, and noise pollution), sources, effect and control of pollution, green house effect, ozone depletion.

UNIT-II

1. a. Approaches of teaching environmental education: Interdisciplinary & multidisciplinary approach.
b. Integration of environmental education in various school subjects and in co-curricular activities.
a. Various ways and means of protection and preservation of environment with special reference to forestation and solid waste management.
b. Role of government and non-government organizations in protection and preservation of environment.
2. Concept of migration, urbanization.

Sessional Work	:	10 Marks
Performance in House Examination I & II		5 Marks
Practical work		5 Marks

Work on a project related to any issue of environmental preservation and protection. Or Preparation of scrap file.

References:

1. Dani, H.M (1996): Environmental Education. Publication Bureau, Panjab University, Chandigarh.
2. Garg, K.K and Jain, S.C.: Environment Lessons For Common Man. Environment Society of India.
3. Ghanta R. and Rao, D.B. (1998): Environmental Education, Problems and Prospectus. Discovery Publishing House. New Delhi.
4. Kohli, V.K. and Kohli, V. Environmental Pollution and Management. Vivek Publishers, Ambala
5. Mukherjee, Roma (2002): Environmental Management and Awareness Issues. Sterling Publishers Pvt. Ltd, New Delhi.
6. Rajagopalan, R. (2006): Environmental Studies From Crisis to Cure. Oxford University Press, Delhi.
7. Reddy, K.P. and Reddy, D.N. (2002): Environmental Education. Neelkamal Publications Pvt. Ltd, Hyderabad

B 3 (B) OPTION (IV) HEALTH EDUCATION

Time: 1:30 Hrs

M. Marks: 50

Terminal: 40

Sessional: 10

Instructions for the Paper Setter/ Candidate

The question paper will consist of three UNITS: UNIT I, II and III. The paper setter will set three questions from each UNIT I and II.

The candidate will be asked to attempt two questions from each UNIT. Each question will carry 8 marks.

UNIT-III will be compulsory. It will consist of two short answer questions covering the entire syllabus and carry 4 marks each.

Objectives

To enable the student teachers to:

- Aware about the concept of health education.
- Know problems of defective postures.
- Know the importance of balanced diet.
- Promote an understanding of personal hygiene.
- Understand the techniques used to diagnose health.

UNIT-I

1.
 - a. Health: Concept of health. principles of life as a base for positive health
 - b. Health Education: Meaning, need and importance and objectives, health appraisal, organization and administrative purposes of health education.
2.
 - a. Diet: Elements of balanced diet
 - b. Personal hygiene: Meaning and importance of personal hygiene
 - c. Communicable diseases: Meaning, causes and preventive measures of Typhoid, Chicken pox, AIDS

3. Posture:
 - a. Importance of good posture
 - b. Common Postural deformities
 - i. Kyphosis
 - ii. Flat foot
 - iii. Knock Knee
 - iv. Bow legs
 - v. Lordosis

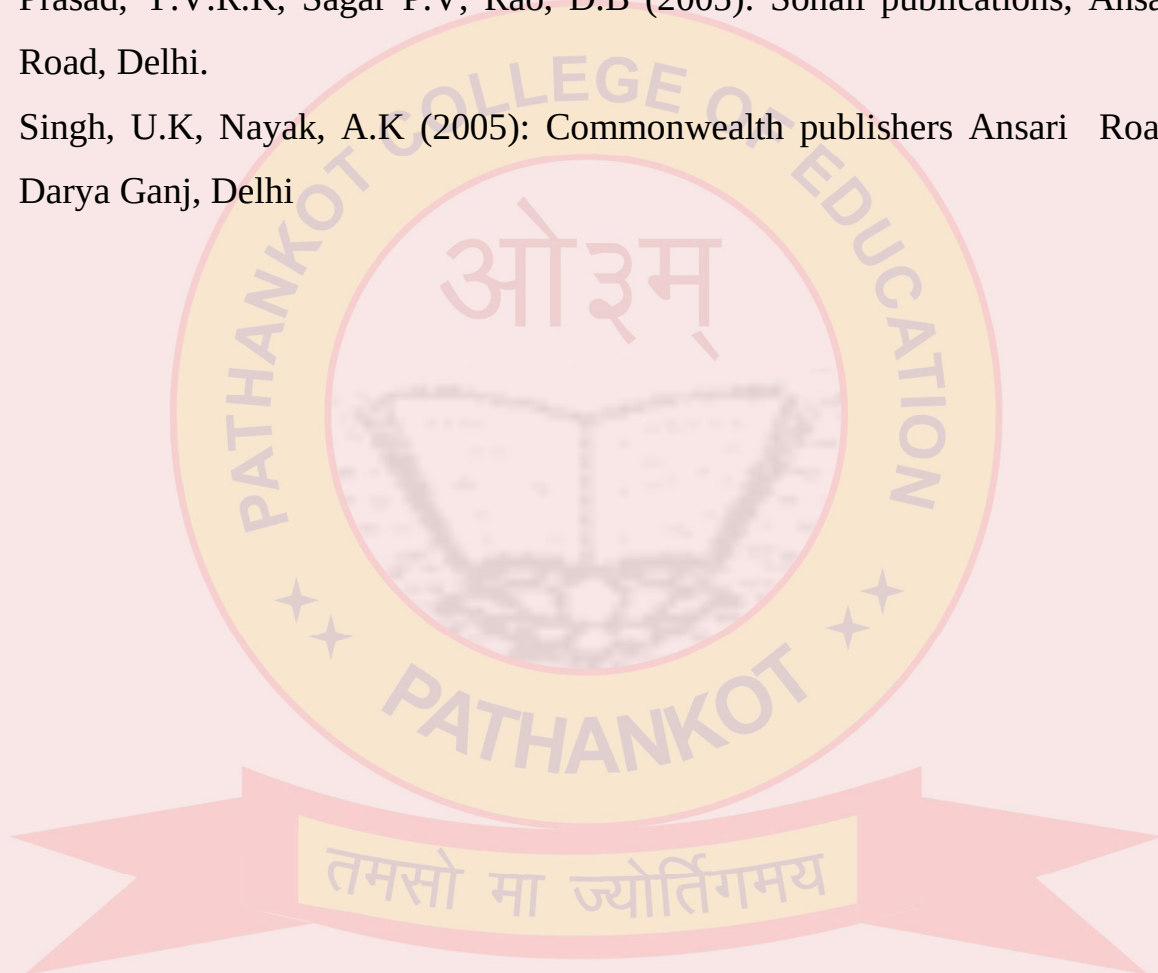
UNIT-II

1. Common health problems –Stress, depression and Obesity-Meaning, Causes and preventive measures
2. Health education: Role of women in health education, social service camps, role of village health committees, village health insurance scheme.
3. The training of teachers and supervisors in health education.

Sessional Work	:	10 Marks
Performance in House Examination I & II	:	5 Marks
Project Work	:	5 Marks
Preparation of diet chart for specific health related problem/ BMI [Body Mass Index]		

References:

1. Prasad, Y.V.R.K, Sagar P.V, Rao, D.B (2005): Sonali publications, Ansari Road, Delhi.
2. Singh, U.K, Nayak, A.K (2005): Commonwealth publishers Ansari Road, Darya Ganj, Delhi



B 3 (B) OPTION (V) MEASUREMENT AND EVALUATION

Time: 1:30 Hrs

M. Marks: 50

Terminal: 40

Sessional: 10

Instructions for the Paper Setter/ Candidate

1. The question paper will consist of three UNITS: UNIT I, II and III.
2. The paper setter will set three questions from each UNIT I and II.
3. The candidate will be asked to attempt two questions from each UNIT. Each question will carry 8 marks.
4. UNIT-III will be compulsory. It will consist of two short answer questions covering the entire syllabus and carry 4 marks each.

Objectives

To enable student teachers to:

- Understand the concepts employed for evaluation of pupils.
- Construct different types of test items.
- Understand the situations in which to employ different evaluation techniques.

UNIT-I

1. Evaluation: Concept of measurement and evaluation, scales of measurement
2. Types of evaluation: Summative and formative- their merits and demerits
3. Pearson's Product Moment co-efficient of correlation

UNIT-II

1. Construction of different types of test items- Short answer type, essay type and objective type test items and their relative advantages and limitations
2. Preparation of blue print and question paper
3. Characteristics of a good tool of evaluation – Reliability, Validity and Usability, use of computer in evaluation

Sessional work	:	10 Marks
Performance in House Examination I & II	:	5 Marks
Practical work	:	5 Marks

1. Construction of a blue print and a question paper of any subject of any class.
2. Take a class of students. Take the marks of any two subjects of school examination and find out the coefficient of correlation between these two subjects by Pearson's Product Moment Method.

References:

1. Anastasi, A. (1988): Psychological Testing. Macmillan Publishing Company, New York.
2. Ebel, R.L. (1991): Essentials of Educational Measurement. Prentice Hall, New Delhi.
3. Garrett, H.E. (2005): Statistics in Psychology and Education. Paragon, New Delhi.
4. Linn, R.L. and Grelund, N.E. (2003): Measurement and Evaluation in Teaching. Pearson Education, Singapore.
5. Sahu, Binod K. (2005): Statistics in Psychology and Education. Kalyani Publications, Ludhiana.
6. Singh, A.K. (2002): Tests, Measurements and Research Methods in Behavioural Sciences. Bharti Bhavan Publishers, Patna.
7. Thorndike, Robert, L. (1962): Measurement and Evaluation in Psychology and Education. John Wiley, New York.

B 3 (B) OPTION (VI) POPULATION EDUCATION

Time: 1:30 Hrs

M. Marks: 50

Terminal: 40

Sessional: 10

Instructions for the Paper Setter/ Candidate

1. The question paper will consist of three UNITS: UNIT I, II and III.
2. The paper setter will set three questions from each UNIT I and II.
3. The candidate will be asked to attempt two questions from each UNIT. Each question will carry 8 marks.
4. UNIT-III will be compulsory. It will consist of two short answer questions covering the entire syllabus and carry 4 marks each.

Objectives

To enable student teachers to:

- Understand the concept of population education.
- Understand various terminologies concerned with population studies.
- Develop an awareness of the implications of population growth on various aspects of social functioning.

UNIT-I

1. Population Education: Concept, scope, objectives, need and importance, misconceptions regarding population education
2. a. Approaches of population education
b. Demographic terminology, population situation in India in the world perspective
3. Effects of population growth on:

- a) Economic development
- b) Social development
- c) Educational development
- d) Urbanization
- e) Environmental and natural resources
- f) Family life
- g) Health and Nutrition

UNIT-II

1. Population education agencies: Role of government and Non– government agencies.
2. Integration of population concept in different school subjects, place of curricular and co-curricular activities organization of population education programmes.
3. Role of teacher in imparting population education

Sessional Work : **10 Marks**

Performance in House Examination I & II : 5 Marks

Any two Practical Activities : 5 Marks

1. To compare the population density of different countries/states with the help of bar graphs.

2. Making surveys regarding progress in population education awareness programmes in rural and urban areas.

References:

1. Aggarwal, S.N. (1985): India's Population Problems. Tata McGraw Hill, New Delhi.
2. Bhatia, K. (2004): Population Education. Ankur Publication, Ludhiana.
3. Gupta, V.K. (2004): Population Education. Ankur Publication, Ludhiana.
4. Khanna, H.K. (2006): Population Education. Soni Publication, Patiala.
5. Rao, D. Gopal (1974): Population Education: A Guide to Curriculum and Teacher. Sterling Publisher, New Delhi.
6. Sharma, R.C. (1988): Population Trends, Resources and Environment. Dhanpat Rai and Sons, New Delhi.
7. Sinha, P.C, (1998): Human Population and Related Disasters. Anmol Publication, New Delhi.
8. Thompson and Lewis (1978): Population Problems. Tata McGraw Hill, New Delhi.
9. Tiwari, R.P. (1986): Concept of Population Education: Urban Population Education. Prakash Publishers, Ludhiana.
10. Walia, G.S. (2001): Population Education. Vinod Publication, Ludhiana.

**B 3 (B) OPTION (VII) VALUE
EDUCATION**

Time: 1:30 hrs.

Instructions for the Paper Setter/ Candidate

**M. Marks: 50
Terminal: 40
Sessional: 10**

The question paper will consist of three UNITS: UNIT I, II and III. The paper setter will set three questions from each UNIT I and II. The candidate will be asked to attempt two questions from each UNIT. Each question will carry 8 marks. UNIT-III will be compulsory. It will consist of two short answer questions covering the entire syllabus and carry 4 marks each.

Objectives

To enable student teachers to:

- Understand concept of value education.
- Understand the various strategies of value orientation.
- Know the nature, sources and classification of values.
- Appreciate culture and its strategies.
- Know about various methods for value inculcation.

UNIT-I

1. Meaning, importance and characteristics and hierarchy of values, reasons for value crisis
2. Relationship between education and values
3. Culture: Concept and strategies for promoting culture among students at elementary and secondary school stage

UNIT-II

1. Strategies for value orientation:

a. Experimental approach	b. Total atmospheric approach
c. Value clarification technique	d. Value sheet method
e. Critical inquiry approach	f. Role- playing technique
Attitude development	
g. technique	h. Integrated concurrent approach

2. Methodology of inculcating values among students

i. Direct Method	:	Debates, Symposium and Brainstorming
ii. Indirect Method	:	Community service, leadership amps.
Incidental		Reward and punishment, real life
iii. Method	:	experiences

3. Value orientation in teacher education: The present scenario, teachers- their roles and teacher Education Programmes

Sessional Work

10 Marks

House Examination I & II

: 5 Marks

Practical Work

: 5 Marks

Application of one strategy of value inculcation with school children and its report

References:

1. Brendam Mac Carthaigh (1996): Value Education. What, Why and How. Better yourself Book, Mumbai.
2. Dr. D Bahskara Rao (2006): value oriented education. Dr. Dayakara Reddy and Digumarti Discovery Publishing House, new Delhi
3. Jasta, Hari Ram (1991): Spiritual Values and Education. Associated Press, Ambala.
4. Kaul, G.N. (1975): Values and Education in Independent India. The Associated Publishers, Ambala Cantt.
5. Keerat, Joshi (Edited) (2002): Philosophy of Value Oriented Education, Theory and Practice. Published by Indian Council of Philosophical Research, New Delhi.
6. Kishore, Lalit (1990): Value Oriented Education. Foundation and frontiers, World overview. Doaba House, New Delhi.
7. Ronald, King (1969): Values and Improvement in Grammar School. Routledge, London.
8. Ruhela, S.P. (1986): Human Values and Education. Sterling Publishers Pvt. Ltd. New Delhi.
9. Sharma, S.R. (1999): Teaching of Moral Education. Cosmos Publishers, New Delhi.
10. Venkatesh, N. (2005): Value Education APH Publishing Corporation, New Delhi.

B 3 (B) OPTION (VIII) INCLUSIVE EDUCATION

Time: 1:30 hrs.

M. Marks: 50

Terminal: 40

Sessional: 10

Instructions for the Paper Setter/ Candidate

1. The question paper will consist of three UNITS: UNIT I, II and III.
2. The paper setter will set three questions from each UNIT I and II.
3. The candidate will be asked to attempt two questions from each UNIT. Each question will carry 8 marks.
4. UNIT-III will be compulsory. It will consist of two short answer questions covering the entire syllabus and carry 4 marks each.

Objectives

On completion of this course the students will be able to:

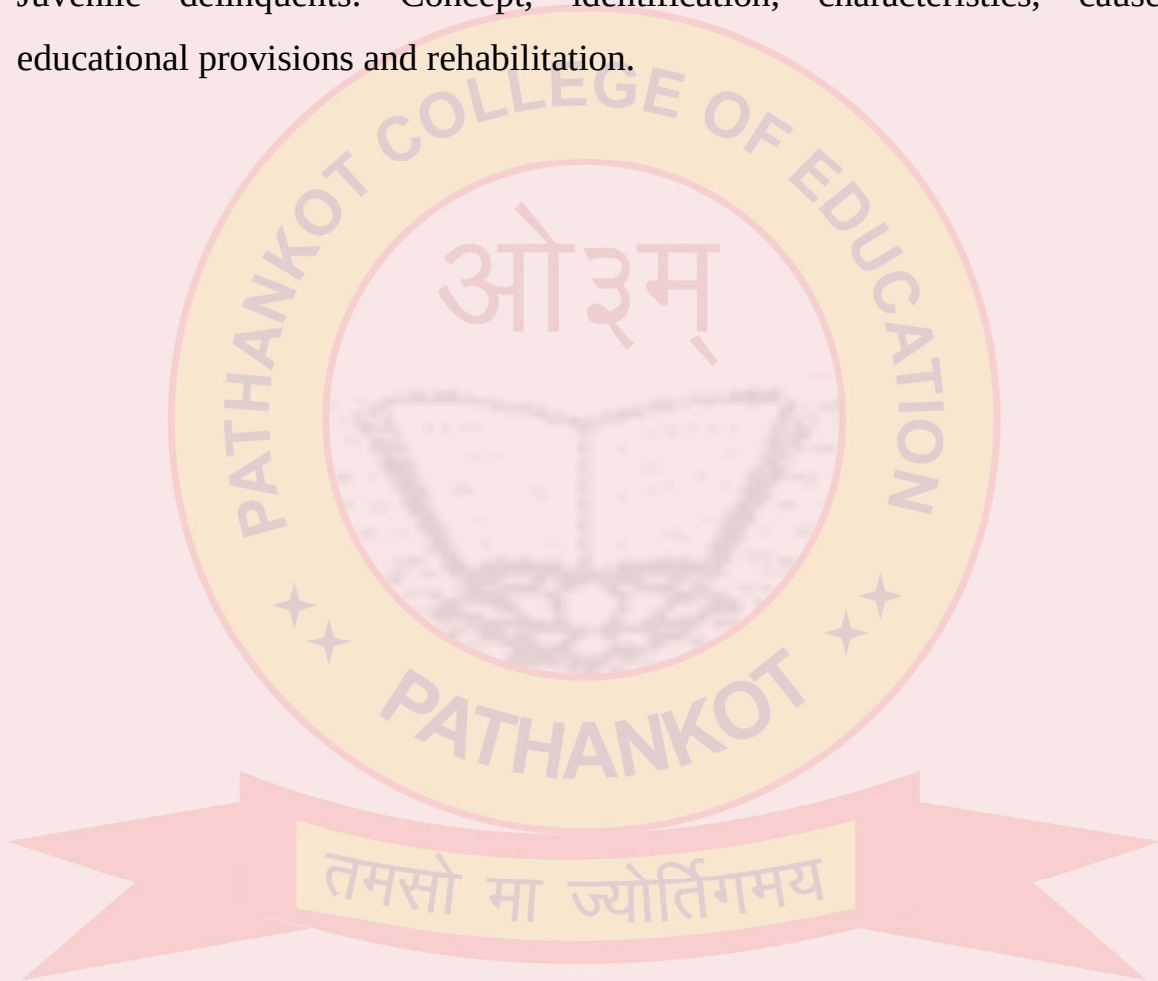
- Understand concept of inclusive education.
- Appreciate the need for promoting inclusive practice.
- Understand the nature of difficulties encountered by children.
- Understand the needs and magnitude of the challenges faced by children with diverse needs.

UNIT-I

1. Inclusive education for persons with disabilities: Concept, need and importance, purposes of inclusive education
2. Historical perspective of inclusive education
3. Legal basis of inclusive education
 - a. United nation convention on the rights of persons with disabilities (UNCRPD)
 - b. Role of government organization and Non-government organizations (NGOs) in taking care of special persons with disabilities

UNIT-II

1. Persons with sensory disabilities (Visual, Hearing): Concept, identification characteristics, causes educational provisions and rehabilitation.
2. Persons with orthopaedic disabilities: Concept, identification, characteristics, causes, educational provisions and rehabilitation.
3. Juvenile delinquents: Concept, identification, characteristics, causes, educational provisions and rehabilitation.



Sessional work	:	10 Marks
Performance in House Examination I & II	:	5 Marks
Practical work	:	5 Marks

The students are required to carry out any one of the following:-

1. Visit to any organization or Rehabilitation center dealing with such persons and preparation of case study of any one person with some kind of disability.
2. Practice in teaching on school children with some kind of disabilities.
3. Conduct a survey on the type of supportive services needed for inclusion of children with any disability of your choice and share the findings in the class.

References:

1. Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi. 110002.
2. Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
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 (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore.
6. Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N.C.E.R .T. Publication.

B 3 (B) OPTION (VIII) GUIDANCE AND COUNSELING

Time: 1:30 hrs.

M. Marks: 50

Terminal: 40

Sessional: 10

Instructions for the Paper Setter/ Candidate

1. The question paper will consist of three UNITS: UNIT I, II and III.
2. The paper setter will set three questions from each UNIT I and II.
3. The candidate will be asked to attempt two questions from each UNIT. Each question will carry 8 marks.
4. UNIT-III will be compulsory. It will consist of two short answer questions covering the entire syllabus and carry 4 marks each.

Objectives:

On completion of this course the students will be able to:

1. Understand the meaning, nature and scope of guidance.
2. Recognize the role of guidance in attaining the goals of education.
3. Appreciate the need for guidance.
4. Understand the meaning, nature and scope of counseling.
5. Analyze the relationship between guidance and counseling.
6. Recognize the different areas of counseling.
7. Become acquainted with the skills and qualities of an effective counselor.

UNIT-I

1. Meaning purposes, assumption
2. Principles of guidance in India
3. Kinds of guidance- Educational, Vocational, and Personal

UNIT-II

1. Kinds of counseling: directive, non-directive and eclectic
2. Role of teacher and counselor, counseling interview
3. Survey of guidance programme of a secondary school

Sessional work	:	10 Marks
Performance in House Examination I & II	:	5 Marks
Practical work	:	5 Marks

Survey of guidance programme of a secondary school.

References:

1. Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
2. Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. II: A Practical Approach. New Delhi: Vikas.
3. Dave Indu (1984). The Basic Essentials of Counselling. New Delhi: Sterling Pvt. Ltd.
4. Gazda George R.M. (1989). Group Counselling: A Development Approach. London: Allyn and Bacon.
5. Gibson, R.L. & Mitchell, M.H. (1986). Introduction to Guidance. New York: McMillan.
6. Glickman, C & Wolfgang, C. (1981). Solving Discipline Problems: Strategies for Classroom Teachers. Boston: Allyn and Bacon.
7. Mallon, Brenda (1987). An Introduction to Counseling Skills for Special Educational Needs- Participants Manual. Manchester: Manchester University Press, UK.
8. Mathewson, R. H. (1962). Guidance Policy and Practice, 3rd Ed. New York: Harper and row.
9. Nugent, Frank A. (1990). An Introduction to the Profession of Counselling. Columbus: Merrill publishing Co.
10. Pietrofesa, J.J, Bernstein, B., & Stanford, S. (1980). Guidance: An Introduction. Chicago: Rand McNally.
11. Rao, S.N. (1981). Counselling Psychology. New Delhi: Tata McGraw Hill.

AREA C- PEDAGOGICAL CONTENT KNOWLEDGE

C₁ METHODOLOGY-I

C₂ METHODOLOGY-II

ਪੰਜਾਬੀ ਅਧਿਆਪਨ

OPTION I (A)

ਸਮਾਂ: 3 ਘੰਟੇ

ਕੁਲ ਅੰਕ: 100

ਬਾਹਰੀ ਪਰੀਖਿਆ: 80

ਅੰਦਰੂਨੀ ਪਰੀਖਿਆ: 20

ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਨਿਰਮਾਤਾ/ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਲਈ ਨਿਰਦੇਸ਼

1. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਨੂੰ ਪੰਜ ਇਕਾਈਆਂ ਵਿੱਚ ਵੰਡਿਆ ਜਾਵੇਗਾ- I, II, III, IV, V.
2. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਨਿਰਮਾਤਾ ਹਰੇਕ ਇਕਾਈ ਵਿੱਚੋਂ ਤਿੰਨ ਪ੍ਰਸ਼ਨ ਲਿਖੇਗਾ, ਜਿਵੇਂ I, II, III, IV (ਸੰਬੰਧਿਤ ਇਕਾਈ ਦੇ ਪਾਠਕ੍ਰਮ ਵਿੱਚੋਂ) ਹਰੇਕ ਪ੍ਰਸ਼ਨ ਦੇ 8 ਅੰਕ ਹੋਣਗੇ।
3. ਹਰੇਕ ਇਕਾਈ ਵਿੱਚੋਂ ਕੋਈ ਦੋ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਹੋਣਗੇ।
4. ਇਕਾਈ ਪੰਜ ਸਭ ਲਈ ਜ਼ਰੂਰੀ ਹੈ। ਇਕਾਈ ਪੰਜ ਵਿੱਚ ਪਾਠ ਯੋਜਨਾ ਦੇ ਅੱਠ ਅੰਕ ਹੋਣਗੇ। ਦੋ ਪ੍ਰਸ਼ਨ ਚਾਰ ਚਾਰ ਅੰਕਾਂ ਦੇ ਪਾਠ ਯੋਜਨਾ, ਸੂਖਮ ਯੋਜਨਾ ਅਤੇ ਅਧਿਆਪਨ ਕੋਸ਼ਲਾਂ ਤੇ ਅਧਾਰਿਤ ਹੋਣਗੇ।

ਉਦੇਸ਼

ਵਿਦਿਆਰਥੀਆਂ/ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਪੰਜਾਬੀ ਪੜ੍ਹਾਉਣ ਦੀ ਰੁਚੀ ਪੈਦਾ ਕਰਨੀ।

ਵਿਦਿਆਰਥੀਆਂ/ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਸਕੂਲ ਪੱਧਰ ਤੇ ਮਾਤ-ਭਾਸ਼ਾ ਪੰਜਾਬੀ ਪੜ੍ਹਾਉਣ ਸੰਬੰਧੀ ਪੇਸ਼ ਆਉਂਦੀਆਂ ਮੁਸ਼ਕਿਲਾਂ ਹੱਲ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।

ਵਿਦਿਆਰਥੀਆਂ/ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਸਿਰਜਨਾਤਮਿਕ, ਉਪਚਾਰਾਤਮਿਕ ਤੇ ਅਨੁਸੰਧਾਨਤਮਿਕ ਕੁਸ਼ਲਤਾਵਾਂ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।

ਵਿਦਿਆਰਥੀਆਂ/ਅਧਿਆਪਕਾਂ ਨੂੰ ਲੋੜ ਅਨੁਸਾਰ ਹਵਾਲਾ ਪੁਸਤਕਾਂ ਦੀ ਵਰਤੋਂ ਕਰਨ ਦੀ ਆਦਤ ਪਾਉਣੀ।

ਵਿਦਿਆਰਥੀਆਂ/ਅਧਿਆਪਕਾਂ ਨੂੰ ਸਾਹਿਤ ਦੇ ਵਿਭਿੰਨ ਰੂਪਾਂ ਦੇ ਅਧਿਆਪਨ ਢੰਗਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।

ਵਿਦਿਆਰਥੀਆਂ/ਅਧਿਆਪਕਾਂ ਨੂੰ ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ਾਂ ਅਤੇ ਸਿੱਧਾਂਤਾਂ ਦੀ ਸੋਝੀ ਕਰਾਉਣਾ।

ਇਕਾਈ (1)

1. ਭਾਸ਼ਾ ਦੀ ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਿਰਤੀ ਅਤੇ ਉਤਪਤੀ ਦੇ ਸਿਧਾਂਤ
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ
3. ਮਾਤਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼, ਮਹੱਤਵ, ਸਿਧਾਂਤ ਅਤੇ ਸੂਤਰ

ਇਕਾਈ (2)

1. ਸੁਣਨ ਕੋਸ਼ਲ ਦੀ ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਮਹੱਤਤਾ, ਲੋੜੀਂਦੀਆਂ ਸ਼ਰਤਾਂ ਅਤੇ ਅਭਿਆਸ
2. ਬੋਲਚਾਲ ਦੀ ਸਿੱਖਿਆ ਦਾ ਮਹੱਤਵ, ਭਾਸ਼ਾ ਦੇ ਅਸ਼ੁੱਧ ਉਚਾਰਣ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ
3. ਓ ਪੜ੍ਹਨਾ (ਵਾਚਨ) ਸਿਖਾਉਣਾ: ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਵਿਧੀਆਂ -ਸੂਖਮ ਪੜ੍ਹਾਈ ਅਤੇ ਸਥੂਲ ਪੜ੍ਹਾਈ ਅਤੇ ਕਿਸਮਾਂ- ਮੋਨਪਾਠ ਤੇ ਉੱਚੀ ਪਾਠ
ਅ) ਲਿਖਣਾ ਸਿਖਾਉਣਾ: ਲਿਖਤ ਰਚਨਾ ਦਾ ਮਹੱਤਵ, ਵਿਧੀਆਂ ਅਤੇ ਅਭਿਆਸ, ਲਿਖਤੀ ਕੰਮਾਂ ਦੀ ਸੁਧਾਈ ਅਤੇ ਸੁਲੇਖ ਸਿੱਖਿਆ।

ਇਕਾਈ (3)

1. ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਅਧਿਆਪਨ: ਮਹੱਤਵ, ਉਦੇਸ਼, ਅਤੇ ਪੜ੍ਹਾਉਣ ਦੀਆਂ ਵਿਧੀਆਂ, ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਅਧਿਆਪਨ ਵਿੱਚ ਅੰਤਰ।
2. ਵਿਆਕਰਨ ਦੀ ਸਿੱਖਿਆ: ਪਰਿਭਾਸ਼ਾ, ਸਿੱਖਿਆ ਦੇਣ ਦੀ ਉਮਰ/ਸਮਾਂ, ਮਹੱਤਤਾ, ਉਦੇਸ਼ ਅਤੇ ਵਿਧੀਆਂ।
3. ਉ) ਮਾਤਭਾਸ਼ਾ ਦੀ ਪਾਠ ਪੁਸਤਕ: ਉਦੇਸ਼, ਮਹੱਤਤਾ ਅਤੇ ਸਿਧਾਂਤ।
ਅ) ਮਾਤਭਾਸ਼ਾ ਦਾ ਪਾਠਕ੍ਰਮ: ਉਦੇਸ਼, ਮਹੱਤਤਾ ਅਤੇ ਸਿਧਾਂਤ।

ਇਕਾਈ (4)

1. ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਦ੍ਰਿਸ਼ਟੀ ਸਰੋਤ ਸਾਧਨ: ਅਰਥ, ਮਹੱਤਤਾ, ਕਿਸਮਾਂ ਅਤੇ ਉਪਯੋਗੀ ਵਰਤੋਂ।
2. ਮਲਅੰਕਣ: ਨਿਰੰਤਰ ਵਿਆਪਕ ਮੁਲਅੰਕਣ- ਅਰਥ, ਵਿਧੀਆਂ ਅਤੇ ਅੰਕ-ਵੰਡ (VI ਤੋਂ VIII, IX ਤੋਂ X)
3. ਉ) ਭਾਸ਼ਾ ਪ੍ਰਯੋਗਸ਼ਾਲਾ ਅਰਥ, ਉਦੇਸ਼, ਮਹੱਤਤਾ ਅਤੇ ਵਰਤੋਂ ਦੇ ਢੰਗ।
ਅ) ਭਾਸ਼ਾ ਪੁਸਤਕਾਲਾ: ਮਹੱਤਤਾ, ਲਾਭ ਅਤੇ ਵਰਤਮਾਨ ਸਥਿਤੀ।

ਇਕਾਈ (5)

1. ਪਾਠ ਯੋਜਨਾ: ਪਰਿਭਾਸ਼ਾ, ਉਦੇਸ਼, ਮਹੱਤਤਾ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਅਤੇ ਕਿਸਮਾਂ- ਵਾਰਸ਼ਿਕ, ਇਕਾਈ ਅਤੇ ਦੈਨਿਕ ਯੋਜਨਾਵਾਂ।
2. ਮਾਤ-ਭਾਸ਼ਾ ਦੇ ਅਧਿਆਪਨ ਲਈ ਪਾਠ ਯੋਜਨਾ ਤਿਆਰ ਕਰਨੀ ਸਿੱਖਣੀ।
3. ਸੂਖਮ ਪਾਠ ਯੋਜਨਾ ਅਤੇ ਅਧਿਆਪਨ ਕੋਸ਼ਲ:
ਉ) ਜਾਣ ਪਛਾਣ ਕੋਸ਼ਲ
ਅ) ਪ੍ਰਸ਼ਨ ਉੱਤਰ ਕੋਸ਼ਲ
ੲ) ਵਿਆਖਿਆ ਕੋਸ਼ਲ
ਸ) ਬਲੈਕਬੋਰਡ ਕੋਸ਼ਲ
ਹ) ਉਦੀਪਨ ਪਰਿਵਰਤਨ ਕੋਸ਼ਲ
(Sessional Work) 20 ਅੰਕ
ਉ) ਦੋ ਅੰਦਰੂਨੀ ਪ੍ਰੀਖਿਆਵਾਂ 10 ਅੰਕ
ਅ) ਪ੍ਰੋਜੈਕਟ(ਪੰਜਾਬੀ ਲਈ ਨਿਰਧਾਰਿਤ ਪਾਠ ਪੁਸਤਕ ਦਾ ਮੁਲਾਂਕਣ) 10 ਅੰਕ

ਸਹਾਇਕ ਪੁਸਤਕਾਂ ਦੀ ਸੂਚੀ

1.	ਇੰਦਰਦੇਵ ਨੰਦਰਾਂ	ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ	ਟੰਡਨ ਪਬਲਿਸ਼ਰਜ਼
2.	ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੇਖੋਂ/ ਮਨਦੀਪ ਕੌਰ ਸੇਖੋਂ	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ	ਕਲਿਆਣੀ ਪਬਲਿਕੇਸ਼ਨਜ਼
3.	ਡਾ. ਅਮਰਜੀਤ ਕੌਰ	ਪੰਜਾਬੀ ਅਧਿਆਪਨ	ਸੂਰੀਆ ਪਬਲਿਕੇਸ਼ਨਜ਼
4.	ਡਾ. ਉਮਕਾਰ ਐਨ.ਕੋਲ	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ	ਰਵੀ ਪਬਲਿਸ਼ਰਜ਼
5.	ਜਸਵੰਤ ਸਿੰਘ ਜੱਸ	ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ	ਮਹਿਤਾਬ ਸਿੰਘ (ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ)
6.	ਡਾ. ਰਘੂਨਾਥ ਸਵਾਇਆ	ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ	ਪ੍ਰਕਾਸ਼ ਬ੍ਰਦਰਜ਼
7.	Wright, T. (1988):	Roles of Teachers and Learners.	Oxford University Press, Oxford.
8.	Tickoo, M.L. (2005)	Teaching and Learning English	Orient Longman, New Delhi.

हिन्दी शिक्षण
OPTION I (B)

समय-3 घण्टे

कुल अंक-100
बाहरी परीक्षण-80
आन्तरिक परीक्षण-20

प्रश्न-पत्र निर्माता/छात्रों के लिए निर्देश:-

1. प्रश्न पत्र को पाँच इकाईयों में विभाजित किया जाएगा-I, II, III, IV, V
2. प्रश्न पत्र निर्माता प्रत्येक इकाई में तीन प्रश्न लिखेगा जैसे I, II, III और IV (सम्बन्धित इकाई के पाठ्यक्रम से)। प्रत्येक प्रश्न के आठ अंक होंगे।
3. प्रत्येक इकाई में से कोई दो प्रश्न करें।
4. इकाई V अनिवार्य है। इसमें एक पाठ योजना 8 अंक की तथा 4-4 अंक के दो प्रश्नों के उत्तर करने होंगे।

उद्देश्य:-

हिन्दी शिक्षण के लिए सम्बन्धी योग्यताओं का विकास करना।

भावी शिक्षकों में हिन्दी भाषा शिक्षण की कुशलताओं का विकास करना।

भावी शिक्षकों में मूल्यांकन क्षमता का विकास करना।

हिन्दी शिक्षण में सहायक सामग्री के निर्माण और प्रयोग की योग्यता का विकास करना।

आधुनिक शिक्षण विधियों के उचित प्रयोग के बारे में भावी शिक्षकों को परिचित करवाना।

पाठ्यक्रम
प्रथम इकाई

1. भाषा की परिभाषा, भाषा के आधार, प्रकृति और उसके विविध रूप
2. भाषा शिक्षण के सामान्य सिद्धान्त एवं सूत्र
3. उद्देश्य, मातृभाषा और राष्ट्र भाषा के रूप में

द्वितीय इकाई

1. श्रवण कौशल: महत्व, प्रविधियाँ
2. उच्चारण शिक्षण: महत्व, उच्चारण दोषों के कारण, निवारण के उपाय
3. (क) वाचन शिक्षण: महत्व, वाचन मन्दता के कारण और निवारण के उपाय
(ख) बोलचाल शिक्षण: महत्व, उद्देश्य एवं क्रियाएँ

तृतीय इकाई

1. क. गद्य शिक्षण: उद्देश्य, सोपान, विधियाँ
ख. पद्य शिक्षण: उद्देश्य, सोपान, विधियाँ
2. व्याकरण शिक्षण: महत्व, उद्देश्य एवं विधियाँ
3. कहानी तथा नाटक शिक्षण का महत्व, विधियाँ

चतुर्थ इकाई

1. हिन्दी की पाठ्यपुस्तक की उपयोगिता, विशेषताएँ और निर्माण के सिद्धान्त।
2. हिन्दी अध्यापक के गुण, कर्तव्य और वर्तमान स्थिति।
3. मूल्यांकन: निरन्तर व्यापक मूल्यांकन - अर्थ, विधियाँ और अंक विभाजन (VI से VIII, IX से X)

पंचम इकाई

1. दृश्य श्रव्य साधनों का महत्व, चयन तथा प्रयोग।
2. पाठ योजना की उपयोगिता, सोपान।
3. सूक्ष्म अध्ययन के कौशल:- (i) पाठ योजना से जान पहचान, (ii) व्याख्यात्मक कौशल, (iii) प्रश्नोत्तर कौशल, (iv) उद्दीपन परिवर्तन, (v) श्यामपट लेखन।

आन्तरिक मूल्यांकन:

अंक: 20

I. आन्तरिक परीक्षाएँ =

10

II प्रश्न पत्र निर्माण =

10

सहायक पुस्तक सूची:-

- नायक सुरेश, "हिन्दी भाषा शिक्षण," टवंटी फास्ट सेंचुरी पब्लिकेशन्स, पटियाला ।
- बराड़ सर्वजीत कौर, "हिन्दी अध्यापन", कल्याणी पब्लिकेशन्स, देहली ।
- खन्ना ज्योति, "हिन्दी शिक्षण", धनपत राय ए.इ. सन्ज़, देहली ।
- गोयल ए०के०, "हिन्दी शिक्षण", हरीश प्रकाशन मन्दिर, आगरा ।
- मक्कड़ नरिन्द्र, " हिन्दी शिक्षण", गुलनाज़ पब्लिकेशन्ज़, जालन्धर ।

तमसो मा ज्योर्तिगमय

**TEACHING OF ENGLISH
OPTION I (C)**

Time: 3 Hrs.

M. Marks: 100

Terminal: 80

Sessional: 20

Instructions for Paper Setters/Candidate:-

1. The question paper will consist of five UNITS: I, II, III, IV and V.
2. The paper setter will set three questions from each UNITS I, II, III and IV. (From the syllabus of the respective UNITS). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each UNIT.
4. UNIT V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V UNIT carrying 4 marks each.

Objectives

1. To promote awareness in student teachers to create a warm & accepting classroom environment conducive to learning.
2. To enable student teachers to understand the nature, characteristics of Language and mother tongue as well as the use of language.
3. To enable student teachers to teach basic language skills such as listening, speaking, reading, and writing and integrate them for communicative purposes.
4. To introduce student teachers to some important methodologies & techniques of teaching English.
5. To develop in student teachers insight into the form and use of English and to give practice in lesson planning.
6. To enable student teachers to prepare and use appropriate audio- visual teaching aids for effective teaching of English.
7. To help student teachers to use school & village resources for professional inputs.

UNIT-I

Teaching of English in India: Some General Principles, Methods And Approaches

1. Teaching of English in India Today
 - a. Importance of English in India
 - b. Aims and objectives of Teaching English
 - c. Conditions under which English is taught and learnt, declining standards and suggested remedies
2. Nature of Language
 - a. Linguistic principles of teaching and learning English Language
 - b. General principles of teaching and learning English Language
3. Methods and Approaches of teaching English
 - a. Grammar Translation Method, Direct Method and Bilingual Method
 - b. Structural- Situational Approach
 - c. Communicative Language Teaching Approach

UNIT-II

Developing Language Skills: Listening and Speaking

1. Meaning and Importance of Phonetics:
 - a. Phonetic Symbols
 - b. Pure and impure vowels and consonants
2. Features of connected speech: Stress, Rhythm, Intonation
3. Presentation Skills:
 - Dramatization
 - Declamation
 - Paper Reading
 - Extempore
 - Role Playing

UNIT-III

Developing Language Skills: Reading and Writing

1. Teaching Reading Skills:
 - a. Teaching Mechanics of Reading & Types of Reading
 - b. Teaching Reading to Beginners
 - c. Extensive & Intensive Reading
 - d. Teaching Reading Comprehension
 - e. Teaching of Poetry
2. Teaching Writing Skill:
 - a. Mechanics of Writing
 - b. Teaching writing to Beginners
 - c. Teaching of composition from controlled to free practices
 - d. Creative writing
3. a. Teaching of Grammar:-Place of Grammar, Types and Methods of Teaching Grammar.
b. Teaching of Vocabulary: - Levels of Meaning, Word Meaning in context, use of dictionary and thesaurus, expansion of vocabulary, selection and gradation of vocabulary

UNIT-IV

Evaluation and Teaching Aids

1. Evaluation: Continuous & Comprehensive Evaluation: Concept, technique and weightage distribution (VI to VIII, IX to X)
2. Development of a Language test
3. Audio- Visual Aids
 - a. Educational Significance and practical use of Teaching Aids in English
 - b. Essential qualities of teaching Aids- with special reference to OHP, LCD projector , Computer
 - c. Language Laboratory- its set up, uses and limitation
 - d. Language Games

UNIT-V

Lesson Planning

1. Need & importance
2. Preparation of Macro Lessons
 1. Prose
 2. Poetry
 3. Grammar
 4. Composition
 - i. Message writing
 - ii. Letter writing
 - iii. Advertisement writing
 - iv. Article writing
 - v. Dialogue writing
3. Micro Lessons
 - i. Skill of B.B. writing.
 - ii. Skill of Introducing a lesson.
 - iii. Skill of Stimulus variation
 - iv. Skill of Fluency in questioning
 - v. Skill of Illustrating with examples.

Sessional Work

20 Marks

Performance in House Examination I & II
Marks

(5+5) =10

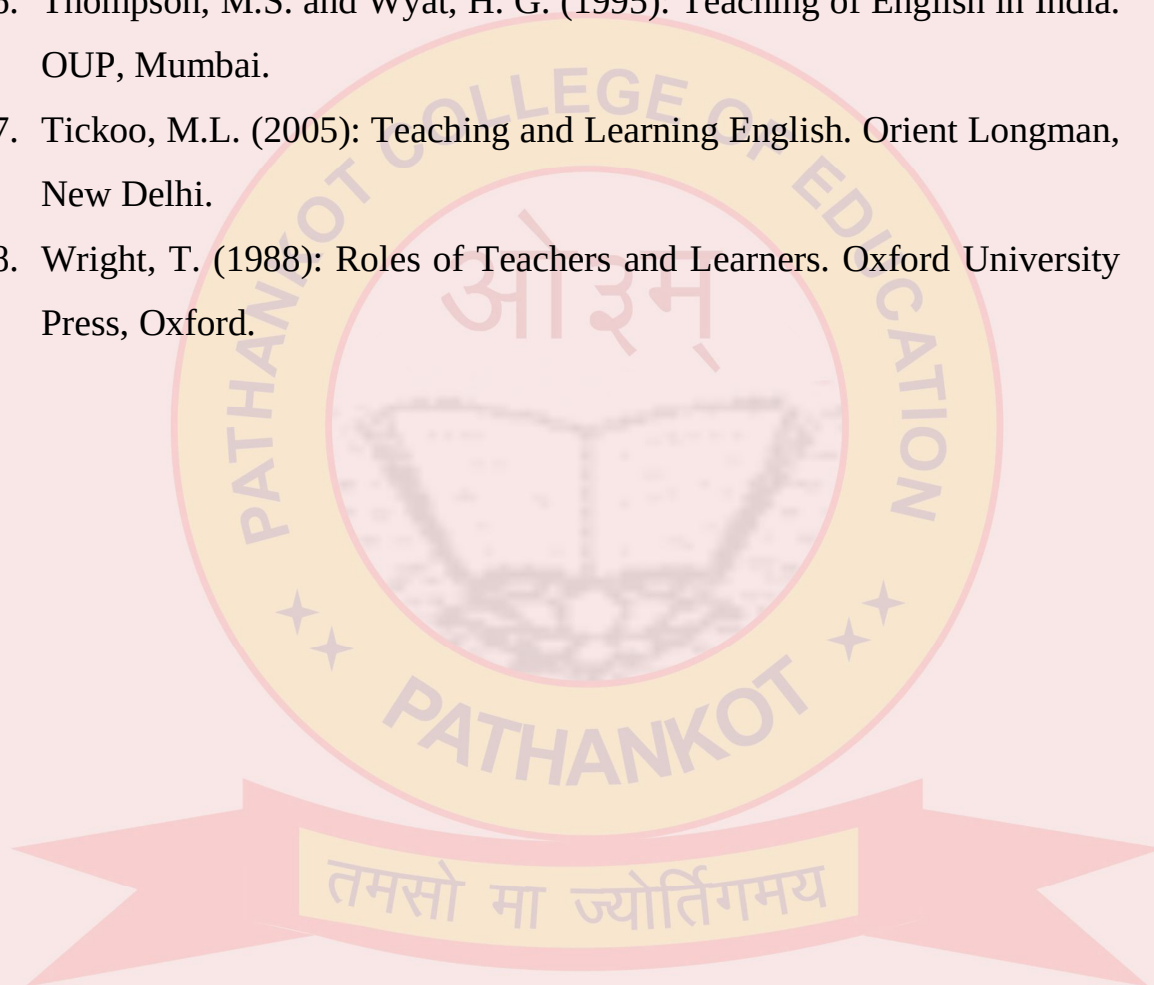
Review of at least two articles
Marks

(5+5) =10

References:

1. Balasubramaniam, T. (1981): A Textbook of English Phonetics for Indian Students. Macmillan India Limited, Mumbai.
2. Bhandari, C.S. and others (1966): Teaching of English: A Handbook for Teachers. Orient Longmans, New Delhi.
3. Bhatia, K.K. (2006): Teaching and Learning English as a Foreign Language. Kalyani Publishers, New Delhi.
4. Bindra, R. (2005): Teaching of English. Radha Krishan Anand and Co, Jammu.
5. Bright, J.A. and Mc Gregor, G.P. (1981): Teaching English as a Second Language. Longmans, ELBS.
6. Carroll, B.J. (1972): Systems and Structures of English. Oxford University Press, London.
7. Doff, A. (1998). Teach English: A Training Course for Teachers. The British Council and Cambridge University Press, Cambridge.
8. French, F.G. (1963): Teaching English as an International Language. OUP, London.
9. Gokak, V.K. (1963): English In India, Its Present and Future. Asia Publishing House,
10. Hornby, A.S. (1962): The Teaching of Structural Words and Sentence Patterns. OUP, London.
11. Kohli, A.L. (1999): Techniques of Teaching English. Dhanpat Rai and Company, New Delhi.

12. Lamba, D. and Others (2007): Techniques of Teaching English. 21st Century Publication, Patiala.
13. Manzel, E.W. (1994): Suggestions for the Teaching of Reading In India. OUP, London.
14. Palmer, H.E. (1980): Grammar of Spoken English. Heffer, Cambridge.
15. Ryburn, W.M. (1963): Teaching of English In India. OUP, Mumbai.
16. Thompson, M.S. and Wyat, H. G. (1995): Teaching of English in India. OUP, Mumbai.
17. Tickoo, M.L. (2005): Teaching and Learning English. Orient Longman, New Delhi.
18. Wright, T. (1988): Roles of Teachers and Learners. Oxford University Press, Oxford.



**TEACHING OF SOCIAL
STUDIES
OPTION II (A)**

Time: 3 Hrs.

M. Marks: 100

Terminal: 80

Sessional: 20

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five UNITS: I, II, III, IV and V.
2. The paper setter will set three questions from each UNITS I, II, III and IV. (From the syllabus of the respective UNITS). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each UNIT. UNIT V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V UNIT carrying 4 marks each.

Objectives:

Knowledge

1. To enable the pupil-teachers to understand the nature and concept of Social Studies.
2. To enable the pupil-teachers to understand aims, objectives and values of teaching Social Studies.
3. To develop the understanding of pupil-teachers concerning curriculum organization.
4. To acquaint the pupil-teachers with various methods and techniques of teaching Social Studies.
5. To acquaint the pupil-teachers with different audio-visual aids and their utilization.
6. To develop proper understanding of Nationalism and Internationalism.

Skills

1. To enable the pupil-teachers to express themselves clearly.
2. To take active part in meetings, debates, seminars and other activities.
3. To collect information from different sources.
4. Analysis of present day problems in the Social context.
5. To develop a skill of preparation of lesson plan and its presentation.
6. To develop a skill of preparation of question papers.

A. Attitudes:

1. To promote positive social outlook.
2. Respect for and pride in national goals and values.
3. Self reliance.

B. Teacher's Activities:

Lecture, discussion, demonstration, questioning and seminars.

C. Student's Activities:

Listening to lectures preparing notes, asking questions and seeking clarifications, participation in seminars and discussions, preparing assignments, and preparing lesson plans.

UNIT-I

1. Meaning, nature, scope and importance of social studies. Difference between social studies and social science
2. Aims, objectives and values of teaching social studies
3. a. Curriculum: Meaning, principles of curriculum construction and organization of curriculum (Topical, chronological and concentric)
b. Correlation of Social Studies with Math, Science, Language and Art

UNIT-II

1. Meaning of methods: Characteristics of good and suitable method in Social Studies
2. Types of method-Lecture, project, observation, storytelling, socialized recitation method. (Seminar, debate, panel discussion, workshop, symposium and dramatization)
3. Need, importance and equipments of social studies room

UNIT-III

1. Social Studies textbook: Need, importance and qualities
2. Social Studies teacher: Qualities and role
3. Audio-Visual Aids: Meaning, importance, projective and non-projective teaching aids: Overhead projector, chalk board, maps, charts, model, picture, graphs, globe, television, computer, films and excursions

UNIT-IV

1. Current affairs in Social Studies: Meaning, importance and utilizing current events in teaching social studies
2. Evaluation in Social Studies: Continuous & Comprehensive Evaluation: Concept, technique and weightage distribution (VI to VIII, IX to X)
3. Different types of tests: Essay type and objective type

UNIT-V

- 1 Lesson Planning: Meaning, need and importance
- 2 Construction of Composite lesson plan.
- 3 Teaching Micro-skills with special reference to five core skills: Skill of introducing the lesson, skill of questioning, skill of explanation, skill of stimulus variation and skill of black board writing.

Sessional Work

Performance in House Examination: I & II

20 marks

(5+5) = 10 Marks

Practical Work

10 Marks

Practical work:

- a) Review of prescribed Social Studies curriculum or text books of any class of PSEB, CBSE or ICSE.
- b) Visit to any Community resource and writing a report for the same.

References:

1. Aggarwal, J.C. (2003): Teaching of Social Studies. Vikas Publishers, New Delhi.
2. Binning and Binning (1952): Teaching of Social Studies in Secondary Schools. McGraw Hill.
3. Dash, B.N. (2005): Content – cum – Methods of Teaching of Social Studies. Kalyani Publishers, New Delhi.
4. Dhanija, Neelam (1993): Multi Media Approaches in Teaching Social Studies. Harman Publishing House, New Delhi.
5. Kochhar, S.K. (1983): Teaching of Social Studies. Sterling Publishers, New Delhi.
6. Kohli, A.S.(1996): Teaching of Social Studies. Anmol Publishers, New Delhi.
7. Mehta, D.D. (2004): Teaching of Social Studies. Tandon Publishers, Ludhiana.
8. Mofatt, M.R. (1955): Social Studies Instruction. Prentice Hall, New York.
9. Shaida, B.D. (1962): Teaching of Social Studies. Panjab Kitab Ghar, Jalandhar.
10. Shaida, B.D. and Shaida, A. K. (2005): Teaching of Social Studies. Arya Book Depot, New Delhi.

**TEACHING OF HISTORY
OPTION II (B)**

Time: 3 hrs.

M. Marks: 100

Terminal: 80

Sessional: 20

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five UNITS: I, II, III, IV and V.
2. The paper setter will set three questions from each UNITS I, II, III and IV. (From the syllabus of the respective UNITS). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each UNIT.
4. UNIT V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V UNIT carrying 4 marks each.

Objectives:

- To enable student teachers to understand the importance of history.
- To enable student teachers to develop an understanding of aims and objectives of teaching history.
- To enable student teachers to construct and analyze critically the curriculum and textbooks of teaching history at secondary stage.
- To provide knowledge of different methods of teaching history to student teachers.
- To acquaint student teachers with different audio-visual aids and latest information technology.
- To make the student teachers aware about the role of history in developing National integration and International understanding.
- To acquaint student teachers with different techniques of evaluation.

UNIT-I

1. Meaning, nature, importance and scope of history with special reference to modern concept of history
2. Aims, objectives and values of teaching history at secondary level
3. Relation of history with other school subjects (Social Sciences, Physical Science and Languages)

UNIT-II

1. Principles of curriculum construction and different approaches to construct curriculum: chronological, concentric and topical
2. Need, importance and criteria of an ideal text book, critical analysis of history text book at secondary stage
3. a. Cultivation of time and space sense
b. Need and importance of local history and current events

UNIT-III

- a) Methods of teaching history: Story telling, lecture, discussion, project, source, dramatization and field trips/excursions
- b) Devices of teaching history: Narration, questioning, illustration, description and explanation
- c) Qualities and role of history teacher in changing scenario

UNIT-IV

1. Need, importance, types, preparation and usage of teaching aids: Tape recorder, radio, charts, graphs, maps, models, specimens, OHP, computer, films, T.V., chalk board, bulletin board and News line
2. Evaluation: Need, importance and Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X), types of tests-their construction and uses in history

3. Role of history in developing National Integration and International Understanding

UNIT-V

1. Elements of a lesson plan and content analysis of a topic in terms of knowledge, skills, attitudes in teaching of history
2. Steps of construction of lesson plan
3. Teaching Micro-skills with special reference to five skills:
 - i) Skill of introducing the lesson
 - ii) Skill of questioning
 - iii) Skill of explanation
 - iv) Skill of stimulus variation
 - v) Skill of black board writing.

Sessional Work	:	20 Marks
Performance in House Examination: I & II	:	10 Marks
Practical Work	:	10 Marks

1. Critical analysis of History textbook of any class.
2. To arrange a visit to a historical place and write a report of the same

References:

1. Arora, K.L. Teaching of History.
2. Bhallia, C.L. (1963): Audio Visual Aids in Education. Atma Ram and Sons, Delhi.
3. Burton, W.H. and Green, C. W. (1962): Principles of Teaching History.
4. Chakrabarti, S.K. (1967): Audio Visual Education in India. Das Gupta and Company, Calcutta.
5. Dobbsen, D.P. A Handbook for History Teacher.
6. Ghate, V.D. (1956): Teaching of History.
7. Gunnin, Dennis: The teaching of History.
8. Hil, C.P. (1953): Suggestions for Teaching of History. Paris Unesco, Paris.
9. Iaurwerys, I.A. (1954): History Text Book and International Understanding.
10. Johnson, Henry (1950): Teaching of History in Elementary and Secondary School.
11. Kochhar, S.K. (1977): Teaching of History.
12. R.E. De, Kieffer and Cochran, Leeln (1966): Manual of Audio Visual Techniques.
13. Shaida, B.D. and Singh, Sahib: Teaching of History.

**TEACHING OF POLITICAL SCIENCE
OPTION II (D)**

Time: 3 hrs.

M. Marks: 100

Terminal: 80

Sessional: 20

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five UNITS: I, II, III, IV and V.
2. The paper setter will set three questions from each UNITS I, II, III and IV. (From the syllabus of the respective UNITS). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each UNIT.
4. UNIT V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V UNIT carrying 4 marks each.

Objectives

- To enable student teachers to know the concept of Political Science.
- To enable student teachers to know objectives of teaching Political Science as a school subject.
- To enable student teachers to know various political problems which our country is facing.
- To provide student teachers to know different methods of teaching Political Science.
- To provide student teachers knowledge of various teaching aids.

UNIT-I

1. Meaning, nature, scope and importance of Political Science in the Modern era
2. a. Aims, objectives and values of teaching of Political Science
b. Correlation of Political Science with other subjects (History, Geography, Sociology and languages)
3. a. Principles of curriculum construction
b. Critical study of existing curriculum of Political Science at Senior Secondary stage

UNIT-II

1. Meaning of Method: Traditional and New Approach, types of methods: Lecture, Project, Socialized recitation Method, (Seminar, Debate, Panel Discussion, Workshop, symposium, dramatization and mock parliament)
2. Current Events : Importance, principles of selection and methods of their teaching
3. Political Science Text-Book: : Importance and qualities

UNIT-III

1. Supplementary Material: Magazines, journals, newspapers, reference books
2. Political Science Room: Need, importance and equipment
3. Political Science Teacher: Qualities and role

UNIT-IV

1. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X).
2. Different Types of Tests: Essay, Objective Type Tests and Short Answer Types.

3. Uses and importance of teaching aids

(Black Board, Map, Globe, Pictures, Charts, Posters, Graphs, Films, Film-strips, Television, Field Trips, Over head Projector and Computer).

UNIT-V

1. Lesson Planning: Meaning, need and importance

2. Construction of composite lesson-plan.

3. Teaching Micro-skills with special reference to five skills:

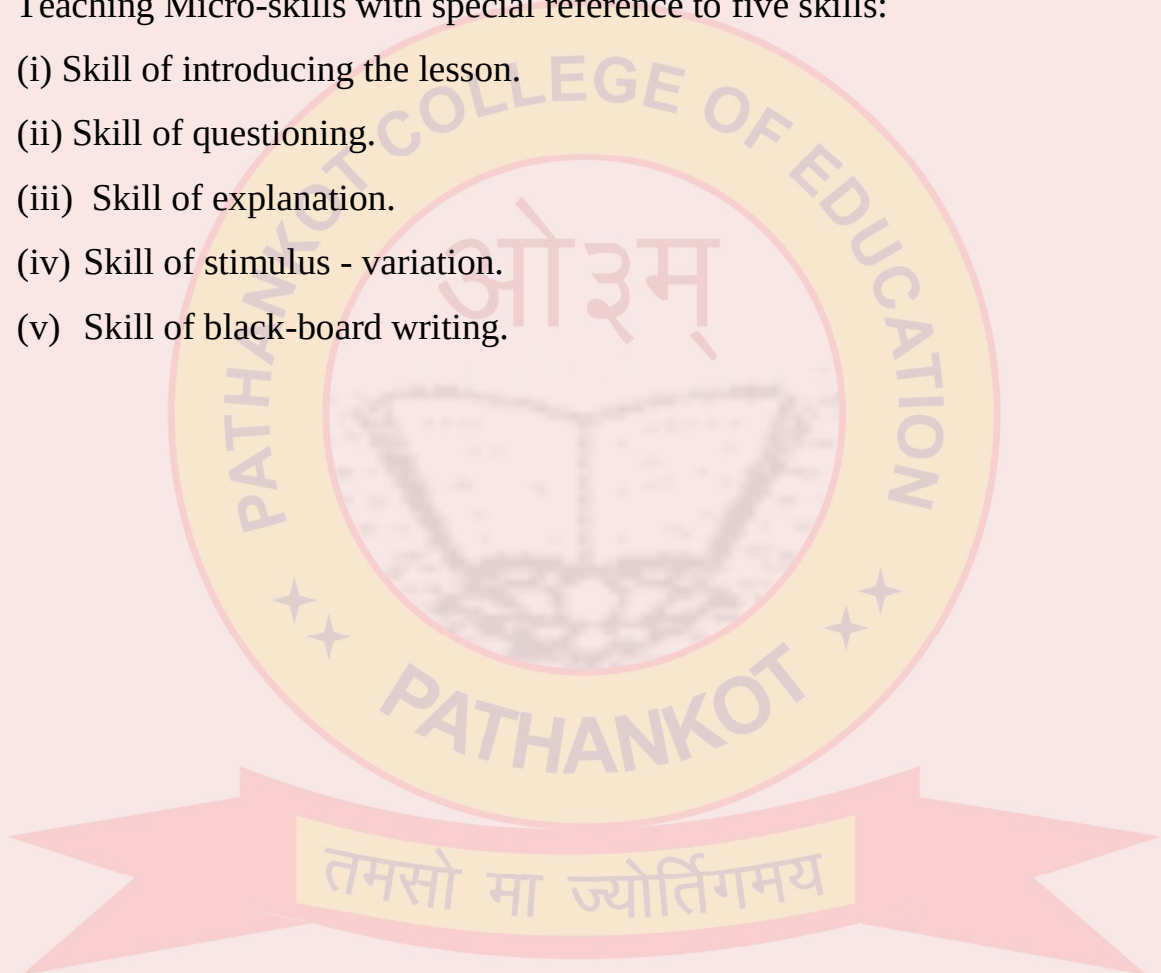
(i) Skill of introducing the lesson.

(ii) Skill of questioning.

(iii) Skill of explanation.

(iv) Skill of stimulus - variation.

(v) Skill of black-board writing.



Sessional Work	:	20 Marks
Performance in House Examination- I & II	:	(5 + 5) = 10 Marks
Practical Work	:	10 Marks

1. Preparation of the question paper for senior secondary class.
2. Preparation of two teaching models.

References:

1. Aggarwal, J .C. Teaching of Political Science and Civics.
2. Bhatia, K.K.: Narang, C.L. and Sidhu, H.S. : Teaching of Social Studies.
3. Kochhar, S.K.: Teaching of History.
4. Shaida, B.D. and Shaida, A.K. (2005): Teaching of Social Studies. Arya Book Depot, New Delhi.
5. Shiels.: View Points in Civics Education.
6. Singh, R.L: Teaching of History and Civics.
7. Whill, E.M. Teaching of Modern Civics.

**TEACHING OF ECONOMICS
OPTION II (E)**

Time: 3 hrs.

M. Marks: 100

Terminal: 80

Sessional: 20

Instructions for Paper Setter/ Candidate:

1. The question paper will consist of five UNITS: I, II, III, IV and V.
2. The paper setter will set three questions from each UNITS I, II, III and IV. (From the syllabus of the respective UNITS). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each UNIT.
4. UNIT V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V UNIT carrying 4 marks each.

Objectives:

A. Knowledge:

1. To provide understanding of growing concept, principles and theories of economics.
2. To enable the pupil-teachers to develop an understanding of aims and objectives of teaching of economics.
3. To acquaint them with various economic problems which our country is facing.
4. To provide knowledge of different methods of teaching.
5. To provide knowledge of different teaching aids.
6. To develop interest in teaching of economics.

B. Skills:

1. Preparation of teaching aids.
2. Use of devices and techniques of teaching.
3. Use of various methods of teaching.
4. Conducting economic survey.
5. Organize seminars, symposium and discussion.
6. Writing instructional objectives.
7. Preparation of test items of an achievement test.
8. To develop skill in making use of Educational Technology.

C. Attitude:

To promote among pupil-teacher an attitude of

1. Critical Thinking
2. Critical Analysis
3. Scientific Outlook
4. Observation
5. Wise Consumerism
6. Providing solution to economic problems.

UNIT-I

1. Meaning, nature and scope of Economics as a teaching subject
2.
 - a. Importance of teaching of Economics in school curriculum
 - b. Aims and objectives of teaching Economics as given in present school curriculum
3. Correlation of Economics with Commerce, Mathematics, Statistics, History, Political Science Geography and Science

UNIT-II

1. Principles of constructing curriculum of Economics and approaches of curriculum organization - UNIT, topical and concentric
2. Critical Analysis of existing curriculum of Economics
3. Economics text book- importance and criteria of selection

UNIT-III

1. Methods of teaching: Lecture method, discussion method, project method, survey method, inductive-deductive method
2. Techniques and devices: Assignment, seminar, illustration, symposium, excursions and supervised study
3.
 - (a) Economics teacher: Importance, qualities and professional growth
 - (b) Economics Room: Importance and equipment.

UNIT-IV

1. Teaching Aids: Importance and types of teaching aids; Radio, Charts, Films, T.V., Graph, Maps and Computer
2. Evaluation – Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X), types of tests-

Essay type, short answer type and objective type

3. Concepts and current affairs: Major challenges before Indian economy, liberalization and globalization and consumer awareness

UNIT-V

1. Lesson Planning: Meaning, need and Importance
2. Construction of composite lesson plan
3. Teaching micro skills with special reference to five skills:
 - Skill of introducing the lesson
 - Skill of questioning
 - Skill of explanation
 - Skill of stimulus variation
 - Skill of black board writing

Sessional Work	:	20 Marks
Performance in House Examination- I & II	:	(5 + 5) = 10 Marks
Practical Work	:	10 Marks

Suggested Practical Work (any two)

1. Low cost and improvised teaching aids.
2. Surveys and Projects on a chosen theme.
3. Write up on a current economic issue.
4. Co-curricular activities in school related to teaching of economics.
5. Critical analysis of existing textbook and curriculum of Economics.

References:

1. Dhillon, Satinder and Chopra, Kiran (2002): Teaching of Economics. Kalyani Publications, Ludhiana.
2. Kanwar, B.S. (1970): Teaching of Economics. Prakash Brothers, Ludhiana.
3. Siddiqui, M.H. (2005): Teaching of Economics. Ashish Publishing House, New Delhi.
4. Sidhu, H.S. (2005): Teaching of Economics. Tandon Publications, Ludhiana.
5. Yadav, Amita (2005): Teaching of Economics. Anmol Publications, New Delhi.

**TEACHING OF COMMERCE
(OPTION III)**

Time: 3 Hrs.

M. Marks: 100

Terminal: 80

Sessional: 20

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five UNITS: I, II, III, IV and V.
2. The paper setter will set three questions from each UNITS I, II, III and IV. (From the syllabus of the respective UNITS). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each UNIT.
4. UNIT V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V UNIT carrying 4 marks each.

Objectives:

Knowledge

1. To enable the pupil-teachers to understand the nature and concept of Commerce
2. To enable the pupil-teachers to understand aims, objectives and values of teaching Commerce
3. To develop the understanding of pupil-teachers concerning curriculum organization.
4. To acquaint the pupil-teachers with various methods and techniques of teaching Commerce

5. To acquaint the pupil-teachers with different audio-visual aids and their utilization.
6. To develop proper understanding of Nationalism and Internationalism.

Skills

1. To enable the pupil-teachers to express themselves clearly.
2. To take active part in meetings, debates, seminars and other activities.
3. To collect information from different sources.
4. Analysis of present day problems in the Social context.
5. To develop skill of preparation of lesson plan and its presentation.
6. To develop skill of preparation of question papers.

A. Attitudes:

1. To promote positive social outlook.
2. Respect for and pride in national goals and values.
3. Self reliance.

B. Teacher's Activities:

Lecture, discussion, demonstration, questioning and seminars.

C. Students Activities:

Listening to lectures preparing notes, asking questions and seeking clarifications, participation in seminars and discussions, preparing assignments, and preparing lesson plans.

UNIT-I

1. Meaning, nature, scope of teaching Commerce
2. (a) Place of commerce in school curriculum
(b) Aims, value and objective with reference to Bloom's Taxonomy
3. Correlation-Meaning and types. Correlation of Commerce with language, economics, mathematics and public administration

UNIT-II

1. Curriculum-Meaning, principles and critical analysis of curriculum of teaching of commerce
2. Criteria of selection of good commerce text book
3. Qualities and role of Commerce teacher

UNIT-III

- 1 Method - meaning and principles of selection of method
- 2 Types of method:
 - i) Lecture Method
 - ii) Problem-Solving Method
 - iii) Inductive-Deductive Method
 - iv) Demonstration Method
- 3 Method of teaching short hand and typing.

UNIT-IV

1. Commerce room-need, importance and equipment
2. Development and utilization of teaching aids (projective and non-projective and performing arts required for commerce programme), Community resources and its use in Commerce

3. Evaluation – Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X) types of tests- Essay type, short answer type and objective type

UNIT-V

1. Lesson Planning: Meaning, need and importance
2. Construction of composite lesson plan
3. Teaching micro skills with special reference to five skills:
 - Skill of introducing the lesson
 - Skill of questioning - Skill of explanation
 - Skill of stimulus variation - Skill of black board writing

Sessional Work

Performance in House Examination- I & II	:	20 Marks
Practical work	:	(5 + 5) = 10 Marks
Two Low cost and improvised teaching aids (Model/Chart/Graph)	:	10 Marks

References:

1. Aggarwal, J. C. (2003): Teaching of Commerce. Vikas Publication, New Delhi.
2. Dema and Brinkman: Guidance in Business Education South. Western Publishing Company, New York.
3. Douglas, Palnford and Anderson (2000): Teaching Bussiness Subjects. Prentice Hall, New York.
4. Green, H. (): Activity Handbook for Business Teachers. Mc Graw Hill, New York.
5. Musselman and Hann: Teaching Book Keeping and Accounting. McGraw Hill, New York.
6. Rao, Seema, (2005): Teaching of Commerce. Anmol Publishers, New Delhi.
7. Tonne, Iopham and Freemanc: Methods of Teaching Business Subjects. Mc Graw Hill, New York.
8. Venkatest, Warlu K. and Basha Johni and Digumarti, S.K. and Rao, Bhaskara: Methods of Teaching of Commerce

**TEACHING OF MATHEMATICS
(OPTION IV)**

Time: 3 hrs.

M. Marks: 100

Terminal: 80

Sessional: 20

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five UNITS: I, II, III, IV and V.
2. The paper setter will set three questions from each UNITS I, II, III and IV. (From the syllabus of the respective UNITS). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each UNIT.
4. UNIT V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V UNIT carrying 4 marks each.

Objectives:

- To acquaint pupil teachers with the methods and techniques of teaching Mathematics.
- To help pupil teachers in instructional planning and development of relevant material for the teaching of Mathematics.
- To help pupil teachers in the process of comprehensive evaluation in Mathematics.
- To acquaint pupil teachers with the use of computers in teaching of Mathematics.
- To make the students aware of the value of Mathematics and relationship of Mathematics with the other subjects.
- To enable the students to learn the principles, concepts and the terms in the teaching of Mathematics and to enable them to apply the same.
- To acquaint them with the role of teaching aids, text books, drill work, home work, mathematical laboratories and libraries.

UNIT-I

1. Meaning, nature and values of Mathematics- Practical, social, moral, aesthetic and intellectual
2. Place of Mathematics in school curriculum and relationship of Mathematics with other school subjects such as Physical Sciences, Bio-Sciences, Economics, Logic, Fine arts
3. (i) Aims and objectives of teaching Mathematics at Secondary Level
4. (ii) Formulation of objectives with reference to Bloom's Taxonomy

UNIT-II

1. (i) Selection and evaluation of text book
(ii) Critical study of 10th class Mathematics curriculum (C.B.S.E./P.S.E.B.)
2. (i) Concept of evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X)
(ii) Construction of test items (essay type, short answer type and objective type)
3. Remedial measures for defects in present day teaching of Mathematics to make it more interesting and activity based

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UNIT-III

1. Methods of teaching
Inductive-
Deductive
Analytic –
Synthetic
Problem Solving
Laboratory
2. Pedagogical analysis of different topics of Mathematics
3. (i) Qualities for Mathematics teacher and role of Mathematics teacher in drill work and written work, supervised study and Error analysis
(ii) Mathematics laboratory: Teaching aids- charts, models, chalk boards, OHP, LCD and computers.

UNIT-IV

1. (i) Number system.
(ii) Polynomials and equations – linear, simultaneous and quadratic.
2. (i) Geometrical Concept: Point, line, line segment, angle and triangle.
(ii) Types of Angles, Triangles and quadrilaterals.
3. (i) Trigonometric ratios, identities, heights and distances.
(ii) Measure of central tendencies. (Mean, Median, Mode)

UNIT-V

1. Lesson planning: Meaning, importance and Herbartian steps
2. Planning of Macro lessons with special reference to Arithmetic, Algebra,
3. Geometry, Trigonometry and Statistics.
4. Concept, components and preparation of micro lesson plans for developing teaching skills of

- a. Skill of introducing the lesson
- b. Skill of questioning
- c. Skill of explanation
- d. Skill of stimulus variation
- e. Skill of black board writing



Sessional Work	:	20 Marks
Performance in House Examination I and II	:	(5 + 5) = 10 Marks
Practical Work/ Activities	:	10 Marks

Suggested Practical Work (Any two)

1. Preparation of two teaching aids
2. Construction of test items
3. Analytic report of curriculum
4. Preparation of two Micro lessons plans

References:

1. Butler, C.H. and Wren F.L. (1965): The Teaching of Secondary School Mathematics. McGraw Hill (International Student Edition).
2. Gakhar, S.C. (2006): The Teaching of Mathematics. N.M. Publications, Panipat.
3. Kumar K. and Kaur, J. (2004): Learning Mathematics Lab. Experience.
4. Mangal, S.K. (2003): The Teaching of Mathematics. Tandon Publications, Ludhiana.
5. Ratnalikar, D.N. and et.al. (2004): Teaching of Mathematics.
6. Sidhu, K.S. (2005): The Teaching of Mathematics. Sterling Publishers, New Delhi.

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**TEACHING OF COMPUTER EDUCATION
(OPTION V)**

Time: 3 hrs.

M. Marks: 100

Terminal: 80

Sessional: 20

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five UNITS: I, II, III, IV and V.
2. The paper setter will set three questions from each UNITS I, II, III and IV. (From the syllabus of the respective UNITS). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each UNIT.
4. UNIT V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V UNIT carrying 4 marks each.

OBJECTIVES:

- To understand the concept of Computer Education
- To understand the values of learning computer.
- To understand the learning strategies.
- To equip them with knowledge to set up and maintain a Computer laboratory.
- To make them able to plan lessons and present them effectively.
- To acquire knowledge on latest trends in Information Technology.
- To enable them to use computers to enhance teaching / learning skills.

UNIT-I

1. Concept, need and importance of Computer Education, utilities of computers in different fields with special reference to Education

2. Place of Computer Education in School Curriculum and relationship of Computer Education with other school subjects such as Science, Economics, Social Sciences Languages, Art.
3. Aims and objectives of Computer Education-Meaning and formation of
 - a. Instructional Objectives
 - b. Behavioural objectives

UNIT-II

1. Methods of teaching: Lecture, Lecture cum Demonstration, Problem solving, Project method, Laboratory Method, Computer Assisted Instructions, Web Based Instructions
2. Computer Teacher: Essential qualifications and qualities, professional growth and code of conduct for ethical computer teaching.
3. Need for computer laboratory, special features of computer lab, setting a computer lab.

UNIT-III

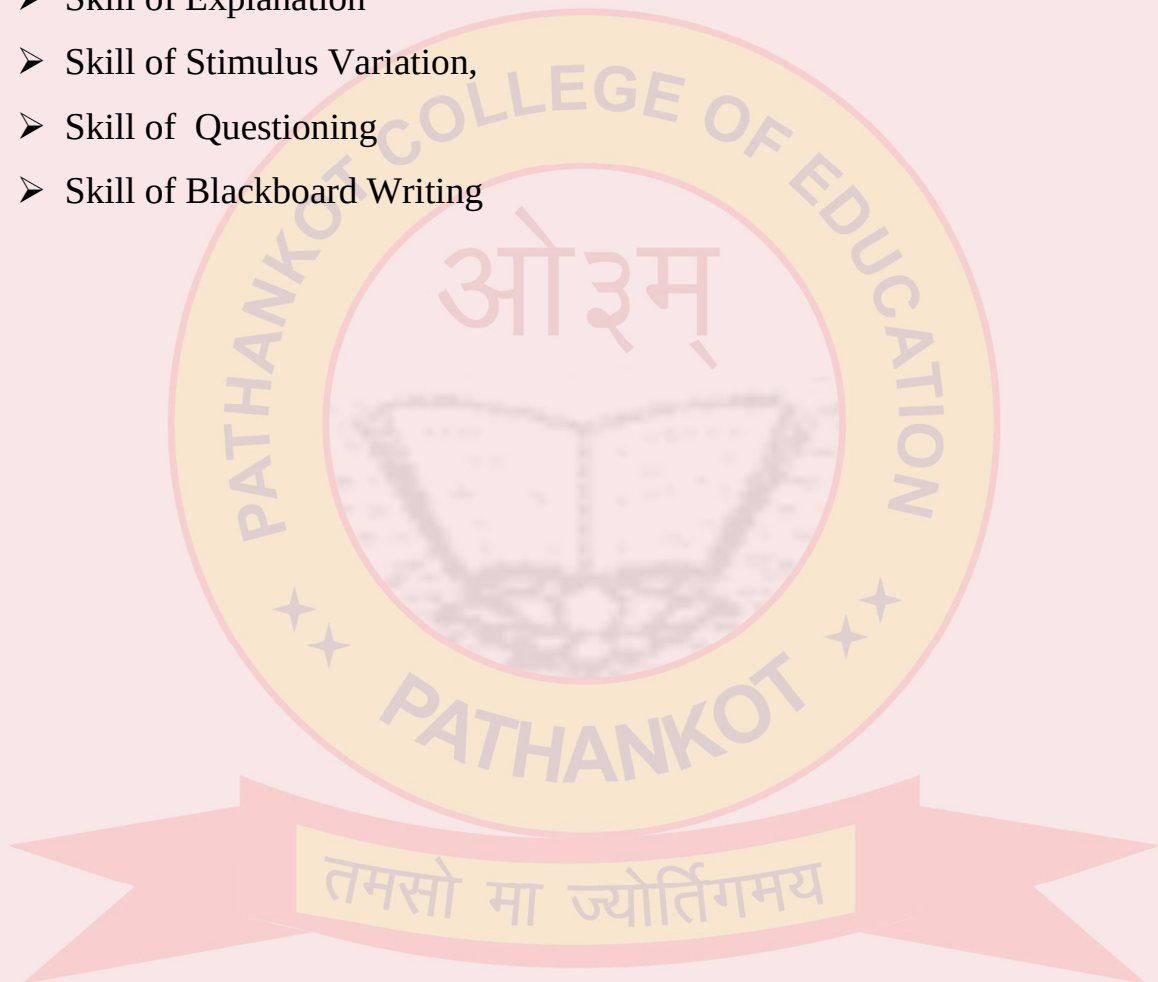
1. Concept, importance and principles of curriculum development in Computer Education.
2. Critical analysis of 10th class computer education curriculum(PSEB,CBSE)
3. Characteristics and criteria for selection of computer text books.

UNIT-IV

1. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X), types of test items for evaluation -Essay type, short answer type, objective type
2. Online testing.

UNIT-V

1. Lesson plan –Meaning, need and importance
2. Steps in writing lesson plan, digital lesson plan Components and Preparation of Micro Lesson Plan for developing teaching skills of:
 - Skill of Introducing a Lesson
 - Skill of Explanation
 - Skill of Stimulus Variation,
 - Skill of Questioning
 - Skill of Blackboard Writing



Sessional Work	:	20 Marks
Performance in Home Examination- I & II	:	10 Marks
Practical Work	:	10 Marks
Two Low cost and improvised teaching aids (Model/Chart/Graph)		

References:

- Aggarwal, V.B.: Computer Science for Class XII. Bala Guruswamy: C++ Computers.
- Dayal, Dean, Gottfried, D. (1966): Computer Science for Class XI and XII, Outline of Theory and Problems of Programming with BASIC including expanded Micro Computer Basic Section.
- McGraw Hill Publication, New York.
- Grover, P.S. (1983): Computer Programming in BASIC. Allied Publishers, New Delhi.
- Hunt, R. and Shelley, J. (1988): Computers and Common Sense. PHI Publications, Delhi

**TEACHING OF SCIENCE
OPTION VI (A)**

Time: 3 Hrs.

M. Marks: 100

Terminal: 80

Sessional: 20

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five UNITS: I, II, III, IV and V.
2. The paper setter will set three questions from each UNITS I, II, III and IV. (From the syllabus of the respective UNITS). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each UNIT.
4. UNIT V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V UNIT carrying 4 marks each.

Objectives:

- To develop an objective attitude towards experimental evidences and to make decisions on the basis of facts and data.
- To make a judicious use of National resources after their proper identification.
- To correlate the knowledge of science and technology to economic and social development of the Community.
- To place due emphasis on scientific knowledge in every day life.
- To develop instrumental, communicational and problem solving skills.
- To develop scientific attitude, spirit of cooperation, scientific temper and scientific approach.

UNIT-I

1. Meaning, nature, impact of Science on our modern living and globalization.
Science and its correlation with other school subjects.
2. a. Bloom's taxonomy of educational objectives.
b. Objectives of teaching Science and instructional objectives.
3. a. Curriculum- Meaning, place of science in school curriculum.
b. Principles of science curriculum construction.
c. Critical study of science curriculum of 10th class (CBSE/PSEB).

UNIT-II

1. Methods of teaching Science: Lecture cum demonstration method, project method, problem solving method and inductive and deductive method
2. Science teacher and the professional growth
3. Scientific attitude and scientific method: Concept and its development

UNIT-III

1. Instructional Media: Need and importance, characteristic and their classification- Use of chalk board, charts, models, OHP, computers
2. Science text book- Importance, characteristics, its evaluation procedure
3. Importance and Organization of Science club, Museum, Science excursions

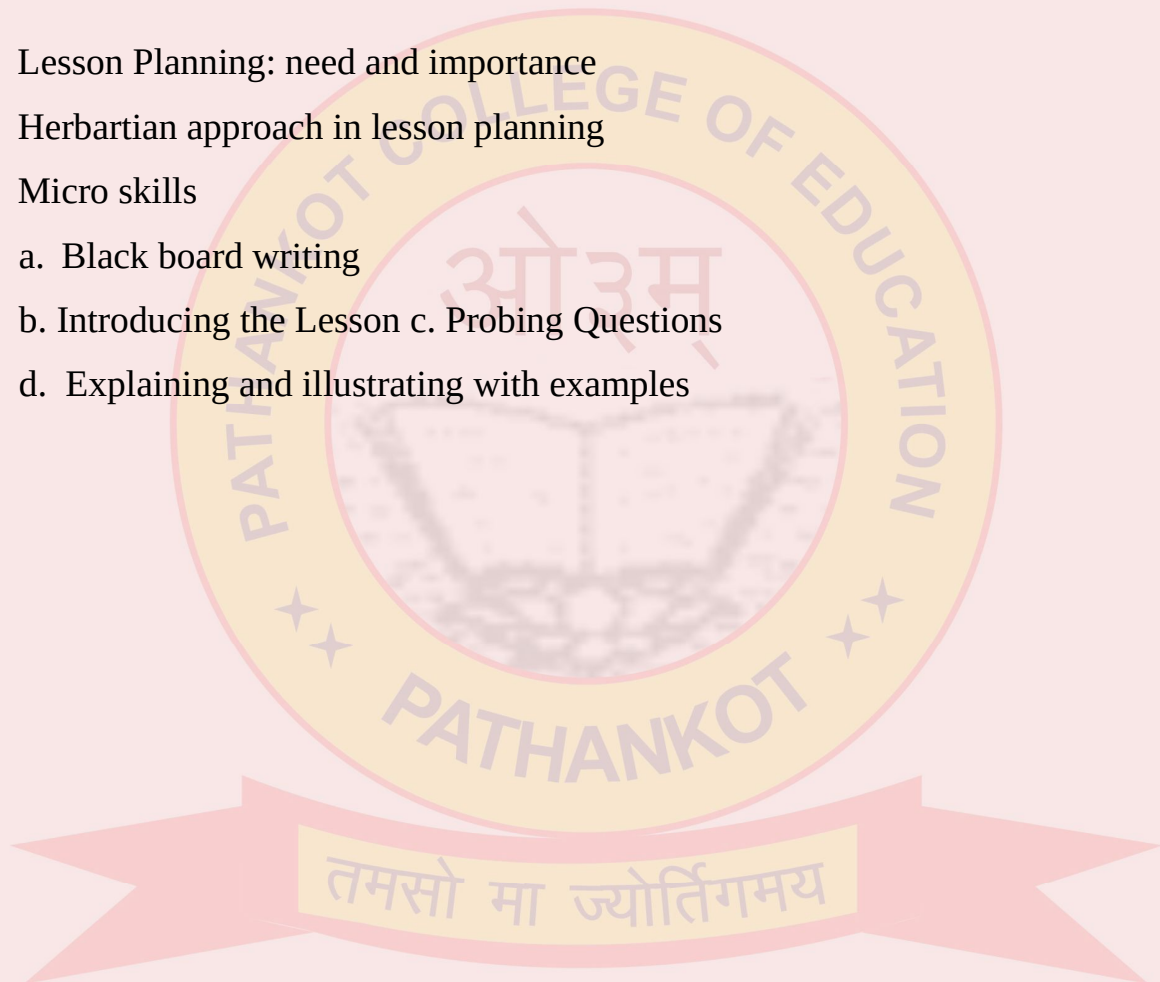
UNIT-IV

1. a. Need and Organization of Practical work in science
b. Improvisation of science apparatus
c. Lecture cum Laboratory plan for a high school.
d. Material –Selection, purchase and maintenance of laboratory

2. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X). Types of test items for evaluation -Essay type, short answer type, objective type
3. Preparation of a blue print along with the question paper in science

UNIT-V

1. Lesson Planning: need and importance
2. Herbartian approach in lesson planning
3. Micro skills
 - a. Black board writing
 - b. Introducing the Lesson c. Probing Questions
 - d. Explaining and illustrating with examples



Sessional Work	: 20 Marks
Performance in House Tests	: 10 Marks
Suggested Practical Work (Any three)	: 10 Marks
Students will perform any three experiments (one each from Physics, Chemistry and biology)	

1. To verify the laws of reflection and refraction.
2. To draw Magnetic Lines.
3. To prepare (a) mixture (b) a Compound.
4. To carry out the following chemical reactions and to record their observation and to identify the type of reaction in each- iron and copper sulphate in water, burning of magnesium in air, zinc with dilute sulphuric acid, heating of lead nitrate, sodium sulphate and barium chloride in water.
5. To observe and draw any 5 preserved specimens of the animal kingdom.
6. Preparation of temporary mount of Onion peels and cheek cells.

References:

1. Das , R.C. (1989): Science Teaching in Schools. Sterling Publishers, New Delhi.
2. Garg, K.K.; Singh, Raghuvi and Kaur, Inderjeet (2007): A Text Book of Science for Class X. NCERT, New Delhi.
3. Kohli,V.K. (2006): How to Teach Science. Vivek Publishers, Ambala.
4. Mangal,S.K. (1997): Teaching of Science. Arya Book Depot, New Delhi.
5. Sharma, R.C. (1998): Modern Science Teaching. Dhanpat Rai Publishers, New Delhi.
6. Siddiqui, N. N. and Siddiqui, M. N. (1983): Teaching of Science Today and Tomorrow. Doaba House, Delhi.
7. Thurber, W. and Collete (1964): A. Teaching Science in Today's Secondary Schools. Allen and Becon, Boston.
8. Vaidya, N. (1971): The Impact of Science Teaching. Oxford and IBH Publishers, New Delhi.

TEACHING OF PHYSICAL EDUCATION OPTION VII

Time: 3 Hrs.

M. Marks: 100

Terminal: 80

Sessional: 20

Sessional: 20 Marks

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five UNITS: I, II, III, IV and V.
2. The paper setter will set three questions from each UNITS I, II, III and IV. (From the syllabus of the respective UNITS). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each UNIT.
4. UNIT V will consist of lesson planning. One question on lesson plan will be framed and will carry 8 marks. Two short answer questions carrying 4 marks each will also be framed. All the questions will be compulsory.

Objectives

To enable student teachers to:

- Develop an understanding of aims, objectives and importance of teaching of physical education in schools.
- Promote physical education through various means and methods of teaching.
- Know the importance and values of teaching physical education and the relationship of physical education with other subjects.
- Understand the importance of physical education room, equipment and text book.
- Make the teaching of physical education more interesting and innovative.
- Bring the overall awareness of values and to inculcate among students the desired habits and attitude towards physical education.

- Develop an awareness regarding the importance of physical fitness and organic efficiency in individual and social life.
- Develop awareness regarding first aid.

UNIT-I

1. Physical Education: Meaning, aims and objectives of teaching Physical Education in school curriculum
2. Relationship of Physical Education with general education, psychology and health education
3. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X), Types of test items for evaluation -Essay type, short answer type, objective type

UNIT-II

1. Teaching methods: Intensive study of lecture method, command method, discussion method, demonstration method, part method, whole method and whole part whole method, Project method
2. Audio-visual Aids: Charts, models, black-board, T.V., newspaper clippings, magazines, computers, LCD and OHP
3. Physical Fitness: Components of physical fitness

UNIT-III

1. Qualifications, qualities and responsibilities of Physical Education teacher
2. Need, importance and qualities of a good Physical Education text book
3. Need and importance of Physical Education room and equipments

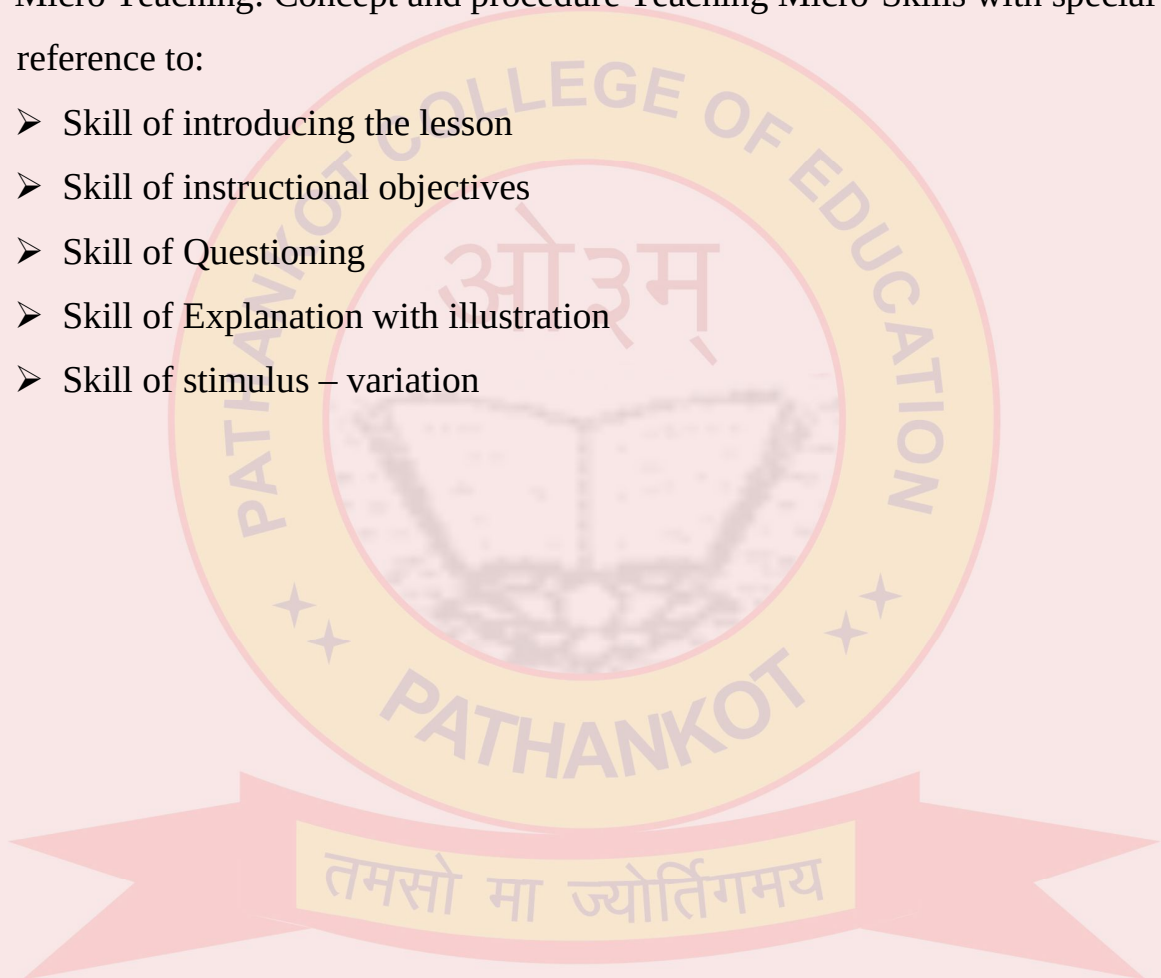
UNIT-IV

1. First Aid – Meaning, need and principles, Warming up and cooling down

2. Motivation: Meaning, importance and types
3. Role of Physical Education in developing National Integration and International understanding

UNIT-V

1. Lesson Planning: Meaning, need and importance
2. Construction of lesson plan
3. Micro Teaching: Concept and procedure Teaching Micro-Skills with special reference to:
 - Skill of introducing the lesson
 - Skill of instructional objectives
 - Skill of Questioning
 - Skill of Explanation with illustration
 - Skill of stimulus – variation



Sessional Work	:	20 Marks
Performance in House Examination- I & II	:	10 Marks
Practical Work	:	10 Marks

Suggested Practical Work (Any two)

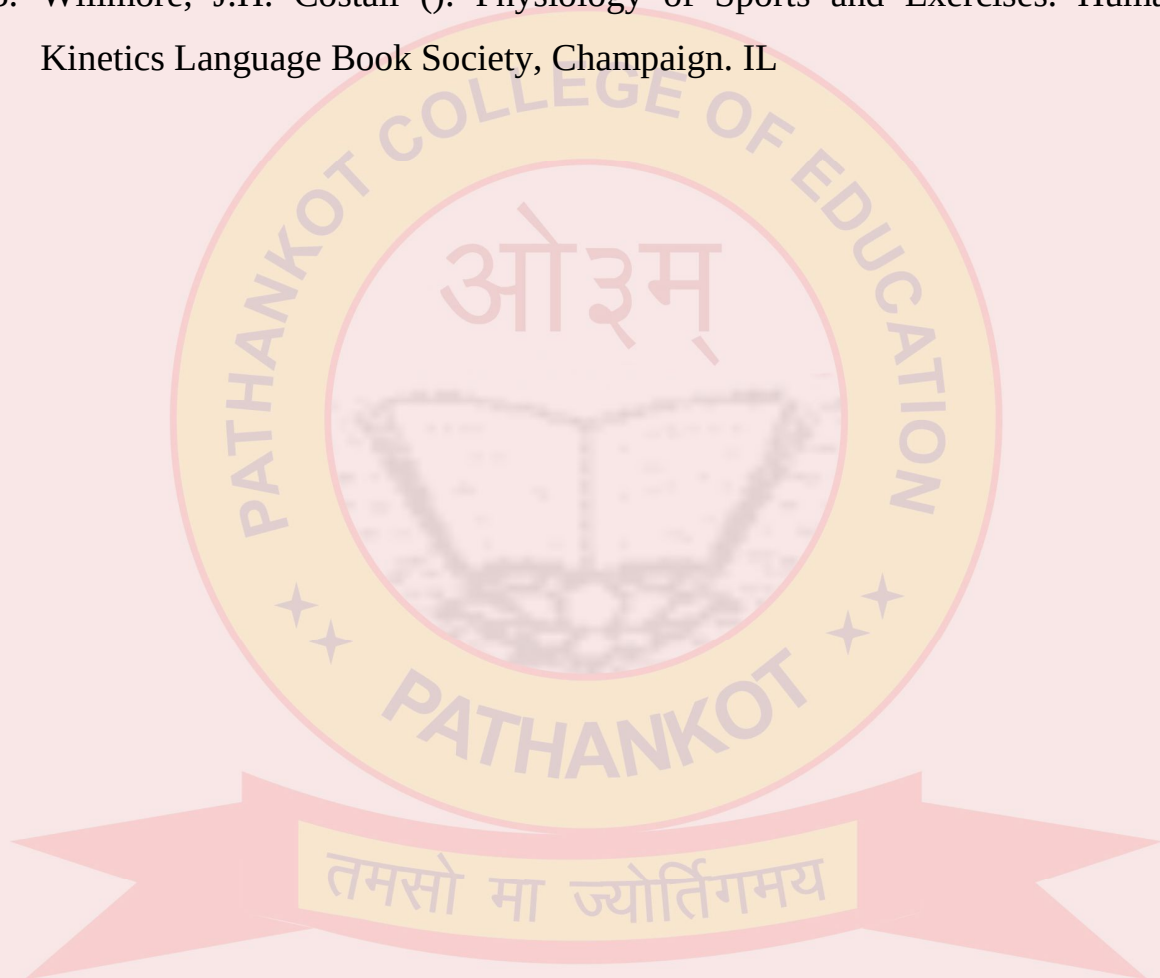
1. Organizing sports activity in a school.
2. To help in conduct and organization of annual sports meet of the college.
3. Demonstration of any five skills of different games or teaching skills.
4. To motivate students to participate in sports activities by using different methods.

References

1. Charles, A. Bucher (1979): Foundations of Physical Education. 8th ed. The C.V. Mosby Company, St. Louis.
2. Fox, Edward L. (1984): Sports Physiology. CBS College Publications,
3. Haskell, W. (1982): Nutrition and Athletic Performance. Bull Publishing, Halt.
4. Kamlesh, M. L. (1983): Psychology in Physical Education and Sports. Metropolitan Book Company, New Delhi.
5. Kamlesh, M. L. (1988): Physical Education Facts and Foundations. P.B. Publications Pvt. Ltd, Faridabad.
6. Kaur, Manjit and Sharma, R. C: An Introduction to Health and Physical Education. Tandon Publishers, Ludhiana.
7. Singh, Hardyal Science of Sports Training. DVS Publications, New Delhi.
8. Singh, Ajmer and Others (2003): Essentials of Physical Education. Kalyani Publishers, Ludhiana.
9. Singh, Ajmer and Others (2004): Essentials of Physical Education. Kalyani Publishers, Ludhiana.
10. Thomas, J.P. (): Organizations of Physical Education. Gnanodaya Press,

Madras.

11. Trinarayan and Hariharan. (1986): Method in Physical Education. South India Press, Karaikudi
12. Voltmeter, F.V. and Esslinger, A. E. (1964): The Organisation and Administration of Physical Education. Third Edition. The Times of India Press, Bombay.
13. Willmore, J.H. Costall (): Physiology of Sports and Exercises. Human Kinetics Language Book Society, Champaign. IL



**TEACHING OF FINE ART
(OPTION IX)**

Time: 3 Hrs.

M. Marks: 100

Terminal: 80

Sessional: 20

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five UNITS: I, II, III, IV and V.
2. The paper setter will set three questions from each UNITS I, II, III and IV. (From the syllabus of the respective UNITS). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each UNIT.
4. UNITS V will consist of lesson planning. One question on lesson plan will be framed and will carry 8 marks. Four short answer questions carrying 2 marks each will also be framed. All the questions will be compulsory.

Objectives

To Enable Student Teachers to:

- Develop imagination and sense of appreciation of art and interest in teaching of art.
- Develop aesthetic sense.
- Learn and understand the principles, concept, elements of art and to apply them in actual teaching and daily life.
- Be acquainted with different techniques of painting.

UNIT-I

1. Define Art. Indian and Western concept of Art (Origin and Development of Art), Six links of Indian Art, Elements of Art: Line, Form, colour, texture, tone
2. Place of Art in daily life and Education
3. Principles of Art: Balance, Rhythm, Harmony, Dominance, Perspective

UNIT-II

1. Aims and objectives of teaching Art.
2. (a) Correlation of Art with other school subjects
(b) Principles of curriculum constructions at different levels
3. Art room and its requirements

UNIT-III

1. Qualities and functions of art teacher
2. Field trips and excursions, importance of art exhibitions and competitions among children
3. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X), Types of test items for evaluation -Essay type, short answer type, objective type

UNIT-IV

1. Method of teaching Art
 - a. Direct observation Method.
 - b. Demonstration Method.
 - c. Project Method.
2. Child Art- Meaning, Importance, Stages
 - a. Scribbling Stage.
 - b. Pre-schematic stage.
 - c. Schematic Stage.
 - d. Gang Age.
 - e. Adolescent stage.
3. Contribution of Artists: S.G.S. Sohan Singh, Amrita Sher Gill, S.S.G. Thakur Singh, S. Sobha Singh.

UNIT-V

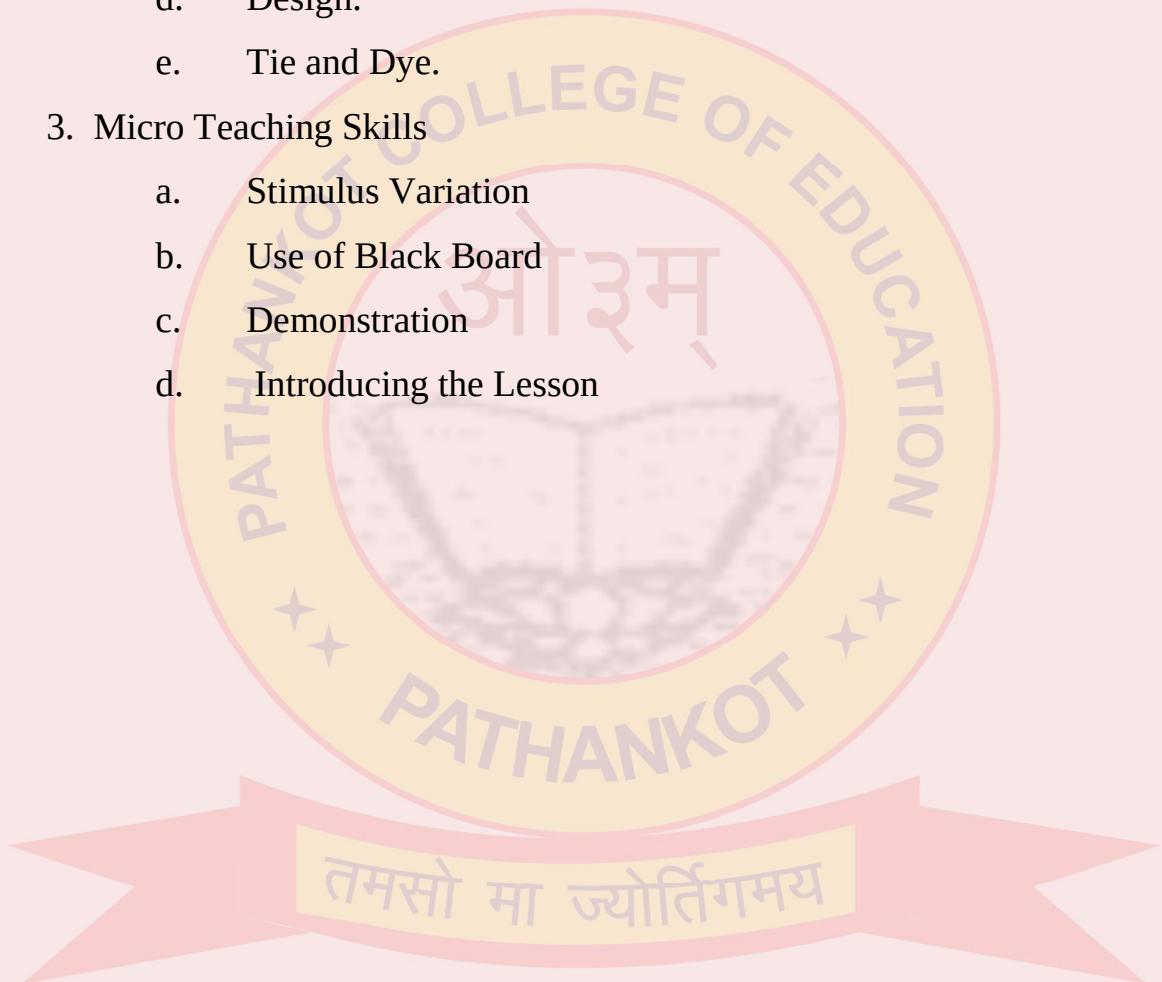
1. Lesson Planning: Need & importance

2. Preparation of composite lesson plan

- a. Still life.
- b. Landscape.
- c. Composition.
- d. Design.
- e. Tie and Dye.

3. Micro Teaching Skills

- a. Stimulus Variation
- b. Use of Black Board
- c. Demonstration
- d. Introducing the Lesson



Sessional Work

20 Marks

Performance in House Examination- I & II

: 10 Marks

Practical Work

: 10 Marks

1. Nature study -1 Full sheet
2. Composition- 1 Full sheet
3. Still Life- Half sheet
4. Poster -1 Full sheet
5. Design for Rangoli

References:

1. Arya Jaidev, Kala Ka Adhyapan, Luxmi Publication, Meruth.
2. Bharti Chetna, Teaching of Fine Arts, Kalyani Publishers, Ludhiana
3. Chawla, S.S. (1986): Teaching of Art. Publication Bureau, Panjabi University, Patiala.
4. Dhawan, " Appreciation and Fundamentals and History of Art, Tip Top Trading company Ludhiana.
5. Jaswani, K.K. (): Art in Education , Atma Ram and sons, Delhi.
6. Jaswani, K.K. (): Teaching and Appreciation of Art in Schools, Atma Ram and sons Delhi.
7. Prasad Janardan, Art Education, Kanishka Publisher, New Delhi.
8. Walia J.S, Kalaa Ke Sidhant, Paul Publisher, Jalandhar.

ADD ON COURSE
E_L - ICT INTEGRATION IN PEDAGOGY
M.M. (Sessional): 25

Objectives:

1. To enable the student teachers to know about computer and its components
2. To enable the student teachers to make slide presentation.

UNIT-I

1. Introduction to Computer: Characteristics, Hardware & software, application components of computer
2. Input devices Keyboard, Mouse, Joystick, Scanner, Light Pen and Track Ball. Output devices
- Monitor, Printers. Memory, its Types and UNITs. Storage devices: Floppy Disk, Hard Disk, CD-ROM and DVD.
3. Internet: Meaning, Services -E-mail, Chat

UNIT-II

(Practical Work)

1. MS-Word:
Creation, Opening and Saving of a document. Editing and Formatting (Font Properties and Paragraph Settings, Spell Checking) Printing (Page Setup, Print Preview). Creating a table, entering and editing text in table and changing format of a table
2. MS-PowerPoint:
Introduction to Slides, Views, Creation of PowerPoint Presentation (Inserting, Deleting slides, Formatting) Slide Transitions and Animation, Creating a graph, Managing Slide show.

Sessional work:

25 Marks

Performance in House examination 1 & 2 : (5 +5=10)

One PowerPoint Presentation : 05 Marks (Soft and Hard copy)

Viva-Voce : 05 Marks

File 05 Marks

References:

1. Modern Publisher. Sharma, L. (2006). *Computer Education*. Ferozepur Cantt:
2. Wintech Publications.
3. Sinha, P.K. (1992). *Computer Fundamentals*. New Delhi: BPB.
4. Subramanian. N. (1988). *Introduction to Computers (Fundamentals of Computer Science)*. New Delhi: Tata McGraw Hill.

E 2- LANGUAGE PROFICIENCY

M. Marks
(Sessional): 25

Objectives

1. To enable student teachers to acquire basic language skills such as listening, speaking, reading, and writing and integrate them for communicative purposes.
2. To introduce student teachers to techniques of note taking and note making.
3. To help student teachers to learn effective ways of correspondence.
4. To develop the skill of oral presentation and group discussion

UNIT-I

1. Communication: types, process, role of communication in a society and channels of communication
2. (a) Speaking: Introduction to phonetics and organs of speech, the skills of effective speaking, the components of an effective talk.
(b) Listening: Process, barrier to listening, effective listening skills, feedback skills
3. (a) Reading: Process, reading purposes, models, strategies, structure of meaning techniques
(b) Writing: Elements of effective writing styles, scientific and technical writing

UNIT-II

1. Note taking and note making: Purposes and methods of note taking and note making
2. Oral presentation & Group Discussion: Objects/aims, how to deliver an oral presentation, audience analysis, occasion analysis, preparation, organizing the preparation, practice, ten steps to a successful preparation, methods of writing an oral presentation and group discussion.
3. Correspondence: Effective letters, faxes, e-mail, notices, agenda and minutes

Sessional work:

Performance in House examination 1 & 2
Oral presentation (English/Punjabi/Hindi)
Group Discussion
File

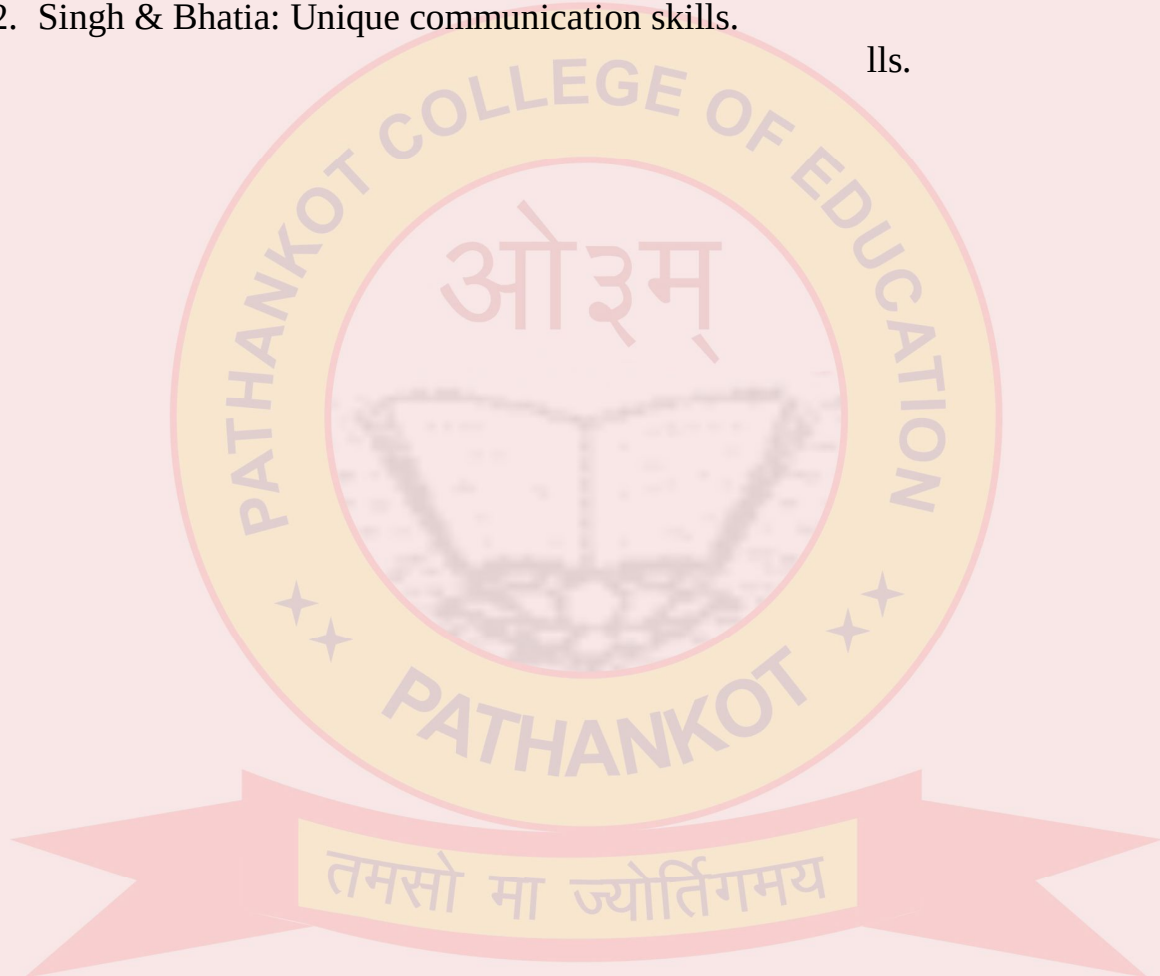
25 Marks

: (5 +5=10)
: 05 Marks
: 05 Marks
: 05 Marks

References:

1. Indrajit Bhattacharya: An approach to communication
2. Singh & Bhatia: Unique communication skills.

lls.



E 3- ART IN EDUCATION.

M. Marks (Sessional):
25

Objectives

To enable student teachers to:

- Develop imagination and sense of appreciation of art and interest in art.
- Develop aesthetic sense.
- Prepare effective teaching aids.
- Have basic knowledge about colour scheme.

UNIT-I

1. Sketching of different objects related with their respective teaching subjects
2. Preparation of colour chart in file i.e Primary, Secondary, warm, cool, neutral
3. Theme based action figures i.e scene at the railway station, any sports activity, any story, market scene, any festival

UNIT-II

1. Writing and Sketching practice on the black board in relation with their teaching subjects
2. Alphabets in English, Gurmukhi and Hindi
3. Motto writing in 3 languages i.e English, Gurmukhi and Hindi
4. Preparation of 2 Flash cards according to their teaching subjects

Sessional work	: Marks
Performance in House examination 1 & 2	: (5 +5=10)
Teaching aids/ charts/ flash cards etc.	: Marks
Sessional Work file	: Marks
Blackboard sketching	: 05 Marks

Books Recommended:

1. A.K. Dhawan: Dhawan's Art Book. B-IX 1076 Dhawan Building, Ludhiana.
2. Black Board Writing and Work Experience. Prakashan Kendra, New Buildings, Aminabad, Lucknow.
3. Dr. Kapuria: Stick and Sketch. Khanna Printers, Phagwara Gate, Jalandhar.
4. Thames and Hudson: How to Paint and Draw. 30 Bloomsbury Street, London.
5. Work Experience and Black Board Writing. Neeraj Publications, Rohtak.

E 4 - PHYSICAL EDUCATION

Time: 1:30 Hrs

M. Marks (Sessional): 25

Objectives:

- To develop an understanding of aims, objectives of teaching of Physical Education.
- To give awareness regarding physical fitness and its components. To give elementary knowledge of human body.
- To give awareness regarding yoga for harmonious development/ de-stress activity.
- To develop an awareness regarding the importance of Physical Fitness and organic efficiency in individual.

UNIT-I

1. Physical Education: Meaning, aims, objectives and importance.
2. a. Meaning and importance of physical fitness and its components.
b. Effects of exercise on respiratory system, circulatory system and muscular system.
3. Meaning and importance of yoga.

Yoga Asana.

- a) Padma, Sidha, Vajra (Meditative)
- b) Shava and Makar (Relaxive)
- c) Bhujang, Ushtra, Chakra Ardhamatryendra, Pashimottar, ,
Dhanur, Sarvang (Cultural)

UNIT-II

1. Skills in games: (Any one)
Hockey, Football, Basketball, Badminton, Kho-Kho, Volleyball, Table Tennis.

2. Fundamental Skills in Athletics

- a) Races – 100m, 200m, 400m
- b) Jumps-Long Jump, High Jump (any one)
- c) Throws-Shot Put, Discus Throw, Javelin Throw

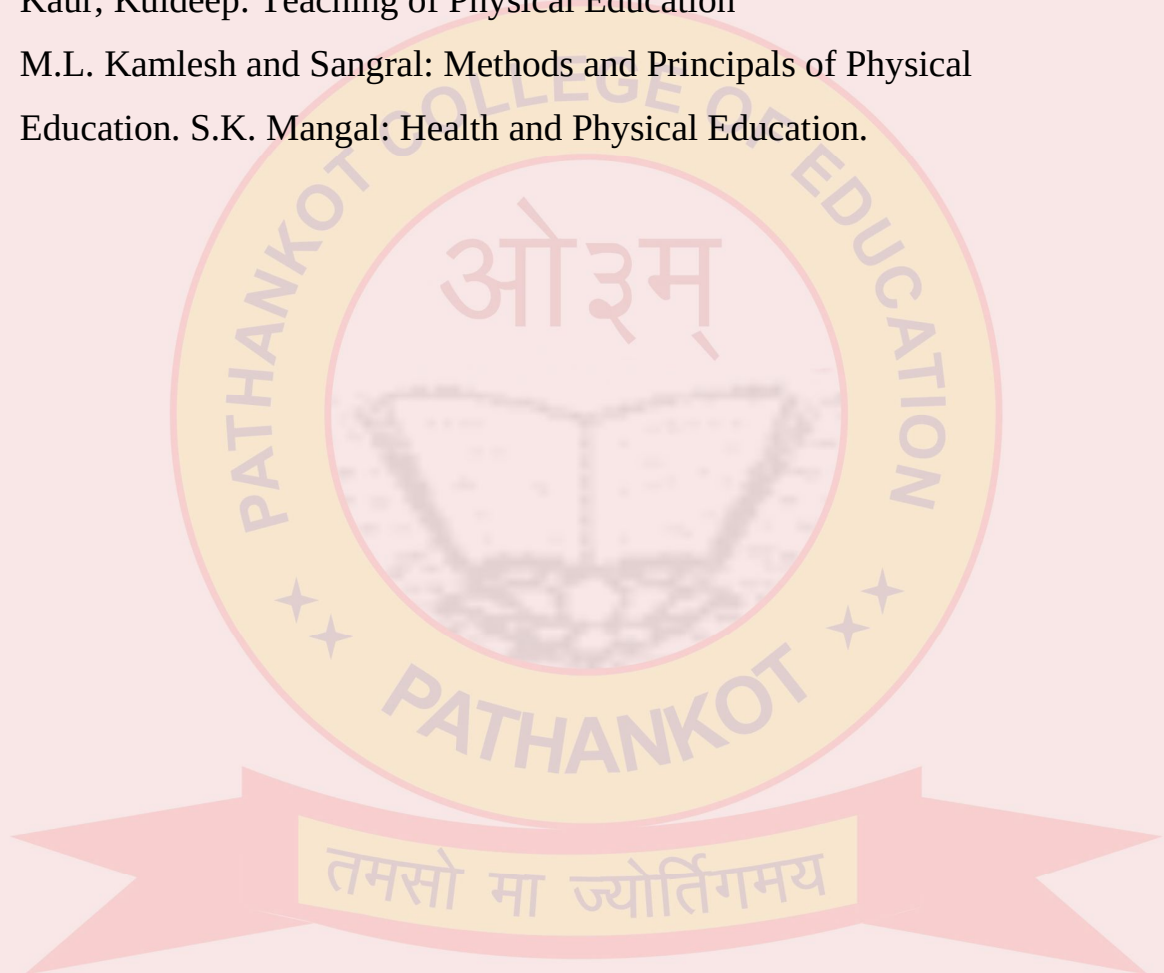
3. Warming up and cooling down- its meaning and importance.



Sessional Work	:	25 Marks
Performance in House Examination I & II	:	(5+5=10 Marks)
Practical Work	:	10 Marks
File Work	:	05 Marks

References:

1. Kaur, Kuldeep: Teaching of Physical Education
2. M.L. Kamlesh and Sangral: Methods and Principals of Physical Education. S.K. Mangal: Health and Physical Education.



E 5- CO-CURRICULUM DOMAIN

Time: 1.30 Hrs.

Grade Points A- E

Objectives

To enable student teachers to:

- Perform multifarious duties in the school and outside the school.
- Sensitize the student teachers to various social problems, issues and Ideas where they can contribute in a meaningful way.
- Create an environment of work culture based on mutual work, co-operation and Team work.
- Develop a deep faith in dignity of labour and life of active social involvement.
- Develop aesthetic, creative and innovative abilities
- To work for the preservice, promotion and spread of cultural values & cultural heritage.

Community Activities (Any Two)

1. Cleanliness and beautification of campus
2. Participation in NSS Activities
3. Working in social service centres like old people home, hospitals, institutions for blind, orphan houses, shelter or any other social service centre.
4. Service to the unprivileged communities of the society
5. Helping the needy- Donating Blood/eye Donation Awareness camps/Literacy camps/HIV awareness camps
6. Tree plantation and growing of ornamental plants

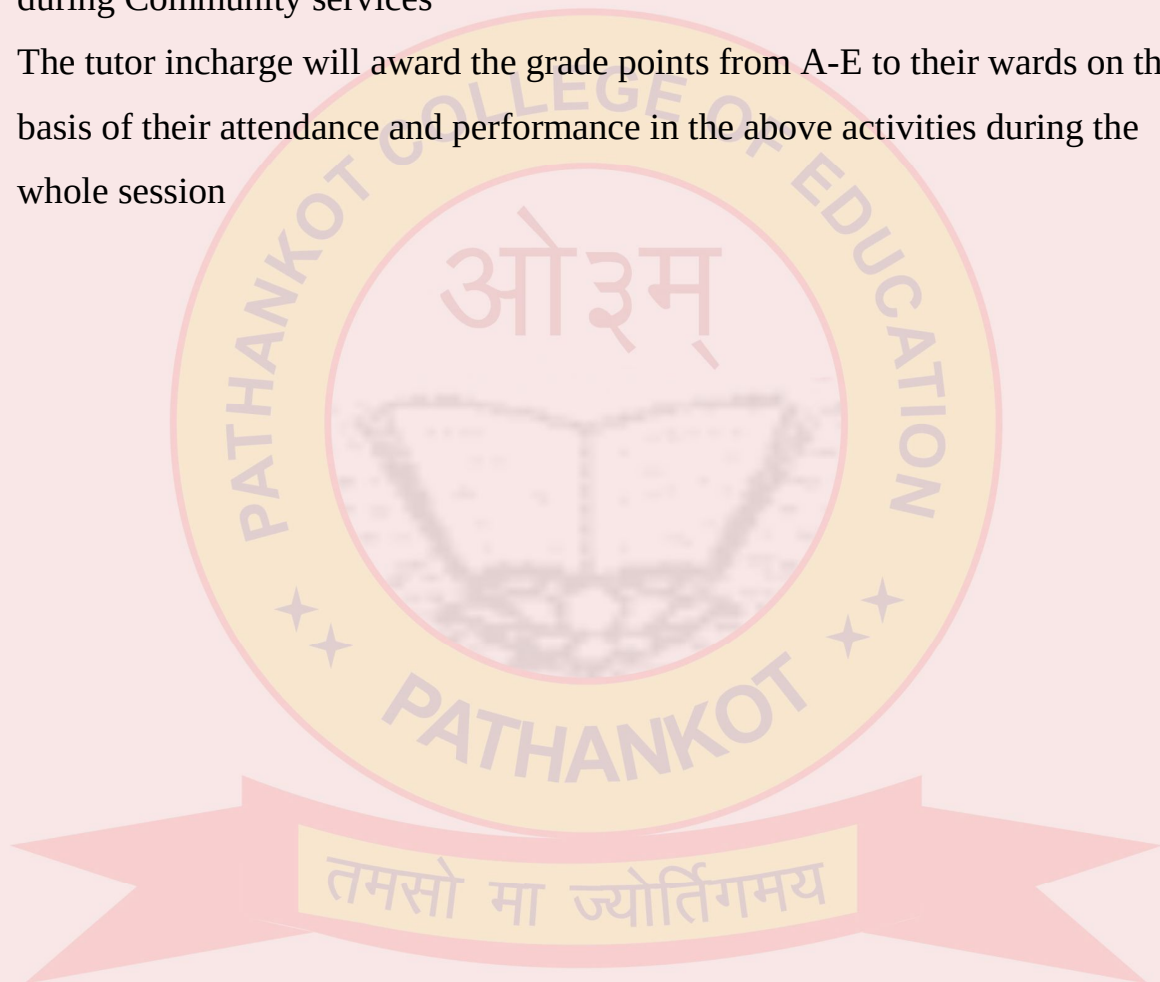
Co-Curricular And Cultural Activities

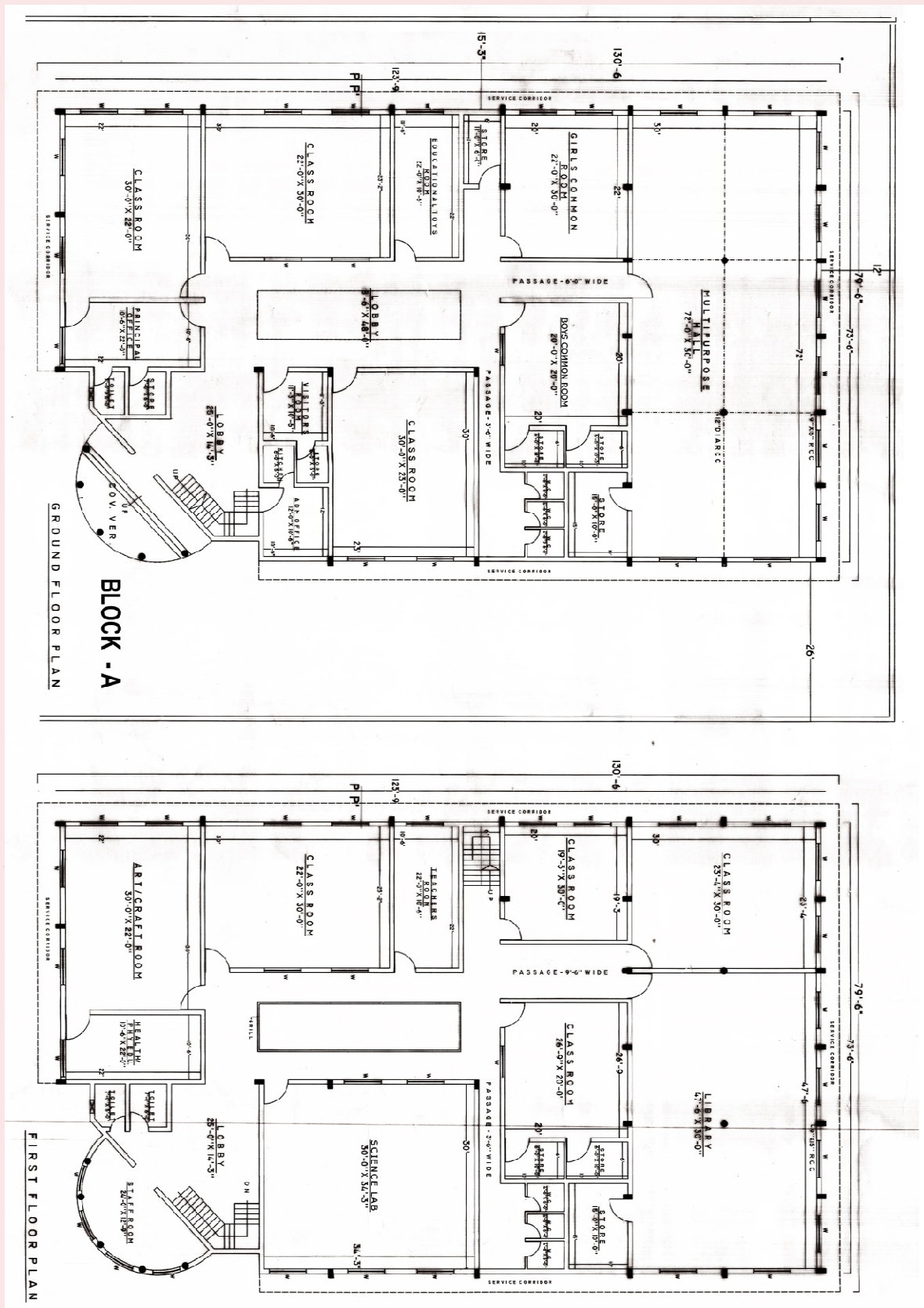
1. Organising college functions
2. Participation in co-curricular activities and cultural activities

3. Organizing an participation in morning assemblies
4. Celebration of all important days
5. Organizing and participating in educational trips and tours

Evaluation

1. The students will maintain the record of activities perform by him/her during Community services
2. The tutor incharge will award the grade points from A-E to their wards on the basis of their attendance and performance in the above activities during the whole session





PATHANKOT COLLEGE OF EDUCATION

QUESTIONNAIRE

Overall Assessment of the programme and Teaching by Students

(To be filled only after the course results are declared)

Course :

Name:

Session :

Roll No :

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. Is the infrastructure of the college adequate according to the need of course content?
 - a). Cannot Say
 - b). Satisfactory
 - c). Poor
 - d). Very Good.
2. How is the curriculum of the course?
 - a). Dull
 - b). Interesting
 - c). Adequate
 - d). Inadequate
3. What is the understanding level of the course?
 - a). Easy
 - b). Manageable
 - c). Difficult
 - d). V. Difficult
4. In What way will you be benefited by this course in future?
 - a). Great Extent
 - b). Can't Say
 - c). Not Much
 - d). Little Extent
5. Does the teacher take initiative to motivate the students in class?
 - a). Always
 - b). Sometimes
 - c). Not Much
 - d). Never

6. How much of the syllabus is covered in the class by the teacher?
 - a). 80 -100%
 - b). 60 – 80%
 - c). 50 -60%
 - d). Less than 50%
7. What is the teacher's approach to teaching during Teaching Learning Process?
 - a). Interactive
 - b). Rude
 - c). Indifferent
 - d). Cannot Comment
8. Is the internal assessment fair?
 - a). Always Fair
 - b). Sometimes Fair
 - c). Unfair
 - d). Cannot say
9. Does the Teacher make use of ICT during teaching?
 - a). Always
 - b). Sometimes
 - c). Sometimes
 - d). Never
10. To what extent, the reference and research material available in the library helps you?
 - a). Very Much
 - b). Sometimes
 - c). Not Much
 - d). Adequately
11. How efficient is the teacher in giving guidance?
 - a). Very Efficient
 - b). Sometimes Efficient
 - c). Not Much
 - d). Cannot say
12. How do you assess the communication skills of the teachers?
 - a). Very Effective
 - b). Sometimes Effective
 - c). Average
 - d). cannot say
13. To What Extent does the Teacher Provide feedback on your Performance?
 - a). Regularly
 - b). Sometimes
 - c). Late
 - d). Never
14. How often did the teacher give you assignments?
 - a). Regularly
 - b). Sometimes
 - c). Never
 - d). Cannot Say

15. Were the assignments challenging and satisfactory' If yes' to what extent?

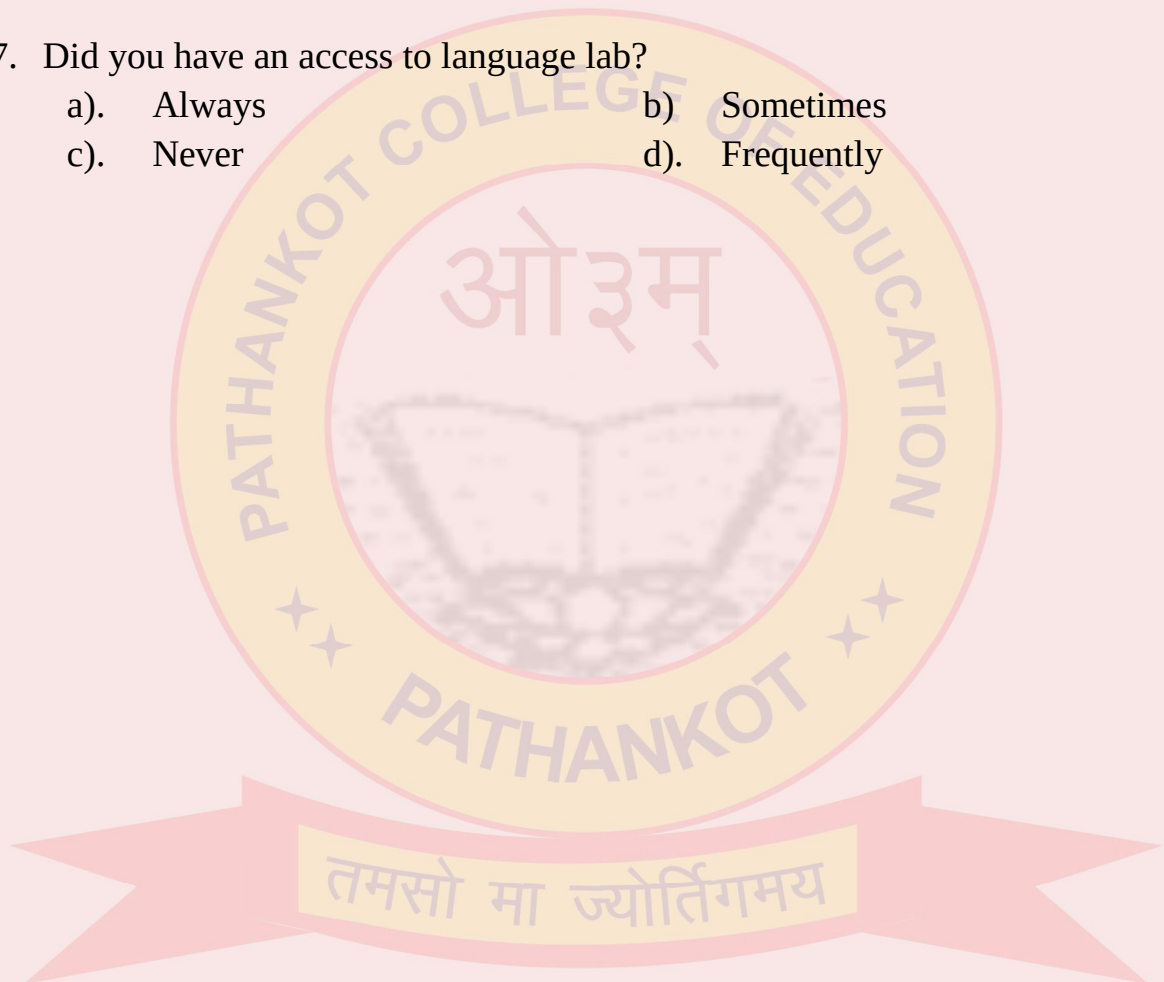
a). Always	b). Sometimes
c). Never	d). Cannot Say

16. Were the co-curricular activities offered by the college satisfactory ?

a). Very much	b). Not so Much
c). Never	d). Cannot Say

17. Did you have an access to language lab?

a). Always	b). Sometimes
c). Never	d). Frequently



PATHANKOT COLLEGE OF EDUCATION

Audited Reports



P.P. ARORA & ASSOCIATES
CHARTERED ACCOUNTANTS

Near Jasbir Petrol Pump,
Dalhousie Road, Pathankot (Pb.)
Telefax.: +91 186 2230347
e-mail : arora.ppa@gmail.com

PATHANKOT COLLEGE OF EDUCATION
UNDER THE MANAGEMENT OF A & M FOUNDATION
BALANCE SHEET AS AT 31ST MARCH 2014

	AMOUNT	ASSETS	AMOUNT
MANAGEMENT A/C		FIXED ASSETS	
A & M Foundation	3903292.10	(As per List Attached)	3476551.00
		Investment	
SECURED LOAN		FDR	384803.00
Union Bank of India Van Loan	10.00		
		CURRENT ASSETS	
CURRENT LIABILITIES		Union Bank -25102	399819.55
Sundry Creditors	737106.00	Union Bank -25103	77181.26
Student Security	96000.00	Union Bank -34155	5421.79
E.P.F Payable	2894.00	Cash in hand	11218.50
Salary Payable	225842.00		493641.10
T D S Payable	6686.00		
	1068528.00	MANAGEMENT A/C	
		Pathankot Poltechnical College	611404.00
		LOAN & ADVANCES	
		Advance Recoverable in cash	
		or in kind	5431.00
TOTAL	4971830.10	TOTAL	4971830.10
			0.00

As Per our Audit Report of Even Date

For and on behalf of Board of Society

Secretary

Place : Pathankot
Date : 02-09-2014

For M/s P.P Arora & Associates
Chartered Accountants



Pawan Arora
M.No. 094179
Partner



P.P. ARORA & ASSOCIATES
CHARTERED ACCOUNTANTS

Near Jasbir Petrol Pump,
Dalhousie Road, Pathankot (Pb.)
Telefax.: +91 186 2230347
e-mail : arora.ppa@gmail.com

PATHANKOT COLLEGE OF EDUCATION, MAMOON
UNDER THE MANAGEMENT OF A & M FOUNDATION
Schedule Of Fixed Assets Attached To And Forming Part Of The Balance Sheet
As At 31ST March 2014

Description of Block of Assets	Rate	W.D.V AS ON 1/4/13	Addition Before Sep.,2013	Addition After Sep.,2013	Sale	Total as on 31-3-2014	Depreciation	WDV AS AT 31-3-2014
1	2	3	4		5	6=3+4-5	7=6*2	8=7-6
Land		764770.00				764770.00	0.00	764770.00
Building	10%	1399038.00				1399038.00	139904.00	1259134.00
Black Board	15%	13489.00				13489.00	2023.00	11466.00
Brass Bell	15%	281.00				281.00	42.00	239.00
Brass Jyoti	15%	207.00				207.00	31.00	176.00
Computer	60%	42925.00				42925.00	25755.00	17170.00
Lab Equipment	15%	104660.00				104660.00	15699.00	88961.00
Library Books	15%	178582.00	9538.00			188120.00	28218.00	159902.00
Sound System	15%	7920.00				7920.00	1188.00	6732.00
Sports Equipment	15%	12577.00		32000.00		44577.00	4287.00	40290.00
UPS & Printer	60%	394.00				394.00	236.00	158.00
Water Coller	15%	27167.00				27167.00	4075.00	23092.00
Winger van	15%	382880.00				382880.00	57432.00	325448.00
Machinery	15%	33957.00				33957.00	5094.00	28863.00
Utencil	10%	9490.00				9490.00	949.00	8541.00
Fan	15%	89556.00				89556.00	13433.00	76123.00
Fire Safty Equipmen	15%	10163.00				10163.00	1524.00	8639.00
Sony Dvd	15%	7217.00				7217.00	1083.00	6134.00
Furniture & Fixture	10%	615946.00	64000.00			679946.00	67995.00	611951.00
A.C.	15%		32000.00			32000.00	4800.00	27200.00
Coffee Machine	15%			9000.00		9000.00	675.00	8325.00
Juicer	15%			3500.00		3500.00	263.00	3237.00
TOTAL		3701219.00	105538.00	44500.00	0.00	3851257.00	374706.00	3476551.00

As Per our Audit Report of Even Date

For and on behalf of Board of Trustee

Secretary

Place : Pathankot
Date : 02-09-2014

For M/s P.P Arora & Associates
Chartered Accountants



Pawan Arora
M.No. 094179
Partner



P.P. ARORA & ASSOCIATES
CHARTERED ACCOUNTANTS

Near Jasbir Petrol Pump,
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PATHANKOT COLLEGE OF EDUCATION
UNDER THE MANAGEMENT OF A & M FOUNDATION
INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED ON 31'ST MARCH 2014

EXPENDITURE	AMOUNT	RECEIPT	AMOUNT
Advertisement	89628.00	Fees Collection	6262610.00
Bank Charges	3835.00	Short & Excess	619.00
Electricity Expenses	144150.00	Interest On FDR	25036.00
Legal Expenses	10000.00	Other Receipts	9547.00
News Papers & Periodicals	4885.00		
Office Expenses	9130.00		
Donation	5900.00		
Annual Function Exp.	68114.00		
Printing & Stationery	115362.00		
Salaries	2491980.00		
Insurance	60783.00		
Bank Interest	4002.00		
Internet WI-MAX	20336.00		
Travelling Exps	9760.00		
Depreciation	374706.00		
Repair & Maint	33902.00		
University Fees	384860.00		
Diesel Exp	151296.00		
Staff Welfare	7103.00		
E.P.F	18672.00		
Labour Expenses	6500.00		
Festival Bonus	5700.00		
Exam Duty Staff	3000.00		
E.S.I.C.	119134.00		
Carriage	440.00		
Youth Festival Expenses	10036.00		
Excess Of Receipt over Expenditure	2144598.00		
	<u>6297812.00</u>		<u>6297812.00</u>

For and on behalf of Board of Society

Secretary

Place : Pathankot
Date : 02-09-2014

As Per our Audit Report of Even Date
For M/s P.P Arora & Associates
Chartered Accountants



(Signature)
Pawan Arora
M.No. 094179
Partner



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PATHANKOT COLLEGE OF EDUCATION, MAMOON
UNDER THE MANAGEMENT OF A & M FOUNDATION
Schedule Of Fixed Assets Attached To And Forming Part Of The Balance Sheet
As At 31ST March 2013

Description of Block of Assets	Rate	W.D.V AS ON 1/4/12	Addition		Sale	Total as on 31-3-2013	Depreciation	WDV AS AT 31-3-2013
			Before Sep.,2012	After Sep.,2012				
1	2	3	4		5	6=3+4-5	7=6*2	8=7-6
Land		764770.00				764770.00	0.00	764770.00
Building	10%	917223.00		603724.00		1520947.00	121909.00	1399038.00
Black Board	15%	15869.00				15869.00	2380.00	13489.00
Brass Bell	15%	331.00				331.00	50.00	281.00
Brass Jyoti	15%	243.00				243.00	36.00	207.00
Computer	60%	107313.00				107313.00	64388.00	42925.00
Lab Equipment	15%	123129.00				123129.00	18469.00	104660.00
Library Books	15%	209989.00	108.00			210097.00	31515.00	178582.00
Sound System	15%	9318.00				9318.00	1398.00	7920.00
Sports Equipment	15%	14797.00				14797.00	2220.00	12577.00
UPS & Printer	60%	986.00				986.00	592.00	394.00
Water Coller	15%	31961.00				31961.00	4794.00	27167.00
Winger van	15%	450447.00				450447.00	67567.00	382880.00
Machinery	15%	39950.00				39950.00	5993.00	33957.00
Utencil	10%	10545.00				10545.00	1055.00	9490.00
Fan	15%	83300.00	22060.00			105360.00	15804.00	89556.00
Fire Saffty Equipmen	15%	11956.01				11956.01	1793.00	10163.00
Sony Dvd	15%	8491.00				8491.00	1274.00	7217.00
Furniture & Fixtur	10%	681385.00	3000.00			684385.00	68439.00	615946.00
TOTAL		3482003.00	25168.00	603724.00	0.00	4110895.00	409676.00	3701219.00

As Per our Audit Report of Even Date

For and on behalf of Board of Trustee

For M/s P.P Arora & Associates
Chartered Accountants

Secretary

Place : Pathankot
Date : 14-09-2013



Pawan Arora
M.No. 094179
Partner



P.P. ARORA & ASSOCIATES CHARTERED ACCOUNTANTS

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Sports Equipment	15%	14797.00				14797.00	2220.00	12577.00
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As Per our Audit Report of Even Date

For and on behalf of Board of Trustee

For M/s P.P Arora & Associates
Chartered Accountants

Secretary

Place : Pathankot
Date : 14-09-2013



Pawan Arora
M.No. 094179
Partner

PATHANKOT COLLEGE OF EDUCATION

Budget Plan

Pathankot College Education
Indirect Expenses
1-Apr-2014 to 31-Mar-2015

Particulars	Extinal Budet for 2014-15
ADVERTISING	1000000
Carriage Exp.	10000
Conveyance Allowance	25000
DIESEL EXP.	200000
DONATION	5000
ELECTRICITY EXP.	125000
E P.F A/C	20000
E S. I. C. A/C	8000
FESTIVAL exp.	35000
Funcation Exp	100000
Horticulture Expenses	5000
I.D CARD	3000
INSURANCE EXP	20000
Internat Wi Mex	30000
LEGAL EXP	40000
NEWAS PAPER, BOOKS & PERIODICALS	20000
N.S.S Camp.	30000
Office Exp.	3000
POSTAGE EXP.	8000
REPAIR EXP.	50000
SALARY A/C	3000000
STAFF WELFARE	5000
STATIONERY & PRINTING	100000
TRAVELLING EXP.	15000
UNIVERSITY EXP	400000
Website RENEWAI CHARGES	5000
Total Amt.	5262000

(Signature)
Principal
Pathankot College of Education
Mamoon (Pathankot)

PATHANKOT COLLEGE OF EDUCATION

Recognition order NCTE



F.NRC/NCTE/F-7/

August 13, 2006

ORDER

The nine institutions mentioned in para 3 below submitted applications to the Northern Regional Committee of National Council for Teacher Education for grant of recognition to B. Ed equivalent course in terms of Section 14 (1) of NCTE Act, 1993, among others.

2. The NRC at its 106th meeting held on 11th-12th August 06 at NCTE-HQrs, New Delhi, considered applications of the institutions included in the Agenda for the meeting and after careful examination of relevant documents, Visiting Team Reports, Video Recording etc found the institutions mentioned in para 3 below fit for grant of recognition; of the courses and intake mentioned against their names.

3. Now, therefore, in exercise of powers vested under Section 14 (3) (a) of the NCTE Act, 1993, the Regional Committee hereby grants recognition to these institutions w.e.f. the session 2006-2007 for the course and intake mentioned against their names and addresses shown as under :-

Sl. No.	Name and address of the institution	Course	Approved Intake
1.	Maharaja Agrasen College of Education, Badal Road, Jai Singh Wala, Bhatinda, Punjab (PB-343)	B. Ed.	100
2.	Pathankot College of Education, Mamoon, Behind A B College, Pathankot 145-001 (PB-362)	B. Ed.	100
3.	Main Gajri Memorial College of Education, Village Bilwandi, PO Chack Sharief, Balck Kalnuwan, Distt. Gurdaspur (PB-263)	B. Ed.	100
4.	Guru Gobind Singh College of Education, G. T. Road, Gidharbaha, Distt. Muktsar - 152 101 (PB-333)	B. Ed.	100
5.	Baba Ke College of Education, V & PO Mulki, Distt. Ferozpur, Punjab - 142 062 (PB-337)	B. Ed.	100
6.	Guru Gobind Singh College of Education, Near Dera Radha Swami, Dabwali Road, Malout - 152 107, Distt. Muktsar (PB-339)	B. Ed.	100
7.	Kirpal Sagar B. Ed College, Kirpal Sagar, V & PO Meraipur, Near Rahon, Distt. Nawanshahr - 144 517 (PB-325)	B. Ed.	100
8.	Sarjeet Memorial College of Education, Village Malwal, P. O. Pirayana, G. T. Road, Ferozpur (PB-319)	B. Ed.	100
9.	Main Meiserkhana College of Education, V & PO Meiserkhana, Distt. Bathinda (PB-326)	B. Ed.	100

Contd....2

पता : ए-46, शान्ति पथ, तिलक नगर, जयपुर 302004 (राजस्थान)
 क्षेत्र : उत्तर प्रदेश, उत्तरांचल, दिल्ली, हरियाणा, राजस्थान, पंजाब, चंडीगढ़, हिमाचल प्रदेश, तमिलनाडु

Phone No.: 0141-2623501 (C), Telefax No.: 0141-2623116 (R)

Office : A-46, Shanti Path, Tilak Nagar, Jaipur 302004 (Rajasthan)
 Jurisdiction: U.P., Uttaranchal, Delhi, Haryana, Punjab, Chandigarh, H.P., Rajasthan

E-mail: nrc@ncte-in.org

website: <http://www.ncte-in.org>

PATHANKOT COLLEGE OF EDUCATION Affiliation Order

ਸਿੱਖ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ

ਮਹਾਂਸ਼ਿਵਰ

ਪਤਰ ਨੰਬਰ 9484/ਦਾਖਲਾ

ਮਿਤੀ 25 11 96

By Hand

Regd

ਪ੍ਰਧਾਨ/ਸਕੱਤਰ,
ਪਾਠਾਂਕੋਟ ਕਾਲਜ ਆਫ਼ ਐਜੂਕੇਸ਼ਨ
ਪਾਠਾਂਕੋਟ

ਸ਼੍ਰੀਮਤ ਜੀ,

ਆਪ ਜੀ ਨੂੰ ਸੂਚਿਤ ਕੀਤਾ ਜਾਂਦਾ ਹੈ ਕਿ ਨਿਰੀਖਣ ਕਮੇਟੀ ਦੀਆਂ ਸਿਫਾਰਸ਼ਾਂ ਨੂੰ ਮੁੱਖ
ਰੂਪ ਵਿੱਚ ਕਾਰਜ ਕੀਤਾ ਜਾਵੇਗਾ। ਪਾਠਾਂਕੋਟ ਕਾਲਜ ਆਫ਼ ਐਜੂਕੇਸ਼ਨ
ਪਾਠਾਂਕੋਟ ਵਿਖੇ ਬੀ. ਐੱਡ ਕਾਲਜ ਬੋਰਡ ਦੀ ਆਰਜੀ ਸਬੰਧਿਤ ਸੇਸ਼ਨ
2007-08 ਨੂੰ ਇਸ ਸ਼ਰਤ ਤੇ ਪ੍ਰਦਾਨ ਕੀਤੀ ਹੈ ਕਿ ਪ੍ਰਿੰਸੀਪਲ, ਫੈਕਲਟੀ ਅਤੇ ਪ੍ਰਬੰਧਕੀ ਸਟਾਫ਼
ਦੀ ਸੰਪੂਰਨਤਾ ਸਬੰਧੀ ਸ਼ਰਤਾਂ ਦੀ ਪੂਰਤੀ ਹਰ ਹਾਲਤ ਵਿੱਚ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਦਾਖਲਿਆਂ ਤੋਂ
ਪਹਿਲਾ ਕੀਤੀ ਜਾਵੇ। ਇਸ ਕਾਲਜ ਵਿਖੇ ਬੀ.ਐੱਡ ਕਲਾਸ ਲਈ 100 ਸੀਟਾਂ ਦੀ ਆਗਿਆ
ਦਿੱਤੀ ਜਾਂਦੀ ਹੈ।

ਆਪ ਨੂੰ ਨਿਰੀਖਣ ਰਿਪੋਰਟ ਦੀ ਕਾਪੀ ਭੇਜ ਕੇ ਬੇਨਤੀ ਕੀਤੀ ਜਾਂਦੀ ਹੈ ਕਿ ਕਮੇਟੀ
ਵਲੋਂ ਲਾਈਆਂ ਸ਼ਰਤਾਂ ਦੀ ਪੂਰਤੀ ਦਾਖਲਿਆਂ ਤੋਂ ਪਹਿਲਾ ਕਰਕੇ ਇਸ ਦਫਤਰ ਨੂੰ ਜਾਣੂ
ਕਰਵਾਇਆ ਜਾਵੇ ਜੀ।

ਵਿਸ਼ਵਾਸ ਪਾਤਰ

(ਮਹਿੰਦਰ ਸਿੰਘ ਢਿਲੋਂ)

25/11/96

ਨਵੀਂ ਦੁਪਰਕਤ ਅਨੁਸਾਰ

6. Concerned College.

Secretary Higher Education

PATHANKOT COLLEGE OF EDUCATION

University Results

PATHANKOT COLLEGE OF EDUCATION, MAMOON, PATHANKOT						
92015062801	2014 PME/A.10	ANJANA KUMARI	JASPAL SINGH	SOMIA DEVI	345+233 = 578	
92015062802	2010.K/A.463	POOJA	GIAN SINGH	UMA DEVI	382+243 = 625	
92015062803	2011.MSG/A.288	DIKSHA	PARAMJIT	PAWAN KUMARI	388+249 = 637	
92015062804	2011.AB/A.222	BHAWNA	KIMTI LAL	SNEH	411+261 = 677	
92015062805	2009.SG/A.18	AMANDEEP KAUR	BALWANT SINGH	HARMINDER KAUR	382+241 = 623	
92015062806	2009.NZ.9693	KUSUM LATA	KHERU RAM	SATYA DEVI	362+238 = 600	
92015062807	2014.PME/A.11	DILPREET KAUR	HARBHAJAN SINGH	PALWINDER JEET KAUR	374+233 = 607	
92015062808	2011.SD/A.241	ADITI	RAKESH CHANDER SHARMA	SUMAN BALA	412+254 = 666	
92015062809	2008.AP/A.150	VIJAYTA KUMARI	RUDARSHAN SINGH	SUSHIL DEVI	C(A2,B2)	
92015062810	2011.SD/A.18	HARMANDEEP KAUR	YADWINDERPAL SINGH	SATINDER KALR	381+251 = 632	
92015062811	2007.AB/A.276	DEEPIKA MAHAJAN	SHASHI BHUSHAN	PARVEEN KUMARI	344+234 = 578	
92015062812	2011.AB/A.126	ANISHA SHARMA	VINOD KUMAR SHARMA	SAVITA	388+235 = 623	
92015062813	2012.NZ.5194	REKHA	SHAKTI	SUNITA	C(B2)	
92015062814	2011.AB/A.179	SHREYA	VIJAY KUMAR	MAMTA MAHAJAN	427+259 = 686	
92015062815	2008.AP/A.263	SUMAN SAINI	PRITAM PIYARA	VED KUMARI	363+237 = 600	
92015062816	2008.RCP/A.305	JOSHINA SAINI	SATISH KUMAR	SIKHIA DEVI	C(B1,B2)	
92015062817	2008.AP/A.366	NEELAM KUMARI	AMEER CHAND	KUNTI DEVI	R(PART-I)	
92015062818	2014.PME/A.12	CHANDNI SHARMA	SHIV KUMAR SHARMA	RANJANA SHARMA	344+232 = 576	
92015062819	2011.AP/A.330	MAMTA	KRISHAN KUMAR	SUMAN KUMARI	338+226 = 564	
92015062820	2011.SRG/A.160	JYOTI	SHINDER SINGH	GURMEET KAUR	368+233 = 601	
92015062821	2010.SG/A.686	AMANDEEP KAUR	BALDEV SINGH	MANJIT KAUR	339+227 = 566	
92015062822	2014.PME/A.1	DALJEET KAUR	HARDEEP SINGH	SURINDER KAUR	439+256 = 695	
92015062823	2011.AB/A.139	NIITKA MAHAJAN	SURINDER KUMAR	ANJU GUPTA	355+226 = 581	
92015062824	2010.KW/A.188	MANPREET KAUR	NIRVAIL SINGH	KAWALJIT KAUR	336+226 = 562	
92015062825	2010.AP/A.397	MONIKA CHALOTRA	DARSHAN LAL	KAMLESH KUMRI	384+231 = 615	
92015062826	2011.AB/A.277	MANDEEP KUMAR	VIJAY KUMAR	TRIPTA DEVI	327+226 = 553	
92015062827	2010.AP/A.381	MEENU	SATISH KUMAR	RAMA	408+242 = 650	
92015062828	2014.PME/A.2	SHALU	OM PARKASH	BIMLA DEVI	400+252 = 652	
92015062829	2007.KJ/A.593	RICHA	RAVINDER PAL SINGH	SURINDER KAUR	359+241 = 600	
92015062830	2011.UDP/D.31	RITIKA	ASHWANI KUMAR	RAJNI SHARMA	R(PART-I)	
92015062831	2007.AP/A.69	SHELLY MAHAJAN	VIPAN MAHAJAN	NEELAM MAHAJAN	387+240 = 627	
92015062832	2010.SD/A.59	MANJIT KAUR	GURNAM SINGH	HARJEET KAUR	379+245 = 624	
92015062833	2008.AP/A.86	CHETNA	PRABH DAYAL	SUDESH	404+251 = 655	
92015062834	2011.SW/A.90	MANPREET KAUR	SHAMSHER SINGH	KULWANT KAUR	365+237 = 602	
92015062835	2011.AB/A.217	RISHU SHARMA	ASHOK SHARMA	SHASHI BALA	399+240 = 639	
92015062836	2011.AB/A.200	MALVIKA	SHAILANDER RATTAN PAUL	SUMATI RAINA	458+272 = 730 - D	
92015062837	2010.SG/A.816	SHIVANI	RAJESH PAL SHARMA	MONIKA SHARMA	426+248 = 674	2
92015062838	2011.AB/A.198	CHETNA	ANUPRAKASH TADLA	ASHA RANI	376+246 = 622	
92015062839	98.SDP/A.592	ROHIT SONI	SUNIL SONI	VEENA SONI	C(B2,C1&C2-E)	
92015062840	2010.AP/A.55	EKTA SHARMA	RAJ KUMAR SHARMA	RANU SHARMA	348+230 = 578	
92015062841	2009.AB/A.796	RICHA	RAVINDER KUMAR SHARMA	ANU SHARMA	450+272 = 722 - D	
92015062842	2011.SD/A.150	SHAINA SAINI	SUDARSHAN KUMAR SAINI	DARSHANA KUMARI SAINI	369+244 = 613	3
92015062843	2011.AB/A.186	PRIYA	PARDEEP SHARMA	SANTOSH SHARMA	436+263 = 699	
92015062844	2005.DA/A.1202	VANITA OHRI	RAJINDER OHRI	SARITA OHRI	373+238 = 611	
92015062845	2009.AB/A.795	NIITKA MAHAJAN	DIPTY MAHAJAN	SUMAN MAHAJAN	454+279 = 733 - D	4
92015062846	2009.AB/A.304	NAVJOT	RAJ KUMAR	SUDESH KUMARI	395+239 = 634	
92015062847	2008.AB/A.608	ROHINI SHARMA	VIJAY SHARMA	NARESH SHARMA	382+237 = 619	
92015062848	2003.AP/A.277	POOJA BEHAL	AVTAR BEHAL	VEENU BEHAL	396+252 = 648	
92015062849	2009.BFC/D.90	KOMALPREET KAUR	BHUPINDER SINGH	LAKHWINDER KAUR	C(A2,B2)	
92015062850	2010.AP/A.186	PUNEETA CHOUDHARY	ASHOK KUMAR CHOUDHARY	MEENA CHOUDHARY	375+243 = 618	
92015062851	2008.AP/A.13	SONIKA	JAGIR SINGH	SHEETAL	343+229 = 572	
92015062852	2009.AB/A.392	BHAVINI WALIA	ASHWANI WALIA	SUSHMA WALIA	469+279 = 748 - D	5
92015062853	2012.NZ.47	HARPREET KAUR	DALDIR SINGH	BALJINDER KAUR	375+242 = 617	
92015062854	2009.AB/A.393	DAMAN PREET KAUR	BALWINDER SINGH	SURJIT KAUR	429+271 = 700 - D	6
92015062855	99.AB/A.418	SHIKHA	SHASHI PAL	KAMLESH MAHAJAN	357+221 = 578	
92015062856	2014.PME/A.3	PRABJOT KOUR	AVTAR SINGH	BALWINDER KOUR	404+247 = 651	
92015062857	2008.AP/A.52	MONIKA DEVI	DARSHAN LAL	RANO DEVI	352+224 = 576	
92015062858	2011.AB/A.457	PRIYANKA	HARBHAJAN SINGH	SARLA	395+253 = 648	
92015062859	2010.AB/A.104	NISHA KUMARI	SHAKTI CHAND	MEERA KUMARI	351+233 = 584	
92015062860	2009.AB/A.388	NEHA KUMARI	SURINDER SINGH	SANDHYA	431+255 = 686	

Guru Nanak Dev University B.Ed.Examination, April 2015

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Roll No	Regd. No.	Candidate Name	Father Name	Mother Name	Results Ext.+Sess. = Total
PATHANKOT COLLEGE OF EDUCATION, MAMOON, PATHANKOT					
Full Subject Candidates					
92015062861	2009.AB/A.780	NEETU MAHAJAN	ASHWANI KUMAR MAHAJAN	SUSHMA MAHAJAN	443+279 = 722 - D
92015062862	2011.AB/A.526	SHEETAL JAMWAL	RASHPAL SINGH JAMWAL	SUDESH	420+264 = 684
92015062863	2009.AB/A.771	SHRUTI KHANNA	SANJIV KHANNA	ANJU KHANNA	442+262 = 704 - D
92015062864	2001.AP/A.286	SADHANA	KARNAIL SINGH	DARSHANA DEVI	417+251 = 668
92015062865	2009.SDP/A.391	ANITA MANHAS	SUKHDEV SINH	BEENA DEVI	419+255 = 674
92015062866	2011.AP/A.141	ANU BALA	KRISHAN LAL	NEELAM	385+239 = 624
92015062867	2005.NZ.12878	ESHA GUJRAL	INDERJIT GUJRAL	SNEH LATA GUJRAL	395+253 = 648
92015062868	2014.PME/A.4	JYOTI	RAM KISHAN	BALJIT KAUR	395+241 = 636
92015062869	2007.AB/A.187	POOJA	JAGDEV SINGH SALARIA	DARSHNA DEVI	RL(A)
92015062870	2008.SD/A.312	DEEPAJI	RAJINDER KUMAR SHARMA	SUMAN SHARMA	357+228 = 585
92015062871	2007.AB/A.18	RICHA KUMARI	MAAN SINGH	VEENA DEVI	440+257 = 697
92015062872	2011.AP/A.224	AKRITI VAID	KISHORE KUMAR	SUSHMA KUMARI	329+219 = 548
92015062873	2009.AB/A.180	KAVITA KAUSHAL	KAMAL KAUSHAL	SHASHI KAUSHAL	461+279 = 740 - D
92015062874	2011.AP/A.125	PRIYA	RAJINDER KUMAR	SANTOSH KUMARI	418+265 = 683
92015062875	2010.SS/D.65	ANU	BALBIR SINGH	BHOLI DEVI	R(PART-I)
92015062876	2014.PME/A.5	MANJEET KAUR	RESHAM SINGH	SULAKHAN KAUR	429+256 = 685
92015062877	2009.UDP/D.54	NISHA DOGRA	RAM LAL DOGRA	NIRMAL JEET	370+239 = 609
92015062878	2011.AB/A.539	RAKHI	VED PARKASHI	SUNITA KUMARI	398+236 = 634
92015062879	2009.UDP/D.53	REKHA KUMARI	JEET KUMAR	SATYA DEVI	379+242 = 621
92015062880	2011.DWB/A.84	RAVINDER KAUR	BHUPINDER SINGH	JASBIR KAUR	391+251 = 642
92015062881	2005.NZ.12917	SUMAN BALA	GIRDHARI LAL	KAMLESH KUMARI	362+240 = 602
92015062882	2005.AP/A.193	GEETANJALI	ASHOK KUMAR	PUSHPA RANI	376+235 = 611
92015062883	2007.NZ.8746	SHILPA	RAKESH KUMAR	NEELAM	428+260 = 688
92015062884	2005.SG/A.57	MITALI	RAKESH MAHAJAN	NEELAM MAHAJAN	422+254 = 676
92015062885	2014.PME/A.6	NILU KUMARI	SURENDRA SINGH	BHOLI DEVI	C(B2)
92015062886	2009.DWB/A.338	BALWINDER KAUR	MAN SINGH	GURPREET KAUR	385+244 = 629
92015062887	2009.SG/A.36	NISHA	HARBANS LAL	PUSHPA DEVI	362+238 = 600
92015062888	2011.DWB/A.26	RAMANJIT KAUR	DALIP SINGH	SARABJIT KAUR	C(B2)
92015062889	2014.PME/A.7	NEETA KUMARI	BHUVNESHVAR RAI	CHANDRAWATI DEVI	390+234 = 624
92015062890	2010.RCP/A.239	AMAR JOT	CHAMAN LAL	SHINDO DEVI	381+251 = 632
92015062891	2010.DW/A.1076	SHRADHA MEHRA	SUNIL MEHRA	POONAM MEHRA	469+271 = 740 - D
92015062892	2007.AB/A.309	PRIYANKA JASROTTA	RANBIR SINGH JASROTTA	RAMA JASROTTA	435+264 = 699
92015062893	2007.RCP/A.289	NEHA	RAKESH KUMAR	ASHA GUPTA	375+227 = 562
92015062894	2014.PME/A.8	JYOTI GUPTA	RAMESH KUMAR	KUSUM RANI	423+259 = 682
92015062895	2006.SD/A.394	DIVYA MAHAJAN	PREM SAGAR	MADHU	429+258 = 687
92015062896	2014.PME/A.9	SOVITA SUNDAN	PAWAN KUMAR	BISHNO DEVI	C(B2)
92015062897	2009.UDP/D.36	KAVITA	SHAM LAL	NIRMALA	C(B2)
92015062898	2006.AB/A.361	GEETA SAINI	BALWINDER SINGH	SUNITA DEVI	361+244 = 605
92015062899	2011.AB/A.596	TANU LALOTRA	ANGTAR SINGH	MADHU BALA	445+266 = 711 - D
92015062900	2008.AB/A.594	VANIA DOGRA	SUNIL DOGRA	ANURADHA DOGRA	373+238 = 611

PATHANKOT COLLEGE OF EDUCATION

Sample of Feedback on Practice Teaching by Teachers

PATHANKOT COLLEGE OF EDUCATION

Feedback on Practice Teaching by Teachers

Lecturer Name _____

Rating Key: 1 = unsatisfactory 2 = fair 3 = satisfactory 4 = very good 5 = excellent

Attributes and Performance	Rating (circle)	Comments (if any)
Introduction given (of both, self and topic)	1 2 3 4 5	
Dress, neatness and appearance.	1 2 3 4 5	
Writing on the board, figures / diagrams (visual aids)	1 2 3 4 5	
Usage of classroom language	1 2 3 4 5	
Circulated during class to check all the students	1 2 3 4 5	
Eye contact with students	1 2 3 4 5	
Gesture and posture	1 2 3 4 5	
Spoke loudly and clearly	1 2 3 4 5	
Communication (language, choice of words, grammar and fluency)	1 2 3 4 5	
Encouraged students to ask questions.	1 2 3 4 5	
Aroused students' interest and encourages them for participation	1 2 3 4 5	
Used words and expressions within the student level of understanding	1 2 3 4 5	
Was there any element of creativity (by way of certain examples)	1 2 3 4 5	
Subject matter knowledge /command on subject/topic	1 2 3 4 5	
Presented subject matter clearly and systematically	1 2 3 4 5	
Aptitude(ability, skill and talent) displayed	1 2 3 4 5	
Methodology, taught for student understanding	1 2 3 4 5	
Answered the questions	1 2 3 4 5	
Class control	1 2 3 4 5	
Time management	1 2 3 4 5	
Was organized one	1 2 3 4 5	
Conclusion / summarization made; or lecture abruptly ended	1 2 3 4 5	
Confidence level exhibited	1 2 3 4 5	
Showed dynamism and enthusiasm	1 2 3 4 5	

☐ Recommended ☐ Not recommended (tick appropriate one)

ADDITIONAL COMMENTS:

Students Signature and date

PATHANKOT COLLEGE OF EDUCATION

(Sample of Teacher Appraisal Reports)

i) General Information

- A. Name :
 B. Address (Res) :
 C. Designation :
 D. Department :
 E. Date of Birth :
 F. Area of Specialization

ii) Academic Qualification

Exam Passed	Board/ University	Subjects	Year	Division/ Grade
High School				
Higher Secondary				
Bachelor's Degree				
Master's Degree				
Research Degree				
Other Diploma/ Certification				

iii) **Research Experience and Training**

Research Stage	Title of Work/ Thesis	University where the work was Carried out
M. Phil or Equivalent		
Ph.D		
Post Doctorate		
Publication(Separate List)		
Research Guidance(name of Students guided)		
Training		

iv) **Research Projects Carried Out**

Title of Project	Name of Funding Agency	Duration	Remarks
Study of the Intelligence Adjustments Personal Values			

v) **Seminars/ Conferences/ Symposiums/ Workshops attended**

Name of the Seminar Conference/Workshops etc	Name of sponsoring Agency	Place and date
Workshop In Education		

vi) Please Give a short account of your Contribution for

i). Community Work :

ii). National Literacy Mission

iii). Position held/ Leadership role played in organization linked with extension work and NSS and NCC or similar activity -

vii) Participation in Corporate Life

Please give a short account of your Contribution to:

a. College/ Institute/ University :

b. Co-Curricular Activities :

c. Enrichment of Campus Life
(Hostel Sports games, Cultural events):

d. Memberships/ Participation in :
Bodies/ Committees

e. Membership of professional Bodies :

f. Editorship of Journals :

viii) Any Other Information

PATHANKOT COLLEGE OF EDUCATION

Website Page



PATHANKOT COLLEGE OF EDUCATION

Society/Trust Deed

CERTIFICATE OF REGISTRATION OF SOCIETIES
(Act XXI of 1860)

No. 539 of 2001.2002

I hereby certify that The Institute of Certified Corporate Accountants of India. Flat No-8, Mai HanKrishan Bldg, Bank Road, Civil Lines Ludhiana.
has this day been registered under the Societies Registration Act (XXI of 1860) and as amended by the Punjab Amendment Act, 1957.

Given under my hand at Ludhiana this 24th day of January
Two thousand Two.

Fee Rs. 500/-

01-29-11-2004. Changed the name
and address A & M. Foundation.
527-R, City Tower, Model Town.
Ludhiana w. e. f. 01-11-2004.

CERTIFIED TRUE COPY

Additional Registrar of Societies-cum-
General Manager, District Industries
Centre, Ludhiana.

Additional Registrar of Societies-cum-
General Manager, District Industries
Centre, LUDHIANA.

Adl. Registrar of Firms & Societies (Pb.)
Cum-General Manager
District Industries Centre
LUDHIANA.

MEMORANDUM
OF
A & M FOUNDATION

1. NAME : The name of Society shall be ;
A & M FOUNDATION .
2. REGISTERED OFFICE : The registered office at the Society shall be until otherwise provided by a resolution of the executive Committee at 527-R, CITY TOWER, MODEL TOWN, LUDHIANA, PUNJAB. INDIA and branch office at Dev Nagar back side swimming pool Pathankot Distt Gurdaspur.
3. AIMS & OBJECTS : The aim and objects of the A & M FOUNDATION shall be
- (a) To start, establish, run, take over or manage and maintain schools, colleges, institutions, with the object to provide sound pre-primary, primary, middle, secondary, senior secondary, higher, professional, vocational, engineering, electrical education etc, to children by seeking recognition
 - (b) To arrange and manage the training institutions in computer, Fine Arts, Craft, Music, Painting, Modeling, Dancing, Yoga, Physical Education and in other professional training subjects
 - (c) To conduct research in education and other disciplines on the different subjects relating to education
 - (d) To provide food, cloths, medical aid, stationery, transportation, libraries, laboratories, reading rooms, hostels, play grounds, swimming pool and other possible facilities to the students and also to the members of the society
 - (e) To help poor, and needy persons and to award scholarship to intelligent and needy students.
 - (f) To engage, employ or hire appropriate staff, worker, legal experts and other professional, attorney, managers and agents for the work and furtherance of the aims and objects of the society and to pay their wages, salaries, stipends or fees.

CERTIFIED TRUE COPY

Verdha B.S.
Additional Registrar of Societies-cum
General Manager, District Industries
Centre, LUDHIANA.

- (g) To take on lease or to accept as gift or other-wise acquire land or building which may be necessary or convenient for the purpose of the society.
- (h) To purchase or construct any building, structure or property of the benefit of A & M FOUNDATION.
- (i) To take/accept loans for construction, expansion or renovation of building for functioning of society.
- (j) To pledge/hypothecate/mortgage the assets of society as security for taking loans for society.
- (k) To carry on any other objects of general public utility but not involving the carrying on of any activities for profit with in the meaning of income Tax Act., 1961.
- (l) To help the youth for career development by providing placement facilities and encouraging for further studies.
- (m) To promote literacy, cultural and other social activities by awareness programmes, adult education classes, lectures, essay competitions, exhibitions, cultural programmes, press conferences and seminars.
- (n) To work for environment protection by organising environment related seminars and to fight for environment protection, to organize Vana-Mahotsava.
- (o) To organize aids awareness workshop in and around the PATHANKOT. To organize debates and seminars on aids and drug abuse.
- (p) To organize the youth festivals and fairs for charity purposes.
- (q) To organize tour and camps and working for community service.
- (r) To do such other things/acts/activities which are necessary and which may be incidental or conducive to the attainment of any of the object of the society.
- (s) All the activities shall be non profitable and shall be done on No Profit-No Loss basis.
- (t) All the incomes, earnings, movable/immovable properties of the society shall be solely utilized and applied towards the promotion of its Aims and objects only as set forth in the Memorandum of the society and no profit thereof shall be paid or transferred directly or indirectly by way of dividends, bonus, profits or in any manner whatsoever to the present or the past members of the society or to any person claiming through any one or more of the present or the past members. No members of the society shall have any personal claim on

CERTIFIED TRUE COPY

Additional Registrar of Societies
General Manager, District Industries
Centre, LUDHIANA.

RULES & REGULATIONS

PATRONS :-

The A & M FOUNDATION has been mainly groomed by the patrons, who shall be the main source of inspiration and will advice the office bearers to run the activities of A & M FOUNDATION in proper manner time to time.

MEMBERSHIP :-

- Any member of the A & M FOUNDATION found immoral, in-sincere or dishonest or who becomes of unsound mind or is declared insolvent or is convicted of any offence under I.P.C. may be removed from membership.
- Any member wishing to resign may do so by making application in writing which may be placed before the Executive Society for the disposal.

GOVERNING BODY :-

Governing body shall be comprising of patrons and office bearer of the A & M FOUNDATION as follows.

S.No	NAME AND ADDRESS	POST	SIGNATURE
1.	AKHIL P AMMAN 70C SECTOR 22B GURGAON	PRESIDENT	
2.	Ram Kishan W. No 6 Vardhola Naraina, Delhi (110028)	Vice President	
3.	Dr. Subash Kumar Des Nages Backside Swimming Pool Pathankot	G. Secretary	
4.	Dr. Ram Kumar Tuli Zeebo no Gali Indira Colony Pathankot	Treasurer	
5.	Prof Ravi Shankar Gupta Opp to Bhambra Hospital Mission Road Pathankot	Executive Member	

6. Dr. Vinod Mahajan, Kachhwa, Gali, Pathankot member

7. Mrs. Sushy Gupta, Mission Road, Pathankot member

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Vaishali
Additional Registrar of Societies cum
General Manager, District Industries
Centre, LUDHIANA.

The General Secretary shall record the proceeding either in English or Hindi or Punjabi.

RECORD :-

The entire record including the minute book, proceedings book, correspondence shall remain in custody or control of the Secretary.

AMENDMENT & ADDITIONS :-

No amendment or addition in the Memorandum/articles of associations bye-laws of the society shall take place except by 2/3rd majority of Governing Body.

QUORUM :-

The presence of minimum 20% members in the meeting shall constitute the quorum.

BANK ACCOUNT :-

The bank account of Society shall be opened in a bank and shall be operated by joint signatures of any two out of President, General Secretary, Treasurer.

IMPEACHMENT :-

No office bearer or patron can be removed except by way of impeachment by the Governing Body by minimum 3/4th majority decision.

IMPORTANT :-

The Society works only to deal in social matters particularly. However every member has no bar upon any religion/political or any others matter.

DISOLUTION OF THE SOCIETY

The Society shall be dissolved as per Section 13 and 14 of the Society Registration Act 1860. All the immovable properties of the society shall be handed over to another society perusing similar activities as decided by the Managing Committee, after payment of all the liabilities.

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Vandysk
Additional Registrar of Societies,
General Manager, District Industries
Centre, LUDHIANA.

[Handwritten signatures and stamps]
Ranbir Singh
Ranbir Singh
Suresh Chandra
Suresh Chandra

any movable or immovable properties of the society or make any profits, whatsoever, by virtue of this membership.

We, the following persons, whose names and addresses are here under subscribed are desirous of being formed into a A & M FOUNDATION in pursuance of this memorandum of the Society.

LIST OF FOUNDERS R 009-10

S.No	NAME AND ADDRESS	POST	OCCUPATION	SIGNATURE
1.	AKHIL MAHAJAN 706C SECTOR 22B GURGAON	PRESIDENT	PROFESSIONAL	
2.	Ramesh Mahajan W. No. 6, Sector 22B Gurgaon	Vice President	Retd Principal	
3.	Dr. Ravi Kumar Tuli Zero No. Gali Indira Colony PTK 46	Treasurer	Lecturer	
4.	Dr. Subash Kumar Dev Nagar Backside Swimming Pool Pathankot	G. Secretary	Principal in right Institute	
5.	Ravi Shankar Gupta Opposite to Panchajanya Hotel Mission Road Pathankot	Executive Member	Lecturer	
6.	Dr. Vinod Mahajan Khera Gali Pathankot	Member	"	
7.	Mrs. Sumita Gupta Mission Road Pathankot	Member	"	
8.	Withdrew Ramesh Chander Slosh. Baldev Rai V. S. S. Nagar	Withdrew	Shri. Ravi Kumar Savitri Kumar & Savitri Raj Mahajan Post off. Chash GSP (Withdrew)	
9.				
10.				

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Additional Registrar of Societies-cum
General Manager, District Indus-
trial Centre, LUDHIANA.

TERMS OF OFFICE BEARER :-

The terms of office bearers shall be three years. There is no bar. Any member can be selected (in case of President) and can be nominated again.

QUALIFICATION OF OFFICE BEARER :-

To hold the office of President, a member shall be of minimum five years standing and for other office, minimum standing of three years as member.

FUNCTIONS OF OFFICE BEARERS :-

The President and Secretary shall be the Principal Officer of the A & M FOUNDATION. Both are jointly or separately authorized to sanction expenditure and pass bills to the extent of Rs. 2000/- (Rupees. Two Thousand only) per bill. However, bills and Expenditure exceeding Rupees Two Thousand will be passed jointly by the President and the Secretary.

1) PRESIDENT :-

- a) To preside over the meeting and function.
- b) To implement the decisions of Governing body and Executive Body.
- c) To disburse shall have the power to incur expenditure to the tune of Rs. 2000/- without getting approval of Governing body or Executive Body and total shall not exceed Rs. 5000/- during one financial year.
- d) To supervise the work of office bearers.

2) GENERAL SECRETARY :-

- a) To call meeting in consultation with president person.
- b) To issue agenda in consultation with president.
- c) To correspond with other offices, Govt. Department.
- d) To keep the record of proceedings.
- e) To present annual report of Society.

3) SR. VICE PRESIDENT/VICE PRESIDENTS :-

The Sr. Vice President/Vice Presidents shall exercise all the powers, duties and functions of the President in his absence and otherwise such powers, duties and functions as may be delegated to them by the President or the Society.

4) CASHIER :-

- a) To keep the record of receipts and disbursement.

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[Signature]
Additional Registrar of Societies-cum
General Manager, District Industries
Centre, LUDHIANA.

- b) To keep a register containing names and address of all the donors & the amount
- c) To keep the account of all the assets and liabilities of moveable and immoveable property belonging to the Society.
- d) To submit account to the Society.
- e) To keep a cash book and ledger of all donation and expenditures.
- f) To do such other works may be entrusted to him by the Governing body of the Society for time to time.
- g) To prepare budget of the Society.
- h) To get audit the accounts of the Society, audited by the Chartered Accountants.

REMOVAL OF OFFICE BEARERS :-

The Society shall have power to remove any office bearer if in the opinion of 3/4th member of the Society. The conduct of such member is not conducive and is contrary to the objects of the Society.

MEETINGS :-

- a) There Shall be general meetings of the complete house once a year.
- b) The Governing Body shall meet once in three months.
- c) The Executive Body shall meet as and when necessary.
- d) The General secretary be bound to call meeting of
 - i) General house.
 - ii) General Body
 - iii) Executive Body when ever there requisition by at least 33% of the members as the care may be.
- e) The G. Secy would call the meeting of Office Bearer in last week of every month.
- f) Only Gen. Secretary is authorised to call the meeting with consultation with president.
- g) However, In case of urgency, the president shall be empowered to call a meeting of the executive committee at any time.

ELECTION :-

The election shall be held for the post of President, General Secretary and Treasurer and all other Office bearers shall be nominated by the president.

PROCEEDINGS :-

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Vaankh...
Additional Registrar of Societies and
General Manager, District ...
Centre, LUDHIANA.



Pathankot College of Education

Opp. Canada Place, Behind A.B. College, Pathankot-145001

Mob: 85588-31002, 98726-52837

Email : pathankotcollege@gmail.com, Website-www.pathankotcollege.in

Ref. No. 1.....

Date ..19.09.2015

DECLARATION BY THE HEAD OF THE INSTITUTION

I certify that that the data included in this Self-Study Report (SSR) are true to the best of my knowledge. This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced. I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Signature of the Head of the institution

With Seal

Pathankot College of Education
Mamoon (Pathankot)

Place: Pathankot College of Education

Pathankot, Punjab

Dated: 19.09.2015



Pathankot College of Education

Opp. Canada Place, Behind A.B. College, Pathankot-145001

Mob: 85588-31002, 98726-52837

Email : pathankotcollege@gmail.com, Website-www.pathankotcollege.in

Ref. No. 2

Date . 19.09.2015

PATHANKOT COLLEGE OF EDUCATION

UNDERTAKING.

This is to certify that Pathankot College of Education, Mamoon, Behind AB College, Pathankot-145001, Punjab fulfills all the Norms,

- ❖ Stipulated by the Guru Nanak Dev University, Amritsar.
- ❖ Regulatory Council NCTE and
- ❖ The Affiliation and Recognition No. NRC/NCTE/F-7/13-AUG-2006 is valid as on date.

In case the affiliation/ recognition are conditional, then a detailed enclosure with regards to compliance will be sent.

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

In case the Undertaking given by the Institution is found to be false then the accreditation given by the NAAC is liable to be withdrawn.

Principal/Head of the Institution

(Name & Signature with Seal)

S. P. S. S.
Principal

Pathankot College of Education
Mamoon (Pathankot)

Date: 19.09.2015

Place: Pathankot

Thank
You

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