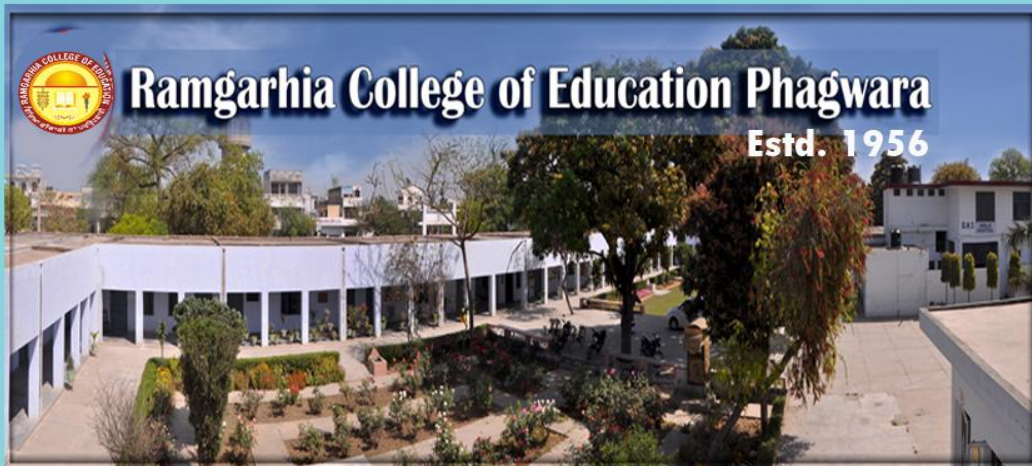


Self Study Report

TRACK ID NO. PBCOTE12119

Submitted to

**NATIONAL ASSESSMENT AND
ACCREDITATION COUNCIL, BANGALORE**



Submitted by

RAMGARHIA COLLEGE OF EDUCATION

SATNAMPURA, PHAGWARA- 144402 (Pb.)

Telefax : 01824-260448

Website: www.rcephg.org

Email : rce_phg@yahoo.com



Certificate of Accreditation

This is to certify that

**Ramgarhia Educational Council & Ramgarhia
Educational Institutions**

is accredited and recognized by the IAO complying
with all the established professional and
educational standards and criteria.

IAO confirms that the institution meets its quality
of education responsibility to its students and to
the education profession.



November 04, 2013

Valid Through

Accreditation Committee

PREFACE

“Education is the most powerful weapon which you can use to change the world”

Nelson Mandela

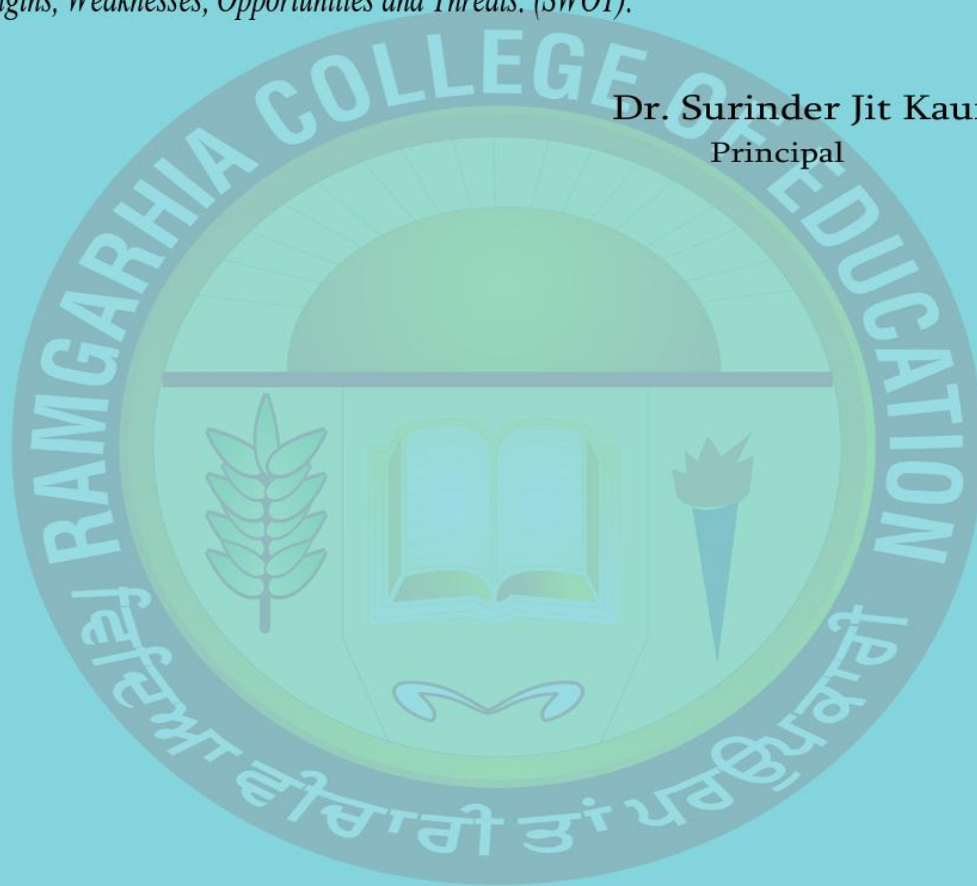
Ramgarhia College of Education is a leading institution of northern India known for its academic excellence, traditional values and high morals. Founded in 1956 under the benefaction and tender care of late S. Mela Singh ji and S.Mohan Singh Hadiabadi ji, the institute has epitomized all round progress which finally resulted in the remarkable achievements. Ramgarhia College of Education, under the dynamic stewardship of S. Bharpur Singh has taken long strides and today it occupies a unique place as one of the most reputed institutes of the state.

The main objective of the college is to shape up the illustrious personalities of tomorrow and to produce missionary teacher with upright knowledge and progressive skills. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The institution is very much aware that dimensions and quality of education keep on changing in the context of the time and social environment. All the members of the institute trust in dynamism with respect to performance, developing infrastructural and instructional facilities to execute commendable teacher education curriculum.

The Teacher education system through its initial and continuing professional development programme is expected to ensure adequate supply of professionally competent teachers to run nation's schools. Ramgarhia College of Education is honoured as the “college of Toppers” with a remarkable record of winning five gold medals in succession in the years 2002-03 to 2006-07. Under UGC's different schemes the college has been able to achieve Rs. 50 lakh as infrastructure grant, Rs.25 lakh as golden jubilee grant, Workshop organisation grant and four minor research project grants. It is a matter of pride for our college that one of our students has played as captain of football team in inter-university competition. Success seems to be connected with action. The prizes in youth festivals and various other inter college contests throw light on the fact that we believe in continuous action to produce harmoniously developed personalities.

We have faith in getting reaccreditation from an esteemed body like NAAC and it is an honour and privilege for us. The NAAC has developed certain measures for continuous improvement of the quality of higher education. In the present report, we have tried our level best to meet the demands as laid by NAAC. We have analysed ourselves through our Strengths, Weaknesses, Opportunities and Threats. (SWOT).

Dr. Surinder Jit Kaur
Principal



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Part I: Institutional Data

A. Profile of the Institution

1. Name and address of the institution : Ramgarhia College of Education,
Phagwara, Pb.-144402

2. Website URL : www.rcephg.org

3. For communication : Ramgarhia College of Education,
Phagwara, Punjab
rce_phg@yahoo.com

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Principal Dr.Surinder Jit Kaur	01824-260448	01824-260448	drsunderjitkaur@gmail.com
Vice-Principal Mrs. Baljit Kaur	01824-260448	01824-260448	buttarbaljit@yahoo.com
Self - appraisal Co-ordinator Dr. Mona Vij	01824-260448	01824-260448	mona_gupta44@yahoo.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Principal : Dr. Surinder Jit Kaur	01822-230456	91-9855449039
Vice-Principal: Mrs. Baljit Kaur	0161-2563253	91-9914166540
Self - appraisal Co-ordinator : Dr. Mona Vij	0181-2783112	91-9815551552

4. Location of the Institution:

Urban Semi-urban Rural Tribal

Any other (specify and indicate)

5. Campus area in acres :

6. Is it a recognized minority institution? : Yes No

MM	YYYY
Sept	1956

7. Date of establishment of the institution :

8. University 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.

2(f)

MM	YYYY
Oct.	1956

12 (B)

MM	YYYY
Oct	1956

10. Type of Institution

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

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

Yes No

If yes, has the institution applied for autonomy?

Yes No

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

Sr. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i.	Secondary/ Sr. secondary	B.Ed.	Bachelor Degree	Degree	One Year	English Hindi Punjabi

ii.	Post Graduate	M.Ed.	B.Ed.	Degree	One Year	English Hindi Punjabi
iii	Any Other (specify)	Ph.D. in Education	M.Ed.	Degree	Three Year	English

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Secondary/ Sr.secondary	B.Ed	NCTE/F- 5(4)/96/97/4084 10/28/1996	permanent	200
Post Graduate	M.Ed	NCTE/F-3/PB/PB- 16/M.Ed /2000/16051 04/19/2000	permanent	35

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision

Yes	✓	No	
-----	---	----	--

Mission

Yes	✓	No	
-----	---	----	--

Values

Yes	✓	No	
-----	---	----	--

Objectives

Yes	✓	No	
-----	---	----	--

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

Yes		No	✓
-----	--	----	---

If yes,

a) How many programmes?

NA

b) Fee charged per programme

NA

3. Are there programmes with semester system

No

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

Yes	✓	No	
-----	---	----	--

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

03

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

B.Ed.

14

M.Ed. (Full Time)

4

6. Are there Programmes offered in modular form

Yes		No	✓
-----	--	----	---

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

Yes	✓	No	
-----	---	----	--

Number	Two
--------	-----

8. Are there Programmes with faculty exchange/visiting faculty

Yes	✓	No	
-----	---	----	--

Number	Two
--------	-----

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

- Heads of practice teaching schools

Yes	✓	No	
-----	---	----	--
- Academic peers

Yes	✓	No	
-----	---	----	--
- Alumni

Yes	✓	No	
-----	---	----	--
- Students

Yes	✓	No	
-----	---	----	--
- Employers

Yes	✓	No	
-----	---	----	--

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

As per Norms

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

Yes No

Number NA

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

Yes No

Number 02

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)

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

1.	Date of start of the academic year	01/08/2011
2.	Date of last admission	12/09/2011
c)	Date of closing of the academic year	31/05/2012

d)	Total teaching days	180
e)	Total working days	240

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	16	184	200	10	94	104	6	90	96
M.Ed. (Full Time)	05	30	35	1	11	12	04	19	23

**4. Are there any overseas students?
If yes, how many?**

Yes		No	✓
-----	--	----	---

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

- a) Unit cost excluding salary component
- b) Unit cost including salary component

Rs. 24932
Rs. 62425

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 (%)
B.Ed.	75%	54%	69%	49%
M.Ed. (Full Time)	73%	60%	71%	64%

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
B.Ed.	62.8%	22.2%	15%
M.Ed. (Full Time)	65%		35%

10. Pre-practice teaching at the institutiona) Number of pre-practice teaching days

0	7
---	---

b) Minimum number of pre-practice Teaching Lesson given by each student

0	2
---	---

11. Practice Teaching at Schoola) Number of schools identified for Practice Teaching

1	2
---	---

b) Total number of practice teaching days

4	0
---	---

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

5	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. 12

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

Weightage (in percentage) given to internal and external evaluation

Programmes	Internal	External
B.Ed.	32%	68%
M.Ed. (Full Time)	22.85%	77.15%

15. Examinationsa) Number of sessional tests held for each paper

0	2
---	---

b) Number of assignments for each paper

0	2
---	---

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

	Yes	No
Computers	✓	
Intranet	✓	
Internet	✓	

Software / courseware (CDs)	√	
Audio resources	√	
Video resources	√	
Teaching Aids and other related materials	√	
Any other (specify and indicate): WI-FI campus Language Laboratory	√ √	

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Number	01		

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

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

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	6	31.5
--------	---	------

2. Does the Institution have ongoing research projects?

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

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
UGC, New Delhi	1,05,000/-	18 months	-
UGC, New Delhi	60,000/-	18 months	-
UGC, New Delhi	67,000/-	18 months	-

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

01

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

- 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. 0

b. M. Phil. 15

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

Yes No

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

	Yes	No	Number
International journals	√		01
National journals – referred papers	√		30
Non referred papers			07
Academic articles in reputed magazines/news papers	√		06
Books	√		03
Any other (specify and indicate) Papers in conference proceed, chapters in prescribed books	√		10 02

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

Yes No

Number 04

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

	Faculty	Students
National seminars	39	04
International seminars	07	00
Any other academic forum		
A. State level seminars	30	
B. University level seminars	10	
C. Institutional level	50	

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

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

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

Yes No

If yes, indicate the nature of the post.

Full-time Part-time Additional charge

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

Yes No

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

Yes No

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

16. Does the institution provide consultancy services?

Yes ✓ No

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

Not Applicable

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

Local level	✓
State level	✓
National level	✓
International level	✓

Criterion IV: Infrastructure and Learning Resources

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

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

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

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

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

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

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

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

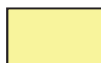
189520

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
Teaching	04	10	-	01
Non-teaching	03	02	05	03

10. Total number of posts vacant

Open

Reserved

Teaching

Non-teaching

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

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

Open

Reserved

Lecturers

Readers

Professors

	M	F	M	F
Lecturers	04	06	-	01
Readers	-	-	-	-
Professors	-	01	-	-

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

Open

Reserved

Lecturers

Readers

Professors

	M	F	M	F
Lecturers	-	07	-	-
Readers	-	-	-	-
Professors	-	-	-	-

c. Number of teachers from

Same state

19

0

Other states

12. Teacher student ratio (program-wise)

Programme	Teacher student Ratio
B.Ed.	1:14
M.Ed. (Full Time)	1:07

13. a. Non-teaching staff

Open Reserved

Permanent

M	F	M	F
03	-	05	03

Temporary

M	F	M	F
-	1	04	03

b. Technical Assistants

Permanent

M	F	M	F
-	-	-	-

Temporary

M	F	M	F
-	-	-	1

14. Ratio of Teaching – non-teaching staff

1:1

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

52%

16. Is there an advisory committee for the library?

Yes

✓

No

17. Working hours of the Library

On working days

8

On holidays

6

During examinations

8

18. Does the library have an Open access facility

Yes

✓

No

19. Total collection of the following in the library

a. Books	
- Textbooks	22824
- Reference books	5549
b. Magazines	55
c. Journals subscribed	14
- Indian journals	0
- Foreign journals	
d. Peer reviewed journals	10
e. Back volumes of journals	295
f. E-information resources	
- Online journals/e-journals	03
- CDs/ DVDs	300
- Databases (Soul)	0
- Video Cassettes	10
- Audio Cassettes	10

20. Mention the

Total carpet area of the Library (in sq. mts.)	426
Seating capacity of the Reading room	

21. Status of automation of Library

80

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

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

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

User orientation /information literacy

Any other (please specify and indicate)

23. Are students allowed to retain books for examinations?

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

24. Furnish information on the following

Average number of books issued/returned per day	<input type="text" value="40"/>
Maximum number of days books are permitted to be retained	
by students	<input type="text" value="6 Days"/>
by faculty	<input type="text" value="10"/>
Maximum number of books permitted for issue	
for students	<input type="text" value="6"/>
for faculty	<input type="text" value="10"/>
Average number of users who visited/consulted per month	<input type="text" value="300"/>
Ratio of library books (excluding textbooks and book bank facility)to the number of students enrolled	<input type="text" value="73:1"/>

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

0.52%

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

	2009-10		2010-11		2011-12	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	314	75919	438	85005	610	189577
Other books	16	4452	35	8865	767	787999
Journals/ Periodicals	14/10	8520/8964	14/10	8520/8964	14/10	8520/8964
Any others specify and indicate						

Criterion V: Student Support and Progression

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

Programmes	2009-10	2010-11	2011-12
B.Ed.	4	1	3
M.Ed. (Full Time)	1	0	2

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

Yes	✓	No		
-----	---	----	--	--

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

14

3. Does the institution offer Remedial instruction?

Yes	✓	No		
-----	---	----	--	--

4. Does the institution offer Bridge courses?

Yes		No	✓
-----	--	----	---

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

Year →	UG			PG		
	09-10	10-11	11-12	09-10	10-11	11-12
Pass percentage	100%	99%	100%	100%	100%	100%
Number of first classes	167	192	176	15	26	33
Number of distinctions	15	31	32	0	1	21
Exemplary performances (Gold Medal & uni. ranks)	4	5	4	0	0	0

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

	2009-10	2010-11	2011-12
NET	6	8	7
SLET/SET	-	17	-
Any other (Edu. Officer & P.S.I.)	-	-	-

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

Financial Aid	2009-10	2010-11	2011-12
Merit Scholarship		4	
Merit-cum-means scholarship			
Fee concession (Exam Fee)	12	28	28
Loan facilities			
Any other specify and indicate	53	37	not received from govt. so far

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

Yes	✓	No	
-----	---	----	--

9. Does the institution provide Residential accommodation for:

Faculty	Yes		No	✓
Non-teaching staff	Yes	✓	No	

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

Yes	✓	No	
-----	---	----	--

If yes, number of students residing in hostels

Men	0
Women	14

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

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

12. Availability of rest rooms for Women

Yes	✓	No	
-----	---	----	--

13. Availability of rest rooms for men

Yes	✓	No	
-----	---	----	--

14. Is there transport facility available?

Yes		No	✓
-----	--	----	---

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

Yes	✓	No	
-----	---	----	--

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	✓		1	✓		5
Inter-university						
National						
Any other (specify and indicate)	✓		5	✓		5

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	2	Silver
Regional	-	
National	2	Bronze (2010-11)
International	-	

18. Does the institution have an active Alumni Association?

Yes	✓	No	
-----	---	----	--

If yes, give the year of establishment

2003

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

	2009-10	2010-11	2011-12
Higher studies	46%	47.5%	52.5%
Employment (Total)	30%	29%	31%
Teaching	27%	25%	28%
Non teaching	3%	4%	3%

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.

2009-10	2010-11	2011-12
20	22	19

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

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

Criterion VI: Governance and Leadership

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

Yes	✓	No	
-----	---	----	--

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

Governing Body/management	04
Staff council	18
IQAC/or any other similar body/committee	03
Internal Administrative Bodies contributing to quality improvement of the institutional processes. College Council	04
Academic Committee	04
Educational and Cultural Forum	05

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

Loan facility Medical assistance Insurance
Other (Day Care Center, Concession in education to the ward of staff)

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

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

09-10	10-11	11-12
1	1	1

5. Furnish the following details for the past three years (2009-10,10-11,11-12)
a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organisation

05

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

National	09-10	10-11	11-12
International	03	04	05
	-	-	-

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

3	3	3
---	---	---

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

4	4	4
---	---	---

e. Research development programmes attended by the faculty

4	4	5
---	---	---

f. Invited/endowment lectures at the institution

6	4	4
---	---	---

Any other area (specify the programme and indicate)

3	3	3
---	---	---

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

a. Self-appraisal

Yes	✓	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	✓	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes	✓	No	
-----	---	----	--

d. Combination of one or more of the above

Yes	✓	No	
-----	---	----	--

e. Any other (specify and indicate)

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

7. Are the faculty assigned additional administrative work?

Yes	✓	No	
-----	---	----	--

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

06

8. Provide the income received under various heads of the account by the institution for previous academic session – 2011-12

Grant-in-aid (Salary)	6020327
Fees	305100
Donation	-
Self-funded courses	Nil
Any other (specify and indicate)	Nil

9. Expenditure statement (2010-11 and 11-12)

	Year-I	Year -II
Total sanctioned Budget	15055420	15595327
% spent on the salary of faculty	44%	52%
% spent on the salary of non-teaching employees	15%	17.54%
% spent on books and journals	0.38%	2.81%
% spent on developmental activities (expansion of building)	1.34%	1.21%
% spent on telephone, electricity and water	1.84%	2.92%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	2.68%	2.79%
% spent on maintenance of equipment, teaching aids, contingency etc.	0.16%	16.33%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.42%	0.35%
% spent on travel	0.12%	0.44%
Printing stationary	82653	47683
Function and festival	184638	235974
Personality development	4,00000	4,00000
Total expenditure incurred	10705656	15744869

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

Surplus in Rs.	Deficit in Rs.
112712.37	-
4292059	-
2903108	-

11. Is there an internal financial audit mechanism?

Yes

 No

12. Is there an external financial audit mechanism?

Yes	✓	No	
-----	---	----	--

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

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

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
-----	---	----	--

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

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

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

Yes No

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

Yes No

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

Yes No

Criterion VII: Innovative Practices

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

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
-----	---	----	--

3. What is the percentage of the following student categories in the institution?
For the academic year B-Ed 2011-12

	Category	Men	%	Women	%
a	SC	08	3.40%	80	34.4%
b	ST	-	-	-	-
c	OBC	-	-	04	1.70%
d	Physically challenged	01	0.43%	-	-
e	General Category	07	3.04%	108	46.95%
f	Rural	07	2.98%	69	29.36%
g	Urban	09	3.82%	150	63.83%
h	Any other(specify)	04	1.70%	19	8.09%

M.Ed-Academic Year 2011-12

	Category	Men	%	Women	%
a	SC	1	5.2%	14	72.8%
b	ST	-	-	-	-
c	OBC	-	-	-	-
d	Physically challenged	14	72.8%	09	46.8%
e	General Category	-	-	-	-
f	Rural	18	93.6%	05	26.0%
g	Urban	-	-	-	-

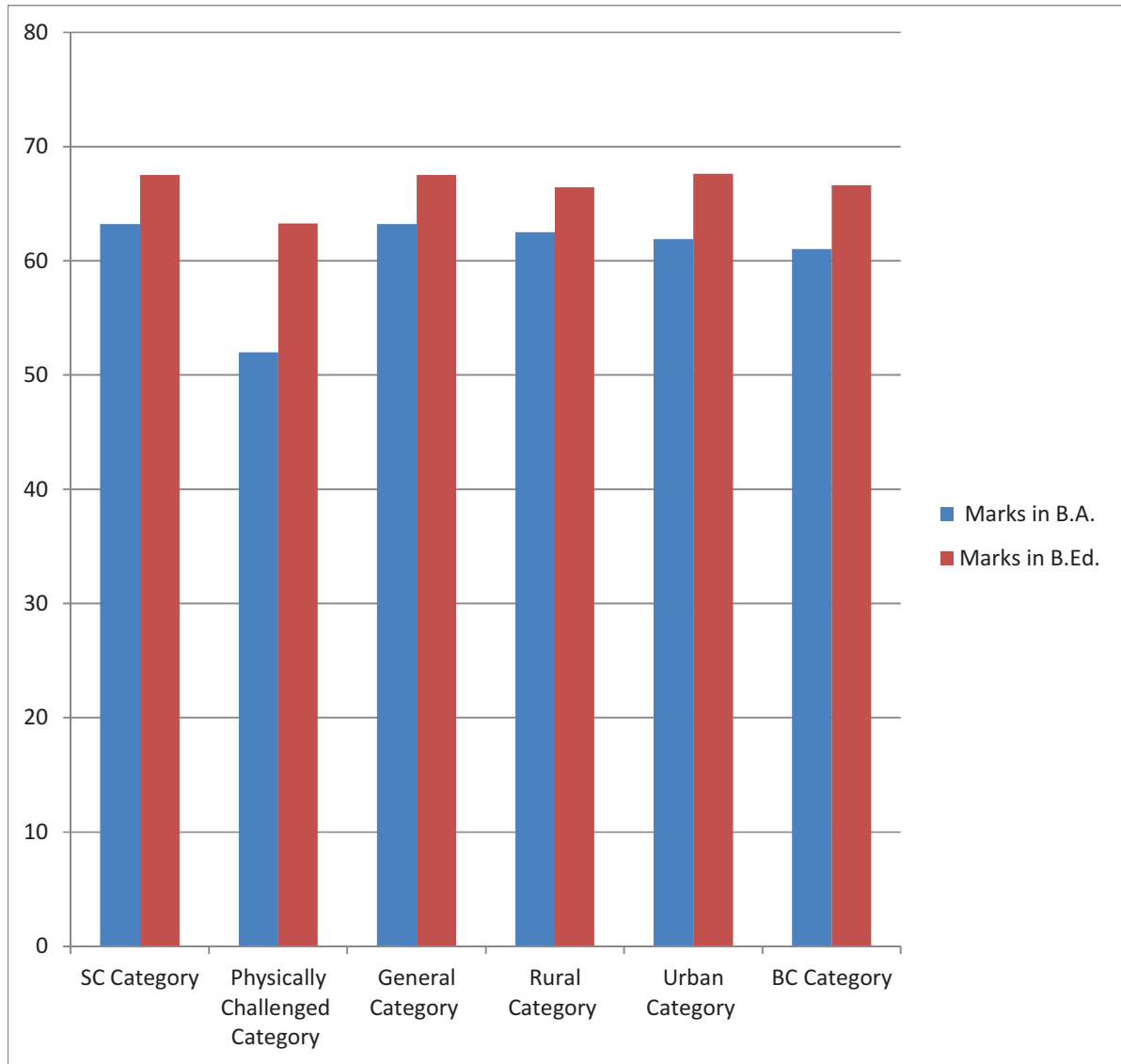
4. What is the percentage of the staff in the following category?

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	1	5.2%	14	72.8%
b	ST	-	-	-	-
c	OBC	-	-	-	-
d	Women	14	72.8%	09	46.8%
e	Physically challenged	-	-	-	-
f	General Category	18	93.6%	05	26.0%
g	Any other				

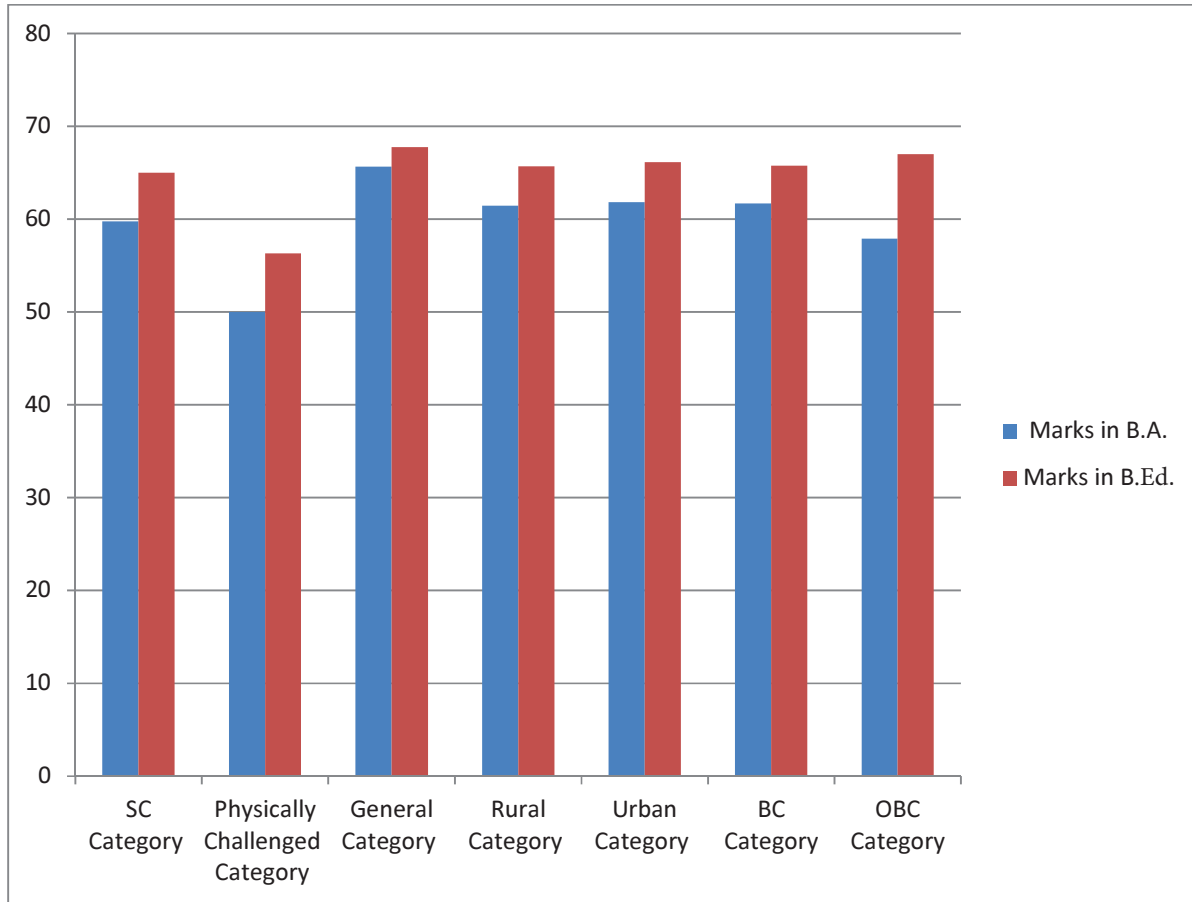
5. What is the percentage incremental academic growth of the students for the last two batches?

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	63.22	59.75	67.50	65
ST	-	-	-	-
OBC		57.86		67
Physically challenged	52	50	63.27	56.3
General Category	63.22	65.66	67.50	67.73
Rural	62.50	61.43	66.43	65.7
Urban	61.89	61.82	67.62	66.13
Any other (specify)	61.02	61.67	66.61	65.76

Graph showing the incremental growth of students in session 2010-11



Graph showing the incremental growth of students in session 2011-12



EXECUTIVE SUMMARY

Ramgarhia College of Education, Phagwara, Punjab is a grant-in-aid college affiliated to Guru Nanak Dev University, Amritsar. The College has been playing a pioneering role in the field of Education since 1956 under the patronage and loving care of Late S. Mela Singh Ji and S. Mohan Singh Hadiabadi Ji. From one Ramgarhia School that was started in 1929 it has bloomed into 16 well established institutions. This glorious tradition of the Council (Estd. 1929) was continued by S. Pritam Singh Bhogal and is now being carried on by S. Bharpur Singh Bhogal who is International Gold Star Millennium Awardee. The College has been surging ahead successfully towards realizing its much-cherished goal of imparting career centric as well as value-based education ever since its establishment in 1956.

Ramgarhia College of Education, Phagwara (Co-educational) is imparting Teacher Education to the students for the degree of Bachelor of Education (B.Ed.) and Master of Education (M.Ed). Presently it has intake capacity of 200 B.Ed. and 35 M.Ed. students. The College has completed 57 years in the pursuit of education promotion.

The College is known as the “College of Toppers”. It has remarkable record of winning five gold medals in the University in succession (2003-2007). The college has also secured various positions in the University Youth Festival and various Inter College contests. Many a times M.Ed. students by qualifying NET conducted by the UGC have brought home the glory and done the institution proud. Students in our College are never encouraged to become bookworms. They are insisted upon by their teachers to take active part in sports, debate, music, creative writing, and other co-curricular activities. As a result of their multi-faceted personality they achieve success wherever they go.

The college holds remedial and special classes so as to maintain its gigantic score card and ensures availability of smart classrooms to take the same to new heights. The college also plans to seek approval for additional units of professional/vocational courses so as to meet the demands of changing educational scenario. The college provides coaching to brace students for various competitive exams like UGC-NET, CTET and PSTET. In addition, the college organizes extension lectures on various social, moral, ethical and

current topics. The college has made giant strides in academic, curricular, co-curricular & extra-curricular gamut. The college had a whopping scorecard in the academic arena. In sports, the college has, to its credit, State & National level achievements. The College's cultural scenario is teemed with amazing achievements. The college has been the proud winner of many prizes in the Guru Nanak Dev University Zonal Youth Festival, Doaba Youth Festival and Inter-College Competitions. Teacher trainees are motivated to play a great role in developing a wholesome relationship between the educational institutions and the community through their initiative and commitment. Every year, the college organizes NSS Camp in the nearby villages with a clear objective of community welfare. The college actively promotes and participates in the research pursuits too. Last year the college had successfully hosted national conference on *Recent Advances and Methods in Mathematics Education* along with other major functions. By introducing research-centric programmes, projects, seminars and workshops, the college has always been and continues to boost research aptitude amongst its staff and students. The college has got approval of four Minor Research Projects by the UGC out of which one has been submitted successfully.

To carry out the academic curricular, co-curricular & extra-curricular pursuits, the college possesses well-equipped & well-maintained infrastructure. The college is equipped with learning facilitators & gadgets ranging from Overhead Projectors, Slide Projectors, Xerox Machine, TV, Smart Boards, Audio Players, Multimedia Projectors CD ROMs, Document Camera and SPSS software.

Ramgarhia Educational Council established the College with missionary spirit for the achievement of the following Vision, Mission, Objectives, Strengths and Future Planning:

MISSION

To create virtuous, meritorious personalities to serve the humanity by setting a commendable tradition of initiative and imagination

VISION

Developing institutional distinctiveness by vitalizing the learning skills with focus on futuristic demands, utilizing new gadgets with research orientation and developing functional relationship with other educational institutions

OBJECTIVES

- To produce missionary teachers armed with upright knowledge and pragmatic skills.
- To stimulate intellectual curiosity among the pupil teachers by providing innovative and enriching educational experiences.
- To encourage self evaluating accountability among the faculty members and students.
- To achieve the academic excellence through hard work.
- To shape up the illustrious personalities of tomorrow by the farsightedness and commitment of future teacher.
- To enable the pupil teachers to associate with valuable cultural, social and spiritual heritage.
- To make the pupils aware about various social and environmental problems and enable them to solve them.
- To enable the students to develop understanding of the principles of pedagogy and their application in curriculum transaction and evaluation.
- To develop the knowledge, skills and competencies among the students needed for playing multifaceted role of the teachers in the new era.
- To enable students to live with harmony as an individual and as a cohesive unit in the teaching learning process and in society.
- To develop national and international understanding among the pupil teachers.
- To inculcate moral values among the student teachers.

STRENGTHS

The strengths of the institution are given in Table 1 below:

Table 1: Strengths of the Institution

<p>Infrastructure</p>	<ul style="list-style-type: none"> • Wi-Fi enabled campus • Fully computerized Administrative work • Digitalized Library equipped with OPAC Software • Science Resource Room, Education Technology Laboratory, Computer Laboratory, Social Studies Resource Room, Health and Sports Resource Centre, Art room, AV Aids Room and Language Laboratory • Provision of purified drinking water and generators. • Latest technological equipments like Smart boards, Document camera, OHP, Computers, LCD projectors
<p>Instructional Approaches</p>	<ul style="list-style-type: none"> • Interactive lectures and lecture notes • Demonstrations and Open forum discussion • ICT based lectures with multimedia, OHP / P.Pt. • Tutorials, Workshops and seminars Assignments/ projects, case studies and Collaborative techniques • Training modules and Self-instructional materials • Model based teaching • Brain storming sessions • Teaching with Constructivist approach • Special notes to gifted learners • Remedial classes to slow learners • Practical training to use ICT • Role playing and simulations • Drill and practice • Development of study-skills, self evaluation and reflection • Action research • Regular and structured feedback
<p>Research</p>	<ul style="list-style-type: none"> • Four U.G.C. Sponsored Minor Research Projects • Guidance to Ph.D (Education) research scholars by the faculty members • SPSS IBM 20 and21 Software for data analysis • A large number of publications in national and international journals. • Participation and presentation of papers in State / National / International conferences/seminars/workshops

Community Services	<ul style="list-style-type: none"> • NSS camp in the nearby villages • Social surveys by B.Ed. students on social issues. • Research work by M.Ed. students on various social issues • Organization of three day medical camp in collaboration with Guru Nanak Mission Society (Regd.) every year
Consultancy and Extension	<ul style="list-style-type: none"> • Availability of Online Counseling is to the teacher trainees through Live Chat • Guidance for data analysis to Ph.D. scholars • Guidance to faculty members from other intuitions in tools and learning packages development • Conduct of various workshop, conferences and extension lectures

WEAKNESSES

- More Computer courses related to teachers training can be introduced.
- Residential facilities for the teaching staff need to be arranged.
- Transportation facility needs to be provided to teachers and students.

FUTURE PANORAMA

The College plans to:

- Start Diploma in Elementary Education and Early Childhood Care.
- To enhance M.Ed. seats.
- Make necessary amendments in the infrastructure and curriculum transactions to fulfill the needs of differently able children.
- Buy new educational softwares for differently challenged teacher trainees.
- Apply for UGC major and minor research projects.
- Organize more faculty exchange programmes to provide varied learning experiences to the teacher trainees.
- Conduct workshop on SPSS usage for the teacher educators as well as teacher trainees.
- Subscribe to various online educational journal and e- books.
- Introduce bridge course in *Sarva- Dharma: Value Based Education* for B.Ed. trainees.

The college has lived up to the governing goal of producing quality teachers during 57 years of its existence. The history of the college bears testimony to the fact that it has always been amenable to changes by acclimatizing itself to changing academic milieu and new policies. It was an awesome responsibility that the visionary founders of the Ramgarhia Educational Council chose to take up and we who are carrying its mantle today are even more conscious of it. The College is seeking re-accreditation from National Assessment and Accreditation Council so that it can get assessed its curricular, co-curricular and extracurricular pursuits. On the basis of feedback furnished by NAAC Peer Team, it can fashion its course of action and fetch new heights in academic and co-academic excellence.

CRITERION – I

CURRICULAR ASPECTS

1.1 CURRICULAR DESIGN AND DEVELOPMENT

1.1.1. State the objectives of the institution and the major considerations addressed by them.

Objectives addressed by the institution are as follows:

- to produce professional teachers with serving attitude.
- to nurture scientific and research temperament among the teacher trainees.
- to enable the teacher trainees to be competent in the use of ICT in curriculum transaction.
- to provide value based education and help the students to face challenges in modern life.
- to develop functional relationship with other educational institutions.
- to imbibe values, dedication, diligence and dignity towards teaching profession among our teacher trainees.
- to develop democratic discipline among ‘would be’ teachers by providing them sufficient freedom along with a sense of responsibility.
- to develop the personality of teacher trainees to become useful citizens of the society.
- to promote awareness of the global issues, trends and developing the life skills with focus on futuristic demands.

1.1.2 Specify the various steps in curricular development process. (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 syllabus prescribed by Guru Nanak Dev University (GNDU), Amritsar is as per NCTE norms and from time to time it is revised and reframed. Our College is affiliated

to GNDU and as such, it has no autonomy to frame, finalize or revise the syllabi decided by the University but feedback from the teachers, alumni and students is taken regarding curriculum. Moreover, some of our teachers are the members of Board of Studies (BOS) and their participation is sought while revising the curriculum, they propose the required changes on behalf of stakeholders.

GNDU, Amritsar has recently revised (2011-12) the syllabus recognizing the changing global needs.

Table – 1.1(a)

Changes in the course Titles of B.Ed. according to changing global trends

Sr. No.	Previous Name	New Name
1.	Philosophical and Sociological Basis of Education	A Foundations of Education A ₁ Educational Development
2.	Emerging Trends in Indian Education	A ₂ Contemporary Issues and Concerns in Secondary Education
3.	Educational Psychology and Guidance	B Pedagogical Knowledge B ₁ Understanding the learner and learning process
4.	Educational Technology	B ₂ Learning Resources and Assessment of Learning
	Recently Added	B ₃ (B)Option(i-vii) (viii) Inclusive Education E ₁ ICT integration in pedagogy E ₂ Language Proficiency

Table – 1.1 (b)

Changes in the course titles of M.Ed. according to changing global trends

Sr. No.	Previous Name	New Name
1.	Philosophical and Sociological Foundation	A Foundation Courses Education as field of study
2.	Advanced Educational Psychology	Learner and the Learning Process
3.	Educational Research and statistics	Methodology of Educational Research & Statistics
3.	Advance Educational Technology	Educational Technology and ICT in Education
4.	Special Education	Inclusive Education

(Details of the changes in the content of B.Ed. and M.Ed. syllabi are given in Annexure IV)

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

Globalization and Internationalism are the features of Modern age. This trend is reflected in the revised curriculum of B.Ed. and M.Ed. New topics like Globalization, Privatization in Education, Global Culture, studies of Global Educational thinkers, Situated learning, Multiple Intelligence, Metacognition and psychologists are included in the syllabus. The efforts undertaken by the college in this direction are as follows:

1. To keep the students abreast to the global information, extension lectures are organized in the College.
2. To equip the students with latest information, open access to internet facility, Education Technology laboratory and Computer Laboratory is made available to the students.
3. To give the idea of world citizenship, values of international understanding are inculcated through various activities.
4. Authentic text-books are made available to the students.

Various International days like Human Rights Day, World Environment Day, Save Earth Day, AIDS Day, International Women Day, World Day of Water, World Labour Day and Teachers' Day are also celebrated to make students aware of all global issues.

The College has various clubs like Srinivasa Ramanujan Mathematics Club, C.V Raman Science Club, The Art of Living Club and Literary Club and Legal Literacy Club. These clubs undertake activities under the guidance of respective teacher incharges and make efforts to bring out the best in teacher trainees, while making them more informed about the global issues and concerns. On the other hand, NSS activities like Blood Donation Camp, Tree Plantation Drive, AIDS Awareness Drive are organized to inculcate deep sense of social service and community care.

Various significant cells are also the part of college constitution like Grievances and Readdressel Cell, Guidance and Placement Cell and Internal Quality Assurance Cell (IQAC). These cells tend their services to enable the 'would be' teachers to handle problems of their lives. They also work to monitor and upgrade the quality of the course adopting effective supervisory mechanism and improved techniques.

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

Teaching is a profession for which intensive preparation is necessary. National Curriculum Framework for Teacher Education' (NCFTE), "Towards Preparing Professional and Humane Teacher" recognizes Nationalism as the first quality to be inculcated in the teacher trainees This can be fulfilled by giving theoretical knowledge, assignments and seminars on the topics of National Integration and International Understanding. Moreover, ICT Integration in Pedagogy is compulsory add on course. In M.Ed Paper1, detailed topic of Values is included .Our College also initiates various life oriented programmes which are discussed below:

1. Environmental Education

To make students aware about Environmental conditions following steps are taken:

- The College celebrates World Environment Day every year.
- The College has functional Environmental Club as well.

- Every year trip to Pushpa Gujral Science City is taken. The College has its permanent membership.
- Solar geysers are used in hostel to save non renewable energy resources.
- CFL bulbs are used throughout the college to save energy.
- Environmental CD's are also available in the College which are shown to the students in the morning assemblies.

2. Value Education

Various activities are organized in the college to inculcate the basic values among teacher trainees. Some of the activities are mentioned below:

- Morning assemblies are organized on various social issues.
- Extension lectures by the Educationists are organized on regular basis.
- NSS camp is organized in the nearby villages to imbibe sense of social service among the students.
- Free medical camp is a regular feature of the College.
- Visits to the places like widow rehabilitation centers, orphanages and special schools are taken up.

3. ICT

To enable the students to keep pace with the changing scenario, the college provides:

- Smart boards to the teacher educators and teacher trainees for presenting their lessons.
- Document Camera for making teaching-learning more effective.
- Interactive boards for lively teaching learning process.
- Wi-Fi Campus for open access to internet.

1.1.5 Does the institution make use of ICT for curricular planning? Give details.

Yes, the institute makes use of ICT for curricular planning in the following manner:

1. General Curriculum

- 'ICT integration in pedagogy' is a compulsory add on course in the B.Ed. syllabus.

- ICT is used to prepare Instructional material like power point presentations and programmed self instructional material.
- Computer facility is available to teacher educators to prepare lesson plans.
- Library is fully automatized and internet facility is being used for the online access to various books and journals.

2. Online Counseling

- The College has purchased Live Chat Software to provide online guidance and counseling to the teacher trainees.

3. Research

- ICT is used for research purpose to have access on various international and national research literature. Moreover, it is used for statistical analyses by the teacher educators and teacher trainees.
- The College has IBM SPSS software, version 20-21 for doing statistical analyses.

4. Laboratories

The College has two well equipped ICT laboratories namely:

- Computer laboratory
- Education Technology laboratory

5. Wi-Fi System

The College campus is Wi-Fi enabled for usage and open access to internet.

1.2 ACADEMIC FLEXIBILITY

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

Teacher Educators of our institution use strategies to make teaching a reflective process.

They engage themselves in:

- Keeping record of instructional planning
- Collaborative research paper writing and a record of instructional planning

- Creating and utilizing self assessment proformas
- Asking peers to review their work
- Work with Mentor
- Utilize students' assessment for further improvements
- Use Technology to give varied learning experiences

In the classroom Teacher Eduactors:

- Use inferential and open-ended questions to stimulate reflection and extend comprehension
- Challenge students' thinking by inviting them to interpret , infer, summarize, form conclusions and evaluate selections
- Extend personal responses by considering the views of others
- Share personal thoughts, feelings and images evoked by literature selections, films, illustrations and experiences
- Give assignments, projects and seminars
- Engage students in peer teaching and group discussions
- Engage students in social surveys and research activities

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

To provide varied learning experiences to the students, following measures are taken by our institution:

- Academic calendar is prepared before the beginning of the session every year but there is scope for flexibility in the curriculum depending upon the need and requirement of the situation.
- In the campus, students are encouraged to celebrate festivals, birthday of great men, national and international days.
- Extension lectures and talks are arranged to provide diverse learning experiences to the teacher trainees.

- Visits to places like Science City, Deaf and Dumb schools and Orphanages are taken up to provide varied learning experiences.
- Teacher trainees are encouraged to take part in various co-curricular activities. Every year, our pupil teachers participate in GNDU Zonal Youth Festival, Doaba Youth Festival and other Inter –College Competitions.
- Variety of Classroom experiences are given to students such as discussions, brainstorming, projects, assignments and activities.
- Internet facility is made available to students so that they can have an access on content material related to curriculum.
- Various activities are made integral part of course curriculum to provide variety of field experiences. Teacher trainees are given exposure to community service programmes, environment protection awareness, value education and research beneficial for the upliftment of the society. There is provision in the operational curriculum that the students have to undertake a survey on social evils like poverty, illiteracy, female foeticide etc. This task develops understanding among the teacher trainees regarding existing problems in the society and encourages them to play vital role in solving these problems.

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

The institution has introduced Personality Development and Communication Skills value added course during last three years. Moreover, the practical training for the following skills is given through the activities organized by the College :

ICT Skills

- To make Teacher Educators and members of non-teaching staff, ICT savvy , they are made to attend workshops organized by our College in collaboration with Ramgarhia Institute of Engineering & Technology.

Communication Skills

- Value added course of Personality Development and Communication Skills is compulsory for the students and staff. It is wholly financed out of College funds. MOU has also been signed with the Alpha Global Enterprises, Phagwara for communication skills and personality development classes.
- Language Laboratory is also well equipped to give sufficient practice of communication skills to the students.

Community Orientation and Social responsibilities

- Visit to Pingala ghar, deaf and dumb schools and blood donation camps are organized to develop the social sense of responsibility among the students.
- Extension lectures on various topics like AIDS Awareness, Human Rights and community services are organized to make the trainees socially conscious.
- The College has active Red Ribbon Club, NSS Unit and Sanchetna: The Women Empowerment Club with a clear cut goal of community services .

Life Skills

- The College initiates various life oriented programmes like Yoga and Meditation classes for the staff and students which are organized in collaboration with Bhartiya Yoga Sansthan, Phagwara. The purpose is to develop body, mind and spirit.
- Specific periods of ICT and communication skills in time-table help in developing life skills.
- The College has active Art of Living Club which organizes activities throughout the year.

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

A. Inter Disciplinary/ Multidisciplinary

The Curriculum of B.Ed. and M.Ed. follows both Interdisciplinary and Multidisciplinary approaches. The College follows the syllabi as per the recommendations of GNDU.

Besides, the College makes its own efforts to follow multi disciplinary approach in the following ways:

- With the help of team teaching the students are made aware about the relation of one subject with the other.
- In classroom teaching, illustrations and explanations are given correlating one subject with other subject.
- ICT is used to prepare power point presentations and lesson plans of various subjects.
- Time table is based on psychological principles like principle of child centeredness and principle of flexibility.
- Model based lessons are prepared with the help of technology.
- Help of Art Component is taken in black board writing and preparing teaching aids.

Moreover, for the development of life skills among pupil teachers, there is provision of four essential add on courses:

- ICT Integration in Education
- Language Proficiency
- Art Education
- Physical Education

Overall, the curriculum of the B.Ed. course adopted by the institution is the wholesome package for the development of ignited minds and bodies that can play the role of effective teachers in coming times.

B. Multi-Skill Development

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

C. Practice Teaching

To make teaching a reflective practice, the institution attempts to provide real experience to teacher trainees. During practice teaching:

- 40 days internship programme for providing real classroom practice is given to the trainees.
- The students are instructed to plan and practice 25 composite lessons and 5 micro lessons of each teaching subject. The college also gives practice of 5 simulated lessons of each subject to the teacher trainees.
- Morning assemblies are conducted by the teacher trainees in the schools. Timetable and stock registers are maintained by the teacher trainees.
- Teaching aids are used on regular basis and Teaching Aids Exhibition is organized in the schools.
- Model-based teaching is undertaken by the teacher trainees under the supervision of teacher educators.
- Group discussions on various topics are encouraged to develop confidence.
- Action research is taken up by the teacher trainees and remedy is provided as per the problem.
- Lessons are observed and healthy feedback is given by M.Ed students and school teachers (mentors), supervisors and peers (mentee) (Encl.: Annexure X). Minimum 75% of lessons are observed and feedback is given in their notebooks.
- M.Ed. students are encouraged to take up school based applied research.
- Our trainees get sufficient school experience. The internship of six weeks is split into two spells that is in the month of November and May. All lessons are supervised by the concerned subject teachers. Feedback is entered in the notebooks through remarks. Students are taught how to maintain discipline in the class.

1.3 FEEDBACK ON CURRICULUM

1.3.1 How does the institution encourage feedback and communication from the students, alumni, employer, community, academic peers and other stakeholders with reference to the curriculum?

Feedback is taken in the following manner:

Through meetings with:

- Principal and teaching staff
- Principal, students and stake holders
- Principal, teachers, students and alumni
- Principal and student appointees

By filling proforma

- In the mid of Session
- At the end of Session

(Encl: Annexure VI)

Online/Telephonic feedback from:

- Students
- Alumni
- Stake holders

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

Yes, the feedback regarding curriculum is collected through students and is analyzed by the staff members. The results are discussed in staff meetings and then communicated to the University for curriculum related reforms. The pattern of lesson-plans of various subjects was also changed according to practical suggestions. To meet the course curriculum with the changing needs of the modern society, the university organized a

workshop on National Curriculum Frame Work for Teacher Education in September 2010 and a number of colleges participated in it. Three faculty members from our institution also took part in the workshop. Suggestions came from different sides. A fruitful venture was undertaken to review the previous curriculum. The endeavors concluded with the adoption of new course content for the betterment. Regarding the transaction of the curriculum, teachers, students, employers and heads of the practicing schools keep on reviewing and improving the mechanism through open-minded discussions and meetings with the Principal.

Following measures are adopted on the basis of feedback:

- Variety of teaching methods especially discussion, projects and brain storming are encouraged
- ICT and Communication Skills are integrated in the syllabus of B.Ed.
- Remedial classes are organized in the identified problematic areas.

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

The revised curriculum of GNDU as prescribed by NCTE is prepared and framed by the collective efforts of all Colleges of Education affiliated to GNDU and we are among the most enthusiastic participants. Our Principal and some faculty members are the members of Board of Studies. They also attended the meeting and conference for this purpose at the University for framing new curriculum meant for the session 2011-2012(B.Ed. and M.Ed.).Our College participates in the process of curriculum enrichment. At the institution level, all efforts are directed towards the continuing cultivation of rich curriculum.

1.4 CURRICULUM UPDATE

1.4.1 Which courses have undergone a major revision during the last 5 years?

The syllabus is reviewed by Dean, Principals and Senior teachers colleges of Education. The course of B.Ed. and M.Ed. (GNDU) has undergone major revisions in the year 2011-12. The details of major changes is given in Table 1(a) (Encl: Annexure IV)

1.4.2 What are the strategies adopted by the institution for curriculum revision and update?

The institution adopts a combination of strategies to revise the curriculum according to the demands of the changing times. Some of the strategies adopted by the institution for curriculum revision are mentioned below:

- Regular feedback is obtained from the students about the syllabus.
- Discussions are held jointly in the classroom. Feedback proforma are also filled by the students
- Subject teachers collect and analyze the feedback. .
- Reports are provided to the Principal regularly.
- Critical remarks and suggestions are sent to the University.
- Our faculty members participate in the events that are organized by different institutions and University to revise the existing curriculum.

1.5 BEST PRACTICES

1.5.1 What are the quality sustenance and quality enhancement measures undertaken by the institution during the last 5 year?

There are certain measures undertaken for quality sustenance and enhancement:

ICT

- Introduction of ‘ICT Integration in pedagogy’ as compulsory add on course for the students.
- Fully wi-fi campus with internet access to the teacher trainees and teacher educators.
- Institution has facilities like smart boards and multimedia projectors which could be used as teaching aids to make the entire transaction of curriculum more interesting and effective.
- Practical training to use ICT is given to the students, teachers and members of non-teaching staff by the Computer experts.
- Online Counseling is available to the teacher trainees through Live Chat.

Teaching-Learning Experiences

- Team teaching is undertaken by the teacher educators in order to follow multi disciplinary approach.
- Teacher Educators employ model based teaching strategies to make teaching learning effective.
- Self learning modules are prepared by teacher educators to cater to the diverse needs of teacher trainees.
- Teacher Educators prepare their lessons regularly and keep a record of instructional planning.
- Teacher Educators take up research based activities such as paper presentations, projects and research publications to ensure their professional development.
- Special notes are provided to gifted and remedial classes to slow learners.
- Regular feedback is taken from the students to make teaching learning effective.
- Research work on various social issues is taken up at M.Ed. level.
- Action research is taken up to deal with classroom problems

Value Inculcation

- The institution organizes NSS camp in the nearby villages to inculcate the value of community service.
- Seminars, extension lectures and workshops are organized to imbibe values among the students.
- Projects and assignments are given to the students in order to inculcate the value of hard work and brotherhood.
- Morning assemblies are organized in the College as well as practicing schools during practice teaching.
- Special attention is given to co-curricular activities.

1.5.2 What innovations in curricular aspects have been planned by the institution?

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

- Celebrations of important days to inculcate moral values among students.

- Catering to demands of present day society the college is bound to provide value based education to prospective teachers. A number of activities become the essential part of the course curriculum that focus on triggering the devotion towards society and nation at large.
- Encouraging students to participate in various activities likes seminars, group discussions and quiz based on various topics of syllabus.
- Celebration of Environment Day and organizing Aids Awareness Camp to provide practical awareness to students.
- M.Ed. students are encouraged to take up research focusing the comparative study of syllabus with other National and International Universities.

1.5.3 Future Planning

- The College plans to start Diploma in Elementary Education and Early Childhood Care.
- The College plans to make necessary amendments in the infrastructure and curriculum transactions to fulfill the needs of differently able children .
- The College will buy new educational softwares for differently challenged teacher trainees.
- The College plans to apply for UGC major and minor research projects.
- More faculty exchange programmes will be organized to provide varied learning experiences to the teacher trainees.
- Workshop on SPSS usage will be conducted for the teacher educators as well as teacher trainees.
- College plans to subscribe to various online educational journal and e- books.
- Compulsory bridge course in *Sarva- Dharma*: value based education has been introduced for B.Ed teacher trainees.

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

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

S.No.	Observations/Suggestions	Action Taken
1	<p>The schedule of practice teaching needs to be rationalized and proper observation schedule along with evaluation strategies need to be evolved.</p> <p>➤ Schedule of practice teaching</p>	<ul style="list-style-type: none"> • Direct experience for teaching in actual classrooms is given for 40 working days. • Each subject teacher gives five demonstration lessons. • Student teachers are given training in planning of composite lessons, writing objectives and designing teaching strategies. • Student teachers plan and deliver 25 composite lessons in each teaching subject and 5 micro lessons in each teaching subject. • Student teachers observe 15 lessons in each teaching subject. • Practice Teaching plans are developed in partnership cooperatively involving the School Principal and Staff. • School teachers and M.Ed. students act as Mentors . • Student teachers organize morning assemblies, inter-class competitions, and functions, prepare time table, AV aids, attendance register, and maintain record of checked copies and stock register. • Action research is undertaken by the students in practicing schools. • Teaching Aids Exhibition is organized in schools and aids are given to schools for future use. • Students are encouraged to make use of OHP, internet, Voice recorders, Smart boards and CD players to make their teaching effective.
	<p>➤ Observation Schedule:</p> <p>By the supervisors</p> <p>By the mentors</p> <p>By the peer group</p>	<ul style="list-style-type: none"> • Feedback proforma for performance improvement of student teachers are filled by school Principals, school teachers (mentors), supervisors and mentee peers. (Encl: Annexure X)

S.No.	Observations/Suggestions	Action Taken
	<p>➤ Evaluation Strategies: Proformas are analysed and suggestions are given to the students for overall Practice Teaching</p>	<ul style="list-style-type: none"> • School teachers (Mentors) along with supervisors observe the lessons of each student teacher and give their feedback. • Student teachers plan and deliver two composite discussion lessons and one micro discussion lesson. These are followed by final composite discussion.
2.	Feedback mechanism should be structured properly in written form.	<p>Feedback is structured in the following manner:</p> <ul style="list-style-type: none"> • Through meetings. • By filling proforma in the mid of Session and at the end of Session. (Encl: annexure for curriculum revision) • Online/Telephonic feedback from Students, Alumni, Stake holders for qualitative improvement of programme. • Suggestion box is installed in the College for continuous feedback.
3.	Micro Teaching programme requires special attention.	<ul style="list-style-type: none"> • Students are given skill training in the Pre-Practice Teaching before going to schools. • Every student teacher practices five (5) micro teaching skills in each methodology. They are required to practice each of these skills until they gain proficiency. • Every student teacher delivers one micro discussion lesson on any skill of their choice in their respective teaching subjects. • Video recording of micro teaching of selected students is done and reviewed by the student teachers and Teacher Educators. This provides feedback to the students to understand their strengths and weaknesses.

S.No.	Observations/Suggestions	Action Taken
4.	<p>Organization of theory component should be transacted through variety of strategies other than mere lectures.</p>	<ul style="list-style-type: none"> • Different assignments are given to students frequently for developing self learning and are used for group discussions. • Educational Quiz is organized at Inter-House level in all the compulsory papers. • Extension lectures and Workshops are organized to enrich students learning experiences in diverse area. • Demonstration method is frequently used for all teaching subjects especially in Mathematics, Science, Physical Education, Computers and Arts. • Social surveys are conducted so that students may develop insight into various social issues. • Students are engaged in active learning with the help of practical work, classroom seminars discussions debate, declamation, essay writing and creative writing. • Annual trip is organized every year. The main purpose of this trip is to provide knowledge about the historical, cultural, religious, scientific and social experiences to the students. • Simulated teaching, Model based teaching Constructivist approach Experiential Teaching, Micro-Teaching, Team-Teaching, Group-discussion, Brainstorming and Co-operative learning are done for active learning. • Computer assisted learning has been introduced. Facilities such as LCD projector, OHP, Computer and Internet are being used for teaching and learning process. • Teachers use Language Laboratory to improve and give practical training of language skills to the students.

S.No.	Observations/Suggestions	Action Taken
		<ul style="list-style-type: none"> • Interactive Learning is achieved by adopting Reciprocal teaching during regular theory classes. • Short term projects and surveys are undertaken by the students. • Library hours are made compulsory in the time-table. • Visit to Deaf and Dumb Schools is organised for M.Ed. and B.Ed. students for better understanding of inclusive Education.

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

The institution has established IQAC in the year 2005-06. The aim is to enhance and sustain quality. (Details are given in Criterion vii).

In the field of Educational Research, the College conducted various research workshops and extension lectures for quality enhancement. The College faculty has got sanction of four UGC – Minor Research projects out of which one has been completed. The Teacher Educators demonstrate initiative and dynamism by participating in National and International seminars and workshops (Details are given in Criterion iii)

Moreover,

- Personality development and communication skills, Yoga and Meditation classes are regular feature of our college.
- Tutorials are incorporated to provide expert guidance by the teachers through close interactions within a small group of students. These interactive sessions target at developing life skills among students.
- Grievances and Redressal Cell along with Guidance and Counseling Cell function in the college to cater to the problems of students pertaining to their personal, educational and vocational fields.

- Remedial teaching is another successful measure adopted by the institution to help the students to develop their learning capacity to their optimum level of achievement.
- Establishment of Language Laboratory, access to online journals and purchase of IBM SPSS version 20-21 has added to an indispensable attribute of our College.

CRITERION – II

TEACHING-LEARNING AND EVALUATION

2.1 ADMISSION PROCESS AND STUDENT PROFILE

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

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

- Students are selected for admission on the basis of merit in the qualifying examination.
- Candidates with at least 50% marks either in the Bachelor's Degree and/or in the Master's degree or any other qualification declared equivalent thereto, are eligible for admission to B.Ed. programme. Any candidate with 49.9% or less marks is not eligible.
- The reservation for SC/ST/OBC category candidates and other categories is as per the rules of the Central Government or State Government. There is relaxation of 5% marks in favour of SC/ST/OBC category candidates. Candidates with 44.9% marks or less are not eligible.
- The information regarding date of submission of online application is provided on the Website of Host University and also through an advertisement published in at least two leading newspapers of the state.
- After online registration and choice filling the provisional merit list is declared. Students' complaints are attended for day before revising final merit list and allotment of seats to the candidates.

- Detailed information about the subject combination and category wise seats distribution is conveyed to the host University before the start of counselling process.
- 85% seats are reserved for the candidates from within the state and 15% seats are open for candidates of other states/UTs on all India basis.

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

Table – 2.1
Reservation of Seats for different categories

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

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

- As per the schedule, seats are allotted to qualified candidates on the basis of their merit and availability of seats. The admitted students are expected to reach the allotted college within three working days and fulfil the admission formalities at the college level. Otherwise admission to B.Ed. course shall stand cancelled automatically.
- Vacant seats are communicated to the host university by the college for the purpose of admission through counselling.

- Any seat remaining vacant after counselling or any dropout vacancy is filled by the institute on the basis of merit within stipulated time.
 - The institute verifies the original documents of candidates when he/she reports along with application form. It is the responsibility of the institute to check the eligibility, category rural area claim and subject combination as per the Punjab Government/University/N.C.T.E. norms.
 - Admission committee is formed at the college level, constituting senior faculty members. The following certificates are checked by the admission committee.
 - a) Detail Marks Cards of all examinations
 - b) Character certificate (from the institute last attended)
 - c) Residence certificate
 - d) Reservation category certificate
 - e) Rural area claim (certified by Distt. Education Officer)
 - f) Any other relevant certificate
 - The minor subjects are allotted by the college on the basis of merit and availability of the subject.
 - Help Desk with internet facility is set up in the college. The duty of the Help Desk is to guide students in selecting subject combination and filling of online application form. This service is free of cost.
- ii) **Admission Policy for M.Ed.:** In the absence of any specified criteria for admission in the M.Ed. Course by G.N.D.U., Advisory Committee of M.Ed. along with the Principal take decisions regarding M.Ed. admission based upon the following criteria:
- Admission to M.Ed. is based on merit of students in B.Ed. which is a basic qualification for admission to M.Ed. class. Candidates who have obtained at least 55% marks in the B.Ed. degree are eligible for the admission (As per NCTE norms).
 - 50% weightage is given to *entrance test* organized by college, which consists of objective type and essay type questions(As per the recommendations of NCTE,

the admission may be made on the basis of marks obtained in the entrance examination conducted by the University/ State government to which the institution is affiliated. But the University/ State government has no such specified entrance examination. So, the College conducts entrance examination at its own level.).

- The reservation for SC/ST/OBC and other categories is as per the rules of the Central Government / State Government, whichever is applicable. There is relaxation of five percent marks in favour of SC/ST/OBC and other categories of candidates.
- In addition to the reservation for SC/ST/OBC candidates institution also follows the reservation policy for physically disabled, widows/divorced women, sports personnel, candidates from border area and other weaker sections of the society. A few seats are provided to the students with outstanding students performance in Sports, NSS, NCC, and Literary /Cultural activities.
- The advertisements are published in various newspapers and on the college website for admission to M.Ed. course as per the eligibility norms set by the Government of Punjab and Guru Nanak Dev University, Amritsar along with relevant details such as entry qualification, duration of study, location of institution etc.
- A prospectus indicating detailed admission process and eligibility criteria is given to the prospective students with the application form.
- Transparency is ensured during all the stages of admission process of M.Ed. All details are displayed on notice boards and college website. These are meant to ensure that no eligible candidate is left out in the admission process. Reservation policy is followed as per Punjab government norms.

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

The information regarding B.Ed. Programme is provided to prospective students through the advertisement in the news papers and website of the college. After getting notification

for state level centralized online counselling, one of the three state universities of Punjab gives advertisement in at least two leading newspapers (English and Punjabi) about the B.Ed. admission. Detailed information regarding total number of seats under various categories and subject combination sent by the institution is also displayed on Host University's website during counselling.

The advertisements are published in various leading newspapers and on college Website for admission to B.Ed and M.Ed. courses as per the eligibility norms set by the Government of Punjab and Guru Nanak Dev University, Amritsar. Moreover the Institution provides full information to candidates about admission and completion requirements for B.Ed and M.Ed. programmes, fee structure and refund policies, financial aid and student support services through information brochure of the college. This information brochure also includes scheme of examination, norms of practical work to be performed by students, house examination, attendance, college timings, leave rules, co-curricular activities, uniform, tutorials, community work, college rules, library rules and hostel rules & regulations. All these details are also provided on college website www.rcephg.org alongwith the notice board of the college.

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

Students get admission to B.Ed. course through centralized online counselling based on the norms and reservation policy of Punjab Government and in accordance with NCTE regulations. At the college level, the admission committee which comprises of senior members of faculty monitors the decisions taken by the centralized online counselling committee. Before enrolling the students in the college, the committee checks and verifies all original testimonials of the candidates by strictly following the norms prescribed by GNDU, and reservation policy of the government of Punjab state. In case any discrepancy is found, it is reported to the centralized committee for further action. Admission committee also monitors M.Ed. admission in the light of decisions taken by advisory committee of M.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)

- Financial support is provided to all eligible candidates viz., SC, ST, OBC, physically challenged and financially weak students in the form of tuition fee reimbursement and scholarships.
- Book bank facility is provided to the needy students.
- Remedial classes for educationally backward students are organised, while enrichment materials are provided to the meritorious students on a regular basis.
- Wheel chair, ramps, lecture recording and library facilities on ground floor are available for physically challenged students.
- As a part of student support programme, Grievance Redressal Cell is functioning in our college to redress the grievances of the students.
- Students are supported by mentoring system, remedial teaching and enrichment programmes, resulting in many first divisions and high pass percentage.
- Placement Cell, Guidance and Counselling Cell are extending all help to the students and providing services such as employment opportunities and providing reading material for competitive examinations. Majority of our students of last five batches are employed in government and private sector services.

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

Yes, the college has provision for assessing students before the commencement of teaching programmes for B.Ed. as well as for M.Ed. Class. This diagnostic assessment is done in the orientation sessions which are specially organised to guide the students as well as to assess their knowledge and requirements. Soon after the admission college organizes orientation programmes and counselling sessions to all students. They are oriented about the course structure, curriculum transaction, teaching practice, optional subjects, examination pattern and assessment method etc. Teachers also give an overview of opportunities and challenges in the field of study.

Basic statistical knowledge and research aptitude of M.Ed. students is assessed before they select optional subjects. Teachers also provide guidance to help them understand their own strengths and weaknesses so that they make right decisions about optional subjects and dissertation projects.

2.2 CATERING TO DIVERSE NEEDS

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

The college works towards creating conducive environment for learning and development of the students in the following ways:

- ***Academic committee:*** This is a group of teachers with representation from all subject areas who plan and monitor the total academic programme of the institution.
- ***Academic calendar:*** The first task of the academic committee is to prepare the academic calendar of the institution. All activities of the college are scheduled according to academic calendar. (Encl: Annexure II).
- ***Subject Group Plan:*** All the teachers of same subject hold meetings and develop the plan based on the guidelines and schedule fixed by the academic committee.
- ***Teaching plan:*** Senior most teachers divide the syllabus in portions. They also assign other duties like organization of seminars, conduct of student projects, organization of cultural activities, and conduct educational tours.
- ***Academic Review Committee:*** During the review meeting each member of the committee presents an account of activities completed in his/her subject till that time. This is compared with the subject wise plan and general academic calendar and the progress of activities is evaluated.
- ***Acquisition and Improvement of Teaching Skills:*** Practice teaching is an integral part of our curriculum. Under this, the students are required to prepare lesson plans both micro and composite with proper use of audio-visual aids.

Some other measures are:

- Different assignments are given to students frequently for developing self learning and are used for group discussions. There are many assignments specified in the syllabus with practical implications of the theory.
- Educational Quiz is organized at Inter-House level in all the compulsory papers.
- Extension lectures, Workshops are organized to enrich students learning experiences in diverse areas.
- Innovative methods of teaching are used to facilitate teaching and learning. The faculty gives exposure to the students regarding the usage of latest technology like smart board usage, OHP, LCD, computers, language laboratory and interactive boards etc.
- There is provision of morning assembly in the time table to inculcate values among students.
- Book bank facility is available for the needy students.
- A variety of co-curricular activities are offered to the students which they choose according to their own interest and abilities.
- Academic flexibility is given to students by providing a number of optional subjects in B.Ed. and M.Ed. classes.
- Through Physical Education, elementary knowledge about human physiology, personal hygiene and yoga education is given. Annual sports day is also organized in the college.
- Community Services help in strengthening of community linkages. Co-curricular activities intend to develop the organizational skills and abilities required for activities like seminars, debates, declamation and poetical recitation.
- Art component is designed in such a way that it gives training in chart making, model making, preparing flash cards and blackboard, writing skills. It helps the students to acquire the skills essential for effective teaching learning process. Drawing and Painting gives knowledge to the students about use of different types of colours, landscape paintings, preparation of greeting cards and collage.

- Demonstration method is frequently used for all teaching subjects especially in Mathematics, Science, Physical Education, Computers and Arts.
- Social surveys are conducted so that students may develop insight into various social issues.
- Training in cleanliness and beautification of campus is also a part of learning.

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

Initial assessment of the students' capabilities is made by analyzing the marks scored during the qualifying examination and diagnostic assessment in regular classrooms.

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

Table – 2.2
Strategies for diverse learning needs

S. No.	Category	Strategy
1	Slow learners	Remedial teaching, supply of old question papers, question bank, teacher guided study, drills and practice in laboratory and simulation lessons, special workshops for students having weakness in communication skills, self study materials, extended library timings and internet facility.
2	Advanced learners	Supply of enriched material, question bank, old question papers of other universities, scope for peer teaching, participation in seminars and panel discussions, leadership training through co-curricular activities, library reading and internet facility.
3	Learners with Learning difficulties	They are suggested to integrate new information, prepare their own essays and make generalizations on the basis of information collected. Multi sensory approach is adopted to stimulate their learning in the class room. They are encouraged to participate in Debates and Essay Writing competition. Guided study under the care of teachers and mentoring system is specially arranged for them.
4.	Physically Challenged	Individualized instruction, wheel chairs, ramps, lecture recording, library facility on ground floor are available for such students.

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

- *Theoretical discussions* on diversity in classroom, inclusive education, educational planning, institutional planning educational policies, problems of wastage, stagnation and drop-out, multicultural methods make the student teachers aware of the role of diversity and equity.
- *Outreach activities* conducted in blind schools, orphanages, rural schools, old people homes, hospitals sensitize the student teachers to the role of diversity and equity.
- *Activities organised in the college* like blood donation camps, literacy camps, HIV awareness camps, morning assemblies and celebration of all national and international days make students aware of the diversity existing in our socio cultural environment. This sensitizes them about special needs of children, linguistic, ethnic, physical and mental differences existing in schools. Further this helps them to create a mental make-up for teaching in schools.
- *Seminars, debates and discussions* on the issues like women education, value education, inclusive education and social evils such as alcoholism, drug abuse, dowry, female foeticide, AIDS, communal violence and domestic violence are regularly organised by the college. Participation of students in all these activities helps them to develop knowledge and skills related to diversity and inclusion.
- *Idea generation sessions* are conducted for the preparation of low-cost teaching aids so that student-teachers are equipped to teach in resource challenged schools.
- *School related experience* provides student teachers a vision for the diversity and equity in teaching learning process. Student-teachers are engaged in informal discussions with school teachers of practice teaching schools before the commencement of practice teaching. Through teaching in different types of schools they get hands-on experience of diversity and thus reflect on the role of equity in the teaching- learning process.

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

As per the recommendations of the NAAC, the IQAC has been constituted in the college and is functioning since 2005. The IQAC has adopted modified mechanism by designing a pro-forma for Self-Appraisal by teachers as well as for student's assessment of teachers to elicit information and to monitor the quality of teaching learning. Teachers are encouraged to evaluate themselves through introspection and institution also follows a mechanism of evaluating teachers through students. The head of the institution takes feedback of the teachers from the students and their guardians. At the end of academic year students give feedback to the concerned faculty member on their teaching skills on a prescribed format. The feedback proforma mainly focus upon the various teaching skills of the faculty members like presentation, communication, knowledge, content covered, innovative practices and laboratory work. External evaluation of Teacher educators is also done by Educationists and Retired Principals. Teacher educators are informed about the feedback from students for further introspection and self evaluation. (Encl: Annexure VI).

All the teacher educators are well qualified, experienced and have thirst for knowledge. They are motivated to attend and participate in seminars, conferences, workshops at state, national and international level where they get opportunities for interaction with delegates from varied backgrounds. Teacher educators have attended seminars and participated in workshops and refresher courses on 'Education for All', 'Inclusive education' and 'Quality Educational Management' etc.

Teacher Educators keep themselves updated through books, journals, internet surfing and field experience. They are sensitized to these issues through the designing of outreach activities for student teachers and other school related activities. They engage themselves in the reflective practice of sharing their experiences with their peers and students.

Teachers maintain instructional plans in their files for all subjects allotted to them . These are prepared considering the diversified needs of students. They get additional instructional material through internet facility and they also adopt variety of teaching strategies in class rooms.

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

Various curricular and co-curricular activities are organized in the college which helps student teachers to develop knowledge and skills related to diversity and inclusion.

Our college organizes seminars, debates, discussions, poetical recitation, quiz, and slogan writing competitions on the topics like women education, value education, inclusive education and social evils (dowry, child labour, female foeticide, drug abuse and AIDS). This helps students to become aware about these issues and sensitizes them towards these burning challenges of our society. Our college also celebrates important days like Teachers' Day, Women's Day, AIDS awareness Day, Human Rights Day, Gandhi Jayanti, and Gurupurab. Various festivals like Diwali, Lohri, Basant and Baisakhi are celebrated in our college. During these celebrations all the student teachers of the college irrespective of caste, colour, creed, and religion participate and work as a team.

2.3 TEACHING – LEARNING PROCESS

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

- ***Class Room Discussions:*** Students are involved in the active learning process by developing interest in the topics through conducive environment created in the class.
- ***Group and home assignments:*** Group and home assignments are given with eliciting topic specific questions for which the learners have to be actively engaged in the library. Students discuss and write their assignments.
- ***Peer teaching:*** Advanced learners assist their weaker counterparts through peer-teaching. For peer-teaching and students' seminar, students make use of websites, books and selected journals.

- **Individual projects:** Individual projects on problems related to classroom teaching and learning are given to the trainees. Action research project is undertaken by the students in practising schools.
- **Internship:** Effective teaching practice of 40-45 days is organized in selected schools under the mentorship of teacher educators and cooperation of school staff and community. M.Ed. students are assessed whole year for their field work. They are assigned duties of supervision during teaching practice and discussion lessons.
- **Role Playing:** Role Playing is the regular feature for development of teaching skills through simulated teaching. Students are provided opportunity for this in their methodology classes.
- **Computer assisted learning:** Computer assisted learning has been introduced. Facilities such as LCD projector, OHP, Computer and Internet are being used for teaching and learning process. The establishment of language laboratory has helped the students to keep pace with modern technology in learning process.
- **Practical:** To sharpen the artistic and linguistic abilities and to facilitate the technological skills and physical health of future teachers, expanded practical work is taken up under expert guidance. Preparation of teaching aids, lesson plans, survey and case study files are the part and parcel of the curriculum.
- **Focus group:** Teachers in their methodology classes organize panel discussions where the pupil teachers share the problems they face in schools with the students. In this way the trainees are sensitized to the real problems in school. Group interviews with open ended questions are conducted by the learners themselves after the practice teaching sessions in the methodology classes.
- **Trips and Visits:** The institution motivates students to visit to different institutions, to participate in various competitions, seminars, workshops and extension lectures.. Annual trip is organized every year.

- ***Use of library and other learning resources:*** Students use library and other digital resources to prepare their assignments and plan other activities. The institution has centralized digital library facility with use of OPAC software.

Following facilities are available in the college library for the students :

- a) Access to journals
 - b) Encyclopaedia
 - c) Book bank facility
 - d) Separate sitting space for M.Ed. and B.Ed.
 - e) Photostat facility
 - f) Compulsory library reading Period
- ***Use of ICT:*** The post accreditation period witnessed a tremendous leap in this direction so that ICT becomes a main feature of the teaching learning process. Smart class rooms equipped with all modern audio visual equipments are regularly used for teaching learning and training purpose. Fully Wi-Fi enabled campus, free internet facility for students, provision of language laboratory, computer and technology lab are high lightening features of the institution.

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

- Participatory learning through group discussions, role play, case study, debates, field visits and model making supplement class room teaching. Internship helps students to acquire deeper knowledge which is both theoretical and empirical.
- Use of ICT also makes the learning process student-centered. Students are encouraged to make power point presentations on completion of projects and assignments in consultation with the teachers. They acquire several skills like documentation, usage of statistical tools, analytical abilities and software management while preparing the power point presentations.
- Seminars and club activities are regularly organized in collaboration with students.

- Poster making develops their cognitive and creative skills.
- Assignments are based on self-study texts. Students are encouraged to browse and discuss question banks and handouts related to subjects.
- Compulsory Library periods are allotted and additional reading habit is encouraged.
- Mentoring the students on an individual basis for both their academic & emotional needs is the regular feature of the institution. Different measures taken for the personality development of students are as follows.

Table – 2.3

Strategies for personality development

S. No.	Various aspects of Personality Development	Strategies Used
1.	Physical Development	<ul style="list-style-type: none"> • Compulsory Physical Education component in syllabus • For practical skill training Sports Day is organised every year. • Yoga Camp and Meditation Classes are organised in the College in collaboration with Akhil Bhartiya Yog Sansthan.
2.	Moral development	<ul style="list-style-type: none"> • Morning Assemblies are conducted on various social issues. • Extension lectures are delivered by the experts on spiritual and religious topics.
3.	Social Development	<ul style="list-style-type: none"> • Group discussions, field trips and social survey are part of Curriculum. • Free Medical Camps are organised with the active participation of students. • The College has active NSS unit, Red Ribbon Club and Sanchetna –The Women Empowerment Club. • These clubs and units organise various activities every year.

S. No.	Various aspects of Personality Development	Strategies Used
4.	Cognitive Development	<ul style="list-style-type: none"> • Communication skills is compulsory component in the syllabus so there is a provision in the time table for Personality Development and Communication Skills classes in collaboration with Alpha Global Enterprises Phagwara. • Model based lessons are delivered and Experiential learning is emphasised for construction of knowledge. • Brain Storming sessions, Critical Questioning and projects are given to the students for development of understanding.
5.	Emotional Development	<ul style="list-style-type: none"> • Group Discussions are encouraged. • Individual and group Counselling is done by the Guidance and Counselling Cell of the college. • Students are encouraged to participate in various co curricular activities like sports, celebration of National and international days and morning assemblies.

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

The College constantly motivates faculty members to update their learning through ICT, library resources and use of other technological aids which helps in enhancement of knowledge and skills. For all our courses variety of teaching methods are adopted. Workshops are organised for teachers on different innovative teaching methodologies and they are encouraged to adopt them. Some methods of interactive learning experiences are as follows:

- Simulated Teaching
- Model based teaching such as Taba Inductive Thinking Model, Glazer Basic Teaching Model, Concept Attainment Model
- Teaching with constructivist approach
- Experiential teaching

- Learning through ICT and interactive teaching with use of smart boards, projectors and internet
- Peer Learning
- Workshops and seminars
- Group discussions and brainstorming sessions
- Use of language laboratory for enhancing language skills
- Role plays, case studies and presentations
- Project based Learning
- Demonstration and Observation
- Drill and practice
- Action research
- Peer teaching and evaluation for experience and assistance
- Organizing exhibitions, fairs, cultural events
- Publishing wall magazines
- Observing simulated lessons and practice teaching lessons with the help of peer observation schedule
- Preparing teaching aids

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

Models of teaching and training in the use of these strategies form a compulsory part of curriculum at M.Ed. level. There is a provision for training in preparation of lesson plans and their use in simulated conditions. Two models of teaching i.e. Taba's Inductive Thinking Model and Advance Organizer Model are included in curriculum of M.Ed. course; two lesson plans based on these two models are prepared and discussed by students in the class.

The institution does not provide a formal training for models of teaching at B.Ed. level, but has a provision for theoretical discussions and demonstrations for models included in their curriculum i.e. Concept Attainment Model and Inquiry Training Model. Concerned

teachers elaborate the meaning, steps and implementation of these models and students use these to teach during their practice teaching under supervision of their methodology teachers. Besides this, they are required to prepare one lesson plan based on these models.

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

Yes, students practice micro-teaching technique as per the curriculum prescribed by Guru Nanak Dev University. Every student teacher practices five micro teaching skills in each methodology through simulated lessons. The basic micro teaching skills practiced are:

- Skill of reinforcement
- Skill of introducing the lesson
- Skill of illustrating with examples
- Skill of explanation
- Skill of questioning
- Skill of black board writing and sketching
- Skill of stimulus variation

All students are required to prepare and practice five micro teaching skills as prescribed in the syllabus of their respective teaching subjects. They are required to practice each of these skills until they gain a minimum level of proficiency. Special micro teaching sessions are organised in each of the teaching subjects for practice of student teachers. All student teachers deliver one micro discussion lesson on any skill of their choice in their respective teaching subjects.

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

Teaching practice in the schools is the most interesting and challenging part of B.Ed. course which is planned at the commencement of the session, according to the guidelines

of G.N.D.U. The theoretical knowledge gained in the classrooms finds its practical orientation during teaching practice. Pre-practice and microteaching sessions precede the actual teaching in schools. Details regarding this are given in the previous caption.

Practice teaching schedule is planned in advance by teaching practice in-charge in consultation with the schools. Before the process of practice teaching in schools, each subject teacher gives five demonstration lessons which include both composite and micro lessons. Student teachers are given training in planning of composite lessons, writing objectives and designing teaching strategies. Details of teaching practice programme are as follows.

- ***Organizing Teaching Practice:*** During the whole session, teaching practice is organized for total 40-45 days in two phases. For this practice, the college identifies 10-12 practice schools in the nearby areas and the permission for teaching practice is sought through the school principal. Pupil teachers are allotted the practice schools while keeping in view their subject combinations and geographical convenience.
- ***Time-table for Practice Teaching:*** The time-table is framed by the teacher in-charge in consultation with school's time-table in-charge. Every student has to deliver 25 Practice lessons and 2 Discussion lessons in each teaching subject. It is seen that each pupil teacher gets at least two periods per day to teach each of her teaching subject. The pupil teachers plan their lessons and try to make each one of them the best by holding discussions with the peer teachers, school teachers and teacher in-charge.
- ***Monitoring Mechanism:*** The teacher educator makes the best efforts to monitor and observe the maximum number of lessons each day, so that improvements can be brought about through suggestions and guidance. While giving feedback, supervisor focuses on various skills required by student teachers to make their teaching effective. The Principal of our college also makes regular visits to different practice schools with an aim to motivate prospective teachers and to ensure the smooth conduct of teaching practice.

- ***Observation and Analysis of the Lessons:*** Regular observations by peer teachers and school teachers also play a positive role in bringing reforms in pupil teachers teaching. During practice teaching, M.Ed students and school teachers (Mentors) along with supervisors observe the lessons of each student. The peers who are free also sit in the class and observe the lessons along with concerned supervisor. They observe the lessons on following criteria:
 - a) Framing of objectives
 - b) Appropriate previous knowledge testing and announcement of topic
 - c) Application of appropriate methodology
 - d) Environment (Lively/Dull/Democratic or Autocratic)
 - e) Quality of subject matter
 - f) Audibility of the voice
 - g) Appropriate use of A.V. aids
 - h) Development of the Lesson
 - i) Language/body co-ordination
 - j) Quality of Blackboard writing
 - k) Individual attention
 - l) Self confidence and class control
 - m) Correction work during classroom teaching
 - n) Fluency of Language
 - o) Physical participation of students
 - p) Proper feedback
 - q) Final recapitulation
 - r) Homework
 - s) General opinion about Lesson

At the end of the day, whole group has an interactive session with the mentor and supervisor. This is the most crucial time as the scanning done now is the base for next day's better teaching.

- ***Feedback Mechanism:*** Our institution has framed a feedback mechanism in which different sources of practising schools present their views regarding various aspects of teaching practice. The school Principal and the teachers are also important components of the feedback mechanism as their experience sharing enhances the pupil teachers' ability to solve the problems of actual teaching.
 - a) School Principal's and teachers' feedback on pupil teachers during teaching practice.
 - b) Pupil teacher's feedback from teacher-in-charge of practicing schools.
 - c) Pupil teacher's feedback from peers during teaching practice through minute observations. (Encl: Annexure X)

- ***Co-curricular Activities:*** Apart from regular teaching the mentor with her team of pupil teachers plans and co-ordinates a wide range of activities in school such as:
 - a) Attending and organizing Morning Assembly.
 - b) Maintenance of attendance record of classes allotted to them.
 - c) Maintenance of timetable record of classes allotted to them.
 - d) Taking adjustment/Substitute Periods.
 - e) Celebration of important days.
 - f) Organizing various competitions.
 - g) Award of prizes to the winners in different competitions.

- ***Exchanging and Sharing Views:*** After regular brushing & polishing by all the expert hands we are successful in developing more matured and blooming personalities. The warm get-together with school staff is organized on the last day which ends with best wishes from both sides.

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

Teaching Practice cum internship is a direct experience for teacher trainees for teaching in actual classrooms. This Internship is for 40 working days. The objectives of internship programmes are:

- To get experience of real classroom teaching
- To acquire proficiency in planning the lessons with respect to objectives, content, learning experiences and teaching aids
- To acquire proficiency in transacting the lessons within the time slots allotted to them
- To select methods relevant to the lessons
- To learn how to act as facilitator in the class room
- To understand the whole schooling process and functions
- To explore new possibilities of teaching and learning

As per the Guru Nanak Dev University rules, student teachers undertake practice teaching for 6 weeks duration, divided into two phases during the B.Ed course. First Block practice teaching consists of 2 weeks duration and commences in the month of Oct./Nov. Second practice teaching consists of 4 weeks duration and commences in the month of April/May. Student teachers complete 5 micro lessons in each skill before going for teaching practice cum internship. Every student teacher teaches 25 lessons in each teaching subject in 40 working days during practice teaching. The student teachers write lesson plans in the notebooks, as per the prescribed format and prepare relevant teaching aids before entering the class. At the end of the practice teaching programme all the student teachers exhibit the teaching aids prepared in both the subjects and also submit at least 2 teaching aids of each subject to the concerned subject teachers. During practice teaching programme, student teachers under training in school also undertake many activities. (for details see: 2.3.6)

On the last day of practice teaching, the teacher educators arrange formal meeting of the student teachers with the principals of their respective practising schools to exchange views to improve the training programme. A certificate of satisfactory work by the Principal of the cooperating school is procured to the student teachers.

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

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

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

Curriculum of the B.Ed. is so planned that it gives variety of learning experiences to the student teachers that helps them to manage diverse learning needs of the students in school. It helps the student teachers to understand different types of learners, their developmental processes, problems faced by them and ways to eradicate these problems. Besides, the orientation programme is also conducted before the commencement of practice teaching in which teacher educators give them knowledge about the concepts of inclusion, exceptionalities and gender differences, so that they can manage the diverse learning needs of students in schools.

Moreover, teacher educators demonstrate the lessons prepared according to the needs of diverse students. During practice teaching lesson plans are prepared according to various domains of behavior and all the aspects are covered in it. The following strategy is designed to meet the diverse learning needs of the students is adopted during the Practice Teaching:

Table – 2.4

Strategies adopted during practice teaching to cater to the diverse learning needs of the students

S. No.	Category	Strategy
1	Educationally backward learners	Providing remedial teaching and question banks alongwith individual attention to these learners in the classroom
2	Gifted learners	Supply of enrichment material, projects and home assignments
3	Learners with Learning difficulties	Proper seating arrangement in the class room, lightening arrangements, audio-visual approach to stimulate their learning in the class room. Participation in debates, essay writing competition and guided study under the care of supervisors
4.	Delinquent and Emotionally disturbed children	<ul style="list-style-type: none">• Action research is taken up to provide immediate remedy to the problems.• Guidance and Counselling services are provided
5.	Creative Children	<ul style="list-style-type: none">• Projects are given to the students in the area of their interest• Dramatization, discussions and open ended questions are given to foster creativity.
6.	Physically Challenged	<ul style="list-style-type: none">• Special notes and recorded CDs are provided to the students with visual impairment.

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

During pre- practice teaching preparations the students are encouraged to make use of OHP, internet, Voice recorders, Smart boards, CD players, prepare PPTs to make their teaching effective. In Punjab State, with the Government initiative, all high schools are equipped with computer lab facilities and the teachers are trained in computer education. This has become a plus point for B.Ed. trainees and they can use computers during practice teaching. However, most of the schools lack subject-wise CD's and DVD's. Therefore, our college supplies CD's and DVD's to our student teachers to use them

during practice teaching. Sometimes students are also issued OHP and LCD projectors during practice teaching. Our initiatives in this regard include:

- Motivation to adopt technology in practice teaching
- Success stories of students benefitted by the use of technology
- Research findings on ICT

2.4 TEACHER QUALITY

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

Yes, the practice teaching plans developed in partnership, co-operatively involving the school staff and mentor teachers. (Details of Practice of Teaching session in 2.3.8).

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

Fifteen to twenty student teachers are sent to each school based on the strength of the school, availability of the subjects and medium of instruction taken by the student teachers. Requests of the schools regarding subject specific teachers are taken into consideration.

Considering the other requirements, a heterogeneous group of fifteen to twenty students are sent to secondary schools. Whenever possible the students' residential locality is taken into consideration while fixing up the practice teaching school.

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

During Practice Teaching, a strong network of feedback mechanism is established with an aim to bring student teachers' teaching skills to the top level.

- The Supervisor who is in-charge of a group of student teachers in a school keeps a daily record of the minute details of her observed lessons. At the end of each day, he/she discusses the weak and strong points with student teachers and guides them

to bring modifications. Discussion is based on feedback received through observation.

- Observation schedules have been developed by the college, they are supplied to the teachers to record their observations and discuss them with the student teachers. This practice helps the students to get correct feedback from the supervising teachers.
- Video recording of some selected micro teaching skills is done. Video recording is reviewed by the peer group and Teacher Educators. This provides very good feedback to the students to understand their strengths and weaknesses.
- Peer teachers make regular observations in their notebooks. Their healthy discussions are also fruitful.
- The respective school teachers (Mentors) observe our student teachers lessons and give useful tips for the improvements.
- Our college Principal's supervisory visits to practicing schools provide effective guidelines to make the exercise work successful.
- The feedback from principal of the school also proves to be highly useful as his remarks in academic and co-curricular activities show the future recommendations and suggestions.

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

- ***Panel discussions:*** Institute organizes panel discussions with pupil teachers to sensitize the trainees about the needs of the school.
- ***Theoretical discussions and sensitizing programmes:*** Before the start of the teaching sessions theoretical discussions and sensitizing programmes are held on educational policies and educational needs of the school. The students are thus apprised of the locale of the school and the types of learners they are going to face. Student teachers are apprised about RTE, ban on the use of corporal punishment, child labour, inclusive education and human rights.

- ***Interactive session with the principals of the practicing schools:*** The Principal of our college calls for a joint meeting of the principals of the practicing schools and students discuss with them, the importance of practice teaching and educational needs of the schools. Through this interactive session, student teachers are exposed to the policy directions and educational needs of the schools.
- ***Pre-visits:*** Pre-visits to the schools are done by the student teachers and the concerned Teacher Educators of the college.

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

The faculty members keep a constant touch with the practice teaching schools and are informed about the recent developments in school education.

- ***Interactive session:*** The 'Interactive Session' at the college and pre-visit to the schools enable the faculty and students to understand the school subjects as well as school practices.
- ***Seminars and Extension lectures with School teachers:*** The college invites school teachers and principals of practicing schools to act as resource person and to attend seminars and extension lectures as frequently as possible.
- ***Educational Exhibition:*** Our College organizes educational exhibition of teaching aids and good practices in which teachers and headmasters of the practicing high schools are invited.
- ***Current Topics:*** Contemporary issues and concerns in secondary education and School management papers are compulsory part of the syllabus. Essential and current topics related to educational needs of schools are also covered in methodology courses of the syllabus
- ***Enriched library:*** Our college has enriched library containing latest books on school subjects and teaching methodologies, encyclopedias which helps the student teachers and teacher educators to update their knowledge. They are also

encouraged to read reference books, journals, newspapers and use internet in order to keep pace with the recent developments in the school subjects and teaching methodologies.

- ***Consulting publications and peers:*** Publications of the Boards / Councils / SCERTs is consulted. The students and teachers also avail the library and internet facilities of the institution to keep a track of the recent developments in school subjects and teaching methodologies. They also consult academic peers in different colleges.
- ***Inter College Competitions:*** Our college organizes intra college skill in teaching competitions and sends our student teachers to inter college skill in teaching competitions in order to give them exposure in the use of latest teaching methodologies. Teacher educators are encouraged to participate in various seminars, workshops, conferences and refresher courses in order to update their knowledge.

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

- Encouragement to enroll for higher education
- Promotion of research activities and incentives are given to faculty on the completion of their research work.
- Participation in orientation and refresher courses
- Attending seminars, workshops and training programmes.
- Paper presentations at the local and national level
- Conducting workshops
- Writing articles

Institution motivates faculty members to organize extension lectures, seminars and conferences for which complete support is provided by the college and other faculty

members. Details of the workshops/seminars/conferences organised by the institutional faculty is given in the following table.

Table – 2.5

Details of workshops/seminars/conferences organized by the faculty

Sr. No.	Date	Workshops/Seminars/Conferences	Convener/ Organizing Secretary
1.	10 - 14 Oct., 2007	National Research Workshop on Research Methodology, Applied Statistics & Use of SPSS, was organized by Ramgarhia College of Education, Phagwara (RESOURCE PERSON: PROF. D.N. SANSANWAL, Former Head & Dean, Institute of Education, DAVV, Indore).	Dr. Yogesh Sharma Dr. (Mrs.) Mona Vij
2.	04 - 08 May, 2009	National Research Workshops on Research Methodology, Applied Statistics & Use of SPSS, was organized by Ramgarhia College of Education, Phagwara (RESOURCE PERSON: PROF. D.N. SANSANWAL, Former Head & Dean, Institute of Education, DAVV, Indore).	Dr. Yogesh Sharma Ms. Neeru Sharma
3.	01 - 07 Feb., 2011	UGC sponsored National workshop was organized by the Career Counseling Cell of the College in collaboration with Alpha Institute, Phagwara for seven days on the topic 'Professional Excellence'	Dr. (Mrs.) Mona Vij
4.	15 - 16 Feb., 2012	UGC Sponsored National Conference: Recent Advances and Method in Mathematics Education	Dr. Yogesh Sharma
5.	29 march, 2013	Workshop on "Innovative Practices to awaken collective consciousness" which was dedicated to 150 th Birth Anniversary of Great philosopher Swami Vivekanand	Dr. Neelam Sharma

Institution notifies the faculty members well in advance regarding any professional development activities being organised by other institutions. The faculty members have participated and presented papers in a number of workshops/seminars/conferences. The details are given in the following tables.

Table – 2.6

Details of workshops/seminars/conferences attended by the faculty members

Sr. No.	Date	Faculty Member (s)	Workshops/Seminars/Conferences attended
1.	03 - 04 Dec., 2009	Dr. Yogesh Sharma	NAAC Sponsored National Conference, 'Quality in Higher Education in India: Concerns and Strategies, Khalsa College for Women, Sidhwan Khurd, Ludhiana (Pb.).
3.	10 April, 2010	Dr. SurinderJit Kaur	National Seminar, 'Triveni 2010', organized by Innocent Hearts College of Education, Jalandhar (Pb.)
4.	21 April, 2010	Dr. SurinderJit Kaur & Mr. Kanwar R.B.S. Aulakh	CTE, Collaborated National Conference, 'Global Perspectives of Teacher Education', organized by K.C. College of Education, Nawanshahar (Pb.).
5.	06 Sep., 2010	Dr. Yogesh Sharma	Awareness and Training Programme on INFLIBNET organized by G.N.D.U. Amritsar (Pb.)
6.	30 Sep.- 01 Oct., 2010	Dr. Mona Vij	Orientation Programme, 'National Curriculum Framework for Teacher Education – 2009' organized by Khalsa College of Education, Amritsar (Pb.)
7.	04 Oct., 2010	Dr. SurinderJit Kaur	National Seminar of AIAER, 'Innovations in Teaching Practice, Organized by AIAER, DAN College of Education, Nawanshahar (Pb.).

Sr. No.	Date	Faculty Member (s)	Workshops/Seminars/Conferences attended
8.	12 Nov., 2010	Dr. SurinderJit Kaur & Dr. Mona Vij	UGC Sponsored National Seminar on Inclusive Education, organized by Government College of education, Jalandhar (Pb.)
9.	28 Nov., 2010	Dr. Rajni Bala	National Seminar, 'Evolving integrated Approach for Value Education in India' organized by B.K.M. College of Education, Balachaur, S.B.S. Nagar (Pb.).
10.	14 January, 2011	Dr. SurinderJit Kaur & Ms. Harpreet Kaur	National Seminar, Making Value Education a Reality – Need of the Hour, organized by Sai College of Education, Jadla, Nawansharhar (Pb.).
11.	14-15 January, 2011	Dr. Yogesh Sharma & Ms .Neeru Sharma	ICSSR Sponsored National Seminar-Cum-Workshop, 'Models Of Teaching', organized by Chitkara College of Education for Women, Rajpura (Pb.).
12.	29 January, 2011	Dr. SurinderJit Kaur , Dr. Rajni Bala & Dr. Mona Vij	UGC Sponsored Workshop, 'Ethics and Human Values in Education and Human Rights' organized by Ramgarhia College, Phagwara (Pb.).
13.	02 March, 2012	Dr. SurinderJit Kaur & Ms. Seema Saini	CTE Sponsored National Conference, 'Fundamentals of Research Methodology', organized by Kamla Nehru College of Education (W), Phagwara (Pb.).
14.	19-20 March, 2012	Ms. Harpreet Kaur & Ms. Ritu Dial	UGC Sponsored National Workshop on Research Methodology organized by M.G.N. College of Education, Jalandhar (Pb.)
15.	6-8 April, 2012	Dr. Neelam Sharma	World Conference, 'Educon 2012', organized by GERA at LPU, Jalandhar (Pb.)

Table – 2.7

Details of papers presented by the faculty members in workshops/seminars/conferences

Sr. No.	Date	Faculty Member	Workshops/ Seminars/ Conferences	Title of the paper/ poster	Organising Institute	Level
1.	07 Dec., 2007	Dr. Mona Vij	Teacher Education	Challenges to Teacher Education	OPM College of Education, Dayalpur (Pb.)	College
2.	27-31 Dec., 2007	Ms. Neeru Sharma	XXXI Indian Social Science Congress	Gender Bias in Higher Education	S.N.D.T. Women University, Mumbai	National
3.	18 Jan., 2008	Dr. Yogesh Sharma	Teaching Technology	ICT	Sai College of Education, Jadla, Nawanshahar (Pb.)	State
4.	18 Jan., 2008	Ms. Neeru Sharma	Teaching Technology	EDUSAT— Opportunities and Challenges	Sai College of Education, Jadla, Nawanshahar (Pb.)	State
5.	15-16 March, 2008	Dr. Mona Vij	Redesigning Teacher Education in Changing Scenario	Need of Revamping Teacher Education	Khalsa College of Education, Amritsar (Pb.)	National
6.	21 March, 2008	Dr. Mona Vij	Educator as Torch Bearer of the Nation	Educator as Torch Bearer	CT College of Education, Jalandhar (Pb.)	State
7.	7-8 March, 2009	Ms. Neeru Sharma	Blended Learning Approaches for Effective Learning	Towards the design Approach to blended learning	Innocent Hearts College of Education, Jalandhar (Pb.)	National

Sr. No.	Date	Faculty Member	Workshops/ Seminars/ Conferences	Title of the paper/ poster	Organising Institute	Level
8.	7-8 March, 2009	Dr. Mona Vij	Blended Learning Approaches for Effective Learning	Blended Learning Strategies for Effective Learning	Innocent Hearts College of Education, Jalandhar (Pb.)	National
9.	23-24 March, 2009	Dr. Yogesh Sharma	Imparting Quality Education in 21st Century	Education in 21st Century	Nehru Memorial Government College, Mansa (Pb.).	National
10.	03 May, 2009	Dr. Mona Vij	Quality Teacher Education for Teacher Empowerment	Teacher Education and Quality Concerns	DIPS College of Education, Dhilwan (Pb.)	National
11.	26 Nov., 2009	Dr. Rajni Bala	Changes in the Social and Cultural aspects in Punjab	Punjab de Samaaj ate Sabyachar vich aarahe Badlaa	Sikh National College, Banga (Pb.)	National
12.	04-06 Feb. 2010	Dr. Yogesh Sharma	Recent Trends in Algebra and Analysis	Nature of Mathematics	D.A.V. College Jalandhar (Pb.)	National
13.	17 Feb. 2010	Dr. Yogesh Sharma	ICSSR Sponsored Seminar	Strategy for Fostering Mathematical Creativity in a Classroom	Moga College of Education for Girls, Moga (Pb.)	National
14.	10 April, 2010	Dr. Mona Vij	Stress and Role of Educational Agencies	Management of Stress for Personality Development	Innocent Hearts College of Education, Jalandhar (Pb.)	National

Sr. No.	Date	Faculty Member	Workshops/ Seminars/ Conferences	Title of the paper/ poster	Organising Institute	Level
15.	10 April, 2010	Dr. Neelam Sharma	Stress and Role of Educational Agencies	Management of Stress for Personality Development	Innocent Hearts College of Education, Jalandhar (Pb.)	National
16.	27 May, 2010	Dr. Rajni Bala	Impact of Privatization on Quality Teacher Education	Impact of Privatization on Quality Teacher Education	Sai College of Education, Naduan (H.P.)	National
17.	04 Oct. 2010	Dr. Yogesh Sharma	Innovations in Teaching Practice	Innovations in Teaching Practice	DAN College of Education, Nawanshahar (Pb.).	National
18.	9 Dec. 2010	Dr. Rajni Bala	Policies, Legislation and Acts for Person with Disabilities	Policies, Legislation and Acts for Person with Disabilities	L.R. Institute of Education, Solan (H.P.)	National
19.	14 Jan. 2011	Dr. Mona Vij	Making Value Education a Reality-Need of the Hour	Integrating Teacher Education and Culture	Sai College of Education, Jadla, Nawanshahar (Pb.)	National
20.	14 Jan. 2011	Ms. Neeru Sharma	Making Value Education a Reality-Need of the Hour	Emerging Trends in Teacher Education	Sai College of Education, Jadla, Nawanshahar (Pb.)	National
21.	12 March, 2011	Dr. Mona Vij	Indian Democracy	Democracy and Erosion of Social Values	GTB Khalsa College of Education, Dasuya (Pb.)	National

Sr. No.	Date	Faculty Member	Workshops/ Seminars/ Conferences	Title of the paper/ poster	Organising Institute	Level
22.	14-15 March, 2011	Dr. Rajni Bala	ICT in Teacher Education	ICT	CASE, M.S.U. Vadodara (Gujarat)	National
23.	25-27 March, 2011	Dr. Rajni Bala	Factors Detrimental to Social Cohesion and Consequently Peace	Factors Detrimental to Social Cohesion and Consequently Peace	JRN Rajasthan Vidyapeeth, Rajasthan	International
24	08-10 April, 2011	Dr. Rajni Bala	Teaching-Learning: Challenges and Strategies	Teaching-Learning: Challenges and Strategies	SoE, Jaipur National University	International
25.	15-16, May, 2011	Dr. Rajni Bala	Creating Excellence for Sustainable Society	Creating Excellence for Sustainable Society	Hemchandracharya North Gujarat University, Patan (Gujarat)	International
26.	18-19 June, 2011	Dr .Rajni Bala	Modern Trend in Indian Education	Modern Trend in Indian Education	Heeralal Yadav Balika Degree College, Lucknow (U.P.)	International
27.	03-04 Dec., 2011	Dr. Yogesh Sharma	Health, Sports and Society	Anti-doping: Ignorance is not bliss	Mehr Chand Polytechnic College, Jalandhar (Pb)	National
28.	04-06 Feb., 2012	Dr. Yogesh Sharma	Emerging Trends in Mathematics & Its Applications	Mathematical creativity: Identification through problem posing and problem solving activities	D.A.V. College Jalandhar (Pb.)	National

Sr. No.	Date	Faculty Member	Workshops/ Seminars/ Conferences	Title of the paper/ poster	Organising Institute	Level
29.	29 Feb., 2012	Dr. Mona Vij	Fundamentals of Educational Research and Statistics	Fundamentals of Educational Research	OPM College of Education, Dayalpur (Pb.)	National
30.	06-08 April, 2012	Dr. SurinderJit Kaur	EDUCON 2012	A Comparative Study of the Concept Attainment Model and Conventional Approach in Science among Secondary School Students	LPU, Punjab	International
31.	06-08 April, 2012	Dr. Yogesh Sharma	EDUCON 2012	Teaching-Learning Paradigms in the Globalized World	LPU, Punjab	International
32.	17-18 Nov., 2012	Dr. Yogesh Sharma	Professional Development of Teachers	Digitized sources for pre-service secondary school teachers	Subhash Chandra Bose Institute of Higher Education, Lucknow (U.P.)	International
33.	20-22 Dec., 2012	Dr. Yogesh Sharma	National Meet on Celebration of National Year of Mathematics -2012	Facilitation of mathematical creativity through strategy rich in problem posing and problem solving	Department of Education in Science and Mathematics, NIE Campus, NCERT, New Delhi	National

Furthermore, from year 2007 onward, the faculty has attended General Orientation Courses and Refresher courses organized by UGC – Academic Staff Colleges of different universities. The details are given in the following table.

Table – 2.8

Details of GOC and Refresher courses attended by the faculty

Sr. No.	Faculty Member (s)	Dates and duration of the course	Programme	UGC – Academic Staff College
1.	Ms. Neeru Sharma	i. 9 – 29 Nov., 2009 ii. 11 – 27 Jan., 2013	Refresher Course	i. Punjabi University, Patiala (Pb.) ii. University of Pune, Pune
2.	Dr. Rajni Bala	i. 9 – 29 March, 2007 ii. 8 – 27 Nov., 2010	Refresher Course	i. H.P. University, Shimla (H.P.) ii. H.P. University, Shimla (H.P.)
3.	Dr. Yogesh Sharma	i. 6-25 July ,2009 ii. 1 – 21 March, 2013	Refresher Course	i. H.P. University, Shimla (H.P.) ii. University of Delhi, Delhi
4.	Mr. Kanwar R.B.S. Aulakh	8july-26 july2009	Refresher Course	H.P. University, Shimla (H.P.)
5.	Dr. Mona Vij	i. 22 June -12 July 2012 ii. 19 June -9 July 2012	Refresher Course	GNDU Amritsar

Besides the above, the college has arranged a number of seminars, guest-lectures, workshops since 2005. Details are summarized below:

Session 2007-08: Dr. K. Kohli, Senior Lecturer, Government College of Education, Jalandhar in her address laid emphasis on quality improvement in teacher education. She also stressed that science and technology have made it imperative to change the old rigid system of teacher education to one that is student centred and ICT based.

Session 2007-08: Mrs. Surinderjit Kaur, Lecturer, M.G.N. College of Education, Jalandhar (Punjab) delivered a Guest Lecture on the topic – Population Education. In her learned talk, she acquainted participants with the problems of population explosion and suggested some relevant measures to control the problem of population explosion.

Session 2007-08: Mr. H.S. Bajwa, Former Principal, GHG College of Education, Gurusar Sudhar, Ludhiana (Pb.) interacted with the participants about the erosion of moral values in our society. He also made audience aware about the book he had written on the cultural and social ethos of Canada i.e. Rang Canada Dey.

Session 2008-09: Dr. Kulwinder Singh, Dept of Education, Punjabi University Patiala delivered a lecture on Teacher Education. He said that Indian Education system is at crossroads and there is need to supply well qualified and professionally trained teachers in large numbers in the coming years.

Session 2008-09: Dr. H.R. Shan, Dept of Education, Jammu University, Jammu conducted a workshop on Enhancing Creativity among Students, Organised by Ramgarhia College of Education He made students conscious about the different techniques of creativity fostering and importance of creativity in our society.

Session 2009-10: Ms. Kuldip Kaur, Lecturer, BCM College of Education, Ludhiana (Pb.) delivered a guest lecturer on Micro Teaching.

Career Counselling Programme was organized by Career and Counselling Cell of the college in which Dr. Harjit Kaur Senior Lecturer; MGN College of Education addressed the students and delivered a lecture on Career Options.

Session 2010-11: Workshop on ‘Professional Excellence’ was organized in collaboration with Alpha Institute, Phagwara. The target group was principals of various schools. Dr. Parminder Kaur, Associate Professor, Government College of Education, Jalandhar (Pb.) was the Resource Person. Around 30 principals from different schools of Kapurthala district participated in the workshop.

Session 2010-11: An extension lecture was delivered by Dr. Raman Chawla on the topic, 'Heart Awareness', in a seminar organized by Art of Living Club of the College and Punjab Citizen Council.

Session 2011-12: Dr. T.P. Sharma, department of Education in Science and Mathematics NCERT, New Delhi delivered extension lecture on Activity Based Methods in Teaching.

Session 2011-12: An extension lecture on the topic of 'Education for all: Diversity and equity in education' was organised under Faculty Exchange Programme. Dr. Ravjeet kaur, and Dr. Meharban Singh both, Assistant Professors, MGN College of Education, Jalandhar exchanged their views on this relevant topic and shared her experiences with the students.

Professor Lakhbir Singh, President PAHAL NGO shared his views and experiences with the students. he discussed the most important and challenging issues and problems facing our youth, society in today's world like educational support, literacy and environment. The mission was to bring a perceptible change in the present social set-up.

Session 2012-13: College organised a workshop on "Innovative practice to awaken collective consciousness" to reflect upon various social issues and evils on the college campus. Students interacted with senior officials of the police administration. They answered the queries regarding police, law, education, morality and spiritualism.

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

- The Principal of the institution as a democratic leader appreciates the achievements of the staff in the open meeting and in the council meetings. The management appreciates the teaching faculties with reward.
- Adhoc teachers having good record are awarded by regular increment in salary and by posting them in regular mode.
- Duty leave is granted to teachers for attending workshops, seminars and other courses for professional development. Management supports teachers whenever

they wish to study further. Necessary books are also ordered in the library on receipt of the requisition from the teachers.

- The teachers on completion of their Ph.D. are facilitated by the management. They are given increment in salary as per university norms.
- Institution also duly recognises the achievements of the staff and honours them on achievements like completion of research projects etc.

2.5. EVALUATION PROCESS AND REFORMS

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

Mechanism adopted to identify barriers to student learning are communicated and addressed through following ways:

- ***Grievances Cell:*** Grievance/Suggestion Box is installed in the college. The box is opened once in a fortnight and grievances received are discussed in the Student cabinet, Staff-council and Office staff. All problems related to the infrastructure are brought to the notice of the Executive Committee. Other matters are attended and resolved by the Principal.
- ***Guidance and Counselling Cell:*** It is one of the measures adopted to solve the problems of students. It also provides feedback on guidance and counselling required on Personal, Career and Educational fronts. Moreover, online guidance and counselling is special attribute of our college.
- ***Staff Council:*** Matters relating to Staff are discussed in the Staff council meeting once in a month. Staff Council is the nerve centre of the college. All the problems of staff and students are discussed in the Staff meeting.
- ***Student Cabinet:*** The student cabinet with student representatives is very active and discusses problems of students bi-monthly.

- ***Parent Teachers Association:*** We have a Parent Teachers Association and parents take keen interest in the improvement of the college. We respect them as our stakeholders. We organize PTA Meeting three times in a session. It is another platform to identify barriers to student learning.
- ***Infrastructural Problems and Students' facilities:*** Problems related to infrastructure and student facilities are discussed in PTA, Staff meetings and CRs meetings and then problems are solved according to decision taken in meeting.
- ***Teacher Quality:*** IQAC is actively engaged in improving Teacher quality and learning problems of students. It suggests suitable steps for their removal through meetings with the concerned teachers.
- ***Remedial Coaching:*** Learning problems related to slow learners are solved through various remedial programmes.
- ***Supply of enriched material to talented students:*** To solve the learning problems of talented students, provision is made in the library for enriched material, extra timings and other.

The above mentioned measures speak ways and means planned to identify the barriers to students learning which are duly addressed by the college.

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

Details of various assessment/evaluation processes used for assessing student learning are as follows:

- To assess student learning in B.Ed. course, both the internal assessment and the external assessment form the integral part of evaluation. Internal assessment of students is done on the basis of their performance in class tests, house tests, assignments and seminars.

- Two house tests based on external examination pattern are conducted during the session. In case the student is unable to appear or clear the exam, special house tests are conducted.
- The examination committee of the college makes all preparations for the external examination is conducted at the end of the session by Guru Nanak Dev University. At least 75% attendance is essential to appear in the annual examination. The ratio of external and internal evaluation is 80:20 for theory papers in both the courses.
- The entire process of assessment is computerized and the information about criteria of assessment and weightage is given to the teacher educators and prospective teachers in the beginning of the session.
- Monitoring of regular attendance of students is a part of continuous evaluation system of the college. Therefore every month students are informed about lecture shortage through notice on the notice board.
- The evaluation methods are discussed in detail with the staff and the final decision taken is conveyed to all through notices and circulars. Whenever the performance is not satisfactory, the student is counselled and in case of necessity, guardians are informed. House Test results are notified on the notice board as per University norms. Results of underperforming students' in house test are communicated to the guardians.
- Declaration of results and distribution of marks list to the students is done within the scheduled dates. These are also displayed on the Notice Board. Normally results are published within one week from the completion of the examination. Meritorious students are rewarded and honoured in assembly.
- Internal assessment is awarded as per University rules.

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

The assessment/ evaluation outcomes are communicated and used in improving the performance of the students and curriculum transactions in the following ways:

- Students' quarterly, half yearly assessments are communicated in the class and displayed on the notice board.
- Students' assessment record is maintained by individual teachers.
- The performance of the students and curriculum transaction is reviewed in the staff meetings and student cabinet.
- The performance of slow learners is discussed in the remedial teaching programme and IQAC plans for the remedial teaching and improvement.
- IQAC plans for improving curriculum transaction through feed-backs received from faculty members, students and parents .
- Feedback received is analyzed and appropriate steps are taken for improving the performance of the students and curriculum transaction.

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

The institution has well established Computer network to maintain the complete records of assessment and evaluation processes of each and every student in academic and co-curricular activities.

- Data base of the students is computerised.
- Marks/Grades secured by the students are computerized.
- Students' performance in internal exams, projects, assignments and sessional work is submitted to the University by on-line mode. Moreover, there is transparency in the internal assessment details, it is computerised and students can check it any time from their profile.
- Annual University examination results are also displayed on GNDU website.

2.5.5 Best Practices in Teaching Learning and Evaluation Process

The significant innovations in teaching/learning /evaluation are as follows:

- An Orientation week is arranged by the college before the commencement of the regular classes, where the student-teachers are apprised about the history of the college, its vision and mission as reflected through its activities, the services provided by the college and especially by the department. They are also acquainted about the B.Ed. course running under the Guru Nanak Dev University

- and the evaluation system of the university; this is followed by an orientation programme in their respective class rooms.
- Learning experiences are so designed that the learners are inducted into the profession of teaching. Three mediums (English, Hindi, and Punjabi) for different subjects are followed while teaching.
 - Prior to Practice Teaching the college arranges for a Pre-practice Teaching session where the student-teachers are sensitized to the linguistic, ethnic, physical, cognitive, cultural differences existing in the school students. Demonstration lessons are held followed by simulated teaching. Faculty members interact with the student-teachers and inform them about Inclusion, Human Rights, RTE, Ban on Corporal punishment etc. In the Post-Practice Teaching session feedback is given through counselling, analysis by teachers and peers, open-forum discussions and experience-sharing.
 - The diverse instructional approaches used for curriculum transaction are:
 - a. Interactive lectures and lecture notes
 - b. Demonstrations and Open forum discussion
 - c. ICT based lectures with multimedia, OHP / PPT etc.
 - d. Tutorials, Workshops and seminars
 - e. Assignments/ projects, case studies and Collaborative techniques
 - f. Training modules and Self-instructional materials
 - g. Role playing and simulations
 - h. Drill and practice
 - i. Action research
 - Self-learning is fostered through individual assignments, project work, self-study materials and encouragement to use learning resources. Development of study-skills, self-evaluation and reflection are some of the value added aspects.
 - There is a well planned and executed, secured, transparent, communicative, grievance free examination system. Question papers are stored in a locked cupboard, sealed and then opened in the presence of examination In charge only half an hour before examination. Flying squads from sister institutes visit during examinations.

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

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

- Digitalized Library equipped with OPAC Software
- Facility of Language laboratory and internet through fully Wi-Fi enabled campus
- Model based teaching
- Use of SPSS for data analysis
- Brain storming sessions
- Teaching with constructivist approach
- Learning through ICT and use of Smart Boards
- Use of Projectors, OHP and Documentary Camera
- Peer group learning
- Simulated teaching

ADDITIONAL INFORMATION

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

The feedback provided in the previous report has been taken seriously by the institutions and steps have been taken to ensure quality improvement in accordance with the suggestions made in the report. The College has initiated various actions in the light of these observations and suggestions. The core observations in the report were regarding use of ICT by faculty members, innovative practices, pre-practice teaching for pupil teachers, action research, extension lectures and involvement of students in social programmes and events. Institute has taken many initiatives in these regards through its faculty members and various clubs and committees constituted in the college. The main evaluative observations/ suggestions made in the previous assessment report with reference to the teaching, learning and evaluation and the steps taken by the institution to comply with these are explained in the following table.

Table – 2.9

Details of the observations and suggestions made in previous report and actions taken to comply with these suggestions

<p>Area of the observations and suggestions made in the previous report</p>	<p>Actions taken by the institute to comply with these suggestions</p>
<p>Innovative or outstanding practices</p>	<p>The institution has developed a number of innovative and best practices in curriculum and other areas. Innovative methods of teaching are used to facilitate teaching and learning.</p> <ul style="list-style-type: none"> • The faculty gives exposure to the students regarding the usage of latest technology like smart board usage, OHP, LCD, computers, language laboratory and interactive boards etc. • Teaching through models of teaching and constructivist approach • Peer Tutoring for slow learners • Use of language lab and communication workshops to develop good communication skills • Role playing and simulations (Details in 2.3.3)
<p>Action research</p>	<ul style="list-style-type: none"> • From 2008-09 onwards Minor research projects and action research are taken by the faculty members. • Theory, procedure and examples of action research are compulsory parts of the curriculum. • Action research project is undertaken by the students in practising schools. (Details in 3.1.3.)
<p>Linkages with national organisations</p>	<p>Institution continuously strives to establish links with national bodies like NCERT, NCTE, NUEPA, UGC and CTE etc.</p> <ul style="list-style-type: none"> • We have received major grants from UGC for infrastructure development and for carrying minor research projects by faculty members. • Moreover faculty members participate in various national and international level seminars and workshops. • Institution deputed faculty members to attend training programmes and courses at various national level institutes.

Area of the observations and suggestions made in the previous report	Actions taken by the institute to comply with these suggestions
	<ul style="list-style-type: none"> • Institution has organized national level conferences and workshops. (Details in 2.4.6.)
Extension lectures	Extension lectures are regular feature of the institution. (Details in 2.4.6.).
Brainstorming Sessions	Brainstorming Sessions are now conducted on regular basis, so that qualitative interaction between students and teachers can be promoted.
Social participation of students	The college outreach to the community through the activities of various clubs. <ul style="list-style-type: none"> • Various activities like NSS Camp, Blood Donation Camp, Eye Camp, are organized and students are motivated to participate in these activities. • Red Ribbon Club, Sanchetna Women Empowerment Club, Legal Literacy Cell actively participate and organize these activities.
Link from Microteaching to real teaching situation	Demonstrations and Pre-practice is now regularly done in order to link Microteaching to real teaching and students are trained by Simulated Teaching before sending them into real teaching situations in the schools. in addition to this orientations are organized at the college level to make them aware about the schools settings. (Details in 2.3.6 & 2.3.8).
Integration of Technology	College has increased the number of computers and college campus is now Wi-Fi enabled for easy access to internet. College has also installed software like SPSS for data analysis by M.Ed. students. Interactive boards, document camera, digital language lab, use of ICT and multimedia in classrooms are regular additions to normal lectures and discussions. (Details in 2.5.4 & 2.5.6).
ICT capabilities of the faculty members	Steps have been taken to improve the capacities of teaching faculty in ICT. Teachers are trained in computer applications through Intel programme and training in software like SPSS. Most of the teacher educators are computer literate and use internet and other e-resources for preparation of class notes and discussions.

Area of the observations and suggestions made in the previous report	Actions taken by the institute to comply with these suggestions
Participation of faculty members in workshops, seminars and conferences	All Faculty members are motivated to participate in workshops, Seminars and Conferences at Regional, State and National level. (Details in 2.4.6.)

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

The Primary goal of education is not only to make the students competent in diverse branches of knowledge, but also to make them persons of positive outlook inspired by the spirit of service, creativity, contributing to nation building. Considering this point our college has devised innovative methods of addressing particular issues that are subject specific:

- Well planned academic schedule
- Enhanced learning experience by providing more subject specific options and varied methods of teaching
- Encouraging the use of multimedia learning resources in classroom teaching by supporting faculty training and acquiring the necessary equipments
- Creating an ICT enabled learning environment through well established infrastructural facilities
- Free internet facility available to students and staff
- Training to faculty members for using ICT enabled technologies
- Language lab and communication workshops for developing language proficiency of students and faculty members
- Personality development classes for students
- Peer tutoring for slow learners

- Establishing a feedback evaluation unit for proper administration and evaluation of feedback so that it serves a formative purpose
- Continual internal assessment process through unit tests, assignments, project work, term examinations, seminars and group discussions
- Club based activities to out reach the community
- Organization of orientation programmes and interactive sessions for students before actual teaching practice
- Teacher educators' self evaluation based on feedback from the students
- Provision of Language Laboratory, Library with OPAC software and SPSS for data analyses

We believe in well planned and executed actions to bring the much desired improvement and the above mentioned steps are a direction towards excellence.

CRITERION – III

RESEARCH, CONSULTANCY AND EXTENSION

INTRODUCTION

Research is sin-qua-non of quality Teacher Education. It (research) has significant positive relationship with the quality of education provided by an institution. Moreover, in the sphere of Education, Research aims to enrich the understanding of methodologies and pedagogies; the contexts, purposes and outcomes of education; curriculum and teachers' work; and the processes of research, communication and advocacy. The present criterion throws light on the Research, Consultation, and Extension activities conducted in the college.

3.1 PROMOTION OF RESEARCH

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

The college has 19 dedicated staff members, out of which 06 are Ph.D. in Education and one is pursuing Ph.D. in Education. The staff members have intrinsic orientation towards research. However, they are further inspired with the specific means. The college organizes certain research workshops and extension lectures for making teachers aware about the fundamentals of research methodology. These workshops and lectures serve the dual purpose of making faculty members aware about the know-how and the importance of research. In the past, the college conducted following research workshops and extension lectures in this regard:

- i. National Research Workshop on Research Methodology, Applied Statistics & Use of SPSS, was organized by Ramgarhia of Education, Phagwara from 10 – 14 October 2007 (*RESOURCE PERSON: PROF. D.N. SANSANWAL, Former Head & Dean, Institute of Education, DAVV, Indore*).

- ii. *DR. Khushwinder Kumar*, Principal BCM College of Education, Ludhiana (Punjab) delivered an extension lecture on Innovations in Educational Research for M.Ed. students and faculty members on 5 February, 2009.
- iii. National Research Workshop on Research Methodology, Applied Statistics & Use of SPSS, was organized by Ramgarhia of Education, Phagwara from 04 – 08 May 2009 (*RESOURCE PERSON: PROF. D.N. SANSANWAL, Former Head & Dean, Institute of Education, DAVV, Indore*).
- iv. Dr. Vikas Kumar, DAN College of Education, Nawanshahar (Pb.) delivered a Guest Lecture on Fundamentals of Research Methodology & Statistics on 29 February, 2012.

Moreover, certain other measures like synopsis preparation are also adopted to foster faculty members' interest in research activities. Like,

- (a) Every year, newly recruited faculty member, motivated for taking up research projects through the workshops and/or peer talks by the senior faculty members. These talks or workshops help young faculty members to polish their research and statistics expertise.
- (b) Faculty members who got UGC-Minor Research Projects are honoured by the Principal and President of the institution. The publications made by the faculty members in various journals and newspapers are displayed on the bulletin board of the library. This influences others positively to do and publish their research.
- (c) Faculty members are provided duty leave to participate in Refresher Course and General Orientation Course as well as in various state/national/international seminars, conferences, workshops etc. Moreover, the college had organized UGC Sponsored National Conference: Recent Advances and Method in Mathematics Education (15-16 February, 2012) and published proceedings with ISBN to spur the research interests of the faculty members.

With this motivation, the college faculty has taken four UGC – Minor Research projects out of which one has been completed. The ongoing UGC – Minor Research Projects are:

Investigator	Title of the Project	Amount Sanctioned
Dr. Surinder Jit Kaur Mrs. Harpreet Kaur	Preparation and Validation of Stress Management Package for Secondary School Students	Rs. 1,05,000
Dr. Rajni Bala	Relevance of Educational Philosophy of Mahatama Jyoti Rao Phule	Rs. 60000/-
Ms. Neeru Sharma Dr. Mona Vij	Prediction of scientific creativity on basis of some selected Cognitive and Affective domain variables of Secondary School Students	Rs. 67000/-

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

The faculty has a vibrant research culture supported by its research groups, community of research students and visiting scholars. Researchers in the faculty are noted for their openness to multidisciplinary critical research and are committed to finding solutions to the key educational problems of our time. The faculty is renowned for conducting innovative research projects and makes a significant contribution to knowledge about how to improve educational opportunities and outcomes for children, young people and adults from diverse backgrounds and circumstances. The key research areas are:

- Learning and Gender
- Creativity (Mathematical and Scientific)
- Group Learning
- Metacognition
- Models of Teaching
- Case Studies
- Qualitative and quantitative aspects of education (primary, secondary and higher)
- Social contexts of schooling, embracing inclusive education and giftedness.

3.1.2 (b) Does the institute encourage Action Research?

The institution aims to improve the practice of education by studying issues or problems it faces. The faculty reflect about these problems, collect and analyze data, and implement changes based on their findings. Moreover, faculty address a local, practical

problem, such as a classroom issue for a teacher. Furthermore, the student teachers are trained in basics of doing action research, which is part of their curriculum as well, both at B.Ed. and M.Ed. level. Some of the problems undertaken by the students and faculty members are as follows:

- Problem of indiscipline students faced by the student-teachers in the practice teaching.
- Lack of interest in Social Studies learning among Grade VIII students.
- Poor performance of Class VIII students in English Grammar.
- Poor Attendance of some B.Ed. students.
- Effect of Technology on Enthusiasm For Learning Science.

3.1.3 Give details of the conferences/seminar/workshops attended and organized by the faculty members in the last five years?

The faculty is keen in organizing workshops/seminars/conferences etc. The faculty has organized some workshops/seminars/conferences at national levels. The details can be found below in the table 3.1.

Table – 3.1
Details of workshops/seminars/conferences organized by the faculty

Sr. No.	Date	Workshops/Seminars/Conferences	Convener/Organizing Secretary
1.	10 – 14 October, 2007	National Research Workshops on Research Methodology, Applied Statistics & Use of SPSS, was organized by Ramgarhia of Education, Phagwara from (<i>RESOURCE PERSON: PROF. D.N. SANSANWAL, Former Head & Dean, Institute of Education, DAVV, Indore</i>).	Mr. Yogesh Sharma Dr. (Mrs.) Mona Vij
2.	04 – 08 May, 2009	National Research Workshops on Research Methodology, Applied Statistics & Use of SPSS, was organized by Ramgarhia of Education, Phagwara from (<i>RESOURCE PERSON: PROF. D.N. SANSANWAL, Former Head & Dean, Institute of Education, DAVV, Indore</i>).	Mr. Yogesh Sharma Ms. Neeru Sharma

Sr. No.	Date	Workshops/Seminars/Conferences	Convener/Organizing Secretary
3.	1-7 February, 2011	UGC sponsored National workshop was organized by the Career Counseling Cell of the College in collaboration with Alpha, Institute Phagwara for seven days on the topic 'Professional Excellence'	Dr. (Mrs.) Mona Vij
4.	15-16 February, 2012	UGC Sponsored National Conference: Recent Advances and Method in Mathematics Education	Dr. Yogesh Sharma
5.	29 th March 2013	Workshop on "Innovative Practices to awaken collective consciousness" which was dedicated to 150 th Birth Anniversary of Great philosopher Swami Vivekananda	Dr. Neelam Sharma

Moreover, the faculty has participated in a number of workshops/seminars/conferences. In those workshops/seminars/conferences, they have presented papers and made relevant discussions.

1. **Details of workshops/seminars/conferences participated by the Faculty**
[Encl. : Annexure XI (i)]
2. **Details of papers presented by the Faculty seminars/conferences**
[Encl. : Annexure XI (ii)]
3. **Details of GOC and Refresher courses attended by the Faculty**
[Encl. : Annexure XI (iii)]
4. **Details of Invited Lectures and Chairmanship at Conference/Seminar/FDP**
[Encl.: Annexure XI (iv)]
5. **Number of seminars, guest-lectures, work-shops organized by the institute since 2005-12.** [Encl. : Annexure XI (v)]

3.2 RESEARCH AND PUBLICATION OUTPUT

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

- The faculty has constructed and standardized different tests/scales to measure the cognitive and affective aspects. Some of them are: 360⁰ Teacher Assessment Scale by DR. Surinder Jit Kaur, Computer Based Diagnostic Test in Science by Ms. Neeru Sharma, S² Mathematical Creativity Test by Dr. Yogesh Sharma, Sharma & Sansanwal Mathematics Anxiety Scale by Dr. Yogesh Sharma, Attitude towards Mathematics Scale by Dr. Yogesh Sharma. These instruments are extensively used by the faculty and others for research and academic purposes.
- Each student has to submit two teaching aids prepared during macro-teaching practice to the college. The college authorities are organizing educational exhibition of teaching aids to the parents and subject teachers of practicing high schools to observe and appreciate the student products and practices - This practice resulted in getting feedback from the parents and subject teachers for enhancing quality of learning and teaching as well as teaching aids itself during the last 3 years.
- The faculty prepared question banks for the last 3 years for the benefit of students.
- For the last 3 years, supplied 'enrichment material' for the benefit of talented.
- The faculty has used and developed programmed instruction material in the form of Teaching Learning modules for school students as well as B.Ed students.
- The faculty has used and developed different creativity training programmes.
- The faculty has adopted innovative approaches such as Discussion Method, Multi-Media Presentations, Cooperative Learning, Peer Tutoring, Jerk Technology, and TQM approach to teaching and learning.
- Model Macro as well as Micro lessons are recorded and available in CDs

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

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

1. Workshop for developing teaching aids
2. Wi Fi campus for down loading information.
3. Well established Educational Technology Lab computer lab, well established Psychology, Science laboratories
4. CD-ROMs and Video CDs for guidance
5. Well established library with reference books and journals.
6. Facilities for interaction with NCERT, SCERT, State Institute of Education, and IASE.
7. Facilities for interaction and getting feed-back from headmasters of practicing schools, teachers and parents.
8. Active functioning of IQAC and ICT cells.
9. Expert advice and consultancy arranged by the management.
10. Well equipped Language Laboratory
11. SPSS version 20&21 for research analysis

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

Yes. Every year, B.Ed. students are trained and motivated to deliver ICT based lessons in their practice teaching as well as in their final skill-in-teaching examination while each year, M.Ed students are required to deliver multimedia presentation of at the time of their dissertation and synopsis submission. Apart from this, the following are the ICT/Technology related instructional packages developed by the institution.

- Self Instructional Module in Physics (as a part of M.Ed dissertation) By Ms. Neeru Sharma
- Using any one MS-Office application by all the students with the help of mentors and faculty.

- Using any one MS-Office application by all the students with the help of mentors and faculty.
- Computer based diagnostic testing in Science (class IX) by Ms. Neeru Sharma as a part of Ph.D work
- Computer based creativity training programme

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

- Organised by the institution**
- Attended by the staff**
- Training provided to the staff**

a. Training programmes and/or workshops organized by the college

Dr. H.R. Shan, Dept of Education, Jammu University, Jammu conducted a workshop on enhancing creativity among students. He made students conscious about the different techniques of creativity fostering and importance of creativity in our society.

Mr. Harjinder Gogna, Science Lecturer, Government High School, Hadiabad, Phagwara conducted a workshop on development of low cost teaching aids.

b. Training programmes and/or workshops attended by the staff

Dr. Yogesh Sharma & Ms. Neeru Sharma attended ICSSR Sponsored National Seminar-Cum-Workshop, 'Models Of Teaching', organized by Chitkara College of Education for Women, Rajpura (Pb.) on 14-15 January, 2011

c. Training provided to the staff

Peer workshops are conducted by the faculty vis-a-vis computer literacy, SPSS, personality development etc.

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

List of journals in which the faculty members have published papers in the last five years is given in **Annexure XI (vi)**.

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

1. Dr. Surinder Jit Kaur, Principal, received AWARD OF HONOUR from Punjab Citizen Council on Women' Day (8 March, 2012).
2. Dr. Rajni Bala received SHAHEED JIT SINGH AWARD 2010 from the welfare society Punjab (Regd.)
3. Dr. Yogesh Sharma got APPRECIATION AWARD for setting up Red Ribbon Club in the College for HIV/AIDS Awareness was given by PUSHPA GUJRAL SCIENCE CITY AND PUNJAB AIDS CONTROL SOCIETY
4. Dr. Mona Vij has been awarded with Title of BEST TEACHER on the basis of survey conducted amongst undergraduate/postgraduate students pursuing higher Education at CT EDUCATIONAL SOCIETY (16/02/13)

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

Dr. Yogesh Sharma completed **UGC-Minor Research Project** *Prediction of Mathematical Creativity on the basis of Some Selected Cognitive and Affective Domain Variables of Secondary School Students*. Grant Mobilized: Rs. 73,931/-

3.3 CONSULTANCY

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

Yes. The institution has given consultancy to various educational institutions. The consultancy is provided to M.Phil and Ph.D. Scholars. The schools and colleges are provided needed guidance for conducting action research. The school teachers are guided in development of training packages as well as teaching aids. The SSA nodal office are helped in data gathering and data analysis pertaining to mid day meal scheme. The consultancy for the usage of SPSS software is given to research scholars for data analyses. The Library facilities are also provided to the students from other institutions.

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

S.No.	Name of the teaching faculty	Competency Area
1.	Dr. Surinder Jit Kaur	Emotional Intelligence and Development of training packages
2.	Ms. Neeru Sharma	Educational Technology and Models of Teaching
3.	Dr. Yogesh Sharma	Research Methodology and SPSS
4.	Dr. Rajni Bala	Educational Philosophy
5.	Dr. Mona Vij	Guidance and Counselling
6.	Mr. Mukesh Sharma	Statistics
7.	Mrs. Harpreet Kaur	Language Competency and Micro Teaching
8.	Ms. Ritu Dial	Curriculum Development
9.	Mr. Satbir Singh	Co-Curricular activities

Steps initiated by the institution to publicise the available expertise:

- Circulars are sent to all the practicing High School, University Education Departments, and Colleges of Education and District Education Officer for utilizing their services.
- Educational Exhibition is organized in the College
- Submitted their names to the University for utilizing services for extension activities

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

The College provides Free of Cost consultancy services through out the year

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

As the consultancy services are free of cost, no revenue is generated.

3.4 EXTENSION ACTIVITIES

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

- The college has conducted one day workshop for school principals on *Professional Excellence* in collaboration with Alpha Institute on 20 January, 2012. Around 30 principals from different schools of Kapurthala District, participated in the workshops. Another, seven days UGC sponsored National Workshop on professional excellence was conducted for students and teachers of different educational institutions.
- Every year college organises three day medical camp in collaboration with Guru Nanak Mission Society (Regd.). In this camp, apart from other aspects, a number of eye operations are done free of cost.
- Every year NSS camp is organized in the neighbouring villages.
- Language Laboratory facilities to other institutions.
- The institution conducts workshops on research methodology and SPSS for faculty members and researchers of different institution in a regular fashion.
- The faculty is invited as various invited talks and/or extension lectures on a regular basis.
- Educational Exhibition in the college is organised every year for the benefit of parents. Parents were benefited by observing the exhibits and the practices of our college. They appreciated our effort.
- SUPW Programme – Back to school programme – Beneficiaries: community.
- Participation in governmental programme (Partnership programme) – Family welfare, pulse polio operation, eradication of adult illiteracy and clean and green programme etc
- Community service activities – Clean and green, Adult literacy, Pulse polio programme, Blood donation camp.

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

- The much needed parental support in the form of appreciation of student products and school practices was obtained through Educational Exhibition of teaching aids and student products.
- For school networking, Interactive sessions are held with The Principals of Practising high schools before internship resulted in developing institution and Survey on infrastructure and learning resources were done in practising schools.
- For institution –community networking, Involvement of parents and community is taken as members of IQAC.
- Involvement of parents is taken in the preparation of institutional plan.

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

During 2013-14 our future plans and major initiatives towards community orientation to students are:

- ✓ Each one admits one child” in Primary schools to achieve RTE.
- ✓ Each one plant 10 trees in the villages to realize importance of plants and with slogan “NANHI CHAHH”
- ✓ “Each one teach one adult” to eradicate adult illiteracy.
- ✓ “Ill effects of alcohol on health” – a health project to create awareness among men and women in the remote area villages.
- ✓ “Women empowerment through extension lectures” – to empower women on their rights and govt. schemes available for their welfare.
- ✓ Identification of gifted children in Kapurthala district – Educational project.

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

Yes, the project “Cleanliness and Personal Hygiene among Villages near Phagwara” has been completed in the last five years.

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

Our Institution has planned and organized the following activities to develop social and citizenship values and skills among our students.

- ✓ Weekly assembly, following the rules of assembly – to inculcate citizenship values.
- ✓ Visits to Villages, National institutes and other institutions– to develop social values and citizenship skills.
- ✓ SUPW activities to develop Social values.
- ✓ Co-curricular projects to develop social skills and citizenship values.
- ✓ Workshop practices to develop hands on experience, manipulative skills, handling of equipment and creative skills.
- ✓ Lab experiences to develop psychomotor skills.
- ✓ Computer Lab and ICT to develop computer skills and ICT/Technology based skills.
- ✓ Visit to National institute for Mentally Retarded Children to understand social issues and Citizenship values.

3.5 COLLABORATIONS

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

The institution has direct linkage with CTE, UGC, NCTE and NCERT. The institution comes under the 2f and 12 B section of UGC, New Delhi. The college has received various grants from the UGC from time to time. A conference of national level with The collaboration of CTE was organized in the College. The College received many books free of cost from Bhartya Hindi Parishad.

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

Ramgarhia Educational Institutions set a milestone by collaborating with Magna Carta College (MCC), Oxford U.K. A MOU has been signed. The deal will promote academic, research and cultural learning. The deal includes faculty & student exchange programme. With this collaboration, the institutions might improve tremendously in the field of education and students' job prospects may improve.(The College organises Communication Skills and Personality Development programme every year with the collaboration of Alpha Global Enterprises)



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

- a. Curriculum Development
- b. Teaching
- c. Training
- d. Practice Teaching
- e. Research
- f. Consultancy
- g. Extension
- h. Publication
- i. Student Placement

The curriculum of the institution may be shared with the faculty of MCC Oxford. However, there is not much scope of any changes as the institution is not an autonomous one and its curriculum is decided by the G.N.D.U. Amritsar. There is provision of blended learning. The faculty exchange programme will help in improving the overall quality if the institution vis-a-vis teaching, research, extension and publication. It will also help in student placement abroad.

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

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

- For conducting workshop on Professional Excellence for school principals.
- In-service training programme for secondary teachers.
- Practice Teaching programme in different schools.
- To identify the best teachers in the district.
- To conduct action research in the schools.
- To collect research data from students and the teachers of the school.
- To organize teacher's day function and honour them.
- To help schools in identifying exceptional children.
- To help schools in organizing various academic programmes.

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

- Govt. Senior Secondary school for Boys, Banga Road, Phagwara.
- T.W.E.I. Senior Secondary school J.C.T. Mills, Phagwara.
- Ramgarhia Senior Secondary school, Satnampura, Phagwara.
- Mela Singh missionary School, Phagwara.
- S.D. Putri Pathshala, Hadiabad Road, Phagwara.
- Babe Nanki Girls High School, Satnampura, Phagwara.
- Arya Senior Secondary school for Boys, Phagwara.
- Ramgarhia Senior Secondary school for Girls, Banga Road, Phagwara.
- Ramgarhia Middle School, Nangal Majja.

- Desh Bhagat Memorial High School, Kultham.
- Sunflower High School, Phagwara.
- Shri Mahavir Jain Model Senior Secondary School, Phagwara.

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

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

- ❖ Interactive session with practising high school Principals before internship (1 day).
- ❖ Pre-visit by our lecturers along with Teacher trainees to practicing high schools to understand school practices (1 day).
- ❖ Observation and joint evaluation of student lessons during practice teaching (40 days).
- ❖ Interaction with teachers and collection of feed-back from teachers on teaching of our students (40 days).
- ❖ Survey of schools to evaluate basic facilities available and plan for development.
- ❖ Guidance through ICT Cell to the teachers of practicing schools.
- ❖ Participation in extension activities of the school are some of the measures adopted to design, evaluate and deliver practice teaching.
- ❖ Feedback Proformas for performance improvement of students teacher are filled by school principal, school teachers (member), supervisors and mentor during practice teaching.

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

- ❖ Collaborative linkage of our college with the school is explained at 3.5.5.
- ❖ Our collaboration with the University is mostly in the form of attending seminars, extension lectures, faculty meetings & board of studies meetings and training programmes.

- ❖ Collaboration with other colleges is participative. Faculty Exchange Programmes are also organised. The College participates in intercollegiate events organized by the University.

3.6 BEST PRACTICES IN RESEARCH, CONSULTANCY AND EXTENSION

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

Guidance and research services by experts have been organized by the institution since 2007 to 2012 as shown in above captions and reports of IQAC enclosed. The Library is automatised with more than 20,000 books and National and International level Journals. The usage of SPSS software for data analyses is also being provided. Difficulties motivated to work on research projects funded by UGC/Management/NGOs. The College has been taking initiatives in conducting medical camp, blood donation camp and NSS camp.

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

- Research** Four U.G.C. Sponsored Minor Research Projects
- Purchase of SPSS IBM 20 and 21 Software for data analysis
- A large number of publications in national and international journals.
- Participation and presentation in State / National / International conferences / seminars / workshops
- Consultancy** Guidance for data analysis to Ph.D. scholars
- Guidance to faculty members from other intuitions in tool and learning packages development
- Availability of online Live Chat for better consultancy services

Extension The college has conducted one day workshop for school principals on Professional Excellence in collaboration with Alpha Institute on 20 January, 2012. Around 30 principals from different schools of Kapurthala District, participated in the workshops. Another, seven days UGC sponsored National Workshop on professional excellence was conducted for students and teachers of different educational institutions.

Every year college organises three days medical camp in collaboration with Guru Nanak Mission Society (Regd.). In this camp, apart from other aspects, a number of eye operations are done free of cost.

ADDITIONAL INFORMATION TO BE PROVIDED BY INSTITUTIONS OPTING FOR RE-ACCREDITATION / RE-ASSESSMENT

- 1. What are the main evaluative observations/suggestions made in the first assessment report with reference to research consultancy and extension and how have they been acted upon.**

Table – 3.2

Details of the observations and suggestions made in previous report and actions taken to comply with these suggestions

OBSERVATIONS / SUGGESTIONS	ACTION TAKEN
The research acumen of teachers may be strengthened by encouraging them to have research publications.	Since last assessment, the faculty has published in large number of journals of repute and conference/seminar proceedings.
Research projects may be undertaken by teachers in areas that provide an empirical basis for institutional development.	The faculty has now one completed UGC-Minor Research Project while 3 UGC- Minor Research Projects are under completion at present.
Efforts are to be made to utilize the competence of the teacher for providing consultancy services to the nearby schools and colleges.	The faculty has acted as judge in various academic activities organized by the schools and colleges in the vicinity from time-to-time as well as organized workshops for the professional development of teachers and principals of those institutions.

OBSERVATIONS / SUGGESTIONS	ACTION TAKEN
The staff should be helped and encouraged to equip themselves with research degrees.	At present there are 6 Ph.D. and 2 M. Phil teachers.
The teachers need to be encouraged to relate application of some fundamental research work to their teaching especially in school curriculum.	The teachers are using innovative methods and modern day gadgets to improve teaching-learning scenario.

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

- Purchased SPSS Software for data analysis.
- A number of publications in national and international journals.
- Organized research methodology workshops.
- Atomatization of the college Library.
- Setting up of Language Laboratory.

CRITERION – IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 PHYSICAL FACILITIES

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

Ramgarhia College of Education is one of the oldest educational institutions situated in the heart of the city, covering the area of 2.73 acre with all greenery inside. The approach to the college is very comfortable. The College has all the infrastructure facilities. The College has intake of 200 B.Ed. and 35 M.Ed. students and further expansion can also be undertaken.

Table – 4.1

Infrastructure facilities

Sr. No.	Rooms	Sr. No.	Rooms
1	Principal Office	14	Music Room
2	Administrative Office	15	Seminar Room
3	Staff Room	16	Common Room
4	Class Rooms	17	Store Room
5	Library	18	Audio Visual Aids Room
6	Health and Physical Education Resource centre	19	Multipurpose Hall
7	Art and Craft Resource centre	20	Workshop for Teaching Aids
8	Education Psychology and Mathematics Resource Room	21	Guidance, Career and Placement Cell
9	Science Resource Room	22	IQAC Room
10	Social Studies Resource Room	23	Lawns
11	Education Technology Laboratory	24	Playgrounds
12	Computer Laboratory	25	Hostel
13	Language Laboratory	26	Separate Toilets for staff, girls and boys

The institution has spent Rs. 2676308/- for the development of infrastructure in the year 2011-12 (Encl: Annexure V).

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

The institute has always proceeded ahead in making additions to its infrastructure to keep pace with the academic growth. It was in the year 1956 that the College was established fulfilling the basic requirements. Gradually with a momentum in academic excellence, endeavours began in upgrading the infrastructure too.

- The College has its own campus.
- The College serves the purpose with Class rooms, Laboratories, Resource Rooms, Administrative Office, Staff Room, Library, Canteen, Multipurpose Hall, Workshop for Teaching Aids, Lawns, Playgrounds, Seminar Room, Hostel and Separate Toilets for staff, girls and boys.
- The campus is Wi-Fi enabled which ensures free access to Internet.
- New reference books, text books and journals are added to library regularly.
- Smart boards have been installed in Seminar Room.
- LCD, Projectors and Document camera have been installed in Education Technology laboratory to equip teacher educators and student teachers with latest teaching methodologies.
- New furniture has been brought to meet the requirements of the different rooms, laboratories and hall in the previous years.
- Provision of purified water through RO, UV, UF advanced purifying system.
- Intercom system and CCTV cameras have been installed throughout the College campus.
- The Education Psychology Laboratory has been supplemented with new and latest Psychology tests and equipments.
- Each class room has green boards where the students can practice teaching skills.

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

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

- Multipurpose Hall
- Multimedia Projector
- Laptops
- Computers
- Art and Craft Resource Centre
- Audio Visual aids room
- Health and Physical Education Resource Centre
- Play ground
- Hostel
- Library
- Display boards
- Science Resource Room
- Education Technology Laboratory
- Computer Laboratory
- Social Studies Resource Room
- Power back up supply with three generators
- Girls' Common room
- Education Psychology and Mathematics Resource Room.

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

Though the institution has developed its own infrastructure that is sufficient to meet its requirements, yet it shares some of the facilities with the parent institutions:

- The College has Common Stadium (Akal Stadium) and Boys Hostel shared with Ramgarhia Engineering College, Phagwara.
- City Hospital runs under the supervision of Ramgarhia Educational council.

4.1.5 Give details of the facilities available with the institution to ensure the health and hygiene of the staff and students. (Rest rooms for women, wash room facilities for men and women, Canteen and health care centers etc).

To ensure the health and hygiene of the staff and students, the college provides the following facilities:

- Purified water through water coolers.
- Well ventilated and clean classrooms with proper sitting arrangements.
- First aid kit to provide quick aid.
- Health and Physical Education Resource Centre for the facility of many indoor and outdoor games.
- College canteen with hygienic conditions.
- Separate, neat and clean washrooms for both men and women.
- Trees around the College campus to ensure pollution free environment.
- Health room for students for comfort in case of any physical illness.
- Fire extinguishers where there is requirement in whole campus.
- Separate Common Room for boys and girls.

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

The College has hostel facility for the students. In the College there is provision of separate Hostel for both girls and boys with all facilities. The girls' hostel has a provision of accommodating approx 100 students. The rooms are well ventilated and furnished with basic requirements. There is a provision of warden room, common room with T.V, hostel mess and sufficient number of clean washrooms with facility of geysers. The hostel has generator for power back-up that gives uninterrupted power supply to students which is necessary for their study, stay and comfort. The hostel is fully wi-fi enabled.

4.2 MAINTENANCE OF INFRASTRUCTURE.

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

- | | |
|----------------|---------------------|
| • Building | • Equipments |
| • Laboratories | • Computers |
| • Furniture | • Transport Vehicle |

Table – 4.2

Finance Allocation and Utilization

Infrastructure	Year 2007-08	Year 2008-09	Year 2009-10	Year 2010-11	Year 2011-12
Building	222494	165864	79499	108577	189520
Laboratories	79679	11600	21740	213275	12880
Furniture	2499	7192	8885	12345	52000
Equipments/ Computers	295976	17575	140800	232775	2547308
Transport Vehicle	-	-	-	-	-

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

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

- Multipurpose hall is best used for organizing various cultural, educational and community related programmes. A number of inter house competitions are successfully organized in the spacious hall.
- National Seminars, workshops and extension lectures are organized in the multipurpose hall and seminar hall that can accommodate large number of audience with ease.
- Library is well equipped with latest text books, reference books , journals, and magazines cater to the academic needs of the students. Library reading and consultation is encouraged by the teachers.
- Education Technology Laboratory provides all the latest hi-tech teaching aids which are useful in developing technological and progressive outlook among student teachers.
- Gadgets like Computers, LCD, OHP, Document Camera and Smart Boards act as effective aids for teachers in their regular teaching and class seminars. Student teachers use them in their Practice Teaching and Skill-in-Teaching examinations.

- Computer Laboratory with facility of internet enables the students as well as teachers to search for new developments in different aspects of education.
- Science Resource Room has all the necessary equipments that allow the students to conduct experiments.
- Language Laboratory works towards enhancing the students Communication skills which are essential components of impressive personality.
- Art Room and AV Aids Room give opportunity to students to give practical shape to their imagination and create innovative teaching aids.
- Classrooms are optimally used for teaching, conducting unit tests, house test, annual exams, group discussions, and seminars.
- Playground is used for carrying out various sports activities for physical fitness of the students. Sports day is organized with full vigour.
- Hygienic and healthy snacks are prepared in the College canteen that satisfies the taste buds of all.

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

The institution has adopted various means to consider the environmental issues associated with the infrastructure.

- Proper drainage and sewerage system is there.
- There are no water leakages.
- CFL bulbs are used in the campus.
- Dustbins are provided to the required places.
- Fire extinguishers are installed at different corners of College.
- Solar geysers are used in the college hostel to save the non-renewable sources.
- The sprawling lush green lawn inside the College and green trees throughout the boundary walls enhances its beauty and greets everybody with freshness.
- Beautification of the institute has been done with a large number of seasonal flowers and evergreen plants.

- The students are motivated to contribute to the environment by organizing plantation week every year.
- Through the celebration of Environment Day, students' interest is created in protecting the environment. Moreover, competitions in poster making, collage making, still life, landscape, poetry recitation etc. are organized throughout the year with aims of appreciating the nature and highlighting the current environmental problems.
- The importance of clean surroundings is practically implied in the College through Cleanliness Drive and awareness programmes.
- The College has an Environment Club that functions to develop insight of students on Environmental issues. The club displays important information regarding burning information of environment on display board.

4.3 LIBRARIES AS A LEARNING RESOURCE

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

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

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

Table – 4.3

Library Resources available to the staff and students

Sr. No.	Library Resources	Number
1	Books	22824
2	Titles	5989
3	References	55

Sr. No.	Library Resources	Number
4	Journals	14
5	Magazines	10
6	Back volumes of journals	295
7	Encyclopedias	40
8	Dictionaries	15
9	CD/DVd (Lesson Plan)	350
10	Ph.D Thesis	12
11	M.Ed. Dissertations	246
12	Computers	03
13	Internet access	03
14	Newspapers	09
15	Book Bank	1200

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

In order to look adequately in to the matters and functioning of college library, a library committee has been established with the composition given below:

➤ Principal	➤ Two Assistant Professors
➤ Librarian	➤ Two Student representatives

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

- Holds meetings from time to time to assess the requirements of the students and the teachers.
- Takes decisions regarding new books to be added as per the requirements.
- Gives an ear to the problems of students and makes efforts to solve them.
- Identifies, guides and helps the needy students to get books from the book bank.
- Welcomes the suggestions for improving library services and library functioning.

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

The library is fully computerized. OPAC software has been installed to make it fully automatised for easy accessibility of the books, journals and periodicals etc.

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

The institution library has three computers with internet facility. The facility of scanning and printing is also provided in the college library. For students, there is a provision in the time table when they can visit the library. They can search for the required material even in the short break or lunch break or before or after collge hours. All the members of the staff frequently visit the library during their free periods.

4.3.6 Does the institution make use of inflibnet/delnet/IUC facilities? If yes give detail

The college plans to make use of inflibnet. It is under process.

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

The library remains open for six days a week. It remains closed only on gazetted holidays during the whole academic year .Working hours of the library are 8:30 AM to 4:30 PM. The library remains open during Practice Teaching and examinations too.

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

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

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

Yes, the institution has a book bank facility. It is for those students who cannot afford to buy books. The pass out students with good financial background is requested to donate their books to the book bank for the good cause.

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

The provision of library on ground floor is helpful for the differently able students. Moreover, special facilities like enlarged notes and wheel chairs are provided to visually and physically challenged students. Furthermore, proper lightening and seating facility is provided to partially sighted and physically challenged. Recorded lessons in CD s are also available in the Library.

4.4 ICT AS LEARNING RESOURCE

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

The institution has well developed Computer laboratory that extends the services of internet connectivity, hardware, software and A.V aids to the institutional personnels and students. All these facilities enable the teachers as well as students to keep pace with the latest technological advancements so that they can progress according to the changing needs of the time.

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

Table – 4.4(a)

List of Hardware

Sr. No.	Name of the Item	Quantity
1	Computers	45
2	Printer	05
3	NET GEAR ROUTERS	04
4	USB Scanner	03
5	Head Phone	21
6	Speaker	21
7	LAN Card and Networking	All Computers
8	Photocopier	03

Table – 4.4(b)
List of Softwares

Sr. No.	Software
1	SPSS 20,21
2	Guidance software
3	Personality Development software
4	OPAC Automatised Library software
5	Orell Language Lab software
6.	MS-Office
7.	Nero Smart
7.	Photoshop CSS

Table – 4.4 (c)
AV aids and Material available

Sr. No.	Name of the Item	Quantity
1	Smart TV	03
2	OHP	03
3	LCD Projector	04
4	Laptop	05
5	Interactive Board	03
6	Digital Camera	02
7	Scanner	04
8	CDs	300
9	Document camera	01

Sr. No.	Name of the Item	Quantity	Sr. No.	Name of the Item	Quantity
1	Benches & Desks	400	14	Lab stools	30
2	Lecture Stand	15	15	Map Stands	10
3	Display Board	10	16	Locker for teachers	20
4	Green Boards	15	17	Wooden Cabinet	12
5	White Boards	06	18	Oven/Hotcase	03
6	Chairs	400	19	Fax Machine	01
7	Tables	30	20	Sound System set	04
8	Almirah	45	21	Filtered Water Cooler	03
9	Sofa Sets	04	22	Models	90
10	AC	04	23	Charts	200
11	LCD Screens	03	24	Maps	40
12	Journal Stand	03	25	Flannel Board	15
13	Book Racks	05	26	Laptop	05

The Utilization of ICT facilities:

The College encourages the teachers as well as students to avail ICT facilities. There is an easy access to ICT resources for all the institutional personnel and students. The institution permits utilization of resources for bringing improvement in teaching learning process. To promote ICT skills among prospective teachers, the institution offers Teaching of Computer Education, as methodology paper and ICT integration in Pedagogy as an add on course which is compulsory for all .Through this, all students acquire basic computer skills. The whole campus is wi-fi enabled.

Following are the areas for which the Computer laboratory is frequently used by the students and teachers:

- Curriculum transaction.
- Updating their notes by making additions in them.
- Searching latest developments in the field of Education.
- Making power point presentation to be used in various seminars.

- Preparing lesson plans that are demonstrated before the students.
- Analyzing data for research purpose.

Utilization of Computer laboratory by the Administrative staff:

- For keeping all the records of the students like their residential address, contact numbers, qualification, evaluation in house tests, participation in co-curricular activities, internal assessment etc.
- For keeping the records of the teachers i.e their residential address, contact number, qualification, participation in faculty development programmes etc.
- Scanner is used to scan documents and photographs etc.
- Printer is used to get the required number of copies of important documents.
- For making salary reference of the staff.
- For sending and receiving information from other relevant offices.

Utilization of Audio -Visual material and other media

- A-V material like, charts, models ,overhead projector, LCD, interactive boards etc. are used by the teachers in their regular teaching and for demonstration of micro and macro lessons.
- Students use A-V material available in the institution for effective practice teaching and discussion lessons.
- Audio Visual material is provided to the students for their effective participation in various competitions related to Skill in Teaching.
- The essential materials and media are also used by the faculty members for their presentation in seminars and workshops.

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

To develop technological skills among ‘would be’ teachers, the add on course ‘ICT Integration in Pedagogy’ is mandatory for all the students. The course helps students in gaining Computer skills, understanding functioning of computer, getting knowledge about software and hardware, using CD’s, making power point presentations etc.

There is provision of 'Methodology of Computer Education' as an option (V) in teaching subjects. The students who have studied Computer Education till the level of Graduation, take up this subject and learn in detail its teaching methodology.

For both the papers, the syllabus prescribed by N.C.T.E. and adopted by Guru Nanak Dev University is followed. In addition to curriculum instruction, various projects and assignments are given to the students to prepare through different modes of ICT.

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

The institution is enthusiastic and strives to make use of new technologies for effective curriculum transaction. The College keeps organizing the training programmes for faculty members with a purpose of integration of ICT in Teacher Education. All facilities and standards are maintained for smooth conduct of teaching learning programmes with the help of audio visual aids. ICT is introduced in the regular classroom teaching for discussions, seminars, paper presentations and workshops. ICT is incorporated not only in dissemination of academic information but also to give the best quality participation in co-curricular activities. ICT resources are explored both by teachers and students to be more creative in academic and co-curricular fields of Inter- College and Intra- College competitions.

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

The training and practice in ICT that is given to student teachers in the College is practically applied by them during Practice Teaching. The Teacher Educators themselves use latest technology in demonstration of composite and micro lessons so that the students may imitate them . The student teachers, with the efficient use of technological aids, are successful in creating the interest of the students in the class room activities. The positive and encouraging environment motivates both the student teachers and pupils to actively involve in the teaching learning process. Technology serves as an important support to the student teachers during the Practice Teaching in:

- Preparing interesting and impressive lesson plans.
- Presenting the lesson through power Point presentations.
- Showing transparencies through Over Head Projector.
- Making effective use of Interactive board.
- Adding more pupil activity in the development of the lesson.
- Giving final skill in teaching exams and gaining confidence and appreciation.

4.5 OTHER FACILITIES

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

The instructional infrastructure is optimally used by the institution for the promotion of Education in the institution, in other institutions as well as by the Community.

- The experienced teaching faculty of the institution participates in various Faculty Exchange Programmes where they efficiently share and exchange their knowledge with other illuminated teachers in schools and colleges. They act as resource persons in various programmes organized in schools and colleges.
- The useful teaching aids-charts, models, CD's, transparencies etc. prepared by student teachers during their practice teaching are displayed in the Teaching Aids Exhibition and then donated to their respective schools.
- The instructional infrastructure facility is extended to be used by alumni members as per their needs and requirements
- The facilities are available for the teachers of other educational institutions also.
- The College has developed its own website www.rcephg.org which is updated regularly.

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

Wide variety of audio visual aids has been made essential part of the college instructional resources. The College has a number of teaching aids that supplement regular teaching with efficiency and perfection. These resources include CD's, OHP, LCD projector, Document camera, charts, models ,white boards, computers, TV, CD players, screens and flannel board. Student teachers are always encouraged to plan and use these teaching aids properly. The material is easily accessible to them so that their optimum utilization can be procured while practice teaching, class seminars, preparing assignment ,presenting different topic, collecting ideas for quality participation in various co-curricular and academic activities.

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

To provide congenial and required environment along with the physical material, the institution has well established laboratories and rooms of various subjects like Science Resource Room, Computer Laboratory, Education Psychology and Mathematics Resource Room, Education Technology Laboratory. The student teachers gain opportunity to conduct experiments in these laboratories under the supervision of the teacher educator. For other subjects also; special rooms are allotted where the teaching aids related to particular subjects are available to be utilized by students and teachers. Further, the institution has Social Studies Resource room, Art and Craft Resource centre, Health and Physical Education Resource centre and Music room.

There is regular enhancement and maintenance of the equipment and other facilities in the institution.

- Specific teacher educators are given the charge of specific rooms, they regularly give suggestions about their requirements and improvements of infrastructure.
- The institution has a purchase Committee that looks into the matter of suggestions made by various laboratory Incharges and make them available the required material for the proper functioning of laboratories.
- Up gradation of the equipment in laboratories is done regularly.

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

The College has developed following infrastructural facilities that easily cater to diverse academic and co-curricular needs:

Multipurpose Hall: The institution has well- furnished and well- equipped multipurpose hall with facilities of music, lightening and sound system. It is used for a number of below mentioned purposes:

- To conduct morning assemblies.
- To carry on Yoga classes and personality development classes.
- To celebrate functions and important days.
- To organise Extension Lectures, National Seminars and Workshops
- To organise Inter and Intra College Competitions.
- To prepare group items like dance, skits, group songs, mime etc.
- To conduct the annual exams & practicals.
- To make common announcements.

Workshop: For the effective teaching of various subjects, pupil teachers are guided to prepare a variety of Audio-Visual aids in the workshop. They are given guidelines on the topic and material required for the preparation of different audio-visual aids.

Music Room: Suitable instruments are provided in the music room to make preparations for several Inter and Intra- College as well as G.N.D.U. youth festival.

Table – 4.5 (a)

List of Instruments

Sr. No.	Name of the instruments	Quantity
1	Harmonium	01
2	Dholki	01
3	CD Player	03
4	Folk Instruments	10
5	Tabla Set	01

Table – 4.5 (b)

List of Material

Sr. No.	Name of the Material	Quantity
1	Matteresses	01
2	White sheets	04
3	Dari	01
4	Round Pillows	02

Health and Sports Resource Centre:

For the physical development of the students, the college has provided health and resource centre where the students can have recreation along with the fitness of body and mind through a number of indoor and outdoor games. The College organizes Sports Day in which a number of activities are organized.

Table – 4.5 (c)

List of Equipments

Sr.No.	Article	Quantity	Sr.No.	Article	Quantity
1.	Badminton Racket	10	10.	Volley ball	04
2.	Shuttle Box	05	11.	Volley ball Net	02
3.	Shot put	01	12.	Stop Watch	02
4.	Discuss Throw	01	13.	Sacks	15
5.	Olympic Torch	01	14.	Earthern Pot	15
6.	Whistle	05	15.	Victory Stand	02
7.	Clapper	02	16.	Carrom Board	04
8.	Badminton Net	02	17.	Chess Board	04
9.	Shuttle Cock	24			

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

The classrooms are equipped with all the latest technological teaching aids. There are facilities of chalk boards, lecture stands, Over head Projectors, LCD and flannel boards. Class rooms are very spacious, airy and well furnished. Electric tubes/CFL, ceiling fans and electric extension connections are furnished. Moreover, the College has Education Technology Laboratory, Computer Laboratory, Education Psychology and Mathematics Resource Room, Science Resource Room, Language Laboratory which are equipped with the modern technologies. The easy accessibility to all these teaching aids help in making teaching learning process more effective and interesting. Maximum students can be involved in the classroom learning. The teachers and students are provided opportunities to get maximum exposure to latest technologies for teaching.

4.6 BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCES

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

The faculty members seek an important goal i.e. to enable the students to incorporate the art of perfect teaching through the understanding of various aspects of education and imbibing the skills of teaching. Such a broad aim is achieved not only by verbally transmitting the knowledge but it also involves the use of diverse technology. Through constant motivation by the College head, all the teaching staff members direct their thoughts and actions to disseminate the content by the means of different teaching methods. To cater to the needs and achievement level of various students, diverse medium of instruction are adopted. Discussions are held among the staff members and they share the newly acquired methodology with each other.

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

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

- Increased use of computer in all the aspects of teaching- learning process and other functions of the institution.
- Use of digital interactive boards in teaching learning process and discussion lessons.
- Use of LCD Projector and Document Camera for the explanation of particular topics, giving presentations on important occasions, presenting papers on national seminars and presenting discussions lesson plans.
- Access to internet for all the students and faculty members.
- Working models to bring the lessons more close to explanation through demonstration.
- Up gradation of website at regular intervals.
- Facility of intercom throughout the College for free flow of communication.

4.6.3 What innovations/best practices in ‘infrastructure and learning resources’ are in vogue or adopted by the institution?

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

- Administrative work is fully computerized.
- Internet accessibility.
- Setting up of Language Laboratory.
- Provision of purified drinking water.
- Provision of three generators.
- Use of latest technology smart boards, Document camera, OHP, Computers, LCD projectors in teaching.
- Expanding learning resources through active participation of members of other organizations and institutions.

- SPSS software for data analyses.
- Library Automatised.
- Digital cameras for recording of the lessons.

Additional Information to be provided by institutions opting for Re-accreditation / Reassessment.

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

The evaluative observations/suggestions made in previous report and the steps taken to accomplish them have been mentioned in following table:

Table – 4.7

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

Area of the observations and suggestions made in the previous report	Action taken by the institute to comply with these suggestions
Upgradation of Laboratories:	The college has paid special attention to the development of Science resource room, Language laboratory , computer laboratory, Education Technology laboratory and Education Psychology and Mathematics Resource Room. All the laboratories are equipped with suitable furniture, equipments, tests and resources for experimental works. Education Psychology laboratory is well maintained according to requirements of the syllabus. The computer laboratory is one of the most important existing resources for college at the time of admissions, maintaining student record or examination work, maintenance of stock, library books and access to internet. Teachers and students use computer laboratory for data analysis in research activities at the M.Ed. level. Short term courses are organized to spread computer literacy among the members of the faculty and non teaching staff.

Area of the observations and suggestions made in the previous report	Action taken by the institute to comply with these suggestions
Up gradation of Library;	The college has enriched library with resource books, encyclopedia, journals, periodicals, school text books published by the NCERT. Some features of our library include adequate space for reading. The furniture and infrastructure in the library is comfortable for proper academic activities. The Library is fully automatised. There is facility of computers in the Library to access internet also.
Organization of Workshops on teaching aids	The College has workshop for teaching aids. Regular workshops are organized in our college which include how to prepare good PowerPoint presentations, effective working models etc.

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

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

- Use of technology in Teaching –Learning process
- Computerized Library
- Smart Boards
- Language Laboratory
- Wi-Fi enabled hostel and college campus
- Construction of new Administrative block
- Document camera and SPSS software
- Conducting special workshops on ICT for teaching and non-teaching staff
- Recording of best Micro, Macro lessons and teaching aids presentations with digital cameras

CRITERION – V

STUDENT SUPPORT AND PROGRESSION

5.1 STUDENT PROGRESSION

5.1.1 How does the institution assess the students' preparedness for the progress and ensure that they receive appropriate academic & performance advice through the commencement of their professional education progression.

The institution follows various techniques and methods to assess the students' preparedness for the programme and hence provide them continuous direction to upgrade their professional and personal growth. The students' pre-requisite knowledge and skills are judged on the basis of :

- ***Conduct of Interviews and tests:*** A view of overall personality and abilities of students is taken during their interview with the Principal and other senior faculty members of College at the time of admission. The academic scores in the previous examinations are scrutinized; with the help of aptitude test and interest inventory the students are assessed for taking teaching as a profession as well as their preferences for the varied options.
- ***Induction Session:*** Induction Session is organized by the college to make the students familiar with different aspects of B.Ed. and M.Ed. course in totality. It is focused on presenting complete scenario of various academic and co-curricular activities of college.
- ***Academic Orientation:*** Students are given academic orientation which provides information on compulsory subjects, optional subjects, teaching subjects, internal assessment, eligibility to appear in university examination, style of examination and time table.
- ***Workshops and Practical Sessions:*** Training workshops and practical sessions are conducted in microteaching skills, lesson planning, methods of teaching, models of teaching, practice teaching, simulated lessons and seminars in order to

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

- ***Teaching according to Diverse Needs:*** Lectures are organized on innovative methods of teaching, ICT, personality development and on other education related topics throughout the year. These are conducted by experts in the field and the college faculty.
- ***Group Discussions:*** Various topics are discussed in class by forming groups with competent leaders. The participation of students in such discussions brings to limelight the leadership qualities.

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

The campus environment is positive, motivating and comfortable as it takes care of the students' needs. The campus has airy classrooms and an ideal library, computer room, science and mathematics resource rooms, lush green lawns and canteen. The institution overall maintains a humane environment in its dealings with the student teachers. Tutorial groups are formed comprising of 12-15 student teachers under each teacher educator. The student teachers are constantly monitored with respect to their progress.

- Democratic environment prevails in the college that develops a sense of equality and freedom among all. Easy accessibility to faculty and the principal is key feature of the institution.
- Enriched college calendar with its varied activities provides ample scope of a development of students in mental, physical, social, moral and emotional spaces.
- Students participate in administration through IQAC, Students' Cabinet and various other clubs and committees. They organize and participate in various activities which help in an overall development.

- Students' Cabinet is the major source that imbues in them the sense of responsibility, motivation, and development.
- Personality development programmes, yoga classes and communication workshops are regularly organized to develop life skills in students.
- Students are a part of different houses under the supervision of teacher educator, where they participate as well as organize a range of co-curricular activities in the college.

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

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

The institution takes wide strides to maintain the interest of students in B.Ed. course through orientation talks, stress management workshops, continuous encouraging discourses by teachers as well as the Principal. All these measures are helpful. The college takes special care of the students facing health problems. In case, any student is found absent for more than a week, he/she is contacted on phone. Their parents/guardians are also informed immediately, strict action is taken only when the student is continuously absent for more than two weeks without ascertaining any solid reason. The university eligibility conditions are followed strictly by the institution, i.e. student must have 75% of class attendance and should pass two house examinations. In case, a student fails to comply with the above norms, he/she is given special chance to appear in the special house tests and submit the required number of assignments. Year wise list of dropouts is given in the table.

Table – 5.1
Gender-wise Dropout Rate

Session	Class	No. of Dropouts	
		Female	Male
2008-09	B.Ed.	3	2
	M.Ed.	2	2
2009-10	B.Ed.	3	1
	M.Ed.	Nil	1
2010-11	B.Ed.	1	Nil
	M.Ed.	Nil	Nil
2011-12	B.Ed.	1	2
	M.Ed.	1	1
2012-13	B.Ed.	4	1
	M.Ed.	1	Nil

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

Institute not only provides support to the students in qualifying these exams but also provide coaching to the teacher educators working on adhoc basis. Many of our teachers have qualified NET in the last few years and they have been promoted to regular posts by the management. The college provides support services to the students through following measures:

- Guidance and counseling cell of the college maintains detailed information regarding higher studies, courses, fee structure and future scope of different courses. This information is properly disseminated to the students and assistance is given to them in the selection of course and career options.

- Placement cell of the institution keeps track of the job avenues and vacancies at various places about which students are provided information from time to time. The college maintains a close contact with the practicing schools and refers its promising pupil teachers to the heads of these schools to be placed in their institutions.
- Latest news regarding NET, TET, higher courses, job opportunities and vacancies in govt. sector or in private schools and various competitive exams is displayed on the bulletin board. Coaching classes for TET and NET are also organized in the college campus. In order to provide orientation to our students for this test, Education Olympiad is organized at the end of the session which is a kind of mock test for TET/NET.
- Open access to internet, journals, and newspapers in the library keep the students upgraded about the world of education and employment.
- We regularly organize personality development classes and communication workshops in association with the training institutes in this area. The focus of these classes is resume writing and job interviews. Number of students who qualified these tests in last three years is as given in the table:

Table – 5.2

List of NET/SLET, TET Qualified Students

Session	2009-10	2010-11	2011-12
NET/SLET	6	8	7
TET	Not conducted by Govt.	17	Not conducted by Govt.

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

The college keeps strict vigilance on career progression of outgoing students through its placement cell and assists them in their choice of higher study courses and profession. During the last three years about 48% of students pursued higher studies and about 27% opted teaching as a career. Details are given in table below:

Table – 5.3

Students pursuing higher education or entered in teaching jobs

S. No.	Session	% of students gone for higher studies	% of students in teaching jobs
1.	2009-10	44%	28%
2.	2010-11	47.5%	25%
3.	2011-12	52.5%	29%

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

The students seek help from the institution for various types of resources such as library and Internet facility. The students who pursue higher education after graduating from the institution have free access to library and other educational material like audio and video resources. They are permitted to refer books, journals, periodicals etc. available in the library and also allowed to access psychology lab.

The alumni also access these resources very often for their professional enhancement they also come to our library to consult books. Moreover the association is actively participating in institutional development activities and using resources available in our institution for alumni meetings. For example, they use our electronic gadgets, ICT, LCD projector etc. whenever they organize meetings, seminars etc.

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

The Placement Cell co-ordinates with different educational institutions and tries to provide placement for students. The cell works towards bridging the gap between the requirements in various schools and the career aspirations of the students. The cell also

provides personal support and counselling in seeking jobs in good schools. To facilitate placements for student-teachers a number of educational institutions were thus invited for Campus orientation and campus interviews.

Table – 5.4

Details of students placed through placement cell of the college

S.No.	Name of the Institution	No. of Students
1.	Ramgarhia Sen. Sec. School for boys, Phagwara	2
2.	Ramgarhia Sen.Sec. School for girls, Phagwara	3
3.	Shri Mahavir Jain Model Sen. Sec. school, Phagwara	5
4.	Sunflower high school, Phagwara	4
5.	GDR high school, phagwara	4
6.	Arya Sen. Sec. school, Phagwara	4
7.	Cambridge International School, Phagwara	4
8.	Swami Sant Das Sen. Sec. School, Phagwara	3
9.	S. D. Putri Pathshala, Hadiabad, Phagwara	1
10.	Divine Public School, Phagwara	3
11.	T.W.E.I. Sen. Sec. School, Phagwara	4

Most of our M.Ed. students also get placed as assistant professors in various colleges of education.

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

Though every attempt is made and problems are overcome to successfully carry on the role of placement cell. Yet, the college faces difficulties in smoothly gaining the objectives of the cell.

Beginning of the session in schools occurs in March/April, but our session gets to its completion in June and because of this, our student teachers are unable to join the jobs in schools in March/April. To overcome this difficulty, college seeks demand of the school in midterm and tries to provide competent teachers. Students of last session are given priority in next session as per the requirements of the school. For this, the college keeps the complete up-to-date information of students of previous year during alumni meet.

There are also a large number of students who belong to rural areas or distant places. These students prefer job in their locality only. So they are informed whenever there is a requirement or advertisement related to their places.

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

The teaching practice is organized both in government schools as well as government aided schools. The recruitments in government schools is done at the state level while in Govt. aided and Private Schools, the institution establishes close contact with the heads of the schools and keeps a track of the vacancies in various subjects. Highly commendable student teachers are recommended to the schools for job placements, their details are forwarded and efforts are directed to enable the pupil teacher to gain a teaching job according to his/her expectations and abilities.

Placement cell arranges campus visits by the practice teaching schools to conduct interviews and select candidates as per their requirements. Schools other than our practice teaching schools also come for the campus interviews (Details in 5.1.7).

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

The institution is strongly devoted to make the Placement cell fully functioning, goal achieving and vibrating part of the system to ensure its smooth running and success, all kinds of support and assistance is provided to it.

- The Placement Cell committee comprises of two teacher educators who look after the smooth functioning of the Placement cell.

- The institution maintains a separate notice board for display of placement related information.
- For the campus orientation and interviews the institution provides resources like our teacher educators on the panel to help in interviews, rooms for testing and conducting interviews, ICT facilities for orientation sessions, refreshments and stationary to the schools.

5.2 STUDENT SUPPORT

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

The rainbow of curricular and co-curricular activities for the whole session is planned before hand, after a close scrutiny of the aims and the objectives of the course. It is only after good exercise of brain by faculty members under the guidance of the Principal of the institution that the college calendar takes its final shape. Care is taken to give adequate place to spectrum of activities leading to the overall development of the personality of the students.

The students are well informed about them through college calendar in prospectus, which beforehand provides them requisite directions. Moreover, circulars are regulated throughout the campus for each and everybody's knowledge. Notices along with the dates are also displayed on the notice board of the college. Announcements are made in the morning assemblies regarding the coming events.

An academic calendar is drawn to aid the activities of the entire year. The academic calendar can be viewed on the website as well as on the notice board; as a result the stakeholders get an overview about the various activities to be conducted. Any feedback received is reviewed and if required, necessary revisions are then carried out. The various subject papers, curricular and co-curricular activities are judiciously distributed among the teacher educators. Various portfolios are allotted in the presence of all the staff

members in advance before the commencement of the academic year to ensure proper planning and smooth execution of the same.

Different committees meet as per the schedule and requirement to ensure that the activities are carried out as per the planning and all the teacher educators get familiar with their respective roles in the various activities. This helps to review and find lacunae if any, which enables every teacher educator to find suitable solutions. This further helps in achieving the objectives and implementing the curriculum effectively.

After the completion of each activity the staff members review the activity and prepare a report. Students' feedback is also taken informally for co- curricular activities. Twice in a session, feedback proformas are filled by students in which evaluation of different aspects of teaching learning process are evaluated. Thus a good coordination and team work helps in the effective functioning and improvement of all the activities.

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

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

Special facilities and guidance is provided to such students and concerned teachers provide notes or recorded CDs for their special needs. We also involve other students especially advance learners and M.Ed. students to support these students by providing them audio lecture notes and other support needed by them. Wherever needed, we seek help of sister institutes or NGOs to provide material support.

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

The institution has effective mentoring arrangements in all tutorial groups with 12-15 students in each group. These are formed under the mentorship of a teacher educator to reach out to all the students. There is a special provision of tutorial period in the college

time table where close interactions take place and efforts are directed to sort out the problems of students in academic, co-curricular and personal fields. They are encouraged to participate in various activities of the college and become active members in the college functioning. The teacher educator makes an effort to improve study skills and provide training in time and stress management. Individual counselling and telephonic assistance is offered to the students if required to solve problems pertaining to personal, family and academic life. When required, the family members of the student teachers are also called for counselling. Each teacher educator updates the Principal and the rest of the teacher educators about any student requiring special help so that any significant problem or issues concerning the student teacher can be identified and tackled in a positive and beneficial manner. The mentor keeps the record of their improvement throughout the session. Proper guidance is provided to nurture the hidden talent of the students.

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

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

- Creating a democratic, encouraging and congenial atmosphere
- Co-operative and supportive relations between the principal and the faculty members
- Duty leave and to participate in seminars, conferences, workshops and other extension activities .
- Adequate training in the use of latest teaching aids like interactive board and LCD projector etc.
- Faculty enrichment programmes such as training in ICT and personality development.
- Flexible time table with provisions for academic growth of teachers.

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

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

The college possesses an official website (www.rcephg.org). The website is updated frequently and at regular intervals. The website displays comprehensive information about the institution, vision, mission, values and objectives of the college, admission procedures, course structure and fees, examination schedules, list of faculty members, academic calendar, latest news, results and placements, activities of the college, contacts, Photo Gallery, and mandatory disclosures. This keeps the alumni and all other stakeholders updated about the programmes, courses and activities of the college.

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

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

- *Extra classes* are conducted if there is a difficulty in understanding the content.
- *Mentoring*: Slow learners in the class are identified and teacher educators as well as advanced learners are assigned as mentors for the low academic achievers.
- *Study Circle*: During the study circle the advanced learners study and help the low academic achievers by guiding and sharing notes and solving queries.

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

Once the advanced and slow learners are identified on the basis of their performance in class tests and house tests, specific plans are put into practice for their betterment. The following teaching strategies are adopted for advanced learners:

Seminar Presentations: Advanced learners are given units for self-study and are given opportunity to teach the peer through seminar method.

Providing extra material: Advanced learners are provided with enrichment material for self study under supervised guidance of the teacher educators.

Discussion Method: The content is taught using the discussion method so that students get an opportunity to present their views on the topic.

Co-operative Learning: Topics which are easy to understand are taught through co-operative learning. The strategies such as think-pair-share, project work, etc are used.

Zero Lecture Approach: Topic is told in advance. Sufficient resource material is provided, and also source for procuring material is told. The teacher educator acts as a facilitator and helps them develop various skills like self reading, meta- learning, highlighting key points. Evaluation is done at the end of the topic.

Mentoring: Advance learners help slow learners by mentoring special classes and providing notes etc. to their counter parts.

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

Remedial classes: Remedial Teaching is meant for slow learners as well in order to provide them special assistance and guidance to uplift their academic performance.

ICT rich lectures: Teacher educators use ICT rich learning materials and provide notes to the slow learners.

Tutorial Groups: Problems related to difficult topics or other concerns are tackled in the tutorial groups.

Mentoring: Slow learners in the class are identified and teacher educators as well as advanced learners are assigned as mentors for the low academic achievers. Regular tests are organised for feedback and improvement.

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

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

To enable the students to follow the path of success and happiness, college has established Grievance Redressal Cell, Career Counseling and Placement Cell. These cells

function to promote better adjustment of students in varied fields to life. Along with this the tutorial system is also helpful in guiding the students. **Online guidance facility** is the key feature of the college. Students are provided guidance in:

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

Educational Field: Guidance is extended to solve the problems of students in education. Their learning problems, problems related to concentration, understanding and attempting the answer are dealt with great concern. Difficulties in particular subjects or the topics are taken up in detail by the concerned teachers. They are provided guidance for further higher studies and courses.

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

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

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

- The Tutorial Group
- The Students' Cabinet
- Direct approach to the principal
- Availability of suggestion box in the campus.

Major grievances redressed in the last two years:

- Insufficiency of Punjabi medium books in the library was brought to the notice. Subsequently the number of books was increased to meet the needs of the student teachers.
- Library timings were made flexible as per the requirements of the student.

- Special communication workshops on resume writing and job interviews were conducted in collaboration with Alpha Training Institute.
- Considering the problems of M.Ed. students in data analysis, SPSS has been installed in the research wing of the institute.
- Solar water heating system in the women hostel has been provided after complaints of the students.
- Counseling service has been provided to one of the students in the last session to solve his personal adjustment problem. It was observed that after counseling session remarkable change in his behaviour occurred and his performance in the classroom and terminal examinations also improved.

5.2.10. How is the progress of the candidates at different stage of programmes monitored and advised?

The progress of the candidate at different stages of programme is monitored through a continuous series of academic activities such as class tests, unit tests, panel discussions and class discussions. The system also includes the preparation of seminars, assignment and projects by students. They are given proper guidelines for the preparation of their assignments. After the submission of work, the evaluative feedback is provided.

- The progress of the student teacher is monitored by the teacher educators and they also provide advice for improvement of their performance.
- The attendance records are maintained by teachers in-charge for conducting the assembly and a report is given to the principal and the concerned tutorial group teacher if a student teacher is absent on a regular basis.
- The results of students in unit tests and house tests are analyzed and meetings are held to bring improvement. Remedial and enrichment programmes are designed according to the needs of the students.
- The performance of student teacher at practice teaching is scrutinized in all aspects by supervisor. Feedback on developing various skills is provided by mentors, peer- group and supervisors.
- Participatory activities of the student are tracked through various academic and extension cells functioning in the college.

5.2.11. How does the institution ensure the student competency to begin practice teaching (Pre-Practice Preparation details) and what is follow-up support in the field (Practice teaching) provided to the students during practice teaching in schools?

The practice teaching incharge ensures that the student teachers are well prepared before they are sent to the practice teaching schools, their progress is continuously monitored. Pre-practice is the regular feature to help students prepare for the actual teaching experience. Five micro practice lessons and one micro discussion lesson is compulsory for students in each subject before they actually set for the teaching practice. The competency of student teacher to teach in schools is developed through the following Pre-Practice preparations:

- Orientation to practice teaching in methodology classes
- Guidance on the selection of methods
- Orientation to various micro teaching skills
- Method wise model demonstration lessons by teacher educators
- Demonstrations to the various skills by teacher educators
- Video demonstrations of good lessons
- Practice of micro teaching skills by the student teacher in the peer group
- Careful observation and provision of immediate feedback
- Micro discussion lessons by the student teachers
- Guidance on complete lesson planning strategies and objective writing
- Practice of lesson planning and correction work
- Interactive session with school teachers and principals

The follow-up support in the practice teaching:

- At least 75% lessons taught by the students are observed and feedback is provided in the lesson plan. Student teachers have to record their experiences in teaching as reflections.
- After the lesson, personalized feedback is also provided and suggestions are given by teacher educators to improve teaching competency.

- Student teachers have to observe the lessons taught by their peer and have to record the observations in the Observation Book. Peer lessons observation gives a broader understanding on how teaching can be improved through social learning.
- The group leaders in various practice teaching schools give a detailed report of each student in their schools to the practice teaching incharge.
- Students' Diary is maintained by students during Practice Teaching in which they write their daily experiences of teaching in schools.

5.3. STUDENT ACTIVITIES

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

Yes, the institution has an Alumni Association named 'The Arcadians' since 2003. Details of the office bearers are given in the table below:

Table – 5.5

Current office bearers of Alumni

S. No.	Designation	Name of the Office Bearer
1.	President	Mrs. Manpreet Kaur Bhogal
2.	Vice President	Mr. Sanjiv Sobti
3.	Secretary	Mrs. Aarti Sobti
4.	Treasurer	<ul style="list-style-type: none"> • Ms. Neha Bains • Mr. Sarbtej singh

1. **Give the year of the last election:** The members are unanimously elected by all the members of the Alumni Association. The last elections were held in the year 2011.
2. **List alumni association activities of last two years:** Activities of the last two years conducted by the Alumni Association were:
 - Helping in placement of teachers through their well acquired position in various educational institutions

- Participation in cultural activities especially in tree plantation drive
- Interacting with current students and facilitating outstanding students
- Presenting model demonstrate lessons to current students

3. Give detail of the top ten alumni occupying prominent positions: Ramgarhia College of Education was established in the year 1956. We are proud of our alumni who are placed in prominent positions in various educational institutions in India as well as in other countries. Two of the Alumni are National Awardees and one is a State level Awardee. Positions occupied by our alumni members' along with their place of working is given in the table below.

Table – 5.6

Positions occupied by Alumni

S. No.	Name of the Alumni Member	Position Occupied
1.	Mrs. Manpreet Kaur Bhogal	Principal, Ramgarhia Sen. Sec. School for girls, Phagwara
2.	Mr. Sanjiv Sobti	Principal, Arya Sen. Sec. School, Phagwara
3.	Mrs. Aarti Sobti	Principal, Shri Mahavir Jain Model Sen. Sec. School, Phagwara
4.	Mr. Harjinder Gogna	Principal, Government High School, Jagatpur Jattan, Phagwara
5.	Dr. Radha Arora	Assistant Professor, MGN College of Education, Phagwara
6.	Dr. Arjinder Singh	Assistant Professor, Innocent Hearts College Of Education, Jalandhar
7.	Neha Bains	Assistant Professor, Guru Nanak College of Education, Mahilpur
8.	Gagandeep Singh	Assistant Professor, OPM College of Education, Dayalpur.
9.	Pooja Laxmi	Assistant Professor, G.N. College of Education, Mahilpur
10.	Tajpreet Kaur	Head trainer in Alpha Global Enterprises, Phagwara

4. Give details on the contribution of alumni of the growth and development of the institution: Some of the activities conducted by the alumni are as follows:

- Lectures on the relevant topics
- Communication workshops
- Interactive sessions before practice teaching
- Demonstrations on various skills
- Helping in placement of students
- Alumni fund raising drive for the financially weak students

The alumni serve as the effective ambassador of the college as they carry with them the name, fame and values cherished in the college and also bring more glories to it through their soaring achievements in various academic and co-curricular activities.

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

The institution strives not only for academic excellence but also to lead the students to develop their hidden talents and abilities through a series of extracurricular activities including sports and games. Such activities definitely provide positive experience to the students. College follows in house system to ensure participation of all students in these activities.

Educational and Cultural Forum organizes inter-house Quiz Contest, Wall Magazine, Poetical Recitation and Folk Song competition on yearly basis in the college. In addition to that Sports Committee organizes sports day, indoor games and fun games for the students. Campus outdoor facilities such as volleyball court and badminton court are available to the students where they can utilize their leisure time. Assistance of sister institutes is sought in providing coaching and training wherever required. In addition to that Ramgarhia Educational Council maintains a huge stadium to provide athletics facilities to the students.

Information about these activities is disseminated to all through notice board and announcements in morning assembly. To encourage the students' participation, due weightage and appreciation is given to these activities in internal assessment. The winning students are given medals as well as cash prizes by the organizing committees. Apart from this outstanding performances get coverage in the news papers and local media. Details of the achievements of the college in the field of sports are presented below in the table.

Table – 5.7
Stupendous performance in Sports

Session	Name of the student	Achievement
2010-11	Neha	Intersersity Football medalist
2011-12	Harmeet Kaur	Captain Guru Nanak Dev University Football Team
2012-13	Neha Sharma	Captain Mela Singh Bhagal Memorial Football Team

Students have participated in debates, poetry, theatre items, fine arts competitions and quiz contests etc. Apart from youth festivals, students also participate in functions organized by local NGOs and other administrative bodies. Students themselves are actively involved in the organization of co-curricular activities in the college. Important days and festivals are celebrated in complete harmony to create an awareness, understanding and appreciation for our rich culture, traditions and heritage. The responsibility of arranging for celebration of Special days such as Teacher's Day, Human Rights Day, Dussehra, Diwali, Basant Panchmi, Lohri, Gandhi Jayanti, Independence Day, Republic Day, World Environment Day are given to the various houses of student teachers. Students also organize Aakhand Path and community lunch on Guru Nanak Jayanti and in Gurudwara Sahib in association with other sister institutes.

The students of the college perform creditably in the inter-collegiate competitions as is evident from the performance in the chart below.

Table – 5.8

Stupendous performance in GNDU Youth Festival and Doaba Youth Festival

Session	Participating Competition and Organizing Institute	Name of the award winning Items	Total prizes
2010 - 11	Youth Festival (Zonal), Guru Nanak Dev University	<ul style="list-style-type: none"> • Still Life and Vaar (1st) • Photography (2nd) • Poetry and Folk Song (3rd) 	5
2011 - 12	Youth Festival (Zonal), Guru Nanak Dev University	<ul style="list-style-type: none"> • Skit (1st) • Landscape (2nd) • Cartooning (2nd) • Photography (3rd) • Rangoli (3rd) • Gazal (3rd) • Poetry (3rd) • Gidha (3rd) 	8
2012 - 13	Youth Festival (Zonal), Guru Nanak Dev University	<ul style="list-style-type: none"> • Mimicry (1st) • Landscape (2nd) • Cartooning (2nd) • Slogan Writing (2nd) • Quiz (2nd) • Rangoli (3rd) • Folk Song (3rd) • Poetry (3rd) • Gidha (3rd) 	9
2010 -11	Doaba Youth Festival, Doaba College, Jalandhar	<ul style="list-style-type: none"> • Cartooning (2nd) • Folk song (3rd) • Poetry (3rd) 	3
2011 -12	Doaba Youth Festival, Doaba College, Jalandhar	<ul style="list-style-type: none"> • Skit (2nd) • Landscape (2nd) • Cartooning (2nd) 	6

Session	Participating Competition and Organizing Institute	Name of the award winning Items	Total prizes
		<ul style="list-style-type: none"> • Rangoli (3rd) • Gazal (3rd) • Poetry (3rd) 	
2012 -13	Doaba Youth Festival, Doaba College, Jalandhar	<ul style="list-style-type: none"> • Mimicry (1st) • Skit (1st) • Landscape (2nd) • Poetry (2nd) • Cartooning (2nd) • Slogan Writing (2nd) • Rangoli (3rd) • Folk Song (3rd) Overall Trophy Winners	8

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

The institution encourages the students to express their ideas and thoughts through the medium of articles in the college magazine GIAN SAR which is published every year with a string of variety of articles in all the languages – English, Punjabi and Hindi.

Our M.Ed. students are encouraged to write and publish research based articles in association with their project supervisors. The abstracts of M.Ed. dissertation have been published with the help of M.Ed. students; certain survey reports conducted by B.Ed. students are also published.

The college organizes Creative Writing competition from time to time. The students express their talent in writing poems, essay and stories. Similarly, they are motivated to participate in literary activities held at other institutions.

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

The college has an important body of Student Cabinet that supports the students' participation in the regular functioning of the institution. Student cabinet serves two purposes:

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

The Student Cabinet is chosen by the class through elections. First of all, the class representatives are selected by the students, who become the members of the Student Cabinet. The desired candidates who wish to contest for the various positions of the Student Cabinet register their names. The student teachers securing highest number of votes are chosen for the various posts of the Student Cabinet. All this is done in the presence of all teacher educators, student teachers and a few members of the support staff in the class to ensure complete transparency.

Table – 5.9

Members of Student Cabinet (2011-12)

B.Ed. Sections	Name
A	• Vinod Kumar & Rozy
B	• Jatin Aggarwal & Navjot Kaur
C	• Beer Chand Paul & Charanjit Kaur
D	• Ashwani Kumar & Shivani Dhingra
E	• Parmjit Singh & Nisha
M.Ed.	• Rakesh Kumar & Neha Bains

Major functions of Student Cabinet are:

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

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

The students are provided a healthy platform to represent in academic and administrative activities through student council. The members of the cabinet play an important role in planning and implementing academic and non-academic programmes. Different committees running in the college achieves their aims and objective through active participation of students. The students have representatives in various committees which play an important role in the smooth conduct of college activities (details in 6.2.1). The committees having student representation are:

- Internal Quality Assurance Cell (IQAC)
- Student Cabinet
- College Council
- Academic Committee
- Library Committee
- Educational and Cultural Forum
- Publication Committee
- Discipline Committee
- NSS Unit
- Tour & Excursion Committee
- Grievance Redressal Cell

The college has framed many active clubs and cells. The students having academic background or interest related to any of these clubs are the members and from these members, representatives are further selected. These representatives take the charge of maintaining their specific boards, create awareness and conduct an activity falling under the scope.

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

The college firmly believes that the objective and impartial feedback from students and employers guide in bringing reforms in the preparation of the programme and the growth and development of the institution. Twice in a session, the students are provided with the proforma that seek their responses in various aspects of the programme, such as, assessing the teaching learning process, teaching methodology, curricular and co-curricular activities, college administration, staff, infrastructure facilities and suggestions for improvement. Apart from this feedback proforma, there is a provision of suggestion box through which students can freely express their views.

Feedback from practising schools is sought in a structured manner during practice. Interactive sessions are also held and there is also a provision of feedback proforma on practice teaching by supervisors, teachers and principals of the practising schools. The suggestions of both the students and the employers are taken into consideration during future planning regarding growth and development of the institution. The data collected is utilized to improve upon the programmes and to bring about necessary modifications wherever possible.

5.4. BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

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

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

- The best practices regarding student support and progression in the institution are student counselling by the Career Counselling and Placement Cell. We give special attention in providing our students with opportunities for placement. Programmes for improving the placement potential such as personality development and communication workshops as well as placement drives are organized by the institution.
- Provision of online counseling is the unique feature of the college.
- Students are given active role in the decision making bodies of the institution through active functioning of IQAC, Student Cabinet and other academic and administrative bodies.
- Provision of professional training and participation in a range of co-curricular activities in and outside the campus is an added feature to develop all round personalities. The confidence and competitive spirit of students is enhanced with their participation in competitions at Inter-house, Inter-college and University level.
- Feedback mechanism for the programme and faculty with the view to improve is a regular feature of the college.

- Fully functional Grievance Redressal Cell to assist students in solving their problems is one of the best practices to support students.
- Support to economically backward students through scholarship and instalment facility is there in the College.
- Book Bank facility is available for economically weak students.

ADDITIONAL INFORMATION

Q1. What were the evaluative observations made under Student Support and Progression in the previous assessment report and how have they been acted upon?

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

Table – 5.10

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

Area of observations and suggestions made in previous report	Steps taken to accomplish the suggestions
Strengthening of Alumni Association	<ul style="list-style-type: none"> • Efforts have been done to bring maximum number of students under Alumni Association. For this, college also contacts them via certain social networking sites. • Interactions between current students and alumni members, well placed in different educational institutes are held regularly. • Two senior members of alumni are also a part of IQAC. • Alumni named ‘The Arcadians’ is actively involved in activities of the college (Details in 5.3.1)

Area of observations and suggestions made in previous report	Steps taken to accomplish the suggestions
Effectiveness of Placement Service	<ul style="list-style-type: none"> • Career Counseling and Placement Cell is functioning effectively. • Placement Cell organizes campus orientation and campus interviews. • Close contacts with practicing schools is maintained and deserving students are referred for various vacancies. • Help of well placed alumni members is also sought for placement. <p>(Details in 5.1.7, 5.1.8 & 5.1.9)</p>

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

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

- Improved Library, Computer and Lab facilities including Language Lab for the students.
- Adopted mentoring system to enhance student teacher relationship.
- Adopted Special teaching strategies for slow learners and advanced learners.
- Special aid to economically weak students.
- Build students competencies before they go for practice teaching.
- Feedback mechanism from students, employers and other stakeholders strengthened and utilized for corrections.
- Career development programmes and coaching for NET/TET examinations .
- Career Counselling and Placement cell with strong placement drive.
- Greater administrative role to students through Student Cabinet and other academic and administrative committees.
- Alumni association ‘The Arcadians’ functioning effectively with frequent interactions with students and active involvement in the college.

CRITERION – VI
GOVERNANCE AND LEADERSHIP

6.1 INSTITUTIONAL VISION AND LEADERSHIP

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

A) The institution has clear and definite purpose, vision, mission and values, for the achievement of which all endeavors are made. Vision and Mission statements convey clearly and concisely the direction of the institution.

- **Purpose:** To develop and implement the effective teacher training programme to actualize the comprehensive development of teachers.
- **Vision:** Developing institutional distinctiveness by vitalizing the learning skills with focus on futuristic demands, utilizing new gadgets with research orientation and developing functional relationship with other educational institutions.
- **Mission:** To create virtuous, meritorious personalities to serve the humanity by setting a commendable tradition of initiative and imagination.
- **Values:** Our College aims at the development of effective teachers that are exemplary figures immersed in social, moral, ethical and intellectual values. Along with providing vocational efficiency to the student teachers, we strive for the development of their balanced personality to cater to the needs of society and nation at large. The productive values are nurtured that aim at enriching the self, harmony and peace.

B) The stakeholders of the institutions are the student-teachers, the practice teaching schools, the community, and the society at large. It is therefore essential for the institution to communicate its mission, vision and values to the stakeholders. The institution makes known its mission, vision and values to the stakeholders in the following ways:

- The mission, vision statements and the values are mentioned in the prospectus of the college and on the web-site of the institution.
- These statements also reach to the community through pamphlets and newspapers.
- It is also displayed on the notice board of the Principal's office, the staffroom, and the classrooms.
- The students are enlightened about the purpose, mission and vision of the institution through a detailed orientation programme.
- The Principal at the inauguration programme of the B.Ed. instils in the minds of the prospective teacher-trainees about the mission, vision and values of the institution.
- Teacher educators reinforce and accomplish the mission, vision and values of the institution through their lecture programme and day-to-day activities.

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

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

- ***Needs of the Society:*** The institution continuously strives to develop teachers with adequate knowledge, attitude, skills and values that enable them to light the lamp of knowledge and to remove ignorance from the society.
- ***Students, it seeks to serve:*** The institution welcomes the students with the spirit to grow, lead and win. They are provided enriched academic and co-academic experience that escort them to the final goal of being dedicated and professional quality teachers with positive set of attitudes.
- ***School Sector:*** The pupil teachers are provided the opportunity to gain direct teaching experience in schools under the guidance of teacher educators. Here,

they come to realize the needs and problems of actual teaching. The gap between theoretical knowledge gained in the college and practical aspect of school teaching is covered through the teaching practice programme. The school sector benefits from the quality teachers, who are well trained in using modern day technology and meet the challenges of modern era.

- ***Institution's Traditions:*** The institution is directed towards the achievements of high ideals and goals on the foundation of its rich traditions which include democratic administration, teachers and students participation in various activities fostering the positive culture, equal opportunities to all, free flow of information, effective remedial process, easy accessibility to principal and faculty.
- ***Value Orientation:*** Value of continuous excellence in professional competencies, gaining sensitive insight into community needs and expediting the efforts to contribute the cause of education are the objectives we strive to cultivate among our pupils teachers and teacher educators.

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

Ramgarhia College of Education, Phagwara is a government aided institute which is administered by the Ramgarhia Educational Council, Phagwara. Ramgarhia Educational Council is headed by an eminent educationist as its Chairman supported by young, dynamic members of the governing body and executive committee. The Council has established schools especially in the rural areas, women colleges, polytechnic institute, nursing institute and engineering college to cater to the various needs of the society. The management of the institution has its commitment to the development of society through education. The management is always keen to provide all sorts of help for the promotion of quality education. Composition of executive committee and governing body is as follows.

Table – 6.1

List of Executive Committee Members of Ramgarhia Educational Council

Designation	Member Name
President cum Chairman	S. Bharpur Singh Bhogal, M.A. (Pol. Sc. & History), Gold Medalist; LL.B.
Senior Vice President	S. Kulwant Singh Bansal
Vice President	S. Sukhdev Singh Kalsi
General Secretary	Smt. Prabhjot Kaur Sagoo
Joint Secretary	S. Amrik Singh Riyat
Director Ramgharia Education Institutions and Org. Secretary/Co-Cashier	Dr. Vyoma Bhogal Dhatt
Cashier	S. Gurminder Singh Bahra
Members	<ul style="list-style-type: none">• S. Manmohan Singh Kalsi• S. Kirpal Singh Bharaj• S. Charanjit Singh Sagoo• S. Ranjit Singh Thethi• S. Kanwaljit Singh Bhamra• S. Satnam Singh Sehmbly• S. Pritpal Singh Bhogal• S. Bhupinder Singh Viridi• S. Inderjit Singh Plaha• S. Rajinder Singh Riyat• S. Harvinder Singh Bassan• S. Balbir Singh• S. Gурpal Singh Chana• S. Jatinder Singh Viridi• S. Manveer Singh Sagoo

The management is the apex body that regulates and promotes the progressive governance. The Principal acts as a strong link between the institution and the management. The management plays an effective role of suggesting and promoting the developmental tasks to bring in qualitative improvement in the programmes and plans adopted by the institution for realizing the set goals.

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

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

- Staff meetings are conducted at regular intervals to plan and take the important decisions regarding academic and co-curricular activities.
- Different committees are framed for identifying various needs, which work with well-defined roles and responsibilities.
- Planning for the next academic year is done through staff meetings held in the beginning of every session and major portfolios and persons responsible for handling the portfolio are decided.
- Duties are assigned in consideration with the interest, ability and aptitude of each staff member.
- Activities to be conducted in each portfolio such as Practice Teaching, Examinations, Extension Work, Community Work, Co-curricular activities, Visits and Picnics, etc. are discussed in the staff meetings.
- Circulars and notices are the regular means for the free flow of information.
- During the organization of various activities in the college, entire programme is planned.

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

Frequent communication is there between the Principal of the college and the Management to exchange valid information. It is the role of the Principal of the institution to ensure that official information is available for the management to review the activities of the institution. Following measures are adopted for this purpose:

- Feedback and information of adopted programmes are provided to the management through regular communication.
- Suggestions are sought from the management through formal/informal meetings or through telephonic conversations.
- Annual reports of the college, college magazine, college prospectus, result of annual examinations and achievements of the students in various activities are all provided to the management to have a close look into the functioning of the institution.
- Annual audit reports and balance sheets are submitted to the management.
- Special meetings are held as per need.
- Management members are invited to the various functions organized in the college and informal discussions lead to information communication.

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

The institution has various committees that function to look after the needs and problems of different aspects of teaching learning process. Review meetings are arranged after every activity. In case, any difficulty is faced in achieving the set goals, the teacher in-charges of various committees and clubs present the problem before the principal of the institution, which is followed by discussions, exchange of ideas and finding solutions. Hence, the institution has fostered a democratic system to identify and address the barriers coming in the way of achieving the vision/mission and goals.

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

The management of the institution always encourages and supports the involvement of the staff for the improvement of effectiveness and efficiency of the institutional processes in the following ways:

- The supportive role of the management has been successful in gaining respect from the faculty. All the staff members owe a deep regard and responsibility towards the aims set by the institution.
- College has established an Internal Quality Assurance Cell (IQAC) for the promotion of qualitative functioning of the college. The meetings that take place among its members provide a sound ground for the improvement of the effectiveness and efficiency of the institutional process.
- The staff has an easy access to the Principal of the institution which ensures free exchange of ideas, discussion of problems, ultimately reaching to solutions.

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

Education is a shared responsibility. The entire curricular as well as co-curricular activities are organized under the governance of the Principal. The Principal of the institution plays an effective role in the governance and management of the institution in the following ways:

- The entire team of the college seeks Principal's expertise for the smooth running of the programme. Moreover, the Principal establishes the developing environment in which the abilities of everyone find a way of expression.
- The Principal acts as a link between the teacher educators and the management. Any financial help, sharing of infrastructure and other help from the management is sought through the Principal.
- The principle of democratic administration is adopted as the roles and responsibilities are distributed among the staff members on the basis of their interest, ability and skills. The issues and information are timely communicated to the staff members to achieve the desired results.
- It is after the open discussions with the staff members that annual calendar is chalked out before the commencement of the new session. New curricular and co-curricular activities are added to the programme for enhancing qualitative

outcomes. Changes and amendments in the plan of action are brought according to the need of time.

- The initiatives are taken to implement a number of programmes for the development of teachers as well as students.
- Principal’s encouraging attitude and progressive mindedness has helped not only the institute but also the teacher educators and student teachers.
- The humane and understanding approach of the principal makes it easy to carry out various portfolios smoothly.

Role of the principal includes academic planning, organisational setup for instructional work and other activities of the college, supervision and administration, work towards welfare of students and faculty, interactions with management, community, government officials and other stakeholders and finally proper utilization of resources.

6.2 ORGANIZATIONAL ARRANGEMENTS

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

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

Table – 6.2

List of Academic and Administrative Committees of the College

Committee and its constituting members	Functions assigned	Meetings held and decisions taken
College Council • Dr. Bimlesh Birdi	Interact with Management and Principal on the	College council meets at the beginning of the academic year with the management and once every three

Committee and its constituting members	Functions assigned	Meetings held and decisions taken
<ul style="list-style-type: none"> • Mrs. Baljit Kaur • Dr. Yogesh Sharma • Dr. Mona Vij • Mr. Surinder Sharma • Two student representatives 	<p>issue of future projections</p>	<p>months with the principal to:</p> <ul style="list-style-type: none"> • Discuss quality concerns • Discuss future policies and projections
<p>Advisory Committee</p> <ul style="list-style-type: none"> • Mrs. Baljit Kaur • Dr. Mona Vij • Dr. Neelam Sharma • Mr. Surinder Sharma 	<p>Advise the Principal on all important matters including nominations to various committees and set the programmes and policies</p>	<p>At least one meeting is held in every three months; additional meetings are arranged during emergency. Committee take important decisions regarding:</p> <ul style="list-style-type: none"> • Admission policies and procedure • Academic auditing • Nomination of various committees and clubs • Internal examinations and assessment
<p>Internal Quality Assurance Cell (IOAC)</p> <p>IOAC Cell has a comprehensive composition of members consisting: Management Representatives, External Experts, Faculty members, Alumni, Stakeholders and Community Representatives, Administrative staff, Technical Staff, Students (Details in 7.1.1)</p>	<p>Prepare and submit reports to NAAC, suggest ways and means to improve programmes and practices and finally develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution</p>	<p>The IQAC is an effective and efficient internal coordinating and monitoring mechanism. Works on reaccreditation. Fifteen meetings have been convened during the last academic year to discuss the details of reaccreditation. Important decisions are taken regarding:</p> <ul style="list-style-type: none"> • Work towards realizing the goals of quality enhancement and sustenance • Self-appraisal report of teachers • Introducing efficient feedback mechanism • Orientation programmes for students in the beginning of academic session as well as before practice teaching • Pre-practice simulated teaching • Use of varied methods including ICT • Training sessions of computer learning for non-teaching staff

Committee and its constituting members	Functions assigned	Meetings held and decisions taken
<p>Coordinating Committee</p> <ul style="list-style-type: none"> • Dr. Yogesh Sharma • Dr. Mona Vij • Ms. Ritu Bhalla 	<p>Retrieve and provide information related with UGC, NAAC, NCTE and other national educational bodies, coordinate and sustain links with these bodies, formulation and implement of UGC schemes</p>	<p>Meeting held every three months to discuss various schemes of UGC funding and NCTE latest guidelines. Some important decisions taken are:</p> <ul style="list-style-type: none"> • Apply for UGC grants under various schemes. • Disseminate latest guidelines of NCTE. regarding practice teaching and curriculum to teacher educators and students. • Disseminate information about various research funding schemes to the faculty members.
<p>Academic Committee</p> <ul style="list-style-type: none"> • Mrs. Baljit Kaur • Dr. Rajni Bala • Mrs. Harpreet Kaur 	<p>Academic and teaching practice planning, review of college practices</p>	<p>Academic committee prepares plans for the whole academic year and chalk out the academic calendar at the beginning of the session. Review meetings are held frequently in order to determine strategies and take decisions about:</p> <ul style="list-style-type: none"> • Academic calendar and Institutional plan • Schedule for orientation programme for new students • Prepare instructional plans and discussions with stakeholders • Retrieve and disseminate information about guidelines of the university • Calculation and circulating attendance particulars • Schedule of practice teaching including demonstration lessons, micro teaching sessions, pre-practice and school teaching experience programmes • Schedule of personality development and communication workshops for students • Review meeting in each term

Committee and its constituting members	Functions assigned	Meetings held and decisions taken
<p>Educational and Cultural Forum</p> <ul style="list-style-type: none"> • Ms. Neeru Sharma • Dr. Yogesh Sharma • Dr. Mona Vij 	<p>Organization of educational and other co-curricular activities</p>	<p>The cultural club committee gets together in assisting student teachers' with the smooth conduct of the cultural programme. The requirements if any for the cultural programme are arranged with respect to costumes, props, and staff support etc. Forum meets as per the requirements and decides about:</p> <ul style="list-style-type: none"> • Youth festival participation • Interact with university youth welfare department regarding rules and regulations of youth festival • Preparation and presentation of items • Procuring professional help to train students whenever needed • Arrange transport and hostel stay for participating students • Organise talent hunt programmes • Organise inter-house quiz competitions, poetical recitation, wall magazine and folk song competitions • Prepare students for participating in competitions organised by other colleges and institutions • Arrange training programmes for students • Honour award winning students
<p>Library Committee</p> <ul style="list-style-type: none"> • Mrs. Anuradhika Tiwari • Dr. Rajni Bala • Dr. Yogesh Sharma • Mr. Raman Sharma 	<p>Supervise the functioning of the library</p>	<p>The committee in the beginning of the session held meetings with the new students to inform them about rules and regulations of library, procurement of books from library etc. review meeting to take decisions regarding:</p> <ul style="list-style-type: none"> • Decide library policies and up gradation of library • Prepare the bound volumes of research journals • Purchase more research journals • Feedback about books from subject teachers and Prepare the list of books to be purchased

Committee and its constituting members	Functions assigned	Meetings held and decisions taken
<p>Examination and Internal Assessment Committee</p> <ul style="list-style-type: none"> • Dr. Bimlesh Birdi • Mrs. Baljit Kaur • Ms. Neeru Sharma • Mr. Mukesh Sharma 	<p>Conduct the terminal and model examinations</p>	<p>Committee conducts two terminal and one model examination in addition to monthly class tests. Meeting are called in every term to take decisions regarding:</p> <ul style="list-style-type: none"> • Date sheet and schedule of theory and practical component examinations • Paper setting and publishing • Procurement of answer sheets • Preparation and declaration of results • Honoring meritorious students and provide enrichment material in consultation with subject teachers • Identify slow learners and arrange remedial classes in consultation with subject teachers • Finalize internal assessment and send it to the university
<p>Research and Extension Committee</p> <ul style="list-style-type: none"> • Dr. Rajni Bala • Dr. Yogesh Sharma • Dr. Mona Vij 	<p>Support research activities of the faculty, Develop research aptitude in staff and students</p>	<p>Meeting are arranged to decide upon:</p> <ul style="list-style-type: none"> • Encourage teachers to take up research projects Conduct programmes for developing research aptitude in students and faculty • Arrange for presentation of research findings of Ph.D. thesis of faculty members • Arrange presentations and seminars for M.Ed. students regarding their research projects • Organize extension activities and assist students and faculty in SPSS data analysis
<p>Grievance Redressal Cell</p> <ul style="list-style-type: none"> • Dr. Surinder Jit Kaur • Dr. Bimlesh Birdi • Mrs. Baljit Kaur • Mr. Surinder Sharma 	<p>Deal with the grievances referred to it</p>	<p>The grievance rederessal committee addresses the difficulties faced by the students during the course. A counseling session is held to provide support for students with academic, personal, social hurdles.</p>

Committee and its constituting members	Functions assigned	Meetings held and decisions taken
<p>Career Counseling and Placement cell</p> <ul style="list-style-type: none"> • Dr. Mona Vij • Mr. Satbir Singh • Mr. Raman Sharma 	<p>Interact and maintain contacts with schools, provide information and assist students to seek suitable employment opportunities</p>	<p>The Placement cell provides career options to the student teachers' for further professional development. Employment opportunities are also offered to the student teachers. Meeting once in every three months are organized to decide upon:</p> <ul style="list-style-type: none"> • Interact with practicing and other local schools in the vicinity to assess about job requirements • Recommend deserving candidates to these schools • Arrange interactions with school heads through conferences and workshops • Disseminate any employment opportunities on the notice board • Assist and train students for proper resume and application writing
<p>Publication Committee</p> <ul style="list-style-type: none"> • Dr. Bimlesh Birdi • Mrs. Harpreet Kaur • Mrs. Seema Saini • Mr. Raman Sharma • Ms. Taranjit Kaur 	<p>Publication of college magazine and newsletter, writing press notes and recording news about the college</p>	<p>The Publication Club Committee meets once a month with the issue of its newsletter and also with respect to the Magazine 'Giansar'. Decisions taken in the meeting are:</p> <ul style="list-style-type: none"> • Interviewing candidates for editorship of magazine • Issuing letters and collecting advertisement • Publication of quality articles • Publication of colored newsletter • Recording newspaper coverage of different activities of the college
<p>Discipline Committee</p> <ul style="list-style-type: none"> • Kanwar RBS Aulakh • Mr. Mukesh Sharma • Mrs. Paramjit Kaur • Mr. Surinder Sharma 	<p>Liaison with the students for maintaining calm and peaceful atmosphere in the college</p>	<p>Decisions taken in the periodical meeting are:</p> <ul style="list-style-type: none"> • No slogan shouting or strikes in the college • Class representatives to be made

Committee and its constituting members	Functions assigned	Meetings held and decisions taken
<ul style="list-style-type: none"> • S. Ranjit Singh 		responsible for maintain discipline in free periods <ul style="list-style-type: none"> • Special arrangements of no outsiders entry especially during college functions
Purchase Committee <ul style="list-style-type: none"> • Mrs. Baljit Kaur • Dr. Mona Vij • Mr. Mukesh Sharma • Mrs. Seema Saini • Mrs Harpreet Kaur 	Organizes all purchases of the college that uses Government funds	Meetings held every three months to assess purchase requirements and decisions taken are: <ul style="list-style-type: none"> • Requirements of various committees are to be accepted through principal only • Purchases are to be made through tenders if the amount is above Rs 20000 • Purchases below Rs 20000 are to be made through quotations
Building committee <ul style="list-style-type: none"> • Mrs. Baljit Kaur • Dr. Mona Vij • Mr. Mukesh Sharma • Mr. Raman Sharma • Mr. Surinder Sharma • Mr. Ranjit Singh 	Plan and organize construction works	Some important decisions taken are: <ul style="list-style-type: none"> • Construction of a new Block for various requirements • Construction of new administrative block out of UGC grant • Renovation of women’s toilet • Repair of floors of corridors • Renovation of the entrance gate of the college • Renovation and painting of classrooms and corridors
Sports committee <ul style="list-style-type: none"> • Dr. Yogesh Sharma • Mr. Mukesh Sharma • Mrs. Paramjit Kaur 	Organize sports, fun games and Annual Sports Day	Committee take some important decisions in their meetings like: <ul style="list-style-type: none"> • Preparation of volleyball ground • Preparation of badminton ground • Arrange indoor games for students • Organize fun games for students • Seek help from sister institutions for training of students • Organize Annual sports day
Women welfare committee	Deal with the problems of the	Committee meets as per the requirement to decide:

Committee and its constituting members	Functions assigned	Meetings held and decisions taken
<ul style="list-style-type: none"> • Mrs. Baljit Kaur • Ms. Neeru Sharma • Dr. Rajni Bala 	female students	<ul style="list-style-type: none"> • Deal on the issue of eve teasing on the way to college by seeking help of police • Council students in the practicing schools to help female practicing teachers • Organize seminar on legal rights of women • Create awareness about women welfare through debates, declamations and poster making competitions etc. • Celebration of women empowerment day
<p>Curriculum Transaction Committee</p> <ul style="list-style-type: none"> • Dr. Yogesh Sharma • Mrs. Harpreet Kaur • Mr. Mukesh Sharma 	Suggest varied ways and means of curriculum transaction to faculty	<p>Committee meets once a month to decide and review about:</p> <ul style="list-style-type: none"> • Units to be covered in each monthly test • Syllabus to be covered in each terminal exam • Suggest faculty to use varied methods to meet diverse needs • Arrange training if needed by the faculty especially in the use of interactive boards, projectors and documentary camera etc.
<p>Student Aid Committee</p> <ul style="list-style-type: none"> • Dr. Bimlesh Birdi • Mrs. Baljit Kaur • Dr. Mona Vij • Mr. Surinder Sharma • Mrs. Rajni Mahajan 	Identify disadvantaged students and distribute scholarships and other aids among students	<p>Committee meets at least twice in a session and takes decisions about:</p> <ul style="list-style-type: none"> • Scholarships and other aids to the deserving students • Arrange funds for deprived students
<p>NSS Unit</p> <ul style="list-style-type: none"> • Kanwar RBS Aulakh • Mr.Satbir Singh • Mr.Raman Sharma • Mrs.Paramjit Kaur 	Organize NSS activities in and outside the institution	<p>NSS Unit meets at least once in every three months to take decisions regarding:</p> <ul style="list-style-type: none"> • Enrollment of students as members of the unit • Identify venue for the seven day and one day camps

Committee and its constituting members	Functions assigned	Meetings held and decisions taken
		<ul style="list-style-type: none"> • Interact with the community members for seeking help to organize camps • Identify activities to be performed in the village • Organize the camp in village Manavali • Organize one day camp in the college itself
<p>Students' Cabinet</p> <ul style="list-style-type: none"> • Class representatives of B.Ed. and M.Ed. class 	<p>Interact with staff and Principal and maintain discipline during college functions</p>	<p>Students' Cabinet meets periodically with deputed faculty or principal to discuss about:</p> <ul style="list-style-type: none"> • Inform the principal about requirement of more Punjabi medium books in the library • Report the difficulties of students regarding photocopy • Discussion on institutional plan already prepared, internal examination schedule, micro / composite teaching schedule • Bring problems to the notice of faculty and principal • Help faculty to organise college functions • Help faculty to maintain discipline during college functions
<p>Tour & Excursion committee</p> <ul style="list-style-type: none"> • Dr. Yogesh Sharma • Mr. Satbir Singh • Mrs. Seema Saini 	<p>Arrange tours and excursions for students</p>	<p>Committee holds meetings in the beginning of the session as well as in the middle of the session. Students are also involved in the decision making process. Other important decisions are:</p> <ul style="list-style-type: none"> • Involve students' Council for decision about venue and finances • Arrange one day tour programme to Science City, Kapurthala • Arrange one day tour to Sikh Virasat Khalsa in Aanandpur Sahib

Committee and its constituting members	Functions assigned	Meetings held and decisions taken
Alumni Committee <ul style="list-style-type: none"> • Dr. Bimlesh Birdi • Mrs. Baljit Kaur • Mr. Satbir Singh • Mr. Raman Sharma 	Interact with Alumni	Decisions taken in the meetings are: <ul style="list-style-type: none"> • Helping the placement cell of the College • Arrange for the meeting of ten year groups • Explore the possibility of amassing assistance for the construction of a new block • Seek feedback on various issues
Anti Ragging Committee <ul style="list-style-type: none"> • Dr. Rajni Bala • Kanwar RBS Aulakh 	Interacts with new entrants	Awareing the students that ragging is punishable as per law and is banned in the college.

Parent Teacher Association is the body that play important role in the functioning of the college even though it does not appear in the different committees constituted by the institution for management of different institutional activities. It has important role in maintaining the discipline, generating public opinion and to a good extent in the developmental activities of the college. It is involved in the feedback on curriculum, learning resources and collaborative efforts, the welfare of the students and for strengthening the infrastructure or support facilities of the institution.

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

The Organizational structure of the institute comprises of the essential components of college managing committee, the faculty, the non- teaching and supporting staff. The managing committee consists of Twenty Two members headed by the president of committee. It also includes the Principal as representative from the institution. The management plays a productive role in providing academic and financial advice from time to time. The institution works through various Academic and Administrative bodies (For details refer Table 6.2)

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

Administration is decentralized from the level of Ramgarhia Educational Council. The Principal enjoys total powers of academic planning and management of the institution. But this academic and financial freedom comes with the accountability; the Principal is answerable to the President of the Council, who in turn is answerable to the Executive Council and the Governing body.

The decentralized structural details with functions are shown below:

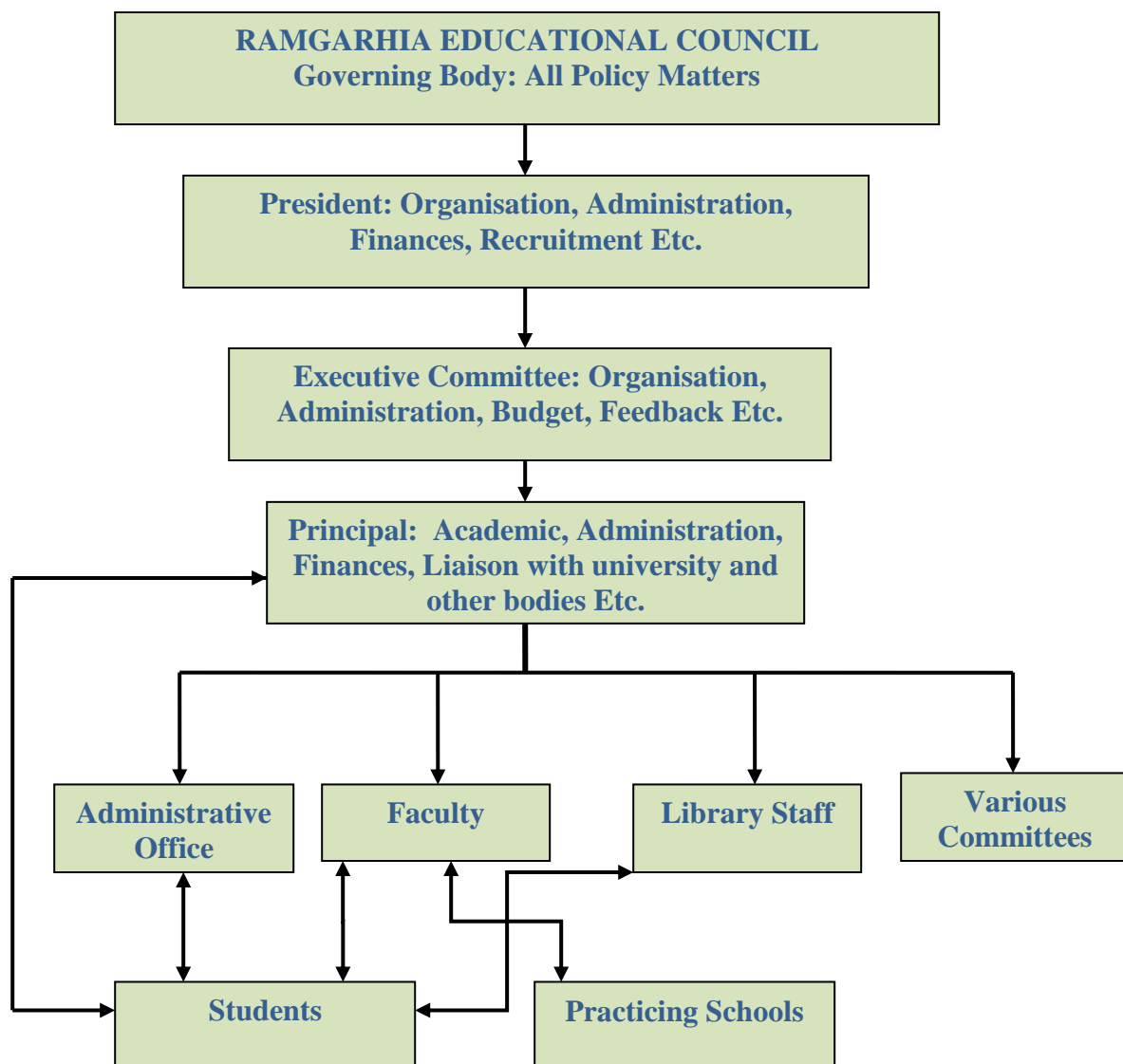


Figure 6.1 : Showing decentralized structural details with functions

The decentralised structural details and functions show that all the components are inter linked and work in co-ordination with each other.

- The Principal has direct contact with administrative staff, faculty, library staff and various committees to collect and integrate data. The feedback of the students is directly dealt with by the Principal.
- The administrative office collects the information of students through their admission forms and feed it in computers so as to retrieve whenever needed by any component of the system.
- The practicing schools are dealt with by the Skill-in-Teaching in charge who is a member of the faculty.
- The institution works on the principle of participative management and different committees are framed with well-defined roles. These committees enjoy autonomy in the conduct of activities and take decisions in their meetings in communication with the principal.
- Different objectives are attached with various committees, which are achieved through the diligent efforts of management, principal, teaching staff, non-teaching staff and students who have a bearing upon the college's educational process.
- Clear division of work and duties is done in the institution to reach the goal of effective administration.
- Views of all members and students are welcomed as valuable possession. For the qualitative improvement of the educational provisions, meetings are held among different components of administration.

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

- The institution's goal is to prepare efficient teachers for the society. It seeks help from the schools to provide a ground for the student teachers to practice and develop their teaching skills. Permissions are obtained from the practice teaching schools before the start of the academic year.

- To recognize the help and co-operation extended by the schools that support practice teaching programme, the institution conducts training programmes for the teachers working in the practice teaching schools.
- The institution is constantly in touch with Guru Nanak Dev University for being an affiliated college under it. Admissions are done according to the rules specified by the university.
- The institution collaborates with other departments and institutes of education. Teacher-educators attend research paper presentation, workshops and seminars conducted by the department of education of other universities and other Colleges of Education.
- The institution co-operates with the other B.Ed. institutions by deputing teacher educators as invigilators in examinations and also to attend seminars conducted by them. We also invite teacher educators from other institution in the programmes conducted by our institution.
- The institution also works with the support and co-operation of other sister institutions of our council. ICT training needs of the teaching and non-teaching staff is catered by seeking help from engineering college.
- The Publication committee of the institution is involved with the printing of college magazines and newsletters. It interacts with local bodies for advertisements and publication.
- Different organizations are invited to deliver special lectures for the extension work on topics like female foeticide, save the environment etc.
- NSS Unit is actively involved with local village needs and activities are undertaken accordingly. The unit also organises blood donation and eye camps with help from other local NGOs.

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

The Institution has adopted an effective means of collecting feedback from various essential parts of teaching learning process. Views of college supervisors, principals of

practicing schools, mentors of practicing schools and peer teachers are obtained through feedback proforma. Suggestion box is also kept in the college which is opened by the principal in the presence of senior most members of the institution. All information is kept confidential and only the concerned persons are approached with whom strategies to bring improvement are devised and implemented.

Purified drinking water, Wi-Fi, photocopier, assistance in data analysis for M.Ed. students and hot water facility in the hostel has been added after receiving the feedback from the students. Institution also collects feedback from alumni, parents of the wards and teacher educators for finding its strengths and drawbacks. This feedback is shared in the meetings to take necessary actions. The Principal and the management take the required steps to improve its processes and functioning.

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

- Seminars, workshops and extension lectures are the prominent components of faculty development programme.
- Responsibilities and roles played by faculty members during the organization of spectrum of academic and co-curricular activities help in encouraging self-confidence, co-operation and conducive environment.
- The institution encourages and deposes teacher educators to attend seminars, workshops, refresher courses, training programmes and present papers at local, national and international levels. All efforts of professional development are encouraged.
- The staff enrichment programmes are held to upgrade their knowledge and skill of the staff.
- Experts from other colleges are also invited to conduct workshops and seminars in the college. These programmes lead to healthy discussion and clarifications of ideas and thoughts.

- During the working of various committees all the teachers work with co-operation by sharing their knowledge and innovative ideas. If an activity has a host of responsibilities then all the teacher educators are involved and entrusted with a responsibility so that there is judicious delegation of work.
- Mutual planning and co-ordination give practical shape to their innovative ideas and develop strong bonds among them that promote team spirit.

During the meetings, teacher educators are given freedom to express the problems faced in a particular portfolio and ideas to solve them are welcomed. The following details explain about our institute's initiatives in promoting co-operation, sharing of knowledge and innovations etc.

Table – 6.3

Institute's initiatives for faculty cooperation and empowerment

S.NO.	INITIATIVES	OUT-PUT
1	Advisory Committee	Promotion of co-operation and empowerment of faculty, participation in college academics and administration by advising to the principal
2.	Internal Quality Assessment Cell (IQAC)	Quality concerns, sharing of knowledge, innovations and empowerment of the faculty
3	ICT	ICT based teaching learning process and evaluation, innovations, empowerment of the faculty on global teaching and learning issues.
4	Democratic working through assigning roles, responsibilities and powers to various committees (Refer to 6.2.1)	Promotion of co-operation and empowerment of faculty, participation in college academics and administration, procurement of books, materials infrastructure facilities, learning resources etc.
5	Consultancy from Experts	Research, innovations for empowerment of the faculty. Extension of consultancy services to practicing high schools to build up institution – school linkages.

Overall an attitude of co-operation and co-ordination is maintained among the staff of the college through the constant support, control and intervention of the principal.

6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT

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

Management Information System (MIS) is a subset of the overall internal controls of an institution covering the application of people, documents, technologies and procedures by management to solve organizational problems and to bring in automation. The college has the Management Information System (MIS) to select, collect and integrate data and information on academic and administrative aspects of the institution. All the records pertaining to the administration that includes the details of accounts, fee, result and admission are maintained in the office and are updated regularly.

The library, admission, salary and Provident Funds were managed by separate software, but we are now bringing them all under common software. This in a short time is expected to take control of the data management process of the institution. All activities and work undertaken is documented in the following ways.

- The information about the institution, its mission and vision, the syllabus, the marks distribution and the staff of the college is mentioned in the website of the college.
- The accounts section has a computerized system to calculate the income and expenditure of the college including payroll of the staff, the expenditure on furniture and equipment, seminars and workshops, etc. The accounts are audited every year by chartered accountant.
- Separate files are maintained for every portfolio and all the documents related to it are filed promptly. There are separate files for practice teaching, time-tables, extension work, alumni, examination, community work, personal files, etc.
- Meetings of various committees are made known to the members through circulars.

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

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

- Faculty recruitment, whether regular or ad-hoc, is made according to the procedures laid down by NCTE, Guru Nanak Dev University, Amritsar and Punjab Government. The institution selects qualified teacher educators for the effective functioning of the college. The President of Ramgarhia Educational Council himself screens the resumes and conducts interviews along with the Principal and the management board for selecting trained and efficient staff for the college. The majority of staff selected even adhoc bases are retained every year.
- The salary structure and service conditions of the faculty are according to UGC and Punjab Government norms. The institution is known for being an organization that pays well its employees. The management not only controls but also cares for needs of the employees, which motivates them to achieve the mission and vision of the institution.

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

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

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

- The petty cash is provided by the management for day-to-day activities. Purchase indents, filled and duly signed by the Principal are sent to chief accounts officer for purchase of books, stationary and other materials.
- The needs of human resources are also met through the office of Ramgarhia Educational Council whenever the need arises. Keeping in view, the needs of the institution, the posts are advertised in the newspapers and interviews are conducted according to university norms.
- To reach the goals and objectives of the institution, various activities are undertaken for which experts from the college and from outside organizations and institutions are involved. Programmes like Personality Development, Yoga Camp, Extension lectures, National Seminars, Workshops, and Competitions etc. are organized successfully with resources of the college and sister institutions.
- The mission of empowering student teachers with professional skills is achieved by conducting various activities such as practice teaching, content delivery through teaching, extension work, co-curricular activities, seminars, workshops, examinations, etc. The principal in communication with various committees decide upon the human, material and financial requirements for conducting the activities in the portfolio. The management then releases funds very magnanimously for the various requirements of the college. It also sponsors the educational visits by arranging transport, refreshments etc.
- The students are prepared to tackle global issues through the content in the curriculum, environmental based activities, placement and training services and guidance and counselling services. The institution conducts co-curricular activities based on the theme of saving the environment. The institution arranges for training the students to secure a job through the placement services. The institution trains students in using computer, OHP, LCD, Smart Boards and other audio-visual aids effectively. The institute provides its computer lab for the students to practice.

All the above activities are carefully planned by the principal in coordination with the teacher educators, and the management very willingly provides for every endeavor of the college towards achieving its mission and goals.

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

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

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

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

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

The next responsibility of the institution is to establish a proper system to realize these objectives by assuring individual teacher's contribution for institutional development. The objectives are achieved by conducting various curricular and co-curricular activities.

All activities revolve around the objectives of the institution. Teacher educators encourage student teachers to inculcate the values and positive attitude among them. A number of committees and clubs are framed with adequate membership of students to ensure their active involvement in all activities.

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

Vision, mission and implementation plans are prepared after careful planning and discussions with all the stakeholders and management. For the first time vision, mission and core values are modified based on the suggestions of Educationists.

- The implementation plans of our institution are monitored, evaluated and revised as frequently as possible based on the feedback received from stakeholders' particularly teaching faculty, teachers of practicing schools, students, parents and governing body members.
- Major criteria to evaluate implementation plans is the deep analysis of University results, opinions of students and alumni members public opinions, student opinions, etc.
- At internal level the college has different units like IQAC and the advisory committee etc. to monitor the implementation of vision, mission and plans. The frequency to check the progress of these activates is based upon need.

Such exercises of evaluating the actions lead to bring quality reforms. Staff meetings are held for planning, monitoring and evaluating the activities. IQAC holds meetings and after analyzing the programmes from various aspects, suggests measures to improve them. Feedback from the management, teachers, students and heads of practicing schools is a healthy record that sets foundation for further plans.

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

- Innovative methods of teaching are used to facilitate teaching and learning. The faculty gives exposure to the students regarding the usage of latest technology like smart board usage, OHP, LCD, computers, language laboratory and interactive

boards etc. The student-teachers are encouraged to use the OHP and the LCD projector while doing seminar presentations.

- Teacher educators use multimedia approach by using the interactive boards, documentary camera, and computer presentations etc. in the day to day lectures and activities in the institution.
- Institution has a fully Wi-Fi campus to facilitate internet access to students and teachers.
- Smart class rooms equipped with all modern audio visual equipment are regularly used for teaching learning and training purpose. Fully Wi-Fi campus, free internet facility for students, provision of language laboratory, computer and technology lab, SPSS are high lightening features of the institution.

6.4 HUMAN RESOURCE MANAGEMENT

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

- The faculty is encouraged to participate in GOC and refresher courses.
- The institution offers duty leave facility to the teachers to attend and present papers in seminars, workshops held by other colleges of education and universities. This helps them to keep pace with the latest knowledge and trends in education.
- The institute deposes teacher educators for orientation and refreshers courses as per their requirements.
- The institution encourages the teacher-educators to pursue higher education such as post-graduation in another discipline and doctorate degree.
- The teacher-educators are equipped with the latest technology and they are provided with the facility of using latest projectors, cameras, internet and interactive boards in their classroom teaching.
- Special training programmes to enhance computer proficiency of teachers are organized with the help of sister institutions.

- Teacher-educators' abilities are utilized by holding seminars and workshops so that their skills are utilized to the maximum and that the student-teachers benefit out of it.
- Teacher-educators are encouraged to write articles for various magazines and research based Journals.
- Teacher-educators who have good experience are assigned as dissertation research guides for the students who are pursuing M.Ed. degree. It adds to the profile of the teacher-educators and trains them to become future guides for the doctorate degree.

6.4.2 What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff (Self-appraisal method, comprehensive evaluations by students and peers)? Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

- Teacher-educators appraise themselves through a questionnaire for Self-Appraisal. At the end of the academic year teacher-educators reflect upon their performance and answer very objectively and sincerely to the questions in the questionnaire. It is analysed and compared with that of the appraisal done by the principal.
- The teacher-educators are appraised from the students' perspective also. The principal conducts a midterm review and exit meeting with the student-teachers. A questionnaire is used to take feedback from the student teachers about the performance and guidance provided by each teacher-educator. The questionnaire consists of ratings on the content delivery of teacher-educators, communication skills, class interaction, methodology adopted, guidance and counselling provided the humane attitude of the teacher educators, etc.
- The students can also give feedback or put forward their grievances arising out of dissatisfaction about teacher-educators through the Suggestion Box.

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

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

For the motivation and well-being of the staff members, the management takes care by providing various welfare measures. They are provided assistance in the form of EPF, GIC, ESI, Servant Staff Quarters, and Hostel Facility for teachers. EPF, group insurance, ESI scheme, T.A/D.A. and congenial working conditions that include internet facility, computer laboratory, laptop usage and water coolers with purifiers, hot case and refrigerator are made available to faculty members. The institute also offers subsidised medical help to the employees in City Hospital running under Ramgarhia Educational Council.

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

The institution conducts many programmes with the purpose of enhancing skills among teaching and non-teaching staff. It is the quality of the faculty that determines the standard of the institution. So, the institution organizes personality development and communication skill workshop for teaching and non-teaching staff in collaboration with Alpha Global Enterprises, Phagwara. Moreover, computer literacy programmes are conducted in the college for teaching and non-teaching staff which are as follows:

Table – 6.4

Staff development programmes (2011-12)

S.No.	Programmes Implemented	No. of Programmes	Details of Programme
1	Value Added Programmes	02	<ul style="list-style-type: none">• Preparation classes for competitive exams like TET, and NET• Action programmes for healthy body, mind and spirit
2	Skill Oriented Programmes	01	Personality Development and Communication Skills programme

S.No.	Programmes Implemented	No. of Programmes	Details of Programme
			in collaboration with Alpha Global Enterprises, Phagwara
3	Faculty competency and development Programmes	02	<ul style="list-style-type: none"> • Faculty Exchange Programme • Extension Lecture on Models of Teaching
4	Teaching and Non-teaching Staff development Programme	02	Personality Development and Communication Skills programme in collaboration with Alpha Global Enterprises, Phagwara
5	Inter-departmental programmes	01	Technology and Research Department of the College organized workshop of A.V aids usage (use of Document camera, OHP, Smart board, SPSS)for teaching staff
6	Community Extension programme	03	<ul style="list-style-type: none"> • NSS camp in the nearby villages • Blood Donation Camp was organized in the college • Free Medical Camp was organized in the college • Social Survey
7	Seminars/Conferences	03	<ul style="list-style-type: none"> • Workshop for School Principals on “Professional Excellence” • Presentation of Seminars on the topics mentioned in the syllabus • Presentation of Seminars on “Educational Research”

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

All the regular posts are advertised in the leading newspapers in the prescribed form recommended by statutory and regulatory bodies (NCTE/UGC/Guru Nanak Dev

University.) The recruitment process is followed according to the guidelines and conditions lay down by NCTE, UGC, Guru Nanak Dev University, and Punjab Government.

Interviews are conducted by the selection committee consisting of the Principal, two members of the management, subject experts as nominated by the vice chancellor of the university and Punjab government. Qualifications, knowledge of the subjects and methods, communication skills and personality are factors considered while interviewing the candidates for post of teacher-educators. They are recruited on two years of probation period and then made permanent employees of the institution. This procedure ensures the selection of staff with the right qualification and expertise. The regular faculty members are paid by the Government (Under 95% grant-in-aid scheme) according to the UGC scales and so resignations seldom occur once the appointments are made. Once the teachers are appointed all opportunities are provided for their career advancement. Regular teachers on uncovered post are also paid according to the university norms. They are given yearly increments as per the prescribed norms of the university and NCTE.

The service conditions are as the prescribed norms of UGC. Service conditions such as workload, working hours, career advancement schemes, opportunities for professional growth, casual, paid and medical leave facilities are as per UGC/Guru Nanak Dev University norms.

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

Part-time or adhoc appointments are made when teacher posts remain vacant due to retirement or long leave of the teacher. The vacancy is advertised in newspapers and the applicants are called for an interview. The interview is done by a board consisting of the Principal, a representative from the management and a subject expert. Qualification is never compromised and merit and experience are given due consideration. Salary of the other part-time/adhoc staff is met by the management. Adhoc faculty is appointed on consolidated salary for the tenure of one session and yearly increments are given to retain

the faculty members. The workload and service conditions of adhoc staff are same as that of the regular staff.

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

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

- ***Provision of duty leave along with TA/DA:*** The staff members are encouraged to actively participate in workshops, seminars, conferences and refresher courses for their professional development. The institution provides the provision of duty leave to attend such courses along with the payment in terms of TA/DA and registration charges.
- ***Honoring the faculty members on accomplishments:*** The College also has a practice of honoring the faculty members on their accomplishments such as on procuring and completing funded research projects, on publication of articles in national and international peer reviewed journals and on receiving any professional awards by NGOs or government bodies.
- ***Organizing Extension activities in the Campus:*** College frequently organizes seminars, conferences and other extension activities in the campus with a view to promote professional growth of teachers. The institution has the provision of funding the lodging and boarding of the participants for the seminar / conference / workshops when held on the college campus. The members of the staff are encouraged to become members and contribute to the local, state, national and international professional associations.

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

The faculty is provided satisfactory physical facilities that contribute to their efficient working by creating the suitable environment. Apart from well-maintained classrooms, the teachers have specific rooms for carrying on practical like education psychology laboratory, computer laboratory, science resource room, education technology laboratory, and language laboratory and art room. These rooms have the required infrastructure and source material. The institution has social studies room which is equipped with teaching aids and other material for the effective achievement of goals.

The institution has well developed computer lab with internet facilities and a rich library which can be used by the faculty members at anytime. The library comprises a good no. of books, reference books and subscribes good no. of journals which can be the important source for the professional development of the teachers.

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

The major mechanism through which the faculty and other stakeholders can receive information on different aspects of course is college prospectus. College website is a good source of information and it is updated from time to time. The institution has devised various ways of obtaining feedback from its stakeholders.

- There is a Grievances Redressal Cell functioning in the college. It presents a supportive platform to all the students for redressal of their grievance.
- Students can address their grievances through the Student Cabinet.
- There is a provision for the students to drop their grievances and suggestions in the Suggestion Box.
- The Principal conducts a mid-term review and an exit meeting with the students at the end of the year. There is a questionnaire through which the students express their views regarding the efficiency through which the teacher-educators deliver the course content, guidance and counselling services provided and other competencies of teacher educators.

- The institution collects data from the practice teaching schools. The lessons taught in the schools are closely monitored by the teacher educator visiting the schools for supervision. Problems faced by student teachers in practice teaching schools are handled by the practice teaching in-charge.
- Faculty members can discuss their problems with the principal personally or in the staff meetings. Due consideration is given to the view points and suggestions made by the faculty.

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

Every year the institution gains fruitful result which cannot be flourished without the whole-hearted contribution of the faculty members. As per UGC norms, there is compulsory six hours stay of all the teachers in the institution. The M.Ed. teachers take 22 periods in a week and B.Ed teachers take 24 periods in a week. The faculty has to display the skills and play an effective role in a wide range of professional and administrative activities. The efficiency enhances as everyone is given the charge of activities according to his interest, abilities and skills. The roles and responsibilities are divided among the staff members annually in a meeting with the Principal in accordance to their aptitude and competency and additional duties are allocated as per the demand of the situation.(for more details see 6.1.4)

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

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

members and students. Appreciation and motivation is always provided to non-teaching staff, students and teachers by the Principal of the institution.

6.5 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

6.5.1 Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated?

Government is paying the salary and allowances of the permanent faculty members, which is the major expenditure as far as the institution is concerned. In return a part of the fee collected from the students is deposited in Government accounts. Apart from these the institution is not receiving any money from the Government.

The Governmental agencies such as UGC are the other important sources of finance. The institution gets financial support from state government and UGC. The funds received from these sources are used for the improvement of infrastructure facilities and for the implementation of specific programmes. Details are presented in table below.

Table – 6.5

Details of UGC grant during XIth plan period

i. General Development Grant

S.No.	Name of the Head	Amount
1	Purchase of Books/Journals and Equipments	Rs. 499392/-
	Total	Rs. 499392/-

ii. Merged Scheme

S.No.	Name of the Head	Amount
1.	Purchase of Books and Journals	Rs.200000/-
2.	Purchase of Equipment	Rs.200000/-
3.	Career & Counseling Cell (Comp,Prin,Photo)	Rs.160000/-
4	Hiring Charges TA DA to Counselor	Rs.60000/-
	Total	Rs. 620000/-

iii. Miscellaneous

S.No	Name of the Head	Amount
1.	Additional assistance to Colleges for the purchase of equipments	Rs. 2115000/-
2.	Additional assistance to Colleges for the purchase of equipments	Rs. 2237000/-
3.	Financial Assistance towards organization of UGC Sponsored National Conference	Rs. 97500/-
	Total	Rs. 4449500/-

iv. Grants for conducting minor research projects

S.No	Name of the Head	Amount
1.	Dr. Yogesh Sharma	Rs. 75000/-
2.	Dr.SurinderJit Kaur	Rs. 105000/-
3.	Dr.Rajni Bala	Rs. 60000/-
4.	Ms.Neeru Sharma	Rs. 67000/-
	Total	Rs. 307000/-

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

Since this is an aided institute, a good part of the expenses are met through the Government funds. The operational budget of the institution is adequate to cover the day-to-day expenses, even if any deficiency arises; the management provides its worthy financial support. Expenditure towards maintenance is also provided by the management.

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

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

Table – 6.6**Budget allocations over the past five years**

	2007-08	2008-09	2009-10	2010-11	2011-12
Total sanctioned Budget	9300000	8800000	8889000	15239200	18895000
% spent on the salary of faculty	43%	52%	42%	44%	52%
% spent on the salary of non-teaching employees	17%	23%	18%	15%	17.54%
% spent on books and journals	2%	2.67%	2.73%	0.38%	2.81%
% spent on developmental activities (expansion of building)	6%	1%	0.65%	1.34%	1.21%
% spent on telephone, electricity and water	2.38%	2.76%	2.63%	1.84%	2.92%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	5.95%	6.04%	3.89%	2.68%	2.79%
% spent on maintenance of equipment, teaching aids, contingency etc.	4.03%	0.13%	0.19%	0.16%	16.33%
% spent on research and scholarship (seminars, conferences, faculty development programmes, faculty exchange, etc.)	0.08%	0.21%	0.13%	0.42%	0.35%
% spent on travel	0.38%	0.24%	0.23%	0.12%	0.44%
Printing stationary	64772	143224	123700	82653	47683
Function and festival	79129	30117	1805	184632	235963
Personality development	-	-	-	4,00000	4,00000
Miscellaneous	124173	82241	47730	241491	247034
Total expenditure incurred	7859003	8053847	7776703	10947147	15991903

6.5.4 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

Auditors from Post Audit Department of Government of Punjab, Accountant General, internal and external auditors appointed by Ramgarhia Educational Council audit the accounts regularly. There are no major paras, objections raised and dropped outstanding in the last two audits (Encl.: Annexure VII)

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

Salary bills of the staff and EPF contributions are computerized. Still it is statutory for the institution to keep paper records also and make the book entries. Hence we have not computerized the financial management systems completely. The institution is progressively changing to comprehensive college management software which incorporates all activities of the institution in single software. The utilization certificate of grants, deposit of income tax, ESI, EPF are done online.

6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

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

The best practices that are highlighted in governance and leadership carried out by the institution are:

- The commitment of the institution to use education as a tool for the uplifting of the socially and economically unprivileged
- Internal Quality Assurance Cell
- Grievance redressal mechanism
- Involvement of all stake holders in the decision making process
- Large scale decentralization in administration through various committees with well-defined roles and responsibilities
- Involvement of students in management through students' cabinet

- Due representation to faculty in the planning and conduct of various activities of the college
- Transparency in all dealings and interactions
- Large number of clubs to promote all individual talents and promotion of co-curricular and extracurricular talents
- The thrust on promotion of research
- Regularization of Adhoc staff

ADDITIONAL INFORMATION

Q1. What were the evaluative observations made under Governance and leadership in the previous assessment report and how have they been acted upon?

The feedback received in previous report has been sincerely worked upon to make improvements in the areas specified. The basic observations in the report were regarding the regularization of adhoc staff, computer training of non-teaching staff, contribution of formal redressal cell, formation of combined forum of teachers, students and managing committee for future projections. The evaluative observations/suggestions made in previous report and the steps taken to accomplish them have been mentioned in following table:

Table – 6.7

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

Area of observations and suggestions made in previous report	Steps taken to accomplish the suggestions
Regularizing the adhoc staff	<ul style="list-style-type: none"> • Adhoc staff is regularized on the basis of their good academic record and good performance
Use of computers by non-teaching staff	<ul style="list-style-type: none"> • Administrative office is fully functional and equipped with computers • Salary bills and EPF contributions of the staff are computerized

Area of observations and suggestions made in previous report	Steps taken to accomplish the suggestions
	<ul style="list-style-type: none"> • Data about students and various activities is stored electronically • Staff is well trained staff in the use of computers • Training sessions for the staff is conducted in collaboration with Ramgarhia Institute of Engineering and Technology and Ramgarhia Polytechnic College (details in 6.4.4)
Grievances Redressal Cell	<ul style="list-style-type: none"> • A formal Grievance Redressal Cell exists in the College with adequate membership of faculty and students. • A suggestion box is available in college campus to receive the Grievances. • The suggestion box is opened in the presence of Principal and the grievances received are acted upon (details in 6.4.9).
Combined Forum of teachers, students and the managing committee.	<ul style="list-style-type: none"> • IQAC is a quality monitoring cell having a comprehensive representation in the form of principal, faculty members and members of governing body of Ramgarhia Educational Council. • Management and representatives from the college faculty meets twice a year to plan future projections • Informal discussions are held on occasions of college functions

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

- There are different Cells, Committees and Clubs of the college that work on the principle of equal distribution of duties, hence increasing the efficiency and competence of the teachers.
- The college council, clubs and committees are reconstituted every year for active functioning.
- All the staff members are given opportunity to exercise his/her option for functioning in the academic and administrative bodies and the annual reconstitution is done on the basis of this option.

- Staff meetings are regularly organized in the college to bring forth their active participation and to welcome their suggestions in all the activities to be undertaken in an academic session.
- The management has taken the initiative to implement academic audit in all its institutions through periodic feed backs from institution heads.
- Students` cabinet has been made which comes in regular contact with Principal and staff members for consultancy of academic feedback, activities and other issues of the college. Direct Contact with students bridges the gap between principal, students and staff members. Moreover, it helps in improvement of various aspects of college.

CRITERION – VII
INNOVATIVE PRACTICES

7.1 INTERNAL QUALITY ASSURANCE SYSTEM

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

Yes, the institution has established IQAC in the year 2005. The aim is to enhance quality. For quality sustenance of the institution, IQAC interacts with the teachers and students to bring excellence in the quality of teaching and learning. Quality in education is ensured through mutual discussions and then, the plans are chalked out. IQAC functions in absolute co-ordination with staff, cells and committees to develop operational mechanisms to facilitate the institution towards academic excellence. Time frame is set and reports and records are maintained by the concerned committees and cells and the same is submitted to IQAC for review.

Table – 7.1
Composition of IQAC
(2011-12)

S.No.	Designation	Number	Names
1	Chairperson	01	Dr. Surinder Jit Kaur, Principal Ramgarhia College of Education
2	Incharge	01	Dr. Mona Vij, Assistant Professor, Ramgarhia College of Education
3	Management Representative	01	Dr. Vyoma Bhogal Dhatt, Director, Ramgarhia Educational Institutions
4	External Experts	01	Dr. D.R.Vij, Educationist
5	Faculty Members	03	Mrs. Baljit Kaur, Associate Professor Dr. Yogesh Sharma, Assistant Professor Mrs. Harpreet Kaur, Assistant Professor

S.No.	Designation	Number	Names
6	Alumni	01	Dr. Arjinder Singh, Assistant Professor, Innocent Hearts College of Education
7	Stakeholders and Community Representatives	01	S. Iqbal Singh Kundi MC, Phagwara
8	Administrative Staff	02	Mr. Surinder Sharma, Office Superintendent Mr. Ranjit Singh, Senior Clerk
9	Technical Staff	01	Er. Ritu Bhalla
10	Students	02	Pooja Navdeep

Table – 7.2

**Meetings of IQAC
(2011-12)**

S.No.	Date of Meeting	Purpose of the Meeting
1	09/06/11	To frame objectives for the session and propose new activities
2	22/12/11	To review and assess the ongoing activities
3	15/03/12	To assess and evaluate the achievement of objectives and find the existing gaps

Table – 7.3

**Programmes implemented by IQAC
(2011-12)**

S.No.	Programmes Implemented	No. of Programmes	Details of Programmes
1	Value Added Programmes	02	Preparation classes for competitive exams like TET and UGC NET Yoga and Meditation programmes for healthy body, mind and spirit

S.No.	Programmes Implemented	No. of Programmes	Details of Programmes
2	Skill Oriented Programmes	01	Personality Development and Communication Skills programme in collaboration with Alpha Global Enterprises, Phagwara
3	Faculty competency and development Programmes	02	Faculty Exchange Programme Extension Lecture on Models of Teaching
4	Staff development Programme	02	Personality Development and Communication Skills programme in collaboration with Alpha Global Enterprises, Phagwara
5	Student Mentoring Programme	03	Orientation Programme to orient the students with Practice Teaching Interaction Session of students with the Alumni Interaction Session of M.Ed students and last batch toppers with B.Ed students
6	Co-curricular Activities	05	Inter- House Quiz competition Fine Arts competition Creative Hands competition Organization of Sports Day Inter-House Wall Magazine competition on Social Issues
7	Inter-departmental programmes	01	Technology and Research Department of the College organized workshop of A.V aids usage (use of Document camera, OHP, Smart board, SPSS) for teaching staff
8	Community Extension programme	03	NSS camp in the nearby villages Blood Donation Camp Free Medical Camp in the college Social Survey by the B.Ed students
9	Seminars/Conferences	03	Workshop for School Principals on “Professional Excellence” Presentation of Seminars by B.Ed students on the topics mentioned in the syllabus Presentation of Seminars by M.Ed students on “Educational Research”

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

The college has systematic mechanism to evaluate the achievement of goals and objectives. It includes:

Organisation of Activities:

Clear goal and specific objectives are formulated that highlight the line of action adopted by the institution. The target is all round development of students as well as staff. Hence, a rainbow of curricular and co-curricular activities is organized during the whole session to give wings to the creative talent of students, to evaluate their performance and to guide them for further improvements.

Feedback Mechanism:

To bring complete transparency and objectivity in teaching-learning process, a strong feedback mechanism is followed in which responses of the students and staff members are collected through discussions and feedback proforma and then, the amendments in practices of the institution are made accordingly. Moreover, suggestion box is installed in the college campus which is opened in the presence of Principal and senior faculty members and suggestions are acted upon. Students and stakeholders can also make suggestions through college website, without making their identity open.

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

The College adheres to the norms and conditions laid down by concerned regulatory bodies. The faculty members prepare their instructional plans in which objectives, methods used in teaching, time taken etc. are mentioned. Each topic is carried out in a planned and organized manner. Moreover, the programmes also provide practical knowledge to the students. Tests and Terminal Exams are a regular feature of the College. Internal flying squads from the sister institutes are called to give the students exposure of final examinations. The students gaining first ten positions in the house examination are honoured with due rewards on the stage.

The list of co-curricular activities is prepared at the onset of the session and regular supervision is done by the Principal. The students are provided diverse learning experiences for the development multiple aspects of personality. Howard Gardener's Multiple Intelligence Approach is followed in training of pre-service teachers and 'would be' teacher educators.

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

The institute has a strong mechanism for external as well as internal audit evaluation system under the supervision of regulatory bodies and management. Moreover, IQAC is involved in ensuring the internal quality management. Feedback proformas are filled by the students twice a year and their suggestions are taken into serious consideration. The meetings with the staff are organized to discuss the various matters pertaining to the College development under the leadership of the Principal. Further, the institution organizes various development programmes for its teaching and non-teaching staff. The Audit related to government grants is done by government auditors every year. Moreover, the 12% provident fund on salary is deposited with the Regional Provident Fund Commissioner. The external audit is done by the Chartered Accountant. The utilization certificates of grants, income tax, ESI and PF deposits are done online. Proper financial records are maintained.

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

The institution is running successfully with co-operative working of its following constituents:

- **Management:** Highly supportive, kind, enthusiastic and well informed management is the treasure for the institution. Headed by Chairman S.Bharpur Singh Bhogal, the management functions day in and day out to lead the institution on the path of progress.
- **Head of the Institution:** The College functions under the great leadership of dedicated, committed and versatile head -Dr.Surinder Jit Kaur who believes in

taking all initiatives for the progress of the institution. No matter what impediment comes in the way, her ever encouraging support charges all to give their best.

- **Faculty:** Highly competitive and qualified team of teaching faculty is ever ready to undertake the tasks of personal and professional development. The faculty makes moves to help in the realization of institutional goals and objectives through cooperative efforts.
- **Administrative Staff:** Efficient Administrative staff which is comprised of Office Superintendent, Accounts Clerk, Computer Technician, Librarian, Library Restorer-cum-Store keeper and other supporting staff members. They work in a transparent mechanism and propagate the same.
- **Students:** Students are the centre of the institution around which all planning policies and actions revolve. To make them significant part of the College functioning, they are given due representation through Students' Cabinet. For the upliftment of the institution, valuable views of student community are recorded in the form of feedback proforma.
- **Alumni:** The Alumni Association of the College contributes in many activities. The alumni members are invited for the Annual Alumni Meet. They are provided an opportunity to interact with the students of the ongoing session and convey them how to be more successful in their field. Moreover, alumni also provide feedback for qualitative improvement of the institution.

7.2 INCLUSIVE PRACTICES

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

Recent 93rd amendment of the Indian Constitution affirms the government commitment to EFA (Education for All). In this context, our institution provides Inclusive Education as optional subject in M.Ed. and B.Ed. Further, the teachers are sensitized for the same through a variety of assignments such as: workshops, discussions, extension lectures, seminars, community services, taking up research work with M.Ed. students and organizing visits to such schools where inclusive practices are in programme .

7.2.2. What is the profusion in the academic plan for students to learn about inclusion and exceptionalities as well as gender difference and their impact on learning?

The institution makes annual plans taking care of the needs of all the sections of students coming from diverse backgrounds like: SC, ST, BC, educationally backward and differently able. All the activities are undertaken to cater to mental, emotional, financial and social needs of different groups. Equal opportunities are provided to all the students irrespective of caste, religion or sex. Personality development programmes are organized to let the students grow as good *human beings*. A variety of academic and non-academic activities are held during the session. Co-curricular activities such as Talent Hunt Competition, Fine Arts Competition, Inter-House Poetical and Folk Song Competitions, Folk Dance Competition and Literary items Competition provide them a firm platform to nurture their creativity and cultural essence. The differently able students are encouraged and motivated to take part in these functions at par with other students. M.Ed students take up research on Gender differences and help in filling the existing gap in a scientific manner. Moreover, the College has *Sanchetna*-The Women Empowerment Club which makes efforts to deal with the problem of gender differences.

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

- Students are brought in close contact with differently able children, old-age people and orphanages through visits to *Apahaj Ghar*, Red Cross Old Age Homes, *Pingalwara*, Unique homes like *Prayas* etc. These visits expose the students to the harsh realities of life and make the students more sensitive, sensible and grateful to the Almighty. A sense of social service is also generated among them.
- To enable the students to contribute to society and needy people, Free Medical Camp and Blood Donation Camp is organized where our students donate blood and perform duties as supportive staff of the concerned doctors. Various social

values such as: sense of cooperation, sense of belongingness, patience, tolerance, empathy are inculcated among our students through their selfless activities.

- In order to upgrade the skills and knowledge of government school students, our student teachers organize various competitions (such as quiz competition, handwriting competition, Poetical recitation competition etc.) during teaching practice under the guidance of their teacher in-charges. Awards are distributed among the students.
- In order to strengthen the ties between schools and colleges of Education, Our Student teachers organize Exhibition of their self prepared Audio-visual Aids in the respective schools during their teaching practice every year under the guidance of their teacher-in-charges. Moreover, audio-visual aids are donated to the schools for their future use by school teachers in order to make teaching-learning effective and interesting.
- To involve the students in learning and develop intrinsic motivation among them, various activities are held in the regular classroom teaching. Students are engaged in preparing assignments, presenting seminars, participating in group and panel discussion. Apart from these, each and every student is involved in the organization or participation of co-curricular activities. Both formal and informal feedback of students is recorded and analyzed for further institutional planning. Conducive environment is propagated in which diverse learning needs of diverse student/participation are catered to.
- Lectures on 'Self Motivation' are given to the students in personality development and communication skill classes organized in collaboration with Alpha Global Enterprises, Phagwara.

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

- In Subject B₁ ('Understanding the learner and learning Process') Concept of Individual differences is mentioned, which promotes students understanding of different skills, needs and problems of different learners.

- Student teachers gain insight into the provisions and policies for special children made under the constitution in Subject A₂ (Contemporary Issues and Concerns in Secondary Education).
- Another optional subject 'Inclusive Education' both at B.Ed and M.Ed levels, highlights specific identification, needs Enrichment programmes and adaptations of children with diverse needs. It enables the student teachers to gain comprehensive understanding of the concept and realize the significance of this subject.
- Co-curricular activities and field experiences are provided to the students to interact with the local community in order to inculcate a sense of belongingness and to understand cultural differences.
- During the Teaching Practice in schools, student teachers get appropriate opportunity to understand the children with diverse needs and their problems. The student teachers practically take initiative to adjust these differently able students in various academic and non academic activities.
- Workshops, Seminars and Extension lectures are arranged from time to time to make student teachers and teacher educators aware of the use of latest technology to make teaching- learning process effective for the children with special needs.
- Teachers and students prepare enlarged notes and recorded lectures in order to deal with blind and partially blind students.
- Peer tutoring is introduced during student teaching in practicing schools that help in understanding the working in diverse classroom.

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

The institution provides Inclusive Education to the students. 'Contemporary Issues and Concerns in Secondary Education' has a detailed topic on 'Inclusive Education' and the College activities adopt it in practice.

The institution follows 'zero rejection' policy. Therefore, physically challenged students in the institution are provided all the provisions and amenities like his/her peer group, but with more sensitivity, concern and assistance.

Facilities like, Library on ground floor and ramps instead of stairs are provided to them. Guidance and Counseling Cell functions to promote the best possible development of students with diverse abilities. Each and every educator is activated to be concerned with the problems of diverse students during their close interaction in tutorials. All students are motivated to provide congenial environment for the differently - able students in the classrooms.

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

Our institute runs a mission to develop good human beings and effective teachers. No discrimination on the basis of caste, creed religion or sex is tolerated. Girls and Boys are provided equal opportunities to excel in their respective areas of interest and capability. Rural girls' exposure to academic and non academic activities is encouraged. Guidance and Counseling Cell educate the students from time to time to solve their crucial problems. A healthy social environment is created in the institution for the perfect growth of students' personality so that they themselves handle of gender inequality. Moreover, the college has active 'Sanchetna'; The Women Empowerment Club, that organizes various activities to make students handle gender sensitive issues. The Legal Literacy Club of College equips the students especially the girls with knowledge of law, domestic violence, eve teasing etc. so that, they may not become victim to any kind of social evil. Seminar on "Legal Aid Clinic and Functions of Lok Adalat" was conducted in the College. Our students also won prizes in Legal Literacy Youth Festival.

7.3 STAKEHOLDER RELATIONSHIPS

7.3.1 How does the institution ensure the access to the information on organizational platform (Academic and Administrative) to the stakeholder?

The College has a well organized system for flow of information on organizational performance to the stakeholders of all levels in the Management System. The institution gets due representation through teacher representatives in the College Managing Committee. However, autonomy is given to the College Principal to organize and manage the College .The financial and academic advice by the management is taken from time to time.

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

The college website works on the principle of regularity with up gradation of information regarding admissions, results and co-curricular performances.

The annual prospectus of the college defines the institutional goals in a simple free manner while giving a broader picture about the aims and the outlook of the college. A clean and clear system functions through past experience and academic performance decides the honorary place that a student shall receive. Students at anytime can voice their problems within a disciplined structure of functioning and if not satisfied efforts are doubled to move that. The class representatives hold an important stake that collect the desired information judiciously and pass it on to the respective heads that in turn combine all to come out with a solution befitting all.

IQAC members interact and communicate positively during periodical meetings. This body helps in keeping everyone aware of their respective performances.

The College publishes an annual magazine entitled “*Giansar*” which holds information regarding annual activities and active participation of all.

The institution has a strong and a successful system of operation. All the essential components of the institution: Management, Principal, Staff, Students, Principals of practicing schools, its Alumni and the Community at large participate and perform in the interests of the society. An autonomous system of operation is practiced by the principal.

Access to students:

The students are always put forward in all the day to day activities of the college. Student Cabinet exists in the college that holds meetings and posts their problems and discusses fairly on an open table.

Access to parents:

Parents also form an important pedestal in the growing up of an individual. The institution tries to maintain their integrity and participate, equally in the process. The College informs them on timely basis reassuring the smooth functioning.

Access to the heads /principals of practising schools:

Internship gets the ball rolling. The real time situation of teaching and learning takes form. A cordial relation is surely maintained between the college and the inseparable component- the schools. The information access flows through all the concerned authorities. It helps in bringing out the real hidden talent in the student while fostering a sense of discipline and regularity.

Access to Alumni members:

A long lasting relationship between the passed out and the present is encouraged. Besides, the magazine- *Giansar*, a record is maintained that holds information regarding their status. These members are invited from time to time to participate encourage and provide a different picture to the world of work.

Access of information to the community:

Community is involved at all times to develop a sense of belongingness. Social camps, food and clothes distribution, public speaking is encouraged and in turn community gets in touch with the college activities and also shares their experiences with the students. Moreover, there is community representation in the IQAC and a strong network is developed henceforth.

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

Feedback mechanism:

Teachers' interaction with the old students, a friendly discussion at an informal level also puts a clear picture forward.

Suggestion box is installed in the college campus which opened at regular intervals in the presence of Principal and senior staff members. Future references find a place and are recorded for a better road to be paved into the horizon waiting for the next sunrise. Rectifying past mistakes and an open arena with the head of the institute further puts a

permanently added feature to its cap. Every employee has a right to voice out his or her problem.

Additional information to be provided by institutions opting for Re- accreditation:

1. How are the core values of NAAC reflected in the activities of institution?

Table – 7.4

Reflection of core values of NAAC in the College Activities

S.No.	CORE VALUES OF NAAC	REFLECTION ON CORE VALUES THROUGH ACTIVITIES
1.	<i>Contributing to National Development</i>	<ul style="list-style-type: none"> • Quality Teacher Education is provided in B.Ed. and M.Ed. to ensure the supply of skillful teachers. • Celebration of National days and birthdays of great men. • Conduct of morning assemblies on various issues of national importance. • National, State and Regional level research projects are taken up by the College faculty. • Surveys are taken up by B.Ed. students on social evils. • Applied research is taken up by M.Ed. students on national policies and national problems. • NSS Camp is organized in the nearby villages to spread awareness of national and social problems among masses. • Free medical camp is organized to lend a helping hand to the weaker sections of society. • Career guidance is given to the students so that they may prove asset to the nation.
2.	<i>Fostering Global Competencies among Students</i>	<ul style="list-style-type: none"> • Compulsory Personality Development and Communication Skills add on course. • Practical training along with theory is given in the form of assignments, field trips, experiments, visits and workshops. • Interaction sessions of students with educationists of National and International repute. • Participation of the College faculty in International

S.No.	CORE VALUES OF NAAC	REFLECTION ON CORE VALUES THROUGH ACTIVITIES
		<p>level seminars, workshops and conferences to update their knowledge and skills.</p> <ul style="list-style-type: none"> • Workshops are organized for enhancing creative and critical thinking.
3.	<i>Inculcating a Value System among Student</i>	<ul style="list-style-type: none"> • Celebration of national days and birthdays of great men. • Conduct of morning assemblies to inculcate religious and social values. • Organization of blood donation camp and free medical camp to inculcate the values of love and compassion. • Teachers act as role model so that students may imitate and develop sound value system. • Variety of teaching methods like discussion and project to inculcate the value of initiative. • Social surveys and applied research on social issues to inculcate the value of duty and responsibility.
4.	<i>Promoting the Use of Technology</i>	<ul style="list-style-type: none"> • Model based lessons and self learning modules are prepared by teacher educators. • Well equipped Educational Technology laboratory and Computer laboratory. • College campus is Wi-Fi enabled for unlimited and open access. • Audio visual aids such as smart boards, OHP and LCD projectors are used for effective teaching. • SPSS version 20-21 is used for data analyses.
5.	<i>Quest for Excellence</i>	<ul style="list-style-type: none"> • Establishment of IQAC for quality sustenance. • Broad vision, mission and goal reflecting quest for excellence. • Clear objectives and plan of action to achieve the goals. • Structured feedback from students, teachers and stakeholders.(Encl: Annexure VI)

Mapping of Academic Activities of the Institution

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33		
Admission and Orientation	█																																		
Theory																																			
Tutorials/ Seminars																																			
Sessional Work - Tests & Assignments																																			
Practical Work																																			
Preparation of Internship: Demonstration / Observation of lessons/ micro teaching/ simulations																																			
Practise Teaching/ Internship																																			
Co-curricular Activities																																			
Working with community/ project work																																			
End-Term Examination																																			

Note: A week is of six working days and a day is of six clock hours
 The table should cover the entire academic session and may be extended as per the requirement

Mapping of Academic Activities of the Institution

Weeks	34	35	36	37	38	39	40	41	42	43
Admission and Orientation										
Theory										
Tutorials/ Seminars										
Sessional Work - Tests & Assignments										
Practical Work										
Preparation of Internship: Demonstration/ Observation of lessons/micro teaching/ simulations										
Practice Teaching/ Internship										
Co-curricular Activities										
Working with community/ project work										
End-Term Examination										

BEST PRACTICE – I

VALUE ORIENTED CURRICULUM

CONTEXT

Education in our college is based on the blue print of value education as mere academic knowledge without deep rooting in values will only fashion lop-sided personality who may become rich in material possessions, but will remain poor in self- understanding, peace and social concern. Such value education is provided through well planned action that leads to the development of proper attitudes, values and emotions of the learner.

OBJECTIVES

- To gain faith in eternal God and in His supreme power.
- Adopt value education in the curriculum.
- To awaken the students to maintain physical fitness.
- To develop social qualities among students so as to adjust them happily in the society.
- To lead the students towards sustainable future and harmonious personality development by providing them encouraging environment and opportunities.
- To sensitize the pupil teachers towards the needs and problems of society.
- To develop sensitivity towards the emerging issues: environment, population, gender equity and legal literacy.
- To develop soft skills and life skills.
- Imbibe the knowledge, attitudes and skills needed to achieve and sustain a global culture of peace and values.

THE PRACTICE

A number of activities become the essential part of the course curriculum that focus on triggering the devotion towards society and nation at large. To develop faith in the divine, infinite and supreme power; the college conducts morning assemblies in which the

prayers are recited to face the problems of life boldly and the students are motivated to lead a life of truth and purity.

The students are extended the message that happiness lies in good health. To keep pupil teachers active and energetic, regular training is provided to them in Physical Education. There is provision of optional paper Health Education in paper B₃ (b) and Teaching of Physical Education that focus on developing deep insight into various components of good health. The college organizes Sports day every year in which students exhibit their abilities in different track and field events. Moreover, Yoga classes are organized in collaboration with Bhartiya Yoga Sansthan, Phagwara that provide physical and mental training to the pupil teachers.

To inspire the pupil teachers to work for the welfare of the humanity irrespective of any distinction based on caste, creed or religion, the College organizes Blood Donation Camp, Aids Awareness Camp, rallies to spread awareness on Women Education, Environment Day etc. that act as catalysts of value inculcation. To enable the students to feel the sorrow, agony, pain and grief of the old and rejected members of the society, visits to old age homes, widow rehabilitation centers, orphanages and *Aphaj Ghar* are organized. The students do social service by providing financial and material aid to the needy. Kindness, Compassion and Sympathy are the pearls that bind the string of society together.

The message of protecting and preserving the natural resources is conveyed to the students through the organization of events like poster making, collage making, creating best out of waste and tree plantation drive, all such programmes encourage the pupil teachers to have a well balanced ecosystem which is necessary to secure healthy future. Moreover, the college celebrates World Environment Day every year. The College has functional Environmental Club as well. Every year trip to Pushpa Gujral Science City is taken. The College has its permanent membership. Solar geysers are used in hostel to save non-renewable energy resources. CFL bulbs are used throughout the college to save energy. Environmental CD's are also available in the College which are shown to the students in the morning assemblies.

The college aims at the holistic development of the students. Personality Development and Communication Skills programme is organized in collaboration with Alpha Global Enterprises, Phagwara. Interactive sessions with students are conducted for nurturing motivation, self-confidence, strong will power optimistic attitude and techniques for stress management. The students are also provided on how to prepare an effective resume and to face interview boldly and successfully. Such programmes assist the pupil teachers to gain vocational, personal and social efficiency.

It is worth mentioning here that this year; the Art of Living Club of the College organized a workshop *Innovative Practice to Awaken Collective Consciousness* in which students interacted with police personnel on various sociopolitical issues. Moreover there is a display of quotations based on values in the entire campus. It keeps the students morally upright, confident and constructive. The display boards present the pictures and articles on social, emotional, environmental and scientific values. Every day a thought is inscribed on the board that ingrains the high values among the students.

To give the idea of world citizenship, values of international understanding are inculcated through various activities. Various International days like Human Rights Day, World Environment Day, Save Earth Day, AIDS Day, International Women Day, World Day of Water, World Labour Day and Teachers' Day are also celebrated to make students aware of all global issues. The College has various clubs like Srinivasa Ramanujan Club, C.V Raman Club, The Art of Living Club, Literary Club and Legal Literacy Club . These clubs undertake activities under the guidance of respective teacher incharges and make efforts to bring out the best in teacher trainees, while making them more informed about the global issues and concerns.

OBSTACLES FACED

- To manage time in regular time table for Personality Development and Communication Skills classes.
- To establish collaborations with social organizations to conduct value oriented programmes .

STRATEGIES ADOPTED

- MOU has been signed with the Alpha Global Enterprises, Phagwara for Personality Development Communication Skills classes. Special period has been arranged in the time table for these classes.
- Regular attempts and contacts helped in gaining support from various organizations like Blood Donors Council, Rotary Club, Pushpa Gujral Science City and Punjab Cultural Promotion Council etc.

IMPACT

The motto of our college propagates education that leads to enlightenment and empowerment. Value oriented curriculum practically aids in the achievement of Value Based Quality Education which focuses on the overall development of the personality of pupil teachers. Varied colored activities bring enlightening that brighten up the heart and soul. An ignited mind becomes all powerful to gain broader perspective of life .With a wide vision, the pupil teachers move toward an enhanced life immersed in high social, moral, physical mental and spiritual values.

In today's world, where there is continuous degradation of values, our college curriculum holds them strongly. The well nurtured pupil teachers will be capable to disseminate the same to their future students and gradually our aim of establishing a concerned society could be realized.

RESOURCES REQUIRED

- Human Resources like Management Members, Principal, Teachers and students.
- Collaborations with other organizations.
- Material resources like infrastructure etc.
- Technical Assistant as an expert to handle the material resources.

CONTACT DETAIL

- Mrs. Suniti Sharma

BEST PRACTICE-II

TECHNOLOGY INTEGRATION IN TEACHING LEARNING PROCESS

CONTEXT

The new millennium is ushered by dramatic technological revolution. We are living in an increasingly diverse and globalized society. Education in 21st century is a challenging and a creative task. Teachers have to address to the rapidly changing world filled with fantastic new problems as well as existing new possibilities. The institute aims to empower student teachers to tackle professional and global issues in this techno-savvy era and to keep the role of teachers at high pedestal in the transformation of society. Technology integration in teaching learning process enables the children to gain the skills essential for the globalized world. The foundation of life long learning process, interests, attitudes and habits is laid in the four walls of one's alma mater and within these four walls, it is in the hands of the teachers that the growth and development of a child is secured. With a plan in preview to give best learning opportunity to our students, we take long strides in creating a resourceful environment.

In today's modernized world, it becomes imperative for pupil teachers to be easy going with latest technology. A need is felt to enable the prospective teachers to be capable selectors and users of latest teaching aids. To fulfill this broad vision, the institution propagates technology integration in teaching learning process.

OBJECTIVES

- To enrich teaching-learning process by facilitating it with novel ways of understanding.
- To make teaching learning process more vibrant, effective and comprehensive through the use of ICT.
- To make teaching and learning two way process with increased pupil participation.
- To develop technological skills in the prospective teachers.

THE PRACTICE

To adopt ICT in the Teacher Education curriculum, the college has the provision of ICT integration in Pedagogy as an add on course which is compulsory for all the students. The content of the subject provides training to the students for the enhancement of their skills in using computer and internet. The college also offers the option of Methodology of Teaching of Computer Education for those students who have studied Computer till Graduation. This subject further sharpens the technological skills of the prospective teachers while giving deep knowledge of teaching of Computer Science.

The institution has established a well-nurtured infrastructure in which great care has been taken to provide an easy access to ICT resources. The basic and the fundamentals of latest technology are made clear to the students. Provision of well-equipped Computer laboratory and Education Technology laboratory give the students first hand experience regarding the working and handling of technological equipments. Teaching aids like LCD, OHP, Interactive boards and Document camera are used by teacher educators and pupil teachers during regular teaching and practice teaching. These facilities encourage the faculty members to use the best teaching aids for more productive results. Similarly, the students who are the prospective teachers get tuned with latest technologies and exhibit their skills while presenting seminars in the regular classrooms and lessons during Practice Teaching in schools. In addition to this, students are encouraged to prepare model based lessons and self learning modules.

The efforts become stunning when the student teachers have command and heeled mastery over the use of modern technology. They get an opportunity to be independent in making the most from the available resources.

OBSTACLES FACED

- Gaining thorough knowledge in using various technological equipments.
- Managing time to give knowledge and practice to all students in various technological aids.

STRATEGIES ADOPTED

To overcome the first obstacle, the institution organized workshop by the experts in collaboration with Ramgarhia Institute of Engineering and Technology. All the faculty members attended it and gained insight into functions of various technological equipments. Later on, the teacher educators attempted to use it in their regular classroom teaching under the guidance of Computer teacher.

To provide sufficient practice to the students, there is a provision of issuing these aids to pupil teachers during discussion lessons and practice teaching. Under the mentorship of subject experts, all the students in rotation get the opportunity to use interactive board, OHP, LCD and Document Camera successfully.

IMPACT

The impact of the practice is clearly observed among the teacher educators and pupil teachers. Both pave a long distance towards adopting globalized outlook while imbibing local, national and international standards of teaching. Our efforts are channelized towards setting progressive outlook among teachers as well as students. Such steps are definitely going to secure the function of not only our student educators but also the society, nation and world at large. The practice develops self confidence, wider perspective and technological skills among the teachers and students.

RESOURCES REQUIRED

- Human resources like Principal, Teachers, Students etc.
- Technology experts.
- Material resources like infrastructure including computers, LCD, Interactive boards etc.
- Technical Assistant as an expert to handle the material resources.

CONTACT FOR DETAILS

- Mrs. Harpreet Kaur

RAMGARHIA COLLEGE OF EDUCATION

PHAGWARA

CERTIFICATE OF COMPLIANCE

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

This is to certify that Ramgarhia College of Education, Phagwara (Pb.) fulfils all norms

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

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

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

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

Date:

Principal / Head of the Institution

Place:

(Name and Signature with Office seal)

DECLARATION BY THE HEAD OF THE INSTITUTION

I certify that the data included in the 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 the SSR during the Peer team visit.

Signature of the Head of the Institution

Place: Phagwara

Date:

ANNEXURE – I

TEACHER EDUCATION SCENARIO IN PUNJAB

Within the federal structure of the country, while broad policy and legal framework on teacher education is provided by the Central Government, implementation of various programmes and schemes are undertaken largely by the state governments. The same is followed by the state of Punjab. The twin strategy is followed in Teacher Education to:

- prepare teachers for the school system (pre-service training).
- improve capacity of existing school teachers (in-service training).

For **pre-service training**, the National Council of Teacher Education (NCTE) lays down norms and standards for various teacher education courses, minimum qualifications for teacher educators, course and content and duration and minimum qualification for entry of student-teachers for the various courses. It also grants recognition to institutions (government, government-aided and self-financing) interested in undertaking such courses and has in-built mechanism to regulate and monitor their standards and quality. Norms and standards set up by NCTE are followed in Punjab. The government and government-aided teacher education institutions are financially supported by the State Government. Further, under the Centrally Sponsored Scheme on Teacher Education, the Central Government also supports many institutions, including the DIETs and CTEs.

For **in-service training**, the State Council of Educational Research and Training (SCERT), prepares modules for teacher training and conducts specialised courses for teacher educators and school teachers. The Colleges of Teacher Education (CTE) and University Academic Staff Colleges provide in-service training to secondary and senior secondary school teachers and teacher educators. At the district level, in-service training is provided by the District Institutes of Education and Training (DIETs). The Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) form the lowest rung of institutions in the vertical hierarchy for providing in-service training to school teachers. Apart from these, in-service training is also imparted with active role of the civil society, unaided schools and other establishments. For in-service training, financial support is also largely provided by the Central Government under the Sarva Shiksha Abhiyan (SSA).

Punjab has a well developed educational system. There are 04 Universities providing teacher education programmes and 185 Colleges of Education in the state as given in the figure 1 below:

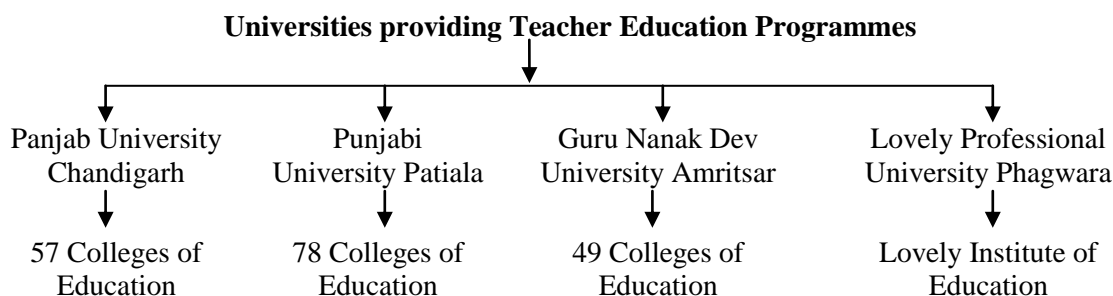


Fig.1: Universities and Colleges in Punjab

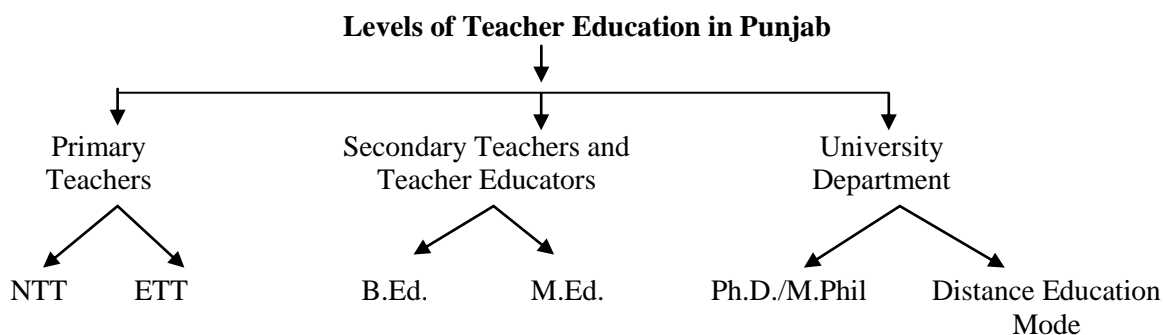


Fig.2: Levels of Teacher Education in Punjab

Table 1: Different Teacher Education Institutions in Punjab

S.No	Name of the Institution	Number
1	District Institutes of Education and Training	22
2	Colleges of Teacher Education(CTE's)	02
3	Govt. In-service Training Centers(GISTC's)	12
4	Institutions of Advanced Studies in Education(IASE)	01
5	Govt. Colleges of Education	04
6	Govt. Aided Colleges of Education	15
7	Self Financed Colleges of Education	166
8	University Departments of Education	03

Rules and Regulations for B.Ed. and M.Ed. in the State (For details see Criterion-II)

There is rapid increase in teacher education private colleges which has created a grave situation with regard to quality teacher education. The situation is alarming with more than 3431 (till 2011) pending applications with NCTE for recognition of various teacher education programmes. Despite of NAAC and NCTE'S best efforts and laying down of norms, quantity has out powered quality in teacher education institutions of Punjab. There is a dire need to take action for quality sustenance.

ANNEXURE – II (i)

RAMGARHIA COLLEGE OF EDUCATION, PHAGWARA

B.ED & M.ED ACADEMIC CALENDAR (2011-12)

S. No.	Month	Programme	Dates
1.	August 2011	-Induction Programme of M.Ed -Orientation of M.Ed -Induction Programme of B.Ed -Orientation of B.Ed class -Class room Teaching & College Activities (M.Ed) -Class room Teaching & College Activities (M.Ed) (B.Ed)	Aug.1,2011 Aug.2,3,2011 Aug.18,2011 Aug.19-20,2011 Aug.4-31,2011 Aug.21-31,2011
2.	Sept,2011	-Class room teaching & College Activities (M.Ed) -Teacher's Day celebration -Extension lecture -Talent Search Programme -One Day NSS Camp -Quiz Competition -Fine Art Competition -Extension lecture	Sept 1-30,2011 Sept 5,2011 Sept 12,2011 Sept21,22,2011 Sept 25,2011 Sept26,2011 Sept 27,2011 Sept 30,2011
3.	Oct, 2011	-Class Room Teaching & College Activities -Gandhi Jayanti - Micro Teaching Practice &Micro Discussion Lesson -Birthday of Shri Guru Ramdass Ji Yoga Education -Communication Skills & Personality Development Course -Preparation of GNDU Youth Festival -GNDU Youth Festival -Autum Break -Selection of Editorial Board	Oct 1-31,2011 Oct 2,2011 Oct 3-5,2011 Oct 9,2011 Oct12-13,2011 Oct 17-20,2011 Oct 1-21,2011 Oct 22-23,2011 Oct24-29,2011 Oct 31,2011

S. No.	Month	Programme	Dates
4.	Nov, 2011	<ul style="list-style-type: none"> - Class Room Teaching -Model Lesson (by subject Teacher) - M.Ed Class Room Teaching -Synopsis Presentation by M.Ed Class -School Teaching Practice -Birthday of Shri Guru Nanak Dev Ji -Class Room Teaching -Quiz Competition -Wall Magazine Poetical recitation Competition -Preparation for 1st Discussion Lesson -One Day NSS Camp 	<ul style="list-style-type: none"> Nov 1-6,2011 Nov 4-5,2011 Nov 1-30,2011 Nov 1-2,2011 Nov 7-24,2011 Nov 10,2011 Nov 25-30,2011 Nov 25,2011 Nov Nov 28,2011 Nov 25-30,2011 Nov 27,2011
5.	Dec,2011	<ul style="list-style-type: none"> -First Composite Discussion Lesson -World Aids Day Celebration - English Communication & Personality Development Course -Blood Donation Camp -Class room Teaching -Humans Rights Day Celebration -Skill in Teaching Competition -OHP Transparencies Competition -Winter Break -Ten Day NSS Camp 	<ul style="list-style-type: none"> Dec 1-5,2011 Dec 1,2011 Dec 6-10,2011 Dec 8-9,2011 Dec 10,2011 Dec 6-24,2011 Dec 10,2011 Dec 16,2011 Dec 22,2011 Dec 26-4Jan,2012
6.	Jan,2012	<ul style="list-style-type: none"> -First House Test -Birthday of Shri Guru Gobind Singh Ji -Lohri Celebration -Class Room Teaching & College Activities -Educational Trip -Celebration of Republic Day -Extension Lecturer 	<ul style="list-style-type: none"> Jan 5-18,2012 Jan 11 ,2012 Jan 14,2012 Jan 19-31 ,2012 Jan 26-29 ,2012 Jan 26 ,2012 Jan 31 ,2012

S. No.	Month	Programme	Dates
7.	Feb,2012	-Class Room Teaching & College Activities -Convocation and Prize Distribution -One day NSS Camp -Personality Development Course -Birthday of Shri Guru Ravi Dass Ji -Annual sports Meet	Feb 1-29,2012 Feb 9,2012 Feb19,2012 Feb 14-15,2011 Feb 18,2011 Feb 28-29, 2012
8.	March,2012	-B.Ed Component Exam -M.Ed Class room Teaching & Activities -Second House Test -Class Room Teaching & College Activities -Eye & General Check Up Medical Camp -Preparatory Holiday	Mar 1-5, 2012 Mar 1-5, 2012 Mar 6-20, 2012 Mar 21-26, 2012 Mar 20-22,2012 Mar27, April 6,2012
9.	April ,2012	-University Final Exam -School Teaching Practice	April 7-20,2012 April 21-30,2012
10.	May,2012	-School Teaching Practice -Second Discussion Lesson -Final Skill in Teaching	May 1-14,2012 May 16-19,2012 Last week of May,2012
11.	June , 2012	- Mock Viva by M.Ed. Class -Summer Vacations -Final Viva-Voce of M.Ed. Class as per GNDU dates	June 1&2, 2012

Note: Morning Assembly will be conducted on every Tuesday.

RAMGARHIA COLLEGE OF EDUCATION, PHAGWARA

B.ED & M.ED ACADEMIC CALENDAR (2012-13)

S.No.	Month	Programme	Dates
1.	August 2012	-Induction Programme of M.Ed -Induction Programme of B.Ed -Orientation of B.Ed class -Independence Day -Class room Teaching & Activities	Aug.8,2012 Aug.13,2012 Aug.14-16,2012 Aug.15,2012 Aug.17-31,2012
2.	Sept,2012	-Class room teaching & College Activities -Teacher's Day celebration -Extension lecture -Talent Search Programme -Wall Magazine & Poetical Recitation Competition -One Day NSS Camp	Sept 1-30,2012 Sept 5,2012 Sept 12,2012 Sept15,2012 Sept22,2012 Sept 30,2012
3.	Oct, 2012	-Class Room Teaching & College Activities -Gandhi Jayanti -Model Micro lesson by Subject teacher -Micro Teaching Practice &Micro Discussion Lesson -Preparation of GNDU Youth Festival -GNDU Youth Festival -Model Composite lesson -M.Ed. Synopsis Presentation -Autum Break	Oct 1-27,2012 Oct 2,2012 Oct 4-6,2012 Oct 6-10,2012 Oct1-18,2012 Oct 19-21,2012 Oct 25-26,2012 Oct 27,2012 Oct 29-Nov3,2012

S.No.	Month	Programme	Dates
4.	Nov, 2012	- Class Room Teaching and activities -School Practice Teaching Programme -Synopsis Submission of M.Ed. Students -Inter College Poetical Recitation -Preparation for 1 st Discussion Lesson -First Discussion Lesson -Birthday of Shri Guru Nanak Dev Ji -M.Ed. Data Collection	Nov 5-7,2012 Nov 6-20,2012 Nov 10,2012 Nov 23,2012 Nov 21-24,2012 Nov 26-30,2012 Nov 28,2012 Nov 26-31Dec2012
5.	Dec,2012	-Class room Teaching and College activities -World Aids Day Celebration -Humans Rights Day Celebration - English Communication & Personality Development Classes -Inter House Skill and Teaching Competition -One day NSS Camp -Educational Tour -Winter Break Special NSS Camp	Dec 1-24,2012 Dec 1,2012 Dec 10,2012 Dec 3-8,2012 Dec 14,2012 Dec16,2012 Dec 20-22,2012 Dec 26-5Jan,2013 Dec26-2 Jan,2013
6.	Jan,2013	-First House Test -Class Room Teaching & College Activities -OHP Transparencies Competition -Celebration of Republic Day -English Skill Communication Classes -Birthday of Shri Guru Gobind Singh Ji	Jan 7-17,2013 Jan 18-31,2013 Jan 23,2013 Jan 26 ,2013 Jan 25-31 ,2013 —
7.	Feb,2013	-Class Room Teaching & College Activities -Extension Lecture	Feb 1-28,2013 Feb8,2013

S.No.	Month	Programme	Dates
		Yoga Camp -Convocation and Prize Distribution	Feb18-21,2013 Feb 26,2013
8.	March,2013	Annual sports Meet -Class Room Teaching & College Activities -Second House Test -Class room Teaching -Preparatory Holiday	Mar 1-2, 2013 Mar 3-8, 2013 Mar 9-16, 2013 Mar 18-20, 2013 Mar 21-3April,2013
9.	April ,2013	-University Final Exam -Second School Teaching Practice And II Discussion Lesson	April 4-22,2013 April 23-19May,2013 April 20-23,2013
10.	May,2013	-B.Ed University Skill in Teaching and Practical Exam -Submission of M.Ed. Dissertation	May 24-4June,2013 May 31,2013
11.	June , 2013	-Summer Vacations	June 1&17, 2013

ANNEXURE – III

RAMGARHIA COLLEGE OF EDUCATION, PHAGWARA (B.ED.) TIME TABLE 2011-2012

Section	1 st Period		2 nd Period		3 rd Period		4 th Period		5 th Period		6 th Period		7 th Period		8 th Period	
	09.10 - 09.55	09.55 - 10.40	10.40 - 11.25	11.25 - 12.10	12.10 - 12.40	12.40 - 13.25	13.25 - 14.10	14.10 - 14.55	14.55 - 15.40							
MORNING	RECESS															
A	Area A ₁ (1-3) Seema Saini	Area B ₁ (4-6) Sunita Khanna	Area B ₁ (1-6) Harpreet Kaur	Area B ₁ (1-3) Sunita Khanna	12.10 - 12.40	Day 1- Area E ₁ -Ritu Bhalla Day 2- Area E ₂ -P.D.C.S Day 3- Area E ₃ -R.B.S Aulakh Day 4- Area E ₄ -Paramjeet Kaur Day 5- Library-Seema Ohri Day 6- E ₂ -P.D.C.S	Teaching of Science Group(I)	6 th	Ms.Neru Sharma	Room Allotted	Science Lab	Area B ₃ (4-6) Grouping according to Options available and teacher incharge	Area B ₃ (4-6)	Area B ₃ (4-6)	Area B ₃ (4-6)	Area B ₃ (4-6)
B	Area B ₁ (1-6) Seema Ohri	Area A ₁ (1-6) Bajjit Kaur	Area A ₁ (1-6) Sabir Singh	Area B ₁ (4-6) Ritu Dial	12.10 - 12.40	Day 1- Area E ₁ -P.D.C.S Day 2- Area E ₂ -Ritu Bhalla Day 3- Area E ₃ -P.D.C.S Day 4- Area E ₄ -R.B.S Aulakh Day 5- Area E ₅ -Paramjeet Kaur Day 6- Library-Bimlesh Birdi	Teaching of Social Studies Group 1	6 th	Dr.(Mrs). Rajni Bala	Section-A		Area A ₃ (1-3) Ritu Dial	Area A ₃ (1-3)	Area A ₃ (1-3)	Area A ₃ (1-3)	Area A ₃ (1-3)
C	Area B ₁ (1-3) Mukesh Sharma	Area B ₃ (1-3) Bimlesh Birdi	Area A ₁ (1-6) Seema Saini	Area B ₁ (4-6) Mukesh Sharma	12.10 - 12.40	Day 1- Library-Mona Vij Day 2- Area E ₂ -P.D.C.S Day 3- Area E ₃ -Ritu Bhalla Day 4- Area E ₄ -P.D.C.S Day 5- Area E ₅ -R.B.S Aulakh Day 6- Area E ₆ -Paramjeet Kaur	Teaching of Mathematics Group1	6 th	Dr. Yogesh Sharma	Psychology lab		Area B ₃ (1-3) Harpreet Kaur	Area B ₃ (1-3)	Area B ₃ (1-3)	Area B ₃ (1-3)	Area B ₃ (1-3)
D	Area B ₁ (1-6) Sunita Khanna	Area B ₁ (1-6) Gurpreet kaur	Area A ₂ (3-6) Mona Vij	Area A ₁ (1-6) Sabir Singh	12.10 - 12.40	Day 1- Area E ₁ -Paramjeet Kaur Day 2- Library -R.B.S Aulakh Day 3- Area E ₃ -P.D.C.S Day 4- Area E ₄ -Ritu Bhalla Day 5- Area E ₅ -P.D.C.S	Teaching of Commerce	6 th	Mrs. Seema Ohri	Edu. Forum Room		Area B ₃ (4-6) Seema Saini	Area B ₃ (4-6)	Area B ₃ (4-6)	Area B ₃ (4-6)	Area B ₃ (4-6)
E	Area A ₁ (1-6) Neelam Sharma	Area A ₂ (1-6) Mukesh Sharma	Area B ₁ (1-6) Mukesh Sharma	Area B ₃ (1-3) Seema Ohri	12.10 - 12.40	Day 1- Area E ₁ -R.B.S Aulakh Day 2- Area E ₂ -P.D.C.S Day 3- Library Bajjit Kaur Butlar Day 4- Area E ₄ -P.D.C.S Day 5- Area E ₅ -Ritu Bhalla Day 6- Area E ₆ -P.D.C.S	Teaching of Hindi	6 th	Dr.(Mrs). Bimlesh Birdi	Section E		Area B ₃ (1-3) Kaur	Area B ₃ (1-3)	Area B ₃ (1-3)	Area B ₃ (1-3)	Area B ₃ (1-3)
							Teaching of English Group1	6 th	Mrs. Dr. Surinderjit Kaur /Mrs. Harpreet kaur	Section C		Area B ₃ (4-6) Seema Saini	Area B ₃ (4-6)	Area B ₃ (4-6)	Area B ₃ (4-6)	Area B ₃ (4-6)
							Teaching of Punjabi Group1	6 th	Ms.Sunita Khanna	Section D		Area B ₃ (1-3) Kaur	Area B ₃ (1-3)	Area B ₃ (1-3)	Area B ₃ (1-3)	Area B ₃ (1-3)
							Teaching of Computer Science	6 th	Ms.Gurpreet Kaur	Computer Lab		Area B ₃ (1-3) Kaur	Area B ₃ (1-3)	Area B ₃ (1-3)	Area B ₃ (1-3)	Area B ₃ (1-3)
							Teaching of History	7 th	Ms.Gurpreet Kaur	Computer Lab		Area B ₃ (1-3) Kaur	Area B ₃ (1-3)	Area B ₃ (1-3)	Area B ₃ (1-3)	Area B ₃ (1-3)
							Teaching of Home Science	7 th	Dr.(Mrs).Bimlesh Birdi	Section E		Area B ₃ (1-3) Kaur	Area B ₃ (1-3)	Area B ₃ (1-3)	Area B ₃ (1-3)	Area B ₃ (1-3)
							Teaching of Economics	7 th	Mrs.Baljit Kaur	Section C		Area B ₃ (1-3) Kaur	Area B ₃ (1-3)	Area B ₃ (1-3)	Area B ₃ (1-3)	Area B ₃ (1-3)
							Teaching of Phy Education	7 th	Mrs.Paramjit Kaur	Phy Edu.Room		Area B ₃ (1-3) Kaur	Area B ₃ (1-3)	Area B ₃ (1-3)	Area B ₃ (1-3)	Area B ₃ (1-3)
							Teaching of Mathematics Group2	7 th	Mr. Mukesh Sharma	Psychology lab		Area B ₃ (1-3) Kaur	Area B ₃ (1-3)	Area B ₃ (1-3)	Area B ₃ (1-3)	Area B ₃ (1-3)
							Teaching of Fine Art	7 th	Mr.RBS.Aulakh	Sg Lab		Area B ₃ (1-3) Kaur	Area B ₃ (1-3)	Area B ₃ (1-3)	Area B ₃ (1-3)	Area B ₃ (1-3)
							Teaching of Punjabi GroupII	7 th	Mrs.Seema Saini	Section B		Area B ₃ (1-3) Kaur	Area B ₃ (1-3)	Area B ₃ (1-3)	Area B ₃ (1-3)	Area B ₃ (1-3)
							Teaching of English GroupII	7 th	Mr.Sabir Singh	Section D		Area B ₃ (1-3) Kaur	Area B ₃ (1-3)	Area B ₃ (1-3)	Area B ₃ (1-3)	Area B ₃ (1-3)
							Teaching of Political Science	7 th	Ms.Ritu Dial	Section A		Area B ₃ (1-3) Kaur	Area B ₃ (1-3)	Area B ₃ (1-3)	Area B ₃ (1-3)	Area B ₃ (1-3)

Ramgarhia College of Education Phagwara

M.Ed. Time Table (2011-12)

	1 st Period	2 nd Period	3 rd Period	4 th Period	5 th Period	6 th Period	7 th Period	8 th Period
9.00-9.10	09.10 - 09.55	09.55 – 10.40	10.40 - 11.25	11.25 - 12.10	12.40 13.25	13.25 - 14.10	14.10 - 14.55	14.55 – 15.40
Morning Prayer	<p>P IV Educational Technology & ICT in Education (1 – 3) Ms. Neeru Sharma</p> <p>Paper-III Methodology of Educational Research & Statistics (4 - 6) Dr. Yogesh Sharma</p>	<p>P VII Optional Inclusive Education (1 – 6) Dr. Mrs. Neelam Sharma</p>	<p>Paper-III Methodology of Educational Research & Statistics (1 - 3) Dr. Yogesh Sharma</p> <p>P IV Educational Technology & ICT in Education (4 - 6) Ms. Neeru Sharma</p>	<p>Paper-I Education as a Field of Study (1 - 6) Dr. Mrs. Rajni Bala</p>	<p>Paper-V Dissertation</p>	<p>P VII Optional Guidance and Counseling (1 - 3) Dr. Mrs. Mona Vij (4-6) Mrs. Baljit Kaur</p> <p>P VII Optional Statistical Analysis for Data Collection (1-6) Mr. Mukesh Sharma</p>	<p>Paper -II Learner and the Learning Process (1-3) Dr. Mrs. Surinderjit Kaur/ (4-6) Mrs. Harpreet Kaur (1-6)</p>	<p>Library Consultancy</p>
RECESS 12.10 – 12.40 RECESS								

GURU NANAK DEV UNIVERSITY

**FACULTY OF EDUCATION SYLLABUS FOR BACHELOR OF
EDUCATION(B.ED.)
EXAMINATION: 2012- 2013**

Area A- Foundations of Education

A₁ Education and Development

Time 3 hrs. M.Marks: 100

Terminal: 80

Sessional: 20

Note: The question paper will consist of five units. The paper setter will set three questions from each unit and each

question will carry 8 marks. The candidate will attempt two questions from each unit.

Objectives:

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

- understand the evolution of education.
- analyses the social, cultural and political context of education.
- examine the changing emphasis on education in the context of globalization and internationalization
- understand the relevance of education in relation to socio- political- economic and cultural context.
- make the students understand how education helps in economic and national development.

Unit –I

Education as an evolving concept

1. Meaning of Education- Ancient to present, education as an organized and state sponsored activity
2. a. Concepts in education and their changing connotations: school, curriculum, teacher, learner, teaching & learning, instruction, freedom and control in relation to the child and teacher
- b. Changing aims of education in the context of globalization
3. Expansion in modes of education: face –to-face (tutorial, small group, large group) to distant modes of education; oral/ aural to digital; individualized and group based

Unit –II

Education in Socio Cultural and Political context

1. Education as an instrument of social change; Influence of education on society, family and their practices
2. Interaction of Education and culture in the global context
3. a. Education for democracy, national integration and international understanding.
- b. Four pillars of Education as recommended by UNESCO

Unit –III

Education and Individual Development

1. Education for development of individual capabilities, enhancement of quality of life in the socio-political economic and cultural context
2. Education and actualization of individual aspirations
3. a. Education for development of responsible citizens
- b. Education and development of life skills of individuals for 21st century.

Unit –IV

Education for National and Economic Development

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

Unit –V

Learning Environment – The changing Scenario

1. Changes in teacher's role, learner's participation, knowledge emphasis and learning resources
2. a. Shift in pedagogy: Knowledge focused to teacher focused to learner focused learning environment
b. Shift in learning environment: Unimodal to multi-mediated, school based to community linked and real to virtual learning environment. The open – distance learning environment
3. Education as a system: Meaning and Nature

Sessional Work: 20 Marks

House Examination- I &II :**10 Marks**

Two Assignments on (one Indian and one Western Philosopher) **10 Marks**

- (a) Shri Guru Nanak Dev Ji, Vivekananda, Swami Dayananda, Tagore and Gandhi
- (b) Rousseau, Dewey, Plato, Montessori, Froebel

Discuss in groups the aspects of education evolving in them. After discussions, students document their understanding in lucid manner as a term paper.

A2 Contemporary Issues & Concerns in Secondary Education

Time 3 hrs. M.Marks: 100

Terminal: 80

Sessional: 20

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

Objectives:

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

- know historical background of Secondary Education.
- understand the constitutional obligations in relation to education.
- understand the changing concepts of education in relation to changing socio, political and economic conditions in India.
- familiarize with the present educational problems of Secondary Education.
- critically appraise various aspects of Secondary Education.

Unit –I

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

Unit –II

1. Secondary Education – Concept, aims and problems of Secondary Education (curriculum, instructional design, text-books) and suggestions for their removal
2. Administrative set up of Secondary Education at state and national level
3. Universalization of Secondary Education (USE): Issues and concerns

Unit –III

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

Unit –IV

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

Unit –V

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

Sessional Work: 20 Marks

- House Examination- I &II : 10 Marks
Survey related with social evils 10 Marks

Area B- Pedagogical Knowledge

B1 Understanding the Learner and Learning Process

Time 3 hrs. M.Marks: 100

Terminal: 80

Sessional : 20

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

Objectives:

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

- understand the nature of learner.
- understand learners on the basis of individual differences.
- understand the theoretical perspective of learning.
- understand learning as a construction of knowledge.
- understand the learning in terms of learning styles and kinds.
- improve quality of instructions.

Unit –I

Nature of the Learner

1. Learner as a developing individual; a psycho- social entity; stages of development, factors influencing development such as heredity, nutrition, child rearing practices, siblings & peers
2. Developmental characteristics of an adolescent physical, cognitive, social, emotional, moral and their interrelationships
3. Developmental tasks and their implications in adolescence

Unit –II

Understanding differences among Learners

1. Dimensions of differences in individual learners
2. Understanding learners with varying cognitive abilities especially with ‘learning difficulties’- Slow learner and Dyslexia

3. Multiple Intelligences: implications for understanding learner variations and their learning needs

Unit –III

Theoretical Perspective on Learning- an Overview

1. Learning- concept, principles and factors affecting learning
2. Behaviorism, Cognitivism, Constructivism in relation to learner, teacher & teaching learning process
3. Transfer of Learning, its types and methods

Unit –IV

Learning in ‘Constructivist’ Perspective

1. Learning as ‘Construction of Knowledge’ as different from learning as ‘Transmission and Reception of Knowledge’.
2. Processes facilitating ‘Construction of Knowledge’
 - Experiential Learning and reflection
 - Social Mediation
 - Cognitive Negotiability
 - Situated Learning and Cognitive apprenticeship
 - Meta cognition(Each of these to be dealt with classroom situations or content of learning)

Unit –V

Learning Styles and Learning

1. Concept of Learning styles- audio, visual, kinesthetic
2. Learning styles and their bearing on different kinds of learning:- Concept learning, learning of skills, creative and critical thinking, modeling
3. Teacher’s role in changing, strengthening and sustaining learning styles

Sessional Work: 20 Marks

House Examination- I &II : 10 Marks

Administration and interpretation of any three psychological tests 10 Marks

Intelligence, Personality, Interest, Learning and Achievement

B2 Learning Resources & Assessment of Learning

Time 3 hrs. M.Marks: 100

Terminal: 80

Sessional: 20

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

OBJECTIVES:

To enable the student teachers to:
understand the concept & scope of learning resources.
analyze the process of teaching & learning.
make aware of models of teaching.
keep abreast with the different innovation in learning resources.
make the students aware about the different types of assessment.

UNIT-I

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

UNIT II

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

UNIT III

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

UNIT IV

1. Micro teaching as a training technique: Concept, procedure and theoretical orientation to basic skills
2. a. Simulated teaching: Concept, parameters, procedure, merits and demerits
- b. Flander's interaction analysis category system: Concept and procedure
3. Teaching models: Meaning, concept and typesa.
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
 - a. Observations-Preparation of observation schedule
 - b. Administration and interpretation of Art judgment test

Sessional Work: 20 Marks

- (a) Performance in two house tests = 10 Marks
- (b) Preparation of a Blue print along with the question paper = 10 Marks

B3 (a) School Management

Time 1:30 hrs M.Marks: 50

Terminal: 40

Sessional: 10

Instructions for the Paper Setter/ Candidate

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

OBJECTIVES:

To enable students to understand
school as a conducive learning environment.
the role of teacher and the principal in ensuring a vibrant school climate.
the concept of Quality Enhancement and Management in school.

Unit –I

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

Unit –II

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

Sessional Work : 10 Marks

House Examination I &II : 5 Marks

Practical work: Preparation of any one record- : 5 Marks

1. Cumulative Record Card
2. Anecdotal records

B3 (b) Option (iv) Health Education

Time 1:30 Hrs M.Marks: 50

Terminal: 40

Sessional: 10

Instructions for the Paper Setter/ Candidate

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

Objectives:

To enable the student teachers to:
aware about the concept of health education.
know problems of defective postures.
know the importance of balanced diet.

promote an understanding of personal hygiene.
understand the techniques used to diagnose health.

Unit –I

1. a. Health: Concept of health. principles of life as a base for positive health
- b. Health Education : Meaning, need and importance and objectives, health appraisal, organization and administrative purposes of health education.
2. a. Diet: Elements of balanced diet
- b. Personal hygiene: Meaning and importance of personal hygiene
- c. Communicable diseases: Meaning, causes and preventive measures of Typhoid, Chicken pox, AIDS, Diabetes
3. Posture:
 - a. Importance of good posture
 - b. Common Postural deformities
 - i. Kyphosis
 - ii. Flat foot
 - iii. Knock Knee
 - iv. Bow legs
 - v. Lordosis

Unit-II

1. Techniques for diagnosing health: TLC, DLC, MRI, ECG, EEG.
2. Health education in rural area : Role of women in health education, social service camps, role of village Health committees, village health insurance scheme.
3. The training of teachers and supervisors in health education.

Sessional Work : 10 Marks

House Examination I &II : 5 Marks

Project Work : 5 marks

Preparation of diet chart for specific health related problem/ BMI [Body Mass Index]

B3 (B) Option (v) Measurement And Evaluation

Time 1:30 Hrs M.Marks: 50

Terminal : 40

Sessional : 10

Instructions for the Paper Setter/ Candidate

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

Objectives:

To enable student teachers to:

understand the concepts employed for evaluation of pupils.

construct different types of test items.

understand the situations in which to employ different evaluation techniques.

UNIT I

1. Evaluation: Concept of measurement and evaluation, scales of measurement
2. Types of evaluation: Summative and formative- their merits and demerits
3. Pearson's Product Moment co-efficient of correlation

UNIT II

1. Construction of different types of test items -Short answer type, essay type and objective type test items and their relative advantages and limitations
2. Preparation of blue print and question paper
3. Characteristics of a good tool of evaluation – Reliability, Validity and Usability, use of computer in evaluation

Sessional work : 10 Marks

House Examination I &II : 5 Marks

Practical work : 5 Marks

1. Construction of a blue print and a question paper of any subject of any class.
2. Take a class of students. Take the marks of any two subjects of school examination and find out the coefficient of correlation between these two subjects by Pearson's Product Moment Method.

B3(B) Option (viii) Inclusive Education

Time: 1:30 Hrs. M.Marks: 50

Terminal: 40

Sessional: 10

Instructions for the Paper Setter/ Candidate

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

Objectives:

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

- understand concept of inclusive education.
- appreciate the need for promoting inclusive practice.
- understand the nature of difficulties encountered by children.
- understand the needs and magnitude of the challenges faced by children with diverse needs.

UNIT-I

1. Inclusive education for persons with disabilities: Concept, need and importance, purposes of inclusive education
2. Historical perspective of inclusive education
3. Legal basis of inclusive education
 - a. United nation convention on the rights of persons with disabilities (UNCRPD)
 - b. Role of government organisation 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

House Examination I &II : 5 Marks

Practical work : 5 Marks

The students are required to carry out any one of the following:-

1. Visit to any organization or Rehabilitation center dealing with such persons and preparation of case study of any one person with some kind of disability.
2. Practice in teaching on school children with some kind of disabilities.
3. Conduct a survey on the type of supportive services needed for inclusion of children with any disability of your choice and share the findings in the class.

B3(B) Option (viii) Guidance And Counseling

Time: 1:30 Hrs. M.Marks: 50

Terminal: 40

Sessional: 10

Instructions for the Paper Setter/ Candidate

1. The question paper will consist of three units: Unit I, II and III.
2. The paper setter will set three questions from each unit I and II.
3. The candidate will be asked to attempt two questions from each unit. Each question will carry 8 marks.
2. 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 meaning, nature and scope of guidance.
- recognize the role of guidance in attaining the goals of education.
- appreciate the need for guidance.
- understand the meaning, nature and scope of counseling.
- analyze the relationship between guidance and counseling.
- recognize the different areas of counseling.
- 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

House Examination I &II : 5 Marks

Practical work : 5 Marks

Survey of guidance programme of a secondary school.

Area C- Pedagogical Content Knowledge

C1 school subject-I

C2 school subject-II

ਪੰਜਾਬੀ ਅਧਿਆਪਨ

Option i (a)

ਸਮਾਂ: 3 ਘੰਟੇ ਕੁਲ ਅੰਕ: 100

ਬਾਹਰੀ ਪਰੀਖਿਆ: 80

ਅੰਦਰੂਨੀ ਪਰੀਖਿਆ: 20

ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਨਿਰਮਾਤਾ/ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਲਈ ਨਿਰਦੇਸ਼:

1. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਨੂੰ ਪੰਜ ਇਕਾਈਆਂ ਵਿੱਚ ਵੰਡਿਆ ਜਾਵੇਗਾ- 1, II, III, IV, V
2. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਨਿਰਮਾਤਾ ਹਰੇਕ ਇਕਾਈ ਵਿੱਚੋਂ ਤਿੰਨ ਪ੍ਰਸ਼ਨ ਲਿਖੇਗਾ, ਜਿਵੇਂ I, II, III, IV (ਸੰਬੰਧਿਤ ਇਕਾਈ ਦੇ ਪਾਠਕ੍ਰਮ ਵਿੱਚੋਂ) ਹਰੇਕ ਪ੍ਰਸ਼ਨ ਦੇ ੮ ਅੰਕ ਹੋਣਗੇ।
3. ਹਰੇਕ ਇਕਾਈ ਵਿੱਚੋਂ ਕੋਈ ਦੋ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਹੋਣਗੇ।
4. ਇਕਾਈ ਪੰਜ ਸਭ ਲਈ ਜ਼ਰੂਰੀ ਹੈ। ਇਕਾਈ ਪੰਜ ਵਿੱਚ ਪਾਠ ਯੋਜਨਾ ਦੇ ਅੱਠ ਅੰਕ ਹੋਣਗੇ। ਦੋ ਪ੍ਰਸ਼ਨ ਚਾਰ ਚਾਰ ਅੰਕਾਂ ਦੇ ਪਾਠ ਯੋਜਨਾ, ਸੂਖਮ ਯੋਜਨਾ ਅਤੇ ਅਧਿਆਪਨ ਕੋਸ਼ਲਾਂ 'ਤੇ ਅਧਾਰਿਤ ਹੋਣਗੇ।

ਉਦੇਸ਼:

ਵਿਦਿਆਰਥੀਆਂ/ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਪੰਜਾਬੀ ਪੜ੍ਹਾਉਣ ਦੀ ਰੁਚੀ ਪੈਦਾ ਕਰਨੀ।

ਵਿਦਿਆਰਥੀ/ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਸਕੂਲ ਪੱਧਰ 'ਤੇ ਮਾਤਾ ਭਾਸ਼ਾ ਪੰਜਾਬੀ ਪੜ੍ਹਾਉਣ ਸੰਬੰਧੀ ਪੇਸ਼ ਆਉਂਦੀਆਂ ਮੁਸ਼ਕਿਲਾਂ ਹੱਲ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।

ਵਿਦਿਆਰਥੀ/ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਸਿਰਜਨਾਤਮਿਕ, ਉਪਰਚਾਰਤਮਿਕ ਤੇ ਅਨੁਸਧਾਨਤਮਿਕ ਕੁਸ਼ਲਤਾਵਾਂ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।

ਵਿਦਿਆਰਥੀ/ਅਧਿਆਪਕਾਂ ਨੂੰ ਲੋੜ ਅਨੁਸਾਰ ਹਵਾਲਾ ਪੁਸਤਕਾਂ ਦੀ ਵਰਤੋਂ ਕਰਨ ਦੀ ਆਦਤ ਪਾਉਣੀ।

ਵਿਦਿਆਰਥੀ/ਅਧਿਆਪਕਾਂ ਨੂੰ ਸਾਹਿਤ ਦੇ ਵਿਭਿੰਨ ਰੂਪਾਂ ਦੇ ਅਧਿਆਪਨ ਢੰਗਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।

ਵਿਦਿਆਰਥੀ/ਅਧਿਆਪਕਾਂ ਨੂੰ ਮਾਤਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ਾਂ ਅਤੇ ਸਿਧਾਂਤਾਂ ਦੀ ਸੋਝੀ ਕਰਾਉਣਾ।

ਇਕਾਈ (1)

1. ਭਾਸ਼ਾ ਦੀ ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਿਰਤੀ ਅਤੇ ਉਤਪਤੀ ਦੇ ਸਿਧਾਂਤ
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ
3. ਮਾਤਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼, ਮਹੱਤਵ, ਸਿਧਾਂਤ ਅਤੇ ਸੂਤਰ

ਇਕਾਈ (2)

1. ਸੁਣਨ ਕੋਸ਼ਲ ਦੀ ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਮਹੱਤਤਾ, ਲੋੜਦੀਆਂ ਸ਼ਰਤਾਂ ਅਤੇ ਅਭਿਆਸ
2. ਬੋਲਚਾਲ ਦੀ ਸਿੱਖਿਆ ਦਾ ਮਹੱਤਵ, ਭਾਸ਼ਾ ਦੇ ਅਸੁੱਧ ਉਚਾਰਣ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ
3. a) ਪੜ੍ਹਨਾ (ਵਾਚਨ) ਸਿਖਾਉਣਾ: ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਵਿਧੀਆਂ -ਸੂਖਮ ਪੜ੍ਹਾਈ ਅਤੇ ਸਥੂਲ ਪੜ੍ਹਾਈ ਅਤੇ ਕਿਸਮਾਂਮੋਨਪਾਠ ਤੇ ਉੱਚੀ ਪਾਠ ।

A) 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. a) ਮਾਤਭਾਸ਼ਾ ਦੀ ਪਾਠ ਪੁਸਤਕ: ਉਦੇਸ਼, ਮਹੱਤਤਾ ਅਤੇ ਸਿਧਾਂਤ ।
A) ਮਾਤਭਾਸ਼ਾ ਦਾ ਪਾਠਕ੍ਰਮ: ਉਦੇਸ਼, ਮਹੱਤਤਾ ਅਤੇ ਸਿਧਾਂਤ ।

ਇਕਾਈ (4)

1. ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਦ੍ਰਿਸ਼ਟੀ ਸਰੋਤ ਸਾਧਨ: ਅਰਥ, ਮਹੱਤਤਾ, ਕਿਸਮਾਂ ਅਤੇ ਉਪਯੋਗੀ ਵਰਤੋਂ
2. ਮੁਲਾਂਕਣ: ਨਿਰੰਤਰ ਵਿਆਪਕ ਮੁਲਾਂਕਣ- ਅਰਥ, ਵਿਧੀਆਂ ਅਤੇ ਅੰਕ ਵੰਡ (VI ਤੋਂ VIII, IX ਤੋਂ X)
3. a) ਭਾਸ਼ਾ ਪ੍ਰਯੋਗਸ਼ਾਲਾ ਅਰਥ, ਉਦੇਸ਼, ਮਹੱਤਤਾ ਅਤੇ ਵਰਤੋਂ ਦੇ ਢੰਗ
A) 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:
a) ਜਾਣ ਪਛਾਣ ਕੋਸ਼ਲ
A) ਪ੍ਰਸ਼ਨ ਉੱਤਰ ਕੋਸ਼ਲ
e) ਵਿਆਖਿਆ ਕੋਸ਼ਲ
s) ਬਲੈਕਬੋਰਡ ਕੋਸ਼ਲ
h) ਉਦੀਪਨ ਪਰਿਵਰਤਨ ਕੋਸ਼ਲ

ਅੰਦਰੂਨੀ ਮੁਲਾਂਕਣ 20 ਅੰਕ

- a) ਦੋ ਅੰਦਰੂਨੀ ਪ੍ਰੀਖਿਆਵਾਂ 10 ਅੰਕ
A) ਪ੍ਰੋਜੈਕਟ(ਪੰਜਾਬੀ ਲਈ ਨਿਰਧਾਰਿਤ ਪਾਠ ਪੁਸਤਕ ਦਾ ਮੁਲਾਂਕਣ) 10 ਅੰਕ

ਹਿੰਦੀ शिक्षण

Option i (b)

समय-3 घण्टे कुल अंक-100

बाह्य 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 प्रोइयेक इकाई में तीन प्रश्न लिखेगा जैसे I, II, III और IV (सम्बन्धित इकाई के पाठ्यक्रम से)। प्रोइयेक प्रश्न के आठ अंक होंगे।
 3. प्रोइयेक 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: महोइव, प्रविधियाँ
2. उच्चारण शिक्षण: महोइव, उच्चारण दोषों के कारण, निवारण के उपाय
3. (क) वाचन शिक्षण: महोइव, वाचन मन्दता के कारण और निवारण के उपाय
(ख) बोलचाल शिक्षण: महोइव, उद्देश्य एवं क्रियाएँ

तृतीय इकाई

1. क. गद्य शिक्षण: उद्देश्य, सोपान, विधियाँ
ख. पद्य शिक्षण: उद्देश्य, सोपान, विधियाँ
2. व्याकरण शिक्षण: महोइव, उद्देश्य एवं विधियाँ
3. कहानी तथा नाटक शिक्षण का महोइव, 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 महोडव, चयन तथा प्रयोग।
2. पाठ योजना की उपयोगिता, सोपान।
3. सूक्ष्म अध्ययन के कौशल:- (i) पाठ योजना से जान पहचान, (ii) व्याख्योडमक कौशल, (iii) प्रश्नोत्तर कौशल, (iv) उद्दीपन परिवर्तन, (v) श्यामपट लेखन।

आन्तरिक मूल्यांकन: अंक: २०

I. आन्तरिक परीक्षाएँ = १०

II प्रश्न पत्र निर्माण = १०

सहायक पुस्तक सूची:-

नायक सुरेश, "हिन्दी भाषा शिक्षण," टवंटी फास्ट सेंचुरी पब्लिकेशन्स, पटियाला
बराडु सर्वजीत कौर, "हिन्दी अध्यापन", कल्याणी पब्लिकेशन्स, देहली
खन्ना ज्योति, "हिन्दी शिक्षण", धनपत राय ए.डु सन्ज़, देहली
गोयल ए०के०, "हिन्दी शिक्षण", हरीश प्रकाशन मन्दिर, आगरा
मक्कडु नरिन्द्र, " हिन्दी शिक्षण", गुलनाज़ पब्लिकेशन्ज़, जालन्धर।

Teaching of English Option i (c)

Time 3 hrs. M.Marks: 100

Terminal: 80

Sessional: 20

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.
4. Unit V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V unit carrying 4 marks each.

Objectives:

To promote awareness in student teachers to create a warm & accepting classroom environment conducive to learning.

To enable student teachers to understand the nature, characteristics of Language and mother tongue as well as the use of language.

To enable student teachers to teach basic language skills such as listening, speaking, reading, and writing and integrate them for communicative purposes.

To introduce student teachers to some important methodologies & techniques of teaching English.

To develop in student teachers insight into the form and use of English and to give practice in lesson planning.

To enable student teachers to prepare and use appropriate audio- visual teaching aids for effective teaching of English.

To help student teachers to use school & village resources for professional inputs.

Unit-I

Teaching of English In India: Some General Principles, Methods And Approaches

1. Teaching of English in India Today
 - a. Importance of English in India
 - b. Aims and objectives of Teaching English
 - c. Conditions under which English is taught and learnt, declining standards and suggested remedies
2. Nature of Language
 - a. Linguistic principles of teaching and learning English Language
 - b. General principles of teaching and learning English Language
3. Methods and Approaches of teaching English
 - a. Grammar Translation Method, Direct Method and Bilingual Method
 - b. Structural- Situational Approach
 - c. Communicative Language Teaching Approach

Unit-II

Developing Language Skills: Listening and Speaking

1. Meaning and Importance of Phonetics:
 - a. Phonetic Symbols
 - b. Pure and impure vowels and consonants
2. Features of connected speech: Stress, Rhythm, Intonation
3. Presentation skills:
 - Dramatization
 - Declamation
 - Paper Reading
 - Extempore
 - Role Playing

Unit-III

Developing Language Skills: Reading and Writing

1. Teaching Reading Skills:
 - a. Teaching Mechanics of Reading & Types of Reading
 - b. Teaching Reading to Beginners
 - c. Extensive & Intensive Reading
 - d. Teaching Reading Comprehension
 - e. Teaching of Poetry
2. Teaching Writing Skill:
 - a. Mechanics of Writing
 - b. Teaching writing to Beginners
 - c. Teaching of composition from controlled to free practices
 - d. Creative writing
3. a. Teaching of Grammar:-Place of Grammar, Types and Methods of Teaching Grammar.
b. Teaching of Vocabulary: - Levels of Meaning, Word Meaning in context, use of dictionary and thesaurus, expansion of vocabulary, selection and gradation of vocabulary

Unit-IV

Evaluation and Teaching Aids

1. Evaluation: Continuous & Comprehensive Evaluation: Concept, technique and weightage distribution (VI to VIII, IX to X)
2. Development of a Language test
3. Audio- Visual Aids
 - a. Educational Significance and practical use of Teaching Aids in English
 - b. Essential qualities of teaching Aids- with special reference to OHP, LCD projector , Computer
 - c. Language Laboratory- its set up, uses and limitation
 - d. Language Games

Unit-V

Lesson Planning

1. Need & importance
2. Preparation of Macro Lessons
 1. Prose
 2. Poetry
 3. Grammar
 4. Composition
 - i. Message writing
 - ii. Letter writing
 - iii. Advertisement writing
 - iv. Article writing
 - v. Dialogue writing
3. Micro Lessons
 - i. Skill of B.B. writing.
 - ii. Skill of Introducing a lesson.
 - iii. Skill of Stimulus variation
 - iv. Skill of Fluency in questioning
 - v. Skill of Illustrating with examples.

Sessional Work 20 Marks

Review of atleast two articles (5+5) =10 Marks

House Examination I & II (5+5) =10 Marks

Teaching of Social Studies Option ii (a)

Time 3 Hrs. M.Marks: 100

Terminal: 80

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.

Sessional: 20

Objectives:

Knowledge

1. To enable the pupil-teachers to understand the nature and concept of Social Studies.
2. To enable the pupil-teachers to understand aims, objectives and values of teaching Social Studies.
3. To develop the understanding of pupil-teachers concerning curriculum organization.
4. To acquaint the pupil-teachers with various methods and techniques of teaching Social Studies.
5. To acquaint the pupil-teachers with different audio-visual aids and their utilization.
6. To develop proper understanding of Nationalism and Internationalism.

Skills:

1. To enable the pupil-teachers to express themselves clearly.
2. To take active part in meetings, debates, seminars and other activities.
3. To collect information from different sources.
4. Analysis of present day problems in the Social context.

5. To develop a skill of preparation of lesson plan and its presentation.
6. To develop a skill of preparation of question papers.

A. Attitudes:

1. To promote positive social outlook.
2. Respect for and pride in national goals and values.
3. Self reliance.

B. Teacher's Activities:

Lecture, discussion, demonstration, questioning and seminars.

C. Student's Activities:

Listening to lectures preparing notes, asking questions and seeking clarifications, participation in seminars and discussions, preparing assignments, and preparing lesson plans.

UNIT I

1. Meaning, nature, scope and importance of social studies. Difference between social studies and social science
2. Aims, objectives and values of teaching social studies
3. a. Curriculum: Meaning, principles of curriculum construction and organization of curriculum (Topical, chronological and concentric)
b. Correlation of Social Studies with Math, Science, Language and Art

UNIT II

1. Meaning of methods: Characteristics of good and suitable method in Social Studies
2. Types of method-Lecture, project, observation, story telling, socialized recitation method. (Seminar, debate, panel discussion, workshop, symposium and dramatization)
3. Need, importance and equipments of social studies room

UNIT III

1. Social Studies textbook: Need, importance and qualities
2. Social Studies teacher: Qualities and role
3. Audio-Visual Aids: Meaning, importance, projective and non-projective teaching aids: Overhead projector, chalk board, maps, charts, model, picture, graphs, globe, television, computer, films and excursions

UNIT IV

1. Current affairs in Social Studies: Meaning, importance and utilizing current events in teaching social studies
2. Evaluation in Social Studies: Continuous & Comprehensive Evaluation: Concept, technique and weightage distribution (VI to VIII, IX to X)
3. Different types of tests: Essay type and objective type

UNIT V

1. Lesson Planning: Meaning, need and importance
2. Construction of Composite lesson plan.
3. Teaching Micro-skills with special reference to five core skills: Skill of introducing the lesson, skill of questioning, skill of explanation, skill of stimulus variation and skill of black board writing.

Sessional Work : 20 marks

House Examination: I & II : (5+5) = 10 Marks

Practical Work : 10 Marks

Practical work:

- a) Review of prescribed Social Studies curriculum or text books of any class of PSEB, CBSE or ICSE.
- b) Visit to any community resource and writing a report for the same

Teaching of 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

1. Methods of teaching history: Story telling, lecture, discussion, project, source, dramatization and field trips/excursions
2. Devices of teaching history: Narration, questioning, illustration, description and explanation
3. 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

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

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, Socialised recitation Method, (Seminar, Debate, Panel Discussion, Workshop, symposium, dramatisation 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

2. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution
1. (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

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.

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

House Examination- I &II : (5 + 5) = 10 Marks

Practical Work : 10 Marks

Suggested Practical Work (any two)

1. Low cost and improvised teaching aids.
2. Surveys and Projects on a chosen theme.
3. Write up on a current economic issue.
4. Co-curricular activities in school related to teaching of economics.
5. Critical analysis of existing textbook and curriculum of Economics.

Teaching of Commerce Option iii

Time 3 Hrs. M.Marks: 100

Terminal: 80

Sessional: 20

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.
4. Unit V will consist of lesson planning. One question on lesson plan will be framed and will carry 8 marks.

Four short answer questions carrying 2 marks each will also be framed. All the questions will be compulsory.

Objectives:**Knowledge**

1. To enable the pupil-teachers to understand the nature and concept of Commerce
2. To enable the pupil-teachers to understand aims, objectives and values of teaching Commerce
3. To develop the understanding of pupil-teachers concerning curriculum organization.
4. To acquaint the pupil-teachers with various methods and techniques of teaching Commerce
5. To acquaint the pupil-teachers with different audio-visual aids and their utilization.
6. To develop proper understanding of Nationalism and Internationalism.

Skills

1. To enable the pupil-teachers to express themselves clearly.
2. To take active part in meetings, debates, seminars and other activities.
3. To collect information from different sources.
4. Analysis of present day problems in the Social context.
5. To develop skill of preparation of lesson plan and its presentation.
6. To develop skill of preparation of question papers.

A. Attitudes:

1. To promote positive social outlook.
2. Respect for and pride in national goals and values.
3. Self reliance.

B. Teacher's Activities:

Lecture, discussion, demonstration, questioning and seminars.

C. Students Activities:

Listening to lectures preparing notes, asking questions and seeking clarifications, participation in seminars and discussions, preparing assignments, and preparing lesson plans.

UNIT I

1. Meaning, nature, scope of teaching Commerce
2. (a) Place of commerce in school curriculum
(b) Aims, value and objective with reference to Bloom's Taxonomy
3. Correlation-Meaning and types. Correlation of Commerce with language, economics, mathematics and public administration

UNIT II

1. Curriculum-Meaning, principles and critical analysis of curriculum of teaching of commerce
2. Criteria of selection of good commerce text book
3. Qualities and role of Commerce teacher

UNIT III

1. Method - meaning and principles of selection of method
2. Types of method:
 - i) Lecture Method
 - ii) Problem-Solving Method
 - iii) Inductive-Deductive Method
 - iv) Demonstration Method
3. Method of teaching short hand and typing.

UNIT IV

1. Commerce room-need, importance and equipment
2. Development and utilization of teaching aids (projective and non-projective and performing arts required for commerce programme), Community resources and its use in Commerce
3. Evaluation – Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X), types of tests-Essay type, short answer type and objective type

UNIT V

1. Lesson Planning: Meaning, need and importance
2. Construction of composite lesson plan
3. Teaching micro skills with special reference to five skills:
 - skill of introducing the lesson
 - skill of questioning
 - skill of explanation
 - skill of stimulus variation
 - skill of black board writing
 -

Sessional Work: : 20 Marks

House Examination- I &II : (5 + 5) = 10 Marks

Practical work : 10 Marks

Two Low cost and improvised teaching aids (Model/Chart/Graph)

Teaching of Mathematics Option iv

Time 3 hrs. M.Marks: 100

Terminal: 80

Sessional: 20

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.

4. Unit V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V unit carrying 4 marks each.

Objectives:

To acquaint pupil teachers with the methods and techniques of teaching Mathematics.

To help pupil teachers in instructional planning and development of relevant material for the teaching of Mathematics.

To help pupil teachers in the process of comprehensive evaluation in Mathematics.

To acquaint pupil teachers with the use of computers in teaching of Mathematics.

To make the students aware of the value of Mathematics and relationship of Mathematics with the other subjects.

To enable the students to learn the principles, concepts and the terms in the teaching of Mathematics and to enable them to apply the same.

To acquaint them with the role of teaching aids, text books, drill work, home work, mathematical laboratories and libraries.

UNIT I

1. Meaning, nature and values of Mathematics- Practical, social, moral, aesthetic and intellectual
2. Place of Mathematics in school curriculum and relationship of Mathematics with other school subjects such as Physical Sciences, Bio-Sciences, Economics, Logic, Fine arts
3. (i) Aims and objectives of teaching Mathematics at Secondary Level
(ii) Formulation of objectives with reference to Bloom's Taxonomy

UNIT II

1. (i) Selection and evaluation of text book
(ii) Critical study of 10th class Mathematics curriculum (C.B.S.E./P.S.E.B.)
2. (i) Concept of evaluation : Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X)
(ii) Construction of test items (essay type, short answer type and objective type)
3. Remedial measures for defects in present day teaching of Mathematics to make it more interesting and activity based

UNIT III

1. Methods of teaching
 - i. Inductive- Deductive
 - ii. Analytic – Synthetic
 - iii. Problem Solving
 - iv. Laboratory
2. Pedagogical analysis of different topics of Mathematics
3. (i) Qualities for Mathematics teacher and role of Mathematics teacher in drill work and written work, supervised study and Error analysis
(ii) Mathematics laboratory: Teaching aids- charts, models, chalk boards, OHP, LCD and computers

UNIT IV

1. (i) Number system.
(ii) Polynomials and equations – linear, simultaneous and quadratic.
2. (i) Geometrical Concept: Point, line, line segment, angle and triangle.
(ii) Types of Angles, Triangles and quadrilaterals.
3. (i) Trigonometric ratios, identities, heights and distances.
(ii) Measure of central tendencies.(Mean, Median, Mode)

UNIT V

1. Lesson planning: Meaning, importance and Herbartian steps

2. Planning of Macro lessons with special reference to Arithmetic, Algebra, Geometry, Trigonometry and Statistics.
3. Concept, components and preparation of micro lesson plans for developing teaching skills of
 - a. skill of introducing the lesson
 - b. skill of questioning
 - c. skill of explanation
 - d. skill of stimulus variation
 - e. skill of black board writing

Sessional Work : 20 Marks

House Examination I and II : (5 + 5) = 10 Marks

Practical Work/ Activities : 10 Marks

Suggested Practical Work (Any two)

1. Preparation of two teaching aids
2. Construction of test items
3. Analytic report of curriculum
4. Preparation of two Micro lessons plans

Teaching of Computer Education Option–v

Time 3 Hrs. M.Marks: 100

Terminal: 80

Sessional: 20

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five units: I, II, III, IV and V.
 2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
 3. The candidate will be asked to attempt any two questions from each unit.
 4. Units V will consist of lesson planning. One question on lesson plan will be framed and will carry 8 marks.
- Four short answer questions carrying 2 marks each will also be framed. All the questions will be compulsory.

OBJECTIVES:

To understand the concept of Computer Education

To understand the values of learning computer.

To understand the learning strategies.

To equip them with knowledge to set up and maintain a Computer laboratory.

To make them able to plan lessons and present them effectively.

To acquire knowledge on latest trends in Information Technology.

To enable them to use computers to enhance teaching / learning skills.

UNIT I

1. Concept, need and importance of Computer Education, utilities of computers in different fields with special reference to Education
2. Place of Computer Education in School Curriculum and relationship of Computer Education with other school subjects such as Science, Economics, Social Sciences, Languages, Art.
3. Aims and objectives of Computer Education-Meaning and formation of
 - a. Instructional Objectives
 - b. Behavioural objectives

UNIT II

1. Methods of teaching: Lecture, Lecture cum Demonstration, Problem solving, Project method, Laboratory Method, Computer Assisted Instructions, Web Based Instructions
2. Computer Teacher: Essential qualifications and qualities, professional growth and code of conduct for ethical computer teaching.
3. Need for computer laboratory, special features of computer lab, setting a computer lab.

UNIT 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), ,.
2. Types of test items for evaluation -Essay type, short answer type, objective type
3. Online testing.

UNIT V

1. Lesson plan –Meaning , need and importance
2. Steps in writing lesson plan , digital lesson plan
3. Components and Preparation of Micro Lesson Plan for developing teaching skills of:
Skill of Introducing a Lesson
Skill of Explanation
Skill of Stimulus Variation,
Skill of Questioning
Skill of Blackboard Writing

Sessional Work: : 20 Marks

Home Examination- I &II : 10 Marks

Practical Work : 10 Marks

Two Low cost and improvised teaching aids (Model/Chart/Graph)

Teaching of Science Option–vi (a)

Time: 3 Hrs. Max. Marks 100

Terminal: 80 Marks

Sessional: 20 Marks

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.
4. Unit V will 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

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.

Teaching of Home Science Option vi (d)

Time : 3 Hrs. Max. Marks 100

Terminal: 80 Marks

Sessional: 20 Marks

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five units: I, II, III, IV and V.
 2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
 3. The candidate will be asked to attempt any two questions from each unit.
 4. Units 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 make student teachers aware about scope of home science teaching.
- To make them understand various principles associated with teaching of home science
- To keep them abreast with various methods used for teaching of home science.
- To help student teachers in understanding correlation of home science with the school subjects.

UNIT I

1. Meaning and scope of Home science
2. Importance of home science teaching and its place in school curriculum
3. Aims of teaching Home science

UNIT II

1. General Principles of teaching Home science
2. Maxims of teaching as applied to the teaching of Home science
3. Co-relation of Home science with other school subjects

UNIT III

1. Different methods for teaching Home science such as demonstration method, lecture method and project work
2. Use of teaching aids in Home science
3. Importance and criteria of selection of Home science text book

UNIT IV

1. (a) Organization of Home science laboratory, planning and selection of equipments
(b) Curriculum construction- principle and critical analysis of existing school curriculum of Home Science.
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. Qualities and competencies of a good Home science teacher

UNIT V

1. Lesson planning- Need, importance, essentials of a good lesson plan

2. Steps in lesson planning
3. Micro teaching skills relevant in home science:
 - a. Skill of writing instructional objectives
 - b. Skill of introducing the lesson
 - c. Skill of explanation
 - d. Skill of questioning
 - e. Skill of black board writing

Sessional Work 20 Marks

House Examination- I &II : (5 + 5) = 10 Marks

Practical Work : 10 Marks

Practical work/Activities

1. Organizing co-curricular activities related to Home science in school.
2. Preparation of low cost and improvised teaching aids.
Preparation of one fresh and one dry flower arrangements

Teaching of Physical Education Option vii

Time : 3 Hrs. Max. Marks 100

Terminal: 80 Marks

Sessional: 20 Marks

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.
4. UnitV will consist of lesson planning. One question on lesson plan will be framed and will carry 8 marks.
Two short answer questions carrying 4 marks each will also be framed. All the questions will be compulsory.

Objectives

To enable student teachers to:

- develop an understanding of aims, objectives and importance of teaching of physical education in schools.
- promote physical education through various means and methods of teaching.
- know the importance and values of teaching physical education and the relationship of physical education with other subjects.
- understand the importance of physical education room, equipment and text book.
- make the teaching of physical education more interesting and innovative.
- bring the overall awareness of values and to inculcate among students the desired habits and attitude towards physical education.
- develop an awareness regarding the importance of physical fitness and organic efficiency in individual and social life.
- develop awareness regarding first aid.

UNIT I

1. Physical Education: Meaning, aims and objectives of teaching Physical Education in school curriculum
2. Relationship of Physical Education with general education, psychology and health education
3. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X), Types of test items for evaluation -Essay type, short answer type, objective type

UNIT II

1. Teaching methods: Intensive study of lecture method, command method, discussion method, demonstration method, part method, whole method and whole part whole method, Project method
2. Audio-visual Aids: Charts, models, black-board, T.V., newspaper clippings, magazines, computers, LCD and OHP
3. Physical Fitness: Components of physical fitness

UNIT III

1. Qualifications, qualities and responsibilities of Physical Education teacher
2. Need, importance and qualities of a good Physical Education text book
3. Need and importance of Physical Education room and equipments

UNIT IV

1. First Aid – Meaning, need and principles, Warming up and cooling down
2. Motivation: Meaning, importance and types
3. Role of Physical Education in developing National Integration and International understanding

UNIT V

1. Lesson Planning: Meaning, need and importance
 2. Construction of lesson plan
 3. Micro Teaching: Concept and procedure
- Teaching Micro-Skills with special reference to:
- Skill of introducing the lesson
 - Skill of instructional objectives
 - Skill of Questioning
 - Skill of Explanation with illustration
 - Skill of stimulus – variation

Sessional Work : 20 Marks

House Examination- I & II : 10 Marks
Practical Work : 10 Marks

Suggested Practical Work (Any two)

1. Organizing sports activity in a school.
2. To help in conduct and organization of annual sports meet of the college.
3. Demonstration of any five skills of different games or teaching skills.
4. To motivate students to participate in sports activities by using different methods.

Teaching of Fine Art Option ix

Time : 3 Hrs. Max. Marks 100

Terminal: 80 Marks

Sessional: 20 Marks

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five units: I, II, III, IV and V.
 2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
 3. The candidate will be asked to attempt any two questions from each unit.
 4. Unit V will consist of lesson planning. One question on preparation of composite lesson plan will be framed and will carry 8 marks.
- Two short answer questions carrying 4 marks each will also be framed. All the questions will be compulsory.

Objectives

To enable student teachers to:

develop imagination and sense of appreciation of art and interest in teaching of art.

develop aesthetic sense.

learn and understand the principles, concept, elements of art and to apply them in actual teaching and daily life.

be acquainted with different techniques of painting.

UNIT – I

1. Define Art. Indian and Western concept of Art (Origin and Development of Art), Six links of Indian Art, Elements of Art: Line, Form, colour, texture, tone
2. Place of Art in daily life and Education
3. Principles of Art: Balance, Rhythm, Harmony, Dominance, Perspective

UNIT – II

1. Aims and objectives of teaching Art.
2. (a) Correlation of Art with other school subjects
(b) Principles of curriculum constructions at different levels
3. Art room and its requirements

UNIT – III

1. Qualities and functions of art teacher
2. Field trips and excursions, importance of art exhibitions and competitions among children
3. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X), Types of test items for evaluation -Essay type, short answer type, objective type

UNIT – IV

1. Method of teaching Art
 - a. Direct observation Method.
 - b. Demonstration Method.
 - c. Project Method.
2. Child Art- Meaning, Importance, Stages
 - a. Scribbling Stage.
 - b. Pre-schematic stage.
 - c. Schematic Stage.
 - d. Gang Age.
 - e. Adolescent stage.
3. Contribution of Artists: S.G.S. Sohan Singh, Amrita Sher Gill, S.S.G. Thakur Singh, S. Sobha Singh.

UNIT – V

1. Lesson Planning: Need & importance
2. Preapartion of composite lesson plan
 - a. Still life.
 - b. Landscape.
 - c. Composition.
 - d. Design.
 - e. Tie and Dye.
3. Micro Teaching Skills
 - a. Stimulus Variation
 - b. Use of Black Board
 - c. Demonstration
 - d. Introducing the Lesson

Sessional Work 20 Marks

House Examination- I &II : 10 Marks

Practical Work : 10 Marks

5. Nature study -1 Full sheet
6. Comoposition- 1 Full sheet
7. Still Life- Half sheet
4. Poster 1 Full sheet
5. Design for Rangoli

Add on Course
E1 - ICT Integration in Pedagogy

M.M. (Sessional): 25

Objectives:

To enable the student teachers to know about computer and its components

To enable the student teachers to make slide presentation.

Unit-I

1. Introduction to Computer: Characteristics, Hardware & software, application, components of computer
2. Input devices Keyboard, Mouse, Joystick, Scanner, Light Pen and Track Ball. Output devices - Monitor, Printers. Memory, its Types and Units. Storage devices: Floppy Disk, Hard Disk, CD-ROM and DVD.
3. Internet: Meaning, Services -E-mail, Chat

Unit-II**(Practical Work)**

1. MS-Word:

Creation, Opening and Saving of a document. Editing and Formatting (Font Properties and Paragraph Settings, Spell Checking) Printing (Page Setup, Print Preview). Creating a table, entering and editing text in table and changing format of a table

2. MS-PowerPoint: Introduction to Slides, Views, Creation of PowerPoint Presentation (Inserting, Deleting slides, Formatting)

Slide Transitions and Animation, Creating a graph, Managing Slide show

Practical Work/ Activities

One PowerPoint Presentation : 10 Marks (Soft and Hard copy)

Viva-Voce : 10 Marks

File 05 Marks

E2- Language Proficiency

M. Marks (Sessional): 25

Objectives:

to enable student teachers to acquire basic language skills such as listening, speaking, reading, and writing and integrate them for communicative purposes.

to introduce student teachers to techniques of note taking and note making.

to help student teachers to learn effective ways of correspondence.

to develop the skill of oral presentation and group discussion

Unit-I

1. Communication: types, process, role of communication in a society and channels of communication

2. (a) Speaking: Introduction to phonetics and organs of speech, the skills of effective speaking, the components of an effective talk.

- (b) Listening: Process, barrier to listening, effective listening skills, feedback skills

3. (a) Reading: Process, reading purposes, models, strategies, structure of meaning techniques
(b) Writing: Elements of effective writing styles, scientific and technical writing

Unit-II

1. Note taking and note making: Purposes and methods of note taking and note making
2. Oral presentation & Group Discussion: Objects/aims, how to deliver an oral presentation, audience analysis, occasion analysis, preparation, organizing the preparation, practice, ten steps to a successful preparation, methods of writing an oral presentation and group discussion
3. Correspondence: Effective letters, faxes, e-mail, notices, agenda and minutes

Practical Work/ Activities

Oral presentation (English/Punjabi/Hindi) 10 Marks

Group Discussion 10 Marks

File 05 Marks

E3- Art in Education.

M. Marks (Sessional): 25

Objectives

To enable student teachers to:

develop imagination and sense of appreciation of art and interest in art.

develop aesthetic sense.

prepare effective teaching aids.

have basic knowledge about colour scheme.

UNIT-I

1. Sketching of different objects related with their respective teaching subjects
2. Preparation of colour chart in file i.e Primary, Secondary, warm, cool, neutral
3. Theme based action figures i.e scene at the railway station, any sports activity, any story, market scene, any festival

UNIT-II

1. Writing and Sketching practice on the black board in relation with their teaching subjects
2. Alphabets in English, Gurmukhi and Hindi
3. Motto writing in 3 languages i.e English, Gurmukhi and Hindi
4. Preparation of 2 Flash cards according to their teaching subjects

Practical : 25 Marks

Teaching aids/ charts/ flash cards etc. : 10 Marks

Sessional Work file : 10 Marks

Blackboard sketching : 5 Marks

E4 Physical Education

Time : 1:30 Hrs.

M.M. 25

Objectives

- To develop an understanding of aims, objectives of teaching of Physical Education.
- To give awareness regarding physical fitness and its components.
- To give elementary knowledge of human body.
- To give awareness regarding yoga for harmonious development/ de-stress activity.
- To develop an awareness regarding the importance of Physical Fitness and organic efficiency in individual.

UNIT-I

1. Physical Education: Meaning, aims, objectives and importance.
2. a. Meaning and importance of physical fitness and its components.
- b. Effects of exercise on respiratory system, circulatory system and muscular system.
3. Meaning and importance of yoga.

Yoga Asana.

- a) Padma, Sidha, Vajra (Meditative)
- b) Shava and Makar (Relaxive)
- c) Bhujang, Ushtra, Chakra Ardhamatryendra, Pashimottar, , Dhanur, Sarvang (Cultural)

UNIT-II

1. Skills in games: (Any one)
Hockey, Football, Basketball, Badminton, Kho-Kho, Volleyball, Table Tennis.
2. Fundamental Skills in Athletics
 - a) Races – 100m, 200m, 400m
 - b) Jumps-Long Jump, High Jump (any one)
 - c) Throws-Shot Put, Discus Throw, Javelin Throw
3. Warming up and cooling down- its meaning and importance.

Sessional : 25 Marks

House Examination I &II : 10 Marks

Practical Work : 10 Marks

File Work : 5 Marks

GURU NANAK DEV UNIVERSITY

**FACULTY OF EDUCATIONSYLLABUSFORMASTER OF
EDUCATION(M.ED.)
EXAMINATION: 2012-2013**

(A) Foundation Courses

PAPER I

Education as a Field of Study

Time 3 hrs.M.Marks: 100

Terminal: 80

Sessional: 20

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 16 marks. The candidate will attempt one question from each unit.

Objectives:

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

understand the nature of education as a discipline/ an area of study.

examine issues related to education as interdisciplinary knowledge.

examine the theories and basic concepts of education drawn from different schools of philosophy in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.

examine critically the concerns arising from the vision of great educators.

discuss the changing socio- cultural dimensions in the context of education.

reflect on changing political context of education and support system of education.

UNIT-I

Theoretical Perspectives of Education as a Discipline

1. Education as a discipline / an area of study
2. Prioritizing the aims of Indian Education in the context of a democratic, secular and a humane society
3. Axiological issues in education at National and International level

UNIT-II

Education as Interdisciplinary Knowledge

1. Vision derived from the synthesis of different ancient Indian philosophies and their educational implications:
 - a. Sankhya b. Vedanta c. Buddhism d. Jainism
2. Vision derived from different schools of thought and their educational implications:
 - a. Idealism b. Naturalism c. Pragmatism d. Existentialism
3. Critical analysis of thoughts of great educators like Gandhi ji, Tagore, Sri Aurobindo and John Dewey with reference to aims, curriculum, text books, teaching learning pedagogy, class-room environment, assessment, role of teacher and discipline

UNIT-III

Changing Socio-cultural context of Education

1. Social purposiveness of education
2. a. Constitutional provisions of education with special reference to SC, ST, Women and Rural population.
b. Education as related to social equality and equality of educational opportunities
3. a. Social change: Meaning and Nature, Constraints and Factors (Caste, Ethnicity, Language, Class, Religion and Regionalism) of social change in India
b. Social stratification and social mobility

UNIT-IV

Changing Political context of Education: School Context

1. Dynamic relationship of education with political process
2. a. Changing role of personnel in school management- teachers, headmasters and administrators
b. Total Quality Management in education
3. a. Teacher's autonomy and academic freedom
b. Role of State and Centre: need for a National system of education

UNIT-V

Support System of Education

1. Teacher Education: Vision and issues as reflected in NCFTE(2009)
2. Role of different stakeholders in school education-media, use of technology, NGOs and family
3. Principles and guidelines in organizing the support system

Sessional Work (Tests/Practicals/Projects) : 20 Marks

The students may undertake any one of the following activities:

- Readings of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo/John Dewey and presentations on various innovative concepts in the context of teaching-learning in schools followed by group discussion.
- Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State, vision of school education in India, process of socialisation of the child, critical analysis of the ways in which schooling, teaching- learning and curriculum contribute to social inequality, young children and social policy and presentation in a seminar followed by discussion.
- Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group.

PAPER II

Learner and the 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 two questions from each unit and each

question will carry 16 marks. The candidate will attempt one question from each unit.

Objectives:

On completion of this course the students will be able to:
understand the dynamics of individual development.
understand the dynamics of group behaviour.
understand the concept of mental health and adjustment.
describe the dynamics of social behaviour.

UNIT – I

Dynamics of Individual Development

1. Concept of Human Development, Understanding the process of individual development in a social context:
development of knowledge, understanding, skills, competencies
2. Importance of individual differences, concept of Multiple Intelligences. (Gardner, Sternberg), concept of Emotional Intelligence and its impact on learning
3. Determinants of personality development of an individual-biological, socio-cultural, personality assessment

UNIT-II

Group Dynamics and Individual

1. Interrelation and interdependence between individual and group in classroom and social context
2. Meaning and types of groups, compliance and conformity in relation to effective group functioning in school and classroom context
3. Socio-emotional climate in classroom, the conditions facilitating effective learning, school violence and conflicts among groups, conflict resolution techniques

UNIT-III

Mental health and Adjustment

1. Concept of adjustment and mental health, characteristics of a mentally healthy person, school and classroom practices for enhancing adjustment and mental health among the students and teachers
2. Concept of stress- sources of stress, categories of stressors, and strategies of coping with stress, mechanisms of adjustment, types of adjustment problems among students
3. Frustration, conflict and anxiety – meaning and management

UNIT-IV

Understanding the process of learning

1. Learning as construction of knowledge, learning as cognitive and socio- culturally mediated process: meta cognition, socio- cultural mediation, experiential learning, cognitive negotiability, understanding constructive nature of knowing, doing and practising in classroom/ field, in community setting; critical appraisal of views of PIAGET, BRUNER and VYGOTSKY with reference to multiple school contexts of India
2. Motivation in learning: intrinsic and extrinsic motivation; approaches to motivation- humanistic; cognitive (attribution theory –WEINER)
3. Cognition and Learning: Cognitive processes: perception, attention, memory, development of concept, logical reasoning, critical thinking and problem solving

UNIT-V

Dynamics of Social Development

1. Nature of socio-cultural environment :- physical, economic conditions, cultural practices
2. Individual and his/her social understanding, social influence, perception and imitation
3. Social identity its interrelationship with social environment, Impact on school/ classroom practices and achievement

Practical Note Book : 05 Marks
Experiments/Tests : 15 Marks

TESTS EXPERIMENTS

Test of Creativity Learning Curve
Leadership Style Transfer of Training
Verbal Test of Intelligence Sociometry
Self Concept Scale Free Association
Adjustment Inventory
Personality Inventory

PAPER III

Methodology of Educational Research & Statistics

Time 3 hrs.M.Marks: 100

Terminal: 80

Sessional: 20

Note: i) The question paper will consist of five units. The paper setter will set two questions from each unit except unit III and each question will carry 16 marks. The candidates will attempt one question from each unit.
ii) For unit III: One question will be set from unit III & second question from any of the units IV & V.
iii) The candidates are allowed to use calculators.

Objectives

8. represent the data graphically.
9. analyse the data and draw useful inferences.

UNIT-I

Research in Education: conceptual issues

1. Meaning, purposes and emerging areas in educational research, kinds of educational research : basic, applied and action research and their characteristics
2. Planning the research study: sources of research problem, identification and conceptualization of research problem: Statement of the problem, delineating and operationalizing the variables
3. (a) Review of the literature- purposes and resources
(b) Formulation of hypothesis

UNIT-II

Quantitative – Qualitative Methods of Research

1. Quantitative Methods: Types of research: survey studies, descriptive studies, co-relational studies, developmental studies, comparative studies, causal comparative studies, classification by time: cross-sectional, and longitudinal studies
2. Experimental Research:
 - (a) Nature of experimental research, variables in experimental research- independent, dependent and confounding variables
 - (b) Experimental Research Designs: Single group pre test, post tests design, pre test- post test control group design, post- test only control group design and factorial design. Quasiexperimental design: non- equivalent comparison group design, time series design
 - (c) Internal and external validity of results in experimental research

3. Qualitative Method :

- (a) Qualitative research: Meaning, steps and characteristics- phenomenology, ethnomethodology, naturalistic inquiry
- (b) Historical Research- Meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source

UNIT-III

Methods of Data Collection

1. Sampling: Concept of population and its types, sample, sampling unit , sampling frame, sample size, sampling error, techniques:
 - (a) Random sampling techniques: Simple random sampling, systematic sampling, stratified random sampling, cluster sampling and multi- stage sampling.
 - (b) Non- Random sampling techniques: Convenience sampling, purposive sampling , quota sampling, snowball sampling.
2. Types of tools and techniques and their uses: questionnaire, rating scale, attitude scale
3. (a) Collection, treatment and interpretation of data
- (b) Formulation of conclusion and generalization

UNIT-IV

Descriptive Analysis of Quantitative Data

1. Graphical Representation of Data: a. Concept of score, tabulation of scores, preparation of histogram, frequency polygon, cumulative frequency graph, bar graph , and pie graph
- b. Measures of central Tendency: Mean, Median, Mode, Quartiles, Percentiles, Percentile ranks and uses of these measures
- c. Measures of variability: Range, Average Deviation, Standard Deviation, Quartile Deviation. Merits and limitations of different measures of variability
2. Normal distribution: Concept of NPC, its characteristics
- Applications of NPC:
 - a. To determine the percentage of cases in a normal distribution within given limits
 - b. To determine the limits in any normal distribution which include a given percentage of cases
3. Concept of Correlation, Rank difference and Pearson product moment coefficient of correlation (simple)

UNIT-V

Inferential Statistics

1. Statistics inference- Basic concepts, Significance of Means, S.D, Percentages, Product-Moment correlation.
2. Parametric statistics- Significance of difference between two independent Means, S.Ds, Percentages and Correlation. Analysis of variance (ANOVA one way)
3. Non Parametric Statistics- Analysis of frequencies using chi-square in
 - a. Equal probability cases
 - b. Normal distribution cases
 - c. Small cell
 - d. Contingency table (2X2)

The students may undertake any one of the following activities:

- Development of a research proposal on an identified research problem.
- Identification of variables of a research study and their classification in terms of functions and level of measurement.

- Preparation of a sampling design given the objectives and research questions/hypotheses of a research study.

PAPER IV

Educational Technology & ICT in 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 two questions from each unit and each

question will carry 16 marks. The candidate will attempt one question from each unit.

UNIT – I

Meaning, Concept and History of Educational Technology

1. Meaning , concept, nature and objectives of educational technology, forms of educational technology: teaching technology, instructional technology and behavioural technology
2. Emergence of concept of educational technology and its scope
3. Educational technology programmes in India

UNIT – II

Teaching, Learning Process

1. Teaching and Learning process – its nature and implications
2. Anatomy & levels of teaching, phases of teaching- pre-active, interactive, and post-active, the quality of intellectual activity involved in each phase
3. Action Research as a tool of solving educational problems related with teaching learning processconcept, objectives, steps

UNIT – III

Innovations in Teaching

1. New horizons in educational technology with special reference to hyper- text, video-text, computer- conferencing, tele- conferencing
2. Team Teaching, Virtual Class-room, EDUSAT
3. Recent developments in the field of interaction analysis, application of interaction analysis to teaching

UNIT – IV

Instructional Design and Programmed Learning

1. Instructional designing- concept, views.
 - i) Instructional objectives in cognitive, affective & psychomotor domains
 - ii) Designing of instructional strategies such as lectures, discussions, panel discussions, seminars and tutorials
2. Programmed learning:
 - i) Meaning, principles and types (Linear, Branching and Mathematics)
 - ii) Stages in programme development
3. Effectiveness of communication in instructional system- process, modes, and barriers

UNIT – V

Model of Teaching

1. Teaching models: Meaning and its elements.
2. Taba's Inductive Thinking Model

3. Advance Organizer Model (Ausubel)

1. Every student shall submit programme. Units of 25 frames on the topic of their choice on the basis of any programming styles.
2. Plans & demonstrate at least 2 teaching skills.
3. Demonstrate the skills of handling OHP, LCD; 10- visuals on power point on any topic.
4. Two lesson plans to be planned on the basis of teaching models given in the syllabus.

PAPER V DISSERTATION

a) Dissertation is compulsory for all the M.Ed Students. The topic of the Dissertation will be chosen by the Student in consultation with his/her Supervisor and will be approved by Board of Studies in Education at a meeting on the recommendation of Principal of the College.

The last date for (i) application regarding the topics of dissertation along with the Synopsis and (ii) the dissertation to reach the Registrar's office shall be as under :

- i. November 10th of the year preceding the examinations. Submission of application regarding the topic of dissertation along with the synopsis.
- ii. May 31st of the year of examination for submission of dissertation. Under ordinary circumstances extension after 31st May will not be granted. However, one month extension under extraordinary circumstances without late fee may be granted by the Dean A.A, and S.W. G.N.D.U, Amritsar.

This extension will be granted under specific reasons to be recorded by the Principal of the Institution as well as the Supervisor of the candidate.

b) When a candidate has failed in the examination but has obtained pass marks in the dissertation, the dissertation marks may be carried forward at his option to two subsequent years, without fresh assessment of the dissertation. After two years the candidate may revise the dissertation and resubmit it for fresh assessment.

c) Every candidate shall be examined in viva-voce on his dissertation.

Paper VI & VII Option (B1) Guidance and Counseling

Time 3 hrs.M.Marks: 100

Terminal: 80

Sessional: 20

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 16 marks. The candidate will attempt one question from each unit.

- recognize the role of guidance in attaining the goals of education.
- appreciate the need for guidance.
- develop acquaintance with various techniques of group guidance.
- understand the meaning, nature and scope of counseling.
- analyze the relationship between guidance and counseling.
- understand the concept and process of counseling in group situation.
- recognize the different areas of counseling.
- understand the various stages involved in the process of counseling.
- become acquainted with the skills and qualities of an effective counselor.
- understand the essential services involved in school guidance programme.

UNIT-I

Understanding the Concept and Types of guidance

1. Meaning and purpose, basic assumptions and scope of guidance, new trends in guidance, need for guidance in India.
2. Kinds of guidance: educational vocational and personal
3. Agencies of guidance at District, State & National Level

UNIT-II

Qualitative & Quantitative Techniques of Testing

1. Assessment and appraisal of an individual: Concept, need and importance, principles and types of data to be collected.
2. Non-Testing Techniques:
 - a. Interview b. Observation
 - c. Case study d. Cumulative record
 - e. Sociometry f. Questionnaire
 - g. Rating scales h. Anecdotal record
3. Testing techniques:
 - a. Intelligence tests b. Personality tests
 - c. Aptitude tests d. Interest inventories

UNIT-III

Essential Services in Guidance Programme

1. Guidance services:
 - a. Self – Inventory service
 - b. Occupational information service, Job analysis
 - c. Vocational preparatory service
 - d. Placement service
 - e. Follow-up service
 - f. Research service
2. Organization of Guidance Services: Meaning, need, purposes
3. School guidance: A collaborative effort, role of principal, teachers, counselors and community

UNIT-IV

Understanding Counseling

1. Counseling: Meaning, elements and purpose of counseling. Relationship between guidance and counseling
Types- Directive, Non-directive and Eclectic
2. Skills and qualities of an effective counselor
3. Typical behavioral problems of children:
 - a. Stealing
 - b. Aggressiveness
 - c. Excessive shyness
 - d. Truancy
 - e. Bullying and Lying(their causes and remedies)

UNIT-V

Group Guidance and Problems of guidance

1. Group Guidance; Concept, scope, principles, purposes, advantages and limitations
2. Techniques of Group Guidance:
 - Orientation sessions
 - Career talks
 - Career conferences
 - Field trips
 - Group discussion
3. Problems of guidance in India

Sessional Work (Tests/Projects/Practicals): 20 Marks

1. Intelligence Test (Performance)
2. Adjustment Inventory
3. Mechanical Aptitude Test R.M.P.F B Test.
4. The Art Judgment Test.
5. Personality Inventory.
6. Interest Inventory- Chatterer's Non Language Preference Record.
7. Case Study.
8. Survey of guidance programme of a secondary school.

Paper VI & VII Option (B2)

Inclusive 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 two questions from each unit and each question will carry 16 marks. The candidate will attempt one question from each unit.

Objectives

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

- understand the global and national commitments towards the education of children with diverse needs.
- appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.
- develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education.
- understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools.
- analyze special education, integrated education, mainstream and inclusive education practices.
- identify and utilize existing resources for promoting inclusive practice.
- develop a positive attitude and sense of commitment towards actualizing the right to education of all learners.
- develop the ability to conduct and supervise action research activities.

UNIT-I

Introduction to Inclusive Education

1. Concept, need of inclusive education for the individual and the society.
2. Recommendations of Education commissions and committees on restructuring policies and practices to respond to diversity in educational situations.
3. Current national and international initiatives, laws and policy perspectives supporting IE for children with diverse needs.

UNIT-II

Preparation for Inclusive Education

1. Concept and meaning of diverse needs
2. Educational approaches and measures for meeting the diverse needs- Concept of remedial education, special education, integrated education and inclusive education
3. Role of teachers, parents and other community members for supporting inclusion of children with diverse needs

UNIT-III

Children with Diverse Needs

1. Definition and characteristics of children with sensory (hearing, visual and physically challenged), intellectual (gifted, talented and children with mentally challenged disabilities) and developmental disabilities (autism, cerebral palsy, learning disabilities)
2. Importance of early detection, functional assessment for development of compensatory skills
3. Role of teachers working in inclusive setting and resource teacher in development and enriching academic skills for higher learning with the help of technology

UNIT-IV

Curriculum Adaptations for Children with Diverse Needs

1. Concept, meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged), intellectual (gifted, talented and children mentally challenged) and developmental disabilities (autism, cerebral palsy, learning disabilities)
2. Guidelines for adaptation for teaching/ practising science, mathematics, social studies, language, physical education, yoga, heritage, arts, theatre, drama etc. in inclusive settings
3. Techniques and methods used for adaptation of content, laboratory skills and play material

UNIT-V

Teacher Preparation for Inclusive Education

1. Skills and competencies of teachers and teacher educators for secondary education in inclusive settings
2. Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators
3. Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive Education programmes

Sessional Work (Tests/Practicals/Projects) : 20 Marks

The students will undertake any one of the following:

observation of inclusive teaching strategies and discussion.

planning and conducting multi level teaching in the DSM(two classes).

identify suitable research areas in inclusive education.

conduct a survey in the local area to ascertain the prevailing attitudes/ practices towards social, emotional and academic inclusion of children with diverse needs.

conduct a survey on the type of supportive service needed for inclusion of children with any disability and share the findings in the class.

Paper VI & VII Option (C₁)

Statistical Methods for Data Analysis

Time 3 hrs.M.Marks: 100

Terminal: 80

Sessional: 20

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each

question will carry 16 marks. The candidate will attempt one question from each unit.

Objectives:

After completing the course, the students will be able to:

represent the data graphically.

analyse the data and draw useful inferences.

explain the application of advanced statistical techniques.

Unit-I

1. Scales of measurement: nominal, ordinal, interval and ratio. Graphical representation of data
2. Measures of Central Tendency: Mean, Median, Mode, Quartiles, Percentiles, Percentile ranks and uses of these measures
3. Measures of Variability: Range, Average Deviation, Standard Deviation, Quartile Deviation and their merits and limitations of different measures of variability

Unit-II

1. Normal Distribution Curve: its characteristic and applications
2. Type I and Type II errors, degrees of freedom. Significance of statistics (Mean only)
3. Testing of hypotheses

Unit-III

1. Concept of correlation, Rank difference and Pearson product moment coefficient of Correlation(simple)
2. Biserial, Correlation, Point Biserial Correlation, Tetra Choric Correlation and Phi-Co-efficiencies
3. Concept of regression, regression equations and regression lines

Unit-IV

1. Analysis of variance (one way and two way): Meaning, assumptions, uses and computation
2. Analysis of covariance (one way only): meaning and computation
3. Partial and multiple correlations. Regression equation- Meaning and computation (one and two factors only)

Unit-V

1. Significance of difference between two means ,standard deviation, percentages and correlation
2. Difference between parametric and non-parametric tests. Chi-square test of independence Wilcoxon Sign Rank Test, Mann Whitney's test
3. Factor analysis: Extraction of factors (centroid method) upto two factors only. Interpretation of factors

Sessional Work (Tests/Practicals/Projects) : 20 Marks

The student may undertake any one of the following activities:

- a) a critical assessment of statistical techniques used in research report
- b) preparation of graphic designs of data obtained in a research study
- c) selection and description of appropriate statistical techniques for answering a research question or for testing a given hypothesis

Paper VI & VII Option (C₂)

Educational Measurement and Evaluation

Time 3 hrs.M.Marks: 100

Terminal : 80

Sessional : 20

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 16 marks. The candidate will attempt one question from each unit. The unit III will consist of one theory question and one statistical question.

Objectives

After completing the course, the students will be able to:

- to acquaint the students with concept and techniques of measurement and evaluation.
- to develop skill in the construction and standardization of test.
- to enable students in learning the applications of advanced statistical techniques in education.

UNIT-I

1. Measurement and Evaluation:

- a. Concept of measurement and evaluation and their differences
 - b. Importance of measurement
 - c. Levels of measurement
2. Types of tests:
- a. Standardized tests and teacher made tests – essay and objective type
 - b. Norm referenced and criterion referenced tests
3. Standardization of tests:
- a. Steps in the standardization of achievement tests
 - b. Item analysis: difficulty value, discrimination index, effectiveness of distracters

UNIT-II

1. Characteristics of measuring tools:

- a. Reliability- Meaning, methods and factors affecting reliability
 - b. Validity – Meaning, types and factors affecting validity
2. Norms- age, grade, percentage, standard scores (t-scores, c-scores, o-Scores)
3. Measurement of intelligence, interests, aptitude, attitude, personality, achievement

UNIT-III

1. New Trends in Examination Reforms:

- a. Grading System
 - b. Semester System
 - c. Continuous internal assessment
 - d. Question banks
 - e. Uses of computers in evaluation
2. Analysis of variance (one way and two way): Assumptions and computation
3. Analysis and covariance (one way only): Assumptions and computation

UNIT-IV

1. Correlation- assumptions and computation:

- a. Bi-serial b. Point biserial c. Tetrachoric d. Phi coefficient e. Contingency coefficient
2. Partial correlation - Meaning and computation
3. Multiple correlation- Meaning and computation

UNIT-V

1. Regression and Prediction –Meaning and computation of linear regression equation (one predictor only)
2. Regression and Prediction –Meaning and computation of linear regression equation (two predictors only)
3. Elementary Factor analysis- Meaning, theory, extraction of factors (centroid method) upto two factors only, Interpretation of factors

Sessional Work(Tests/Practicals/Projects) : 20 Marks

The student may undertake any one of the following activities:

explore two standardized test, one each for the measurement of intelligence and aptitude at the elementary and secondary satge through different sources and prepare critical write- ups.

study of evaluation practices in selected schools.

critical analysis of examination papers.

construction of blue print and question paper on any topic of their respective subjects.

FEEDBACK PERFORMA – 1
FEEDBACK ON CURRICULUM BY STUDENTS

Name of the Courses (M.Ed.)

- Paper-I : Education As a Field of Study
 Paper-II : Learner And The Learning Process
 Paper-III : Methodology of Educational Research
 Paper-IV : Educational Technology & ICT in Education
 Paper-V : Dissertation
 Paper-VI & VII Operation B1 : Guidance And Counselling
 Option B2 : Inclusive Education
Or
 Option C1 : Statistical Techniques Methods for Data Analysis
 Option C2 : Measurement And Evaluation

Rate the Courses on 5-point scale from 1 to 5 on the following parameters.

5-Excellent, 4-Very Good, 3-Good, 2-Average, 1-poor

Parameters	Paper					Paper-vi & vii Specify Option here	
	i	ii	iii	iv	v	()	()
1. Depth of the course content including project work if any							
2. Extent of coverage of course							
3. Applicability/relevance to real life situations							
4. Learning value (in terms of knowledge, concept, manual skills, analytical abilities and broadening perspectives)							
5. Clarity and relevance of textual reading material							
6. Relevance of additional source material (Library)							
7. Extent of effort required by students							
8. Overall rating							

FEEDBACK ON CURRICULUM BY STUDENTS

Name of the Courses (B.Ed.)

A1-Education and Development

A2-Contemporary Issues and Concerns in Secondary Education

B1-Understanding the Learner and Learning Process

B2-Learning Resources & Assessment of Learning

B3 (a) School Management

(b) (iv) Health Education

(v) Measurement and Evaluation

(viii) Inclusive Education

(ix) Guidance and Counselling

Rate the Courses on 5-point scale from 1 to 5 on the following parameters.

5-Excellent, 4-Very Good, 3-Good, 2-Average, 1-poor

Parameters	A1	A2	B1	B2	B3 (A)	B3(B) Specify Option here ()
1. Depth of the course content including project work if any						
2. Extent of coverage of course						
3. Applicability/relevance to real life situations						
4. Learning value (in terms of knowledge, concept, manual skills, analytical abilities and broadening perspectives)						
5. Clarity and relevance of textual reading material						
6. Relevance of additional source material (Library)						
7. Extent of effort required by students						
8. Overall rating						

**STUDENTS' OVERALL EVALUATION OF THE PROGRAMME AND
TEACHING**

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was:
 - a) adequate
 - b) inadequate
 - c) challenging
 - d) dull
2. Background for benefiting from the course was:
 - a) more than adequate
 - b) adequate
 - c) inadequate
 - d) cannot say
3. Was the course easy or difficult to understand?
 - a) easy
 - b) manageable
 - c) difficult
 - d) very difficult
4. How much of the syllabus was covered in the class?
 - a) 85 to 100%
 - b) 70 to 85%
 - c) 55 to 70%
 - d) less than 55%
5. What is your opinion about the library material and facilities for the course?
 - a) more than adequate
 - b) adequate
 - c) inadequate
 - d) very poor
6. To what extent were you able to get material for the prescribed reading?
 - a) easily
 - b) with some difficulty
 - c) not available at all
 - d) with great difficulty
7. How well did the teacher prepare for the classes?
 - a) thoroughly
 - b) satisfactorily
 - c) poor
 - d) indifferently
8. How well was the teacher able to communicate?
 - a) always effective
 - b) sometimes effective
 - c) just satisfactorily
 - d) generally ineffective
9. How far the teacher encourages student participation in the class?
 - a) mostly yes
 - b) sometimes
 - c) not at all
 - d) always

10. If yes, which of the following methods were used?
- a) encourage to raise questions
 - b) get involved in discussion in class
 - c) encourage discussion outside class
 - d) did not encourage
11. How helpful was the teacher in advising?
- a) very helpful
 - b) sometimes helpful
 - c) not at all helpful
 - d) did not advice
12. The teacher's approach can best be described as
- a) always courteous
 - b) sometimes rude
 - c) always indifferent
 - d) cannot say
13. Internal assessment was
- a) always fair
 - b) sometimes unfair
 - c) usually unfair
 - c) sometimes fair
14. What effect do you think the internal assessment will have on your course grade?
- a) helps to improve
 - b) discouraging
 - c) no special effect
 - d) sometimes effective
15. How often did the teacher provide feedback on your performance?
- a) regularly /in time
 - b) with helpful comment
 - c) often/late
 - d) without any comments
16. Were your assignments discussed with you?
- a) yes, fully
 - b) yes, partly
 - c) not discussed at all
 - d) sometimes discussed
17. Were you provided with a course contributory lecture too at the beginning?
- a) Yes
 - b) no
- if yes, was it helpful?
- a) Yes
 - b) no
18. If you have other comments to offer on the course and suggestions for the teacher, you may do So.

(About Administration)

1. How do you view the working of your Principal, Dr. (Mrs.) Surinder jit kaur ?
 - (A) As an administrator :
Excellent (), Very Good (), Good (), Average (), Poor ()
 - (B) As a teacher :
Excellent (), Very Good (), Good (), Average (), Poor ()
 - (C) As a leader :
Excellent (), Very Good (), Good (), Average (), Poor ()
2. How do you view the general administration?
Excellent (), Very Good (), Good (), Average (), Poor ()
3. How do you find discipline in the college?
Excellent (), Very Good (), Good (), Average (), Poor ()
4. How do you view the behaviour and working of the following in general?
 - (A) Teaching Staff :
Excellent (), Very Good (), Good (), Average (), Poor ()
 - (B) Office staff :
Excellent (), Very Good (), Good (), Average (), Poor ()
 - (C) Library staff :
Excellent (), Very Good (), Good (), Average (), Poor ()
 - (D) Class iv staff :
Excellent (), Very Good (), Good (), Average (), Poor ()

FEEDBACK PROFORMA – III

**FEEDBACK ON OVERALL EFFECTIVENESS OF THE
INSTITUTION BY MANAGEMENT**

S.NO.	QUESTION	AVERAGE	GOOD	VERY GOOD	EXCELLENT
1.	Admission criteria of the B.Ed course				
2.	Organization of co-curricular activities				
3.	Execution of teaching practice				
4.	Evaluation process of the college				
5.	Contribution of curricular and co-curricular aspect in student development				
6.	Administration of the head of the institutions				
7. (a)	Efficiency of faculty members of Teaching staff				
(b)	Efficiency of faculty members of Non-Teaching staff				
8.	Overall effectiveness of curriculum				
9.	Curriculum in context of job opportunities				
10.	Working of the placement cell				
11.	Performance of the institution in the various inter college competitions				
12.	Professional development of the employees				
13.	Results of the university exams of previous session of B.Ed				
	Results of the university exams of previous session of M.Ed				

Suggestion, if any:

.....
.....

Signature

FEEDBACK PERFORMA – IV
PEER EVALUATION (TEACHER EDUCATORS)

Name of teacher being rated: _____

Rating Scale:

**5=Do not know/not applicable; 4=Always; 3=To a great extent; 2=To some extent;
1=Not at all**

- | | | |
|-----|--|-----------|
| 1. | Develops and maintains positive relations with students. | 5 4 3 2 1 |
| 2. | Willingly shares successful teaching techniques/materials. | 5 4 3 2 1 |
| 3. | Maintains confidentiality in sensitive matters. | 5 4 3 2 1 |
| 4. | Cooperates with parents in the best interest of the student. | 5 4 3 2 1 |
| 5. | Provides positive classroom environment. | 5 4 3 2 1 |
| 6. | Command over subject matter. | 5 4 3 2 1 |
| 7. | Maintains a positive attitude. | 5 4 3 2 1 |
| 8. | Develops and maintains positive relations with colleagues. | 5 4 3 2 1 |
| 9. | Willingly accepts additional responsibilities. | 5 4 3 2 1 |
| 10. | Conducts self in professional manner. | 5 4 3 2 1 |

COMMENTS:

Name:

Signature

FEEDBACK PROFORMA – V

SELF APPRAISAL OF TEACHERS

A. *General Information*

- a) Name
- b) Date of Birth
- c) Address (Residential) Ph. No.
- d) Designation
- e) Department
- f) Area of Specialization
- g) Date of Appointment
 - (i) in the institution
 - (ii) in the present post
- h) Honors Conferred

B. *Teaching*

- (a) Classes Taught

Class	Periods		
	Assigned per week **L T/P (1)	Taught in the year L T/P (2)	Steps taken for the teaching of periods missed during absence or leave (3)
i) U.G. (B.A./B.Sc.etc. pass) (B.A./B.Sc.etc. Hons)			
ii) PG (M.A./M.Sc.etc.)			
iii) M.Phil			
iv) Any other			

* (To be filled at the end of every academic year)

** L=Lecture T=Tutorial P=Practical

- b) Regularity and Punctuality

- c) Details of course teaching plan, synopses of lecturers, and reading lists supplied to students
- d) Details of participation in the following:
 - (i) University Education
 - (ii) Internal Evaluation
 - (iii) Paper Setting
 - (iv) Assessment of Home assignments
 - (v) Conduct of Examinations
 - (vi) Evaluation of Dissertation etc.

C. Details of Innovations / Contribution in Teaching, during the year :

- a) Design of curriculum
- b) Teaching methods
- c) Laboratory experiments
- d) Evaluation methods
- e) Preparation of resource material including books, reading materials, laboratory manuals etc.
- f) Remedial Teaching / Student Counseling (academic)
- g) Any other

D. Improvement of Professional Competence:

- (a) Details regarding refresher courses/orientation attended, participation in summer schools, workshops, seminars, symposia etc. including open university courses/M.Phil., Ph.D.

E. Research Contributions:

- a) Number of students (M.Phil./ Ph.D.)

At the beginning of the year		Registered during the year	Completed during the year
M.Phil			
Ph.D.			

- a) No. of research papers published (please enclose list)
- b) Research Projects:

Title of the Project	Name of the funding agency	Duration

- c) Details of Seminars, Conferences, Symposia organized
- d) Patents taken, if any, give a brief description
- e) Membership of Professional Bodies, Editorship of Journals etc.

F. Extension Work/Community Service

- a) Please give a short account of your contribution to:
 - i) Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.
 - ii) National Literacy Mission
- b) Positions held/Leadership role played in organizations linked with Extension work and National Service Scheme (NSS), or NCC or any other similar activity.

G. Participation in Corporate Life:

Please give a short account of your contribution to:

- a) College/University/Institution
- b) Co-curricular activities
- c) Enrichment of campus life
(hostels, sports, games, cultural activities)
- d) Students welfare and Discipline
- e) Membership/Participation in Bodies/Committees on Education and National Development
- f) Professional Organizations of Teachers

H. Assessment

- a) Steps taken by you for the evaluation of the course programme taught

I. *General Data*

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

(Signature of the Teacher)

J. * Verification of factual data

- A. General Information
- B. Teaching
- C. Details of Innovations/Contribution in teaching, during the year
- D. Improvement of Professional competence
- E. Research contributions
- F. Extension work/community service
- G. Participation in Corporate Life

(Signature of the Person authorized*)

*By a person to be nominated by Principal/Vice-Chancellor.

AUDITED INCOME EXPENDITURE STATEMENT

RAMGARHIA EDUCATIONAL COUNCIL, PHAGWARA.
RAMGARHIA COLLEGE OF EDUCATION, PHAGWARA. (FEE ACCOUNT)

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED AS ON 31.03.2011

Previous Year	Expenditure	Current Year	Previous Year	Income	Current Year
2946339.00	To Salaries Teaching Staff	5019331.00	291000.00	BY Tuition fee	304680.00
191826.00	To Provident Fund Teaching Staff	270543.00	40950.00	By Admission Fees	42770.00
1844478.00	To Salaries Non-Teaching Staff	2202778.00	7360.00	By Fines	29220.00
124884.00	To Provident Fund Non- Teaching Staff	126595.00	4097049.00	By Grant (Under 95% Deficit Scheme)	6142692.00
1705608.00	To excess of income over expenditure	1453942.00	210272.00	By 5% Management Share	291323.00
			6504.00	By 2% Management Share	6504.00
			1094400.00	Additional staff activities (Govt Share)	1094400.00
			1065600.00	Additional staff activities (Coll. Share)	1161600.00

6813135.00

Sunshikhar
Principal

9073189.00

Bachha
Gen.Sec./ Cashier

9073189.00

Bachha
President

AUDITOR'S REPORT

As per our report on the Balance Sheet of even date attached.

PLACE PHILLLAUR
DATE 13-06-2011



RAMGARHIA EDUCATIONAL COUNCIL, PHAGWARA.
RAMGARHIA COLLEGE OF EDUCATION, PHAGWARA. (FEE ACCOUNT)
BALANCE SHEET AS ON 31.03.2011

Previous Year	LIABILITIES	Current Year	Previous Year	ASSETS	Current Year
---------------	-------------	--------------	---------------	--------	--------------

I. LOANS

5383803.03 1. Ramgarhia College (Funds) Of Education. 5151419.03

B) General Funds
 Op. Balance -316648.30
 Add Excess of income over expenditure +1453942.00
 Salary Payable 732592.00

I. CURRENT ASSETS, LOANS & ADVANCES.

A) Current Asstes 1113876.10
 1. Pb. & Sind Bank A/c No.426 959217.10
 2. Grant Receivable 5797188.00
 3. LOAN -Ramgania educational council 263799.63
 4. Advance -staff 3241.00

316648.30 B) General Funds
 Op. Balance
 Add Excess of income over expenditure

5383803.03 7021304.73 5383803.03
 1100.00

Sundharam
 Principal

Rahma
 Gen. Sec/ Cashier

President

AUDITORS REPORT


PLACE PHILLLAUR
 DATE 13-06-2011


We have audited the Balance Sheet & Income & Expenditure account from the books of accounts produced to us and certified the same to be correct in accordance therewith

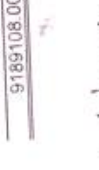


RAMGARHIA EDUCATIONAL COUNCIL, PHAGWARA
RAMGARHIA COLLEGE OF EDUCATION, PHAGWARA (FUND ACCOUNT)
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDING ON 31.03.2011

PREVIOUS YEAR	EXPENDITURE	CURRENT YEAR	PREVIOUS YEAR	INCOME	CURRENT YEAR
20692.00	To Administration Charges PF	70583.00	1208831.00	By Amalgamated Fund	1477616.00
123700.00	To Adv. Printing & Stationery	82653.00	644270.00	By General Fund	679202.00
241604.03	To Electricity Charges	251711.00	401300.00	By Other Funds	503600.00
48000.00	To Administrative charges	120000.00	69120.00	By Hostel Fee	238631.00
	To Computer Expenses	30000.00	116000.00	By Prospectus	88125.00
24830.00	To Travelling exp	18485.00	462250.00	By University Charges	654500.00
7000.00	To Audit Expenses	8000.00	89600.00	By Building Fund	104100.00
7439.00	To Library Expenses	24441.00	150856.00	By Interest on FDR	26411.00
5549.00	To Postage Expenses	4355.00	138200.00	By Science Fund	137495.00
137395.00	To Misc. Expenses	241491.00	368150.00	By Computer Fee	304600.00
36522.00	To Telephone Expenses	26485.00	800000.00	By Electricity Fund	851600.00
2345.60	To Bank Charges	3171.20	215224.00	By Sports Fee	87368.00
1394765.00	To Salary Uncovered Staff	1304848.00	4086.00	By Library Fee	17564.00
8175.00	To Student AF	95400.00		By Grant (M.P. Led)	200000.00
481217.00	To University Expenses	649870.00		By UGC Grants For	
37044.00	To House Examination	39890.00		Women Hostel	2545520.00
3927.00	To Water & Sew-rage			Library Books	175488.00
60969.00	To College Magazines/Prospect	16675.00		Construction of Library	420000.00
1094.00	To Insurance & Taxes	6092.00		Internet Connectivity	10000.00
337026.00	To Hostel salary	295546.00		Computer/Equipments	295976.00
8885.00	To Furniture Repair	12345.00		Devlopment of Educator	80000.00
53500.00	To Legal Expenses	90085.00		Books & General Equipmen	41616.00
9150.00	To Professional charges	8250.00		Renovation of Hostel Building	248696.00
79499.00	To Repair & Maintenance	108577.00			
1805.00	To Function & Festivals	184638.00			
	To E.S.I.	81141.00			
410941.00	To Depreciation	1102316.00			
1112712.37	To Excess of income over exp.	4252059.80			
4111496.00			9189108.00	4665686.00	9189108.00


 Principal


 Gen. Sec./Cashier


 President

AUDITORS REPORT

As per our report on the accounts for the year ending on the even date attached

RAMGARHIA EDUCATIONAL COUNCIL, PHAGWARA.
RAMGARHIA COLLEGE OF EDUCATION, PHAGWARA. (FEE ACCOUNT)

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED AS ON 31-03-2012

Previous Year	Expenditure	Current Year	Previous Year	Income	Current Year
5019331.00	To Salaries Teaching Staff	5639351.00	304680.00	BY Tuition fee	305100.00
270543.00	To Provident Fund Teaching Staff	435540.00	42770.00	By Admission Fees	42770.00
2202778.00	To Salaries Non-Teaching Staff	2605655.00	29220.00	By Fines	10215.00
126595.00	To Provident Fund Non-Teaching Staff	130335.00	6142692.00	By Grant (Under 95% Deficit Scheme)	6075047.00
	To Bank Charges	823.49	291323.00	By 5% Management Share	319739.00
1453942.00	To Excess of Income over Expenditure	203682.51	6504.00	By 2% Management Share	6516.00
			1094400.00	Additional Staff Activities (Govt Share)	1094400.00
			1161600.00	Additional Staff Activities (Coll Share)	1161600.00
9073189.00		9015387.00	9073189.00		9015387.00

[Signature]
President

[Signature]
Gen. Secy/Cashier

[Signature]
Chief Accountant

[Signature]
Principal

AUDITOR'S REPORT
As per our report on the Balance Sheet of even date attached

FOR KHANNA AND CO
CHARTERED ACCOUNTANTS
101, PHAGWARA
MOB: 98150-11111

PLACE PHILLAUR
DATE 08.05.2012

RAMGARHIA EDUCATIONAL COUNCIL, PHAGWARA.
RAMGARHIA COLLEGE OF EDUCATION, PHAGWARA. (FEE ACCOUNT)

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED AS ON 31-03-2012

Previous Year	Expenditure	Current Year	Previous Year	Income	Current Year
5019331.00	To Salaries Teaching Staff	5639351.00	304680.00	BY Tuition fee	305100.00
270543.00	To Provident Fund Teaching Staff	435540.00	42770.00	By Admission Fees	42770.00
2202778.00	To Salaries Non-Teaching Staff	2605655.00	29220.00	By Fines	10215.00
126595.00	To Provident Fund Non- Teaching Staff	130335.00	6142692.00	By Grant (Under 95% Deficit Scheme)	6075047.00
	To Bank Charges	823.49	291323.00	By 5% Management Share	319739.00
1453942.00	To Excess of Income over Expenditure	203682.51	6504.00	By 2% Management Share	6516.00
			1094400.00	Additional Staff Activities (Govt Share)	1094400.00
			1161600.00	Additional Staff Activities (Coll Share)	1161600.00
9073189.00		9015387.00	9073189.00		9015387.00

Sunderjit
Principal

[Signature]
Chief Accountant

[Signature]
Gen. Secy/Cashier

[Signature]
President

AUDITOR'S REPORT

As per our report on the Balance Sheet of even date attached

PLACE PHILLAIUR

DATE 08.05.2012

FOR KHMAR AND CO
CHARTERED ACCOUNTANT
100, PHAGWARA
PHAGWARA, DISTRICT PHAGWARA
PUNJAB

7

R.H.A. EDUCATIONAL COUNCIL BHAGWARA
 COLLEGE OF EDUCATION, BHAGWARA (T.D. ACCO: 1)
 INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDING ON 31.03.2014

YEAR	EXPENDITURE	YEAR	INCOME	CURRENT YEAR
20583.00	To Administration Charges PF	1477616.00	By Amalgamated Fund	1706022.00
82653.00	To Advertisement Expenses	56456.00	By General Fund	1578500.00
251711.00	To Electricity Charges	433564.00	By Other Funds	1065816.00
120000.00	To Administrative charges	120000.00	238631.00	242900.00
30000.00	To Computer Expenses	12880.00	By Hostel Fee	159800.00
18465.00	To Travelling expenses	68922.00	88125.00	937260.00
8000.00	To Audit Expenses	9500.00	654500.00	354000.00
24441.00	To Library Expenses	17108.00	104100.00	99483.00
4355.00	To Printing, Stationary & Postage	47693.00	26411.00	117000.00
241491.00	To Misc. Expenses	247034.71	137495.00	449400.00
26485.00	To Telephone Expenses	22268.00	304600.00	1271850.00
3171.20	To Bank Charges	7952.85	851600.00	76800.00
1304948.00	To Salary	2059128.00	87388.00	45000.00
95400.00	To Student Aid Fund	146500.00	17564.00	117000.00
649870.00	To University Expenses	886335.00	200000.00	117000.00
36675.00	To House Examination	118063.00	By Grant (M.P. Led)	1600000.00
6092.00	To College Magazines/Prospect	47287.00	By OGC Grant for Women Hostel	
295546.00	To Insurance & Taxes	391489.00	Women Hostel	
12345.00	To Furniture Repair	97000.00	Library Books	
90085.00	To Legal Expenses	52750.00	Construction of Library	
8250.00	To Professional charges	189520.25	Internet Connectivity	
108577.00	To Repair & Maintenance	235974.00	Computer/Equipments	
184538.00	To Function & Festivals	77382.00	Development of Education	
81141.00	To E.S.I.	400000.00	Books & General Equipments	
	To Personality Dev. Expenses	44054.00	Renovation of Hostel Building	
	To Sports Expenses	3189.00		
	To Advance Written of	964371.00		
1102316.00	To Depreciation	2903108.19		
4292059.80	To Excess of income over exp.			
9189108.00		9726533.00	9189108.00	9726533.00

[Signature]
President

[Signature]
Gen. Secy/Cashier

[Signature]
Chief Accountant

[Signature]
Principal

AUDITORS REPORT
 As per our report on the Balance Sheet of the even date attached
 S. SURESH K. NUNAK AND CO
 CHARTERED ACCOUNTANTS
 M. No. 10842/A/2014

ANNEXURE – VIII

RECOGNITION ORDER ISSUED BY N.C.T.E

Punjab University

To _____

The Registrar
Punjab University
Chandigarh-160014.

Dated 28.9. 1993

No. 1072-7653

TO WHOM IT MAY CONCERN

It is certified that Ramgarhia College of Education, Satnampura, Phagwara was affiliated with Punjab University w.e.f. ~~1956~~ the year 1956 and the same was transferred to G.N.D.J. Amritsar in 1970.

Attest
Shekhar
DEPUTY REGISTRAR (COLLEGES)

L. P. Singh
Satnampura (Phagwara)



GURU NANAK DEV UNIVERSITY
AMRITSAR

No. 782/212
Dated 25/2/93



Certified that Ramgarhia College of Education, Phagwara is affiliated to the privileges of Guru Nanak Dev University, Amritsar.

Attest

Kripal Singh Chhela
Dean,
College Development Council

Lepan Singh
Satnampura (Phagwara)

एन सी ई आध्यापक शिक्षा परिषद
(एक विधिक संस्थान)
उत्तर क्षेत्रीय समिति



NATIONAL COUNCIL FOR TEACHER EDUCATION
(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)
Northern Regional Committee

TO BE PUBLISHED IN THE GAZETTE OF INDIA -PART - III, SECTION -IV

NO. F-3/PB-16/M.Ed./2000/1605

Date: 19.9.2000
Registered + AD

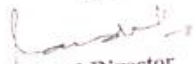
ORDER

In exercise of the powers vested under Section 15 (3)(a) of the National Council for Teacher Education (NCTE) Act, 1993, the Northern Regional Committee grants recognition to **Ramgarhia College of Education, Nakodar Road, Satnampura Phagwara, Distt. - Kapurthala - 144402 (Punjab)** for M.Ed. of One year from the academic session 2000-2001 with an annual intake of 25 (Twenty Five) students, subject to fulfilling the following conditions:

1. The University shall appoint 4 (Four) teaching staff and supporting staff possessing the qualifications as laid down in the NCTE norms, before the commencement of the academic session 2000-2001 in the salary structure prescribed by the UGC/Central Government/State Government as the case may be.
2. The institution shall ensure library, laboratories and other instructional infrastructure as per the NCTE norms.
3. The admission to the approved course shall be given only to those candidates who are eligible as per the regulations governing the course and in the manner laid down by the affiliating University/State Government.
4. Tuition fee and other fees will be charged from the students as per the norms of the affiliating University/State Government till such time NCTE regulations in respect of fee structure come into force.
5. Curriculum transaction, including practical work/activities, should be organised as per the norms and standards for the course and the requirements of the affiliating University/Examining body.
6. Teaching days including practice teaching should not be less than the number fixed in the NCTE norms for the course.
7. The institution shall continue to fulfil the norms laid down under the regulations of the NCTE and submit to the Regional Committee the Annual Report and the Performance Appraisal Report at the end of each academic year. The Performance Appraisal Report should inter alia give the extent of compliance of the conditions indicated at 1 to 6 above.

Ramgarhia College of Education, Nakodar Road, Satnampura Phagwara,
Distt. - Kapurthala - 144402 contravenes the provisions of the NCTE Act or the
rules, regulations and orders made or issued thereunder or fails to fulfil the above
conditions, the Regional Committee may withdraw this recognition under the
provisions of Section 17(1) of the NCTE Act.


By order


Regional Director

The Manager
Govt. of India
Department of Publications, (Gazette Section)
Civil Lines,
Delhi - 110054

C.C.

1. Secretary, Department of Secondary Education and Literacy, Ministry of Human Resource Development, Government of India, Shastri Bhawan, New Delhi.
2. Education Secretary, Govt. of Punjab, Secretariat, Chandigarh
3. Director, Higher Education, Directorate of Higher Education, Govt. of Punjab, Chandigarh
4. Registrar, Guru Nanak Dev University, Amritsar
5. The member Secretary, National Council for Teacher Education, New Delhi-110016
6. The Head/Principal Ramgarhia College of Education, Nakodar Road, Satnampura Phagwara, Distt. - Kapurthala - 144402
7. Computer cell (NRC)


Regional Director

उत्तरी क्षेत्रीय समिति
राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)

6/8
197-11

NORTHERN REGIONAL COMMITTEE
NATIONAL COUNCIL FOR TEACHER EDUCATION
(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)
REGISTERED LETTER

क्रमांक: उक्षेस/राअशिप/फ-5(4)/96-97/१०८५

दिनांक: 28.10.96

कार्यालय आदेश

निम्न कार्यरत अध्यापक शिक्षण संस्थाओं को इस कार्यालय के समसंख्यक आदेश दिनांक 9-7-96 के क्रम में उत्तर क्षेत्रीय समिति, राष्ट्रीय अध्यापक शिक्षा परिषद्, जयपुर द्वारा उनकी मान्यता के संबंध में निर्णय लेने तक उनके सामने दशायी कोर्स को सत्र 95-96 में निर्धारित सीटों की सीमा तक जारी रखने की अनुमति प्रदान की जाती है।

क्रम सं.	संस्था का नाम	कोर्स
1.	जी.एच.जी. खालसा कॉलेज ऑफ एजुकेशन, लुधियाना	सैकेण्डरी ✓
2.	राजकीय कॉलेज ऑफ एजुकेशन, जालंधर सिटी. ✓	सैकेण्डरी
3.	डी.एम. कॉलेज ऑफ एजुकेशन, मोगा	सैकेण्डरी
4.	डी.ए.वी. कॉलेज ऑफ एजुकेशन, अबोहर	सैकेण्डरी
✓ 5.	रामगृहिया कॉलेज ऑफ एजुकेशन, फगवाड़ा	सैकेण्डरी
6.	देश भगत पंडित चेतन देव राजकीय कॉलेज, फरीदकोट	सैकेण्डरी
7.	संत दरबार सिंह कॉलेज ऑफ एजुकेशन फॉर वीमेन, लोपान (मोगा)	सैकेण्डरी
8.	डिपार्टमेंट ऑफ कॉरिसपोन्डेन्स कोर्स, पंजाब विश्वविद्यालय, पटियाला	सैकेण्डरी
9.	मालवा सेन्ट्रल कॉलेज ऑफ एजुकेशन फार वीमेन, लुधियाना	सैकेण्डरी
10.	गुरुनानक कॉलेज ऑफ एजुकेशन फार वीमेन, कपूरथला	सैकेण्डरी
11.	जी.एच.जी. हरप्रकाश कॉलेज फॉर वीमेन, सिद्दाबन खुर्द, लुधियाना	सैकेण्डरी
12.	खालसा कॉलेज ऑफ एजुकेशन, अमृतसर	सैकेण्डरी

RBC
28/10/96

2 नरसिंह-भोचिन्द-मार्ग, नारायण सिंह सिकल, जयपुर - 302 004

--2/

उत्तरी क्षेत्रीय समिति
राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)

NORTHERN REGIONAL COMMITTEE
NATIONAL COUNCIL FOR TEACHER EDUCATION
(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)

-2-

- | | | |
|-----|--|-----------|
| 13. | देव समाज कॉलेज ऑफ एजुकेशन फार वीमेन, फिरोजपुर सिटी | सैकेण्डरी |
| 14. | डी.ए.वी. कॉलेज ऑफ एजुकेशन फार वीमेन, अमृतसर | सैकेण्डरी |
| 15. | एम.जी.एन. कॉलेज ऑफ एजुकेशन, आदर्श नगर, जालंधर | सैकेण्डरी |

प्रतिलिपि सूचनार्थ एवं आवश्यक कार्यवाही हेतु

1. निदेशक, कॉलेज/स्कूल, पंजाब सरकार,
2. सचिव शिक्षा, पंजाब सरकार, पंजाब सचिवालय, चंडीगढ़
3. निदेशक राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद्, पंजाब, चंडीगढ़
4. संबंधित शिक्षक प्रशिक्षण संस्थान
5. कुल सचिव, संबंधित विश्वविद्यालय
6. सदस्य सचिव, राष्ट्रीय अध्यापक शिक्षा परिषद्, नई दिल्ली
7. कार्यालय आदेश फाइल
8. गार्ड फाइल

(डा. अनिल शुक्ला)
क्षेत्रीय निदेशक

**GURU NANAK DEV UNIVERSITY B.Ed. EXAMINATION,
APRIL 2012**

	Candidate Name	Father Name	Results
66401	Balvir Singh	Gara Ram	670
66402	Gurdev Singh	Manohar Lal	650
66403	Sukhdev Singh	Balbir Singh	Cancelled
66404	Sukhdev Singh	Vidya Sagar	C(B1)
66405	Vijay Kumar	Gurmail Chand	563
66406	Ramandeep Singh	Gurnam Singh	600
66407	Vikas Airri	Vinod Kumar	627
66408	Sandeep Jassal	Kuldeep Jassal	603
66409	Banish Kalra	Chunni Kalra	716
66410	Vinod Kumar	Dev Raj	683
66411	Ashwani Kumar	Jagtar Singh	681
66412	Inderjit Singh	Jaspal Singh	681
66413	Paramjit Singh	Bhupinder Singh	741
66414	Jatin Aggarwal	Pawan Kumar	676
66415	Beer Chand Paul	Satya Narayan Paul	672
66416	Anterpreet Kaur Bakshi	Gurvinder Singh Bakshi	743
66417	AmanPreet Walia	Rajinder Singh Walia	668
66418	Anu Kanda	Rajesh Kumar	713
66419	Baljinder Kaur	Gurbant Singh	Cancelled
66420	Manpreet Kaur	Dharampal Singh	243
66421	Manpreet Gill	Mukesh Kumar Gill	583
66422	Navjot Kaur	Davinder Singh	720
66423	Navjot Kaur	Surjit Kumar	740

	Candidate Name	Father Name	Results
66424	Neelam	Sucha Ram	674
66425	Nisha Jassal	Gurdeep Singh Jassal	743
66426	Nitika	Surinder Sharma	691
66427	Sandeep Kaur	Balvir Singh	688
66428	Sandeep Kaur	Amrik Singh	681
66429	Sandeep Kaur	Karnail Singh	663
66430	Sarbjit Kaur	Piara lal	632
66431	Shalu Jaswal	Barinder Jaswal	665
66432	Sonu Bhalla	Brij Bhushan Bhalla	626
66433	Satwinder Kaur	Balhar Singh	656
66434	Bhavna Kabila	Ramjash Singh	700
66435	Jaswinder Kaur	Sat Paul	614
66436	Manpreet Kaur	Jaswinder Singh	650
66437	Navjot Lekhi	Harnam Dass Lekhi	615
66438	Pooja	Major Ram	642
66439	Poonamdeep Kaur	Ganda Singh	675
66440	Prabhjot Kaur	Jagjeet Singh	612
66441	Preet Kanwal Kooner	Mohinder Singh Kooner	652
66442	Savita	Jarnail Singh	581
66443	Seema Rani	Parminder Lal	620
66444	Tanveer Kaur	Darshan Singh	683
66445	Gagandeep Kaur	Surinder Singh	592
66446	Amandeep Kaur	Lachhman Singh	629
66447	Baljit Kaur	Balbir Singh	653
66448	Deepika	Ranbir Singh	612
66449	Hardeep kaur	Kulwant Singh	648
66450	Kanu Jyoti	Balbir Jyoti	681
66451	Mandeep Kaur	Sucha Singh	645

	Candidate Name	Father Name	Results
66452	Parveen Rani	Amarjeet	647
66453	Pinki	Veer Chand	625
66454	Pushpa	Roop Lal	668
66455	Rajni Bala	Jagiri Lal	651
66456	Rajwant Kaur	AmarJit Singh	638
66457	Rajdeep kaur	Guljar Singh	704
66458	Ramandeep Kaur	Vidya Sagar	621
66459	Ranveer Kaur	Jagir Singh	C(A2)
66460	Renu	Sham Lal	666
66461	Ritu Viridi	Sohan Lal Viridi	621
66462	Rupinder Kaur	Jaswinder Singh	720
66463	Rupinder Kaur	Karam Chand	622
66464	Sandeep Kaur	Dharambir Singh	643
66465	Sandeep Dhadra	Raj Kumar	634
66466	Sangeeta Devi	Sital Ram	637
66467	Sarbjit Kaur	Hoshiar Singh	635
66468	Sarbjit Kaur	Harbhajan Singh	676
66469	Sarabjeet Kaur	Balraj Singh	663
66470	Sonia	Piara Lal	652
66471	Sukhwinder	Ram Kishan	727
66472	Usha Rani	Bagicha Singh	617
66473	Baby Rani	Tara Ram	683
66474	Bharti	Komal	648
66475	Gurpreet kaur	Lubhaya Singh	679
66476	Gurpreet Kaur	Karnail Singh	642
66477	Jaspreet kaur	Tarlok Singh	648
66478	Kamini Chaddha	Satish Kumar Chaddha	718
66479	Manisha	Nanak Chand	619

	Candidate Name	Father Name	Results
66480	Manvir Kaur	Balvir Singh	722
66481	Monika	Madan lal	623
66482	Shilpa Mulekar	Shyam Mulekar	635
66483	Sangita Bhuyan	Sudhansu Sekhar Bhuyan	656
66484	Veena Bains	Roop Lal	644
66485	Jyoti	Binda Din	719
66486	Manjit Kaur	Balwinder Singh	559
66487	Nirmala Kumari	Harmesh Kumar	R(Part-II)
66488	Meenakshi	Som Nath	658
66489	Palak Grover	Parmod Kumar	714
66490	Rasanpreet Kaur	Jaswinderpal Singh	628
66491	Reena Rani	Naranjan dass	584
66492	Samta Rani	Iqbal Singh	684
66493	Samita	Inderjit Singh	671
66494	Sunita Rani	Shiv Parshad	608
66495	Pinki Sethi	Rakesh Sethi	590
66496	Amita Devi	Shiv	651
66497	Manpreet Kaur	Amarjit Ram	658
66498	Narinder Heera	RamKishan	637
66499	Amandeep Dhadra	Raj Kumar	720
66500	Arti Devi	Suresh Kumar	703
66501	Amandeep Kaur	Girdhara Singh	698
66502	Baljinder Kaur	Mohinder Ram	635
66503	Harmeet Kaur	Harpal Singh	692
66504	Mamta Rani	Davinder Kumar	644
66505	Neena Rani	Madan Lal	724
66506	Pardeep Kaur	Bahadur Singh	623
66507	Rajwant Kaur	Gain Singh	675

	Candidate Name	Father Name	Results
66508	Ranjit Heera	Ram Krishan	653
66509	Sarabjit Kaur	Gurdev Singh	692
66510	Sunita Rani	Santokh Lal	675
66511	Amandeep Kaur	Lakhbir Singh	693
66512	Amandeep kaur	Surinder Pal Singh	576
66513	Davinder Kaur	Krishan Lal	680
66514	Harpreet Kaur	Manjit Singh	625
66515	Harjit Kaur	Karam Singh	653
66516	Mandeep Kaur	Sohan Singh	693
66517	Manjeet Kaur	Mohan Lal	R(Part-1)
66518	Rajwinder Kaur	Parmjeet Singh	657
66519	Rajwinder Kaur	Gurdev Singh	692
66520	Varinder Kaur	Gurnam Dass	613
66521	Neelam	Balvir Singh	672
66522	Anu Kumari Salochna Devi slocnw dyvI	Saroop Singh	657
66523	Meenakshi	Raj Kamal Shori	651
66524	Daljit Kaur	Ashok Kumar	750
66525	Harpreet Kaur	Jarnail Singh	700
66526	Kanchan Verma	B.L Verma	657
66527	Manjit Kaur	Ram Lubhaya	747
66528	Monica Samra	Harbhajan	670
66529	Monika Sharma	Mangat Rai	693
66530	Parmjit Kaur	Malkit Ram	677
66531	Ramandeep Kaur	Nirmal Singh	683
66532	Sonia Kler	Harmesh Lal	662
66533	Sukhdeep Kaur	Harnek Singh	689

	Candidate Name	Father Name	Results
66534	Daljit Kaur	Baljit Singh Bhola	684
66535	Hardeep Kaur	Birmal	658
66536	Manpreet Kaur	Balbir Singh	694
66537	Navjeet Kaur	Balbir Singh	679
66538	Sarabjit Kaur	Kuldip Singh	709
66539	Sharma Kumud	Darshan Kumar Sharma	715
66540	Charanjeet Kaur	Ram Lubhaya	718
66541	Shivani Dhingra	Prem Parkash	754
66542	Shavina Shahi	Shashi Shahi	709
66543	Bandhna klare	Ashok Kumar	RL(D)
66544	Sharanpreet Kaur	Daljeet Singh	691
66545	Sonia Devi Klare	Ram Pal	675
66546	SupanPreet Kaur	Manjit Singh	699
66547	Amna Bhardwaj	Varinder Kumar	677
66548	Babita	Mulakh Raj	618
66549	Harminder Kaur	Amarjit Singh	678
66550	Harjit Kaur	Gurdev	628
66551	Kamalpreet Kaur	Charanjeet Singh	657
66552	Manisha Rani	Dilbag Rai	731
66553	Monika Sood	Ashok Kumar	734
66554	Pawandeep Kaur	Sukhjot Singh	729
66555	Sanjeet Kaur	Paramjit Singh	652
66556	Aashima Chouhan	Ashwani Chouhan	641
66557	Alice	Joseph	729
66558	Rozy	Laxmi Raman	752
66559	Shaffali Uppal	Joginder Pal Uppal	680
66560	Parveen Passi	Arun Kumar Passi	642
66561	Rishu Matta	Ajay Matta	669

	Candidate Name	Father Name	Results
66562	Chetna Vermani	Varinder Kumar Vermani	621
66563	ShacheeGupta	Vidya Sagar Gupta	663
66564	Arti	Parveen Kumar	643
66565	Sawinder Kaur	Chattar Singh	675
66566	Sarbjit Kaur	Sukhwinder Singh	694
66567	Amandeep Kaur	Sucha Ram	649
66568	Balvir Kaur	Shinder Pal	635
66569	Kiran Bala	Jaswant Singh	566
66570	Sarbjeet Kaur	Sukhwinder Singh	592
66571	Manisha Sharma	Naresh Kumar Sharma	617
66572	Savita Devi	Ram Lubhaya	607
66573	Navdeep Kaur	Baldev Singh	628
66574	Sandeep Rani	Faqir Chand	722
66575	Gurpreet	Kuldeep Singh	607
66576	Mitali Bhika	Pawan Kumar	600
66577	Navdeep	Charnjit Chhinmar	622
66578	Prabhjot Kaur	Malkiat Singh	537
66579	Harsimrat Kaur	Amarjit Singh	579
66580	Rajni Sharma	Jagdish Chandra Vashisht	618
66581	Jaswinder Kaur	Kuldip Singh	570
66582	Meena Devi	Jagan Singh	645
66583	Poonam Kainth	Manohar lal Kainth	622
66584	Priyanka Sharma	Madan Mohan Sharma	571
66585	Rajani Kaur	Balvir Singh	630
66586	Sheveta Garcha	Mohinder Kumar Garcha	648
66587	Amandeep Kaur	Jaswant Singh	618
66588	Gurpreet Kaur	Hans Raj	638
66589	Harpreet Kaur	Ranjit Singh	676

	Candidate Name	Father Name	Results
66590	Pavneet Kaur	Gurmej Singh	693
66591	Rosy	Balwant Singh	627
66592	Sunaina	Raj Kumar	C(A-1)
66593	Manpreet	Gopal Thaper	680
66594	Harjinder Kaur	Manjit Singh	630
66595	Mandeep Kaur	Gurdev Singh	647
66596	Rajinder Kaur	Gurcharan Singh	C (A1 & B2)
66597	Sunita Rani	Santokh Raj	659
66598	Talwinder Kaur	Kulwant Singh	613

ANNEXURE-IX (ii)

GURU NANAK DEV UNIVERSITY M.Ed. EXAMINATION, APRIL 2012

S. No	Uni Roll No.	Reg No.	Student Name	Father's Name	Mother's Name	Obt Marks
1	480251	2000WP/A249	Gurminder Kaur	Pardeep Singh	Davinder Kaur	554D
2	480252	2009HJ/A1335	Hardeep Kaur	Satwant Singh	Paramjit kaur	534D
3	480253	2005NZ/7342	Hariender Kaur	Harbans singh	Jasvir Kaur	512D
4	480254	2006NZ/14155	Kawaljeet Kaur	Harjinder Singh	Nariender kaur	515D
5	480255	2004PE	Kiran Bala	Som nath	Usha Devi	478
6	480256	2011PE/A35	Mala Rani	Chaman Lal	Amarjeet Kaur	447
7	480257	2004NZ4101	Mamta	Madan lal	Pushpa Rani	478
8	480258	2004BN/A105	Manprit	Harmesh Chander	Kashmir Kaur	487
9	480259	2004.WP/A165	Maya Rani	Gurmail Chand	Jagdish kaur	522D
10	480260	2008GWP/A212	Nariender kaur	Sinder Singh	Kulwinder Kaur	471
11	480261	95SDJ/A661	Neeru Mehan	Ashok Kumar	Asha Rani	513D
12	480262	97/DN/A207	Neeraj	Sham Sundar Gusai	Hem Lata Gusai	524D
13	480263	2005HJ/A613	Neha Bains	Davinder Singh	Kesar Kaur	548D
14	480264	2003/WP/A410	Novjeet Saini	Gurnam Singh Saini	Jaswant kaur	580D
15	480265	2008KNE/A5	Payal	Sham Sunder	Shashi Kanta	
16	480266	2011PE/A38	Pooja Luxshmi	Sanjeev Kumar	Poonam Rani	567D
17	480267	2004SB/A3	Poonam Bhardwaj	Yadu kal Bhusan	Sushma Bhardwaj	577D
18	480268	2003HJ/A203	Priyanka Mehta	Arun Kumar	Sunita	497D
19	480269	2001MJ/A270	Rama Kumari	Om Parkash	Surinder kaur	507D
20	4802670	95WP/A315	Ramni Sharma	Harmesh Lal	Raksha Devi	470D
21	480271	2010KWE/A3	Ruby Fatima Ansari	Muhmad Gufran	Roshan Jaha	426D
22	480272	2003BN/A190	Sandeep	Gurpal chand	Bimla Devi	503D

S. No	Uni Roll No.	Reg No.	Student Name	Father's Name	Mother's Name	Obt Marks
23	480273	2004HJ/A763	Saruchi Madan	Ashok Kumar Madan	Saroj	498D
24	480274	2000SB/A331	Sareena	Ram Sarup Sharma	Bimla Sharma	479
25	480275	2005SDJ/A78	Seema	Ashok Kumar	Meena Bansal	493D
26	480276	2011PE/A36	Suchi Rai	Janardan Rai	Asha Rani	481
27	480277	2005BL/A91	Simerpreet Kaur	Amrik Singh	Narinder Kaur	497D
28	480278	2011PE/A34	Sumandeep Kaur	Teja Singh	Jaspal kaur	480
29	480279	2001WP/A304	Taranjeet Kaur	Darshan Singh	Surjit kaur	523D
30	480280	2005NZ557	Nariender Kumar	Mohinder Pal	Naresh	488
31	480281	2002AM/A312	Rakesh Kumar	Ram Parkash	Vidya devi	511D
32	480282	2011PE/A33	Sukhpal Singh	Kashmir Singh	Mukhtyar Kaur	457
33	480283	2009PE/A11	Vikram Seth	Avinash Chander Seth	Prem seth	483

FEEDBACK PROFORMA- I

**PUPIL TEACHER FEEDBACK BY TEACHER (MENTOR) OF
TEACHING PRACTICE SCHOOL**

Name of Mentee:

School

Sr. No.	Statement	Excellent	Good	Average	Below Average	Poor
1.	Presents innovative ideas					
2.	Compares and contrasts the concept with familiar task					
3.	Facilitates the learning process					
4.	Induces thinking ability of the learners					
5.	Ensures students involvement in the learning process					
6.	Helps learners to solve problems					
7.	Asks questions with different difficulty level					
8.	Cope-up with the learning pace of the learners					
9.	Retains the attention of the pupils					
10.	Uses appropriate gestures					
11.	The mentee has wittiness					
12.	Helps students in analyzing the content					
13.	Contributes to cross curricular teaching					
14.	Makes appropriate selection & use of audio visual aids					
15.	Helps learners to solve out of class problems					

Sr. No.	Statement	Excellent	Good	Average	Below Average	Poor
16.	Supplements teaching with suitable and appropriate illustrations					
17.	Evaluates the learned task keeping in view the objectives of teaching					
18.	Enables pupils to associate ideas and concerns relating to the learning task					
19.	Efficient in class room interaction					
20	Has well organized lessons for teaching					
21	Has developed social, emotional and behavioral skills					
22	Teaches to engage learners and to raise level of achievement					

1. Does he/she find opportunities to work with colleagues and share effective skill with them?

2. Does he/she possess extensive knowledge and understanding to use wide range of teaching learning and behavior strategies?

Signature of Mentor

Signature of Internship Incharge

Date

Date

FEEDBACK PROFORMA – II

**PUPIL TEACHER FEEDBACK BY HEAD OF TEACHING
PRACTICE SCHOOL**

Name of the School

Address

Name of the Principal

Duration of Teaching Practice

Name of the Teaching In charge

S.No.	Question	Average	Good	Very Good	Excellent
1.	Focus on the coverage syllabus				
2.	Preparation and effective use of teaching aids				
3.	Organization of the co-curricular activities				
4.	Contribution in functioning of the school				
5.	Maintenance of discipline in the school campus				
6.	Rapport of student teachers with school personnel				
7.	Contribution for welfare of the students				
8.	Overall performance of the students teacher				

Any Suggestion.....

Signature

FEEDBACK PROFORMA – III

PUPIL TEACHER FEEDBACK BY COLLEGE SUPERVISOR

Name:

Subject and Topic:

School:

Date :

Put a tick mark (✓) on appropriate column as per your observation.

Abbreviations: P-Poor, A-Average, G-Good, VG- Very Good, E-Excellent.

S. No.	FACETS	PARAMETERS	P	A	G	VG	E
1	Engagement	➤ PK Testing	1	2	3	4	5
		➤ Level of confidence of teacher	1	2	3	4	5
		➤ Use of devices and techniques	1	2	3	4	5
		➤ Involvement of students	1	2	3	4	5
2	Skills	➤ Gestures	1	2	3	4	5
	(i) Stimulus Variation	➤ Body language	1	2	3	4	5
		➤ Movement	1	2	3	4	5
		➤ Voice modulation	1	2	3	4	5
		(ii) Explanation	➤ Using explanation links	1	2	3	4	5
	➤ Clarity		1	2	3	4	5
	➤ Pace of lesson		1	2	3	4	5
	(ii) Black board Writing	➤ Legibility	1	2	3	4	5
		➤ Appropriateness	1	2	3	4	5
		➤ Diagrams and figures	1	2	3	4	5
	(iii) Questioning Skill	➤ Prompting	1	2	3	4	5
		➤ Fluency	1	2	3	4	5
		➤ Refocusing	1	2	3	4	5
➤ Framing of questions		1	2	3	4	5	
➤ Seeking further information		1	2	3	4	5	
(iv) Preparation and use of teaching aids	➤ Selection of teaching aids	1	2	3	4	5	
	➤ Preparation of teaching aids	1	2	3	4	5	
	➤ Presentation	1	2	3	4	5	
	➤ Size	1	2	3	4	5	
	➤ Labeling	1	2	3	4	5	
	➤ Handling	1	2	3	4	5	
(v) Use of language	➤ Clarity	1	2	3	4	5	
	➤ Grammatical Correctness	1	2	3	4	5	
	➤ Up to the level of students	1	2	3	4	5	

S. No.	FACETS	PARAMETERS	P	A	G	V	G	E
3	Exploration	➤ Application of lessons	1	2	3	4	5	
		➤ Involvement of students	1	2	3	4	5	
		➤ Development of reflective thinking	1	2	3	4	5	
4	Evaluation (Recapitulation)	➤ Appropriateness	1	2	3	4	5	
		➤ Response from students	1	2	3	4	5	
5	Home assignment	➤ Adequacy	1	2	3	4	5	
		➤ Creativity	1	2	3	4	5	
6	Classroom Management	➤ Discipline	1	2	3	4	5	
		➤ Gestures / Postures of students	1	2	3	4	5	
			Lesson Plan =			Total Scores =		

Overall observation:

Signature of Faculty Incharge

FEED PROFORMA – IV

PUPIL TEACHER FEEDBACK BY PEER (MENTEE)

Name:

Subject and Topic:

School:

Date :

S. No.	FACETS	PARAMETERS	WEAKNESSES OBSERVED
1	Engagement	<ul style="list-style-type: none"> ➤ PK Testing ➤ Level of confidence of teacher ➤ Use of devices and techniques ➤ Involvement of students 	
2	Skills (i) Stimulus Variation	<ul style="list-style-type: none"> ➤ Gestures ➤ Body language ➤ Movement ➤ Voice modulation 	
	(ii) Explanation	<ul style="list-style-type: none"> ➤ Using explanation links ➤ Clarity ➤ Pace of lesson 	
	(ii) Black board Writing	<ul style="list-style-type: none"> ➤ Legibility ➤ Appropriateness ➤ Diagrams and figures 	
	(iii) Questioning Skill	<ul style="list-style-type: none"> ➤ Prompting ➤ Fluency ➤ Refocusing ➤ Framing of questions ➤ Seeking further information 	
	(iv) Preparation and use of teaching aids	<ul style="list-style-type: none"> ➤ Selection of teaching aids ➤ Presentation ➤ Size ➤ Labeling ➤ Handling 	
	(v) Use of language	<ul style="list-style-type: none"> ➤ Clarity ➤ Grammatical Correctness ➤ Up to the level of students 	

S. No.	FACETS	PARAMETERS	WEAKNESSES OBSERVED
3	Exploration	<ul style="list-style-type: none"> ➤ Application of lessons ➤ Involvement of students ➤ Development of reflective thinking 	
4	Evaluation (Recapitulation)	<ul style="list-style-type: none"> ➤ Appropriateness ➤ Response from students 	
5	Home assignment	<ul style="list-style-type: none"> ➤ Adequacy ➤ Creativity 	
6	Classroom Management	<ul style="list-style-type: none"> ➤ Discipline ➤ Gestures / Postures of students 	

Signature of Mentee

Signature of Faculty Incharge/ Mentor

ANNEXURE – XI (i)

FACULTY PARTICIPATION IN WORKSHOPS / SEMINARS / CONFERENCES

Sr. No.	Date	Faculty Member (s)	Workshops/Seminars/Conferences Participated
1.	18 March, 2008	Ms. Seema Saini	State level Seminar, 'Mental Health-Emergent Need of the Society' organized by Moga College Of Education, Moga (Pb.)
2.	28 February, 2009	Ms. Seema Saini	National Seminar on 'Environmental Education: A Behaviour Concern' organized by RIMT College Of Education Mandi Gobindgarh (Pb.)
3.	8 March, 2009	Ms. Seema Saini	National Seminar, 'Innovative Pedagogical Practices: Promotion of Teaching And Learning' organized by Babeke College Of Education, Daudhar, Moga (Pb.)
4.	14 March, 2009	Ms. Seema Saini	National level Seminar, 'Children With Special Needs –Thinking Outside The Box' organized by Lala Lajpat Rai Memorial College Of Education, Dhudike, Moga (Pb.)
5.	03-04 December, 2009	Dr. Yogesh Sharma	NAAC Sponsored National Conference, 'Quality in Higher Education in India: Concerns and Strategies, Khalsa College for Women, Sidhwan Khurd, Ludhiana, (Pb.).
6.	2 February, 2010	Ms. Seema Saini	UGC sponsored National Seminar, 'Punjab,Punjabi ate Punjabiat-Badaldey Paripekh' organized by D.M.College, Moga (Pb.)
7.	28 March, 2010.	Dr. Yogesh Sharma	National Conference, 'Changing Landscape of Higher Education', organized by PCCTU at HMV College for Women, Jalandhar (Pb.).
8.	10 April, 2010	Dr. Surinder Jit Kaur	National Seminar, 'Triveni 2010', organized by Innocent Hearts College of Education, Jalandhar (Pb.)

Sr. No.	Date	Faculty Member (s)	Workshops/Seminars/Conferences Participated
9.	21 April, 2010	Dr. Surinder Jit Kaur & Mr. Kanwar R.B.S. Aulakh	CTE Collaborated National Conference, 'Global Perspectives of Teacher Education', organized K.C. College of Education, Nawanshahar (Pb.).
10.	06 September, 2010	Dr. Yogesh Sharma	Awareness and Training Programme on INFLIBNET organized by G.N.D.U. Amritsar (Pb.)
11.	30 September-01 October, 2010	Dr. Mona Vij	Orientation Programme, 'National Curriculum Framework for Teacher Education – 2009' organized by Khalsa College of Education, Amritsar (Pb.)
12.	04 October, 2010	Dr. Surinder Jit Kaur	National Seminar of AIAER, 'Innovations in Teaching Practice, Organized by AIAER, DAN College of Education, Nawanshahar (Pb.).
13.	12 November, 2010	Dr. Surinder Jit Kaur & Dr. Mona Vij	UGC Sponsored National Seminar on Inclusive Education, organized by Government College of education, Jalandhar (Pb.)
14.	28 November, 2010	Dr. Rajni Bala	National Seminar, 'Evolving integrated Approach for Value Education in India' organized by B.K.M. College of Education, Balachaur, S.B.S. Nagar (Pb.).
15.	14 January, 2011	Dr. Surinder Jit Kaur & Ms. Harpreet Kaur	National Seminar, Making Value Education a Reality – Need of the Hour, organized by Sai College of Education, Jadla, Nawansharhar (Pb.).
16.	14-15 January, 2011	Dr. Yogesh Sharma & Ms. Neeru Sharma	ICSSR Sponsored National Seminar-Cum-Workshop, 'Models Of Teaching', organized by Chitkara College of Education for Women, Rajpura (Pb.).
17.	29 January, 2011	Dr. Surinder Jit Kaur, Dr. Rajni Bala & Dr. Mona Vij	UGC Sponsored Workshop, 'Ethics and Human Values in Education and Human Rights' organized by Ramgarhia College, Phagwara (Pb.).

Sr. No.	Date	Faculty Member (s)	Workshops/Seminars/Conferences Participated
18.	2 March, 2012	Dr. Surinder Jit Kaur & Ms. Seema Saini	CTE Sponsored National Conference, 'Fundamentals of Research Methodology', organized by Kamla Nehru College of Education (W), Phagwara (Pb.).
19.	19-20 March, 2012	Ms. Harpreet Kaur & Ms. Ritu Dial	UGC Sponsored National Workshop on Research Methodology organized by M.G.N. College of Education, Jalandhar (Pb.)
20.	6-8 April, 2012	Dr. Neelam Sharma	World Conference, 'Educon 2012', organized by GERA at LPU, Jalandhar (Pb.)

ANNEXURE – XI (ii)

PAPER PRESENTATION BY THE FACULTY IN SEMINARS / CONFERENCES

Sr. No.	Date	Faculty Member	Workshops/ Seminars/ Conferences	Title of the paper/ poster	Organized by	International/ National/ State/ University/ College
1.	07 December, 2007	Dr. Mona Vij	Teacher Education	Challenges to Teacher Education	OPM College of Education, Dyalpur (Pb.)	College
2.	27-31 Dec. 2007	Ms. Neeru Sharma	XXXI Indian Social Science Congress	Gender Bias in Higher Education	S.N.D.T. Women University, Mumbai	National
3.	18 January, 2008	Dr. Yogesh Sharma	Teaching Technology	ICT	Sai College of Education, Jadla, Nawanshahar (Pb.)	State
4.	18 January, 2008	Ms. Neeru Sharma	Teaching Technology	EDUSAT— Opportunities and Challenges	Sai College of Education, Jadla, Nawanshahar (Pb.)	State
5.	18 February, 2009	Ms. Seema Saini	Work Culture in Educational Institutions	Work Culture in Educational Institutions	Moga College of Education for Girls, Moga (Pb.)	National
6.	15-16 March, 2008	Dr. Mona Vij	Redesigning Teacher Education in Changing Scenario	Need of Revamping Teacher Education	Khalsa College of Education, Amritsar (Pb.)	National

Sr. No.	Date	Faculty Member	Workshops/ Seminars/ Conferences	Title of the paper/ poster	Organized by	International/ National/ State/ University/ College
7.	21 March, 2008	Dr. Mona Vij	Educator as Torch Bearer of the Nation	Educator as Torch Bearer	CT Coilege of Education, Jalandhar (Pb.)	State
8.	7-8 March, 2009	Ms. Neeru Sharma	Blended Learning Approaches for Effective Learning	Towards the design Approach to blended learning	Innocent Hearts College of Education, Jalandhar (Pb.)	National
9.	7-8 March, 2009	Dr. Mona Vij	Blended Learning Approaches for Effective Learning	Blended Learning Strategies for Effective Learning	Innocent Hearts College of Education, Jalandhar (Pb.)	National
10.	23-24 March, 2009	Dr. Yogesh Sharma	Imparting Quality Education in 21st Century	Education in 21st Century	Nehru Memorial Government College, Mansa (Pb.).	National
11.	03 May, 2009	Dr. Mona Vij	Quality Teacher Education for Teacher Empowerment	Teacher Education and Quality Concerns	DIPS College of Education, Dhilwan (Pb.)	National
12.	26 November, 2009	Dr. Rajni Bala	Changes in the Social and Cultural aspects in Punjab	Punajb de Samaaj ate Sabyachar vich aa rahe Badlaa	Sikh National College, Banga (Pb.)	National
13.	26- November,2010	Mrs.Baljeet Kaur Bhuttar	Journey towards self culture	Environment Conservation	Central Malwa College of Education Ludhiana	National

Sr. No.	Date	Faculty Member	Workshops/ Seminars/ Conferences	Title of the paper/ poster	Organized by	International/ National/ State/ University/ College
14.	29 January, 2010	Ms. Seema Saini	Quality Concern in Teaching Practice & Lesson Planning	Quality Concern in Teaching Practice & Lesson Planning	LLRM College of Education, Moga (Pb.)	National
15.	04-06 February, 2010	Dr. Yogesh Sharma	Recent Trends in Algebra and Analysis	Nature of Mathematics	D.A.V. College Jalandhar (Pb.)	National
16.	17 February, 2010	Dr. Yogesh Sharma	ICSSR Sponsored Seminar	Strategy for Fostering Mathematical Creativity in a Classroom	Moga College of Education for Girls, Moga (Pb.)	National
17.	10 April, 2010	Dr. Mona Vij	Stress and Role of Educational Agencies	Management of Stress for Personality Development	Innocent Hearts College of Education, Jalandhar (Pb.)	National
18.	10 April, 2010	Dr. Neelam Sharma	Stress and Role of Educational Agencies	Management of Stress for Personality Development	Innocent Hearts College of Education, Jalandhar (Pb.)	National
19.	27 May, 2010	Dr. Rajni Bala	Impact of Privatization on Quality Teacher Education	Impact of Privatization on Quality Teacher Education	Sai College of Education, Naduan (H.P.)	National

Sr. No.	Date	Faculty Member	Workshops/ Seminars/ Conferences	Title of the paper/ poster	Organized by	International/ National/ State/ University/ College
20.	04 October, 2010	Dr. Yogesh Sharma	Innovations in Teaching Practice	Innovations in Teaching Practice	DAN College of Education, Nawanshahar (Pb.).	National
21.	9 December, 2010	Dr. Rajni Bala	Policies, Legislation and Acts for Person with Disabilities	Policies, Legislation and Acts for Person with Disabilities	L.R. Institute of Education, Solan (H.P.)	National
22.	14 January, 2011	Dr. Mona Vij	Making Value Education a Reality-Need of the Hour	Integrating Teacher Education and Culture	Sai College of Education, Jadla, Nawanshahar (Pb.)	National
23.	14 January, 2011	Ms. Neeru Sharma	Making Value Education a Reality-Need of the Hour	Emerging Trends in Teacher Education	Sai College of Education, Jadla, Nawanshahar (Pb.)	National
24	14 January, 2011	Mrs. Baljeet Kaur Bhuttar	Making Value Education a Reality-Need of the Hour	Value Oriented Education	Sai College of Education, Jadla, Nawanshahar (Pb.)	National
25.	11 March, 2011	Mrs. Baljeet Kaur Bhuttar	Inclusive Education	Need of Inclusive Education	Desh Bhagat College Of Education Mandi Gobindgarh	National

Sr. No.	Date	Faculty Member	Workshops/ Seminars/ Conferences	Title of the paper/ poster	Organized by	International/ National/ State/ University/ College
26.	12 March, 2011	Dr.Mona Vij	Indian Democracy	Democracy and Erosion of Social Values	GTB Khalsa College of Education, Dasuya (Pb.)	National
27.	14-15 March, 2011	Dr. Rajni Bala	ICT in Teacher Education	ICT	CASE, M.S.U. Vadodara (Gujarat)	National
28.	25-27 March, 2011	Dr. Rajni Bala	Factors Detrimental to Social Cohesion and Consequently Peace	Factors Detrimental to Social Cohesion and Consequently Peace	JRN Rajasthan Vidyapeeth, Rajasthan	International
29.	08-10 April, 2011	Dr. Rajni Bala	Teaching-Leaning: Challenges and Strategies	Teaching-Leaning: Challenges and Strategies	SoE, Jaipur National University	International
30.	15-16, May, 2011	Dr. Rajni Bala	Creating Excellence for Sustainable Society	Creating Excellence for Sustainable Society	Hemchandracharya North Gujarat University, Patan (Gujarat)	International
31.	18-19 June, 2011	Dr. Rajni Bala	Modern Trend in Indian Education	Modern Trend in Indian Education	Heeralal Yadav Balika Degree College, Lucknow (U.P.)	International
32.	03-04 December, 2011	Dr. Yogesh Sharma	Health, Sports and Society	Anti-doping: Ignorance is not bliss	Mehr Chand Polytechnic College, Jalandhar (Pb)	National

Sr. No.	Date	Faculty Member	Workshops/ Seminars/ Conferences	Title of the paper/ poster	Organized by	International/ National/ State/ University/ College
33.	04-06 February, 2012	Dr. Yogesh Sharma	Emerging Trends in Mathematics & Its Applications	Mathematical creativity: Identification through problem posing and problem solving activities	D.A.V. College Jalandhar (Pb.)	National
34.	25 February, 2012	Dr. Mona Vij	ICT in Teacher Education	Teacher Education Development Paradigm for 21 st century	Sai College of Education, Jadla, Nawanshahar (Pb.)	National
35.	25 February, 2012	Mrs. Baljeet Kaur Bhuttar	ICT in Teacher Education	Role of ICT in Professional development of teachers	Sai College of Education, Jadla, Nawanshahar (Pb.)	National
36.	29 February, 2012	Dr. Mona Vij	Fundamentals of Educational Research and Statistics	Fundamentals of Educational Research	OPM College of Education, Dyalpur (Pb.)	National
37.	9 March, 2012	Dr. Mona Vij	Right to Education	Right to Education	Pathankot College of Education, Marmoon, (Pb.)	College

Sr. No.	Date	Faculty Member	Workshops/ Seminars/ Conferences	Title of the paper/ poster	Organized by	International/ National/ State/ University/ College
38.	06-08 April, 2012	Dr. Surinder Jit Kaur	EDUCON 2012	A Comparative Study of the Concept Attainment Model and Conventional Approach in Science among Secondary School Students	LPU, Punjab	International
39.	06-08 April, 2012	Dr. Yogesh Sharma	EDUCON 2012	Teaching-Learning Paradigms in the Globalized World	LPU, Punjab	International
40.	17-18 November, 2012	Dr. Yogesh Sharma	Professional Development of Teachers	Digitized sources for pre-service secondary school teachers	Subhash Chandra Bose Institute of Higher Education, Lucknow (U.P.)	International
41.	20-22 December, 2012	Dr. Yogesh Sharma	National Meet on Celebration of National Year of Mathematics -2012	Facilitation of mathematical creativity through strategy rich in problem posing and problem solving	Department of Education in Science and Mathematics, NCERT, New Delhi	National
42.	09 February, 2013	Dr. Mona Vij	Seminar on Learning Outcomes	ICT & Learning outcomes	Innocent Hearts College of Education, Jalandhar (Pb.)	National

Sr. No.	Date	Faculty Member	Workshops/ Seminars/ Conferences	Title of the paper/ poster	Organized by	International/ National/ State/ University/ College
43.	09 February, 2013	Dr. Yogesh Sharma	Seminar on Learning Outcomes	Situated Learning Model: An overview	Innocent Hearts College of Education, Jalandhar (Pb.)	National
44.	09 February, 2013	Ms. Neeru Sharma	Seminar on Learning Outcomes	Co-operative Learning, Need of Hour	Innocent Hearts College of Education, Jalandhar (Pb.)	National
45.	07 March, 2013	Dr. Surinder Jit Kaur	UGC sponsored seminar on changing Role of Teacher in 21st Century	Changing Role of Teacher for 21st Century	DAN College of Education, Nawanshahar (Pb.).	National
46.	07 March, 2013	Dr. Mona Vij	UGC sponsored seminar on changing Role of Teacher in 21st Century	Emerging role of Teacher in the Present Scenario	DAN College of Education, Nawanshahar (Pb.).	National
47.	07 March, 2013	Ms. Neeru Sharma	UGC sponsored seminar on changing Role of Teacher in 21st Century	Changing role of Teacher and ICT	DAN College of Education, Nawanshahar (Pb.).	National

Sr. No.	Date	Faculty Member	Workshops/ Seminars/ Conferences	Title of the paper/ poster	Organized by	International/ National/ State/ University/ College
48.	07 March, 2013	Mr. Mukesh Sharma	UGC sponsored seminar on changing Role of Teacher in 21st Century	Changing Role of Teacher for 21st Century	DAN College of Education, Nawanshahar (Pb.).	National
49.	07 March, 2013	Ms. Harpreet Kaur	UGC sponsored seminar on changing Role of Teacher in 21st Century	Revising Teacher's Role for 21st Century Education	DAN College of Education, Nawanshahar (Pb.).	National
50.	07 March, 2013	Ms. Ritu Dial	UGC sponsored seminar on changing Role of Teacher in 21st Century	Role of Teacher in cultural Mediation	DAN College of Education, Nawanshahar (Pb.).	National
51.	31 March, 2013	Dr. Rajni Bala	Seminar on Factor Affecting the Efficiency of learning	Factor Affecting the Efficiency of learning	CR College of Education Hisar, Haryana	National

ANNEXURE – XI (iii)

GOC AND REFRESHER COURSES ATTENDED BY THE FACULTY

Sr. No.	Date	Faculty Member (s)	Programme	UGC – Academic Staff College
1.	6 – 26 March, 2007	Mrs. Baljit Kaur	Refresher Course	Panjab University, Chandigarh (Pb.)
2.	9 – 29 March, 2007	Dr. Bimlesh Birdie & Dr. Rajni Bala	Refresher Course	H.P. University, Shimla (H.P.)
3.	10 May – 6 June, 2007	Dr. Yogesh Shamra	G.O.C.	G.N.D.U. Amritsar, (Pb.)
4.	4 – 24 March, 2008	Mrs. Baljit Kaur	Refresher Course	Panjab University, Chandigarh (Pb.)
5.	6 – 25 July, 2009	Dr. Bimlesh Birdie & Dr. Yogesh Sharma	Refresher Course	H.P. University, Shimla (H.P.)
6.	8july-26 july2009	Mr. Kanwar R.B.S. Aulakh	Refresher Course	H.P. University, Shimla (H.P.)
7.	9 – 28 November, 2009	Ms. Neeru Sharma	Refresher Course	Punjabi University, Patiala (Pb.)
8.	8 – 27 November, 2010	Dr. Rajni Bala	Refresher Course	H.P. University, Shimla (H.P.)
9.	22 June – 12 July, 2011	Dr. Mona Vij	Refresher Course	G.N.D.U. Amritsar, (Pb.)
10.	19 June – 9 July, 2012	Dr. Mona Vij	Refresher Course	G.N.D.U. Amritsar, (Pb.)
11.	11-31 January, 2013	Ms. Neeru Sharma	Refresher Course	Pune University, Pune
12.	01-21 March	Dr. Yogesh Sharma	Refresher Course	CPDHE, University of Delhi, New Delhi

ANNEXURE – XI (iv)

INVITED LECTURES AND CHAIRMANSHIP AT CONFERENCE/SEMINAR/FDP

Sr. No.	Date	Faculty	Title of the Lecture / Academic Session	Organized by	Whether International/ National/State
1.	27 March, 2010	Dr. Yogesh Sharma	Nurturing Research Culture	B.C.M. College of Education, Ludhiana	National
2.	13 June, 2011	Dr. Yogesh Sharma	FDP on Research Methodology In Social Sciences	PCMA, Bahra University, Shimla Hills	National
3.	30 November, 2011	Dr. Yogesh Sharma	Workshop for the Development of Mathematics Laboratory	Jawahar Navodaya Vidyalaya, Talwandi Madho (Chandigarh Region)	State
4.	29 March, 2012	Dr. Yogesh Sharma	National Workshop on Fundamentals of Educational Research and Statistics	O.P.M. College of Education, Dyalpur, Jalandhar (Pb.) in collaboration with CTE	National
5.	18 June, 2012	Dr. Yogesh Sharma	FDP on Use of Computer in Data Analysis	Mechanical Engineering Department of RIET, Phagwara (Pb.)	State
6.	24 October, 2012	Dr. Mona Vij	Teacher as an agent of social change: A practical Approach	DIPS College of Education, Kapurthala	State

ANNEXURE – XI (v)

SEMINARS / GUEST LECTURES / WORKSHOPS SINCE 2005-2012.

2007-08

Dr. K. Kohli, Senior Lecturer, Government College Jalandhar in her address laid emphasis on quality improvement in teacher education. He also stressed that science and technology have made it imperative to change the old rigid system of teacher education to one that is student centred and ICT based.

2007-08

Mrs. Surinder Jit Kaur, Lecturer, M.G.N. College of Education, Jalandhar (Punjab) conducted a seminar on the topic – Population Education. In her learned talk, she made participants acquainted with the problems of population explosion and suggested some relevant measures to control the problem of population explosion.

2007-08

Mr. H.S. Bajwa, Former Principal, GHG College of Education, Gurusar Sudhar, Ludhiana (Pb.) made a formal talk with the participants about the erosion of moral values in our society. He also made audience aware about the book he had written on the cultural and social ethos of Canada i.e. Rang Canada Dey.

2008-09

Dr. Kulwinder Singh, Dept of Education, Punjabi University, Patiala delivered a lecture on teacher education. He said that Indian Education system is at crossroads and there is need to supply well qualified and professionally trained teachers in large numbers in the coming years.

2008-09

Dr. H.R. Shan, Dept of Education, Jammu University, Jammu conducted a workshop on enhancing creativity among students. He made students conscious about the different techniques of creativity fostering and importance of creativity in our society.

2009-10

Ms. Kuldip Kaur, Lecturer BCM College of Education, Ludhiana (Pb.) delivered a guest lecturer on Micro Teaching.

2009-10

Mr. Harjinder Gogna, Science Lecturer, Government High School, Hadiabad, Phagwara conducted a workshop on development of low cost teaching aids.

2009-10

Career Counseling Programme was organized by Career and Counseling cell of the college in which Dr. Harjit Kaur Lecturer, MGN College of Education addressed the students and delivered a lecture on Career Options.

2010-11

Workshop for school principals on Professional Excellence was organized in collaboration with Alpha Institute, Phagwara. Dr. Parminder kaur, Associate Professor, Government College of Education, Jalandhar (pb.) was the Resource Person. Around 30 principals from different schools of Kapurthala District, participated in the workshops.

2010-11

An extension lecture was given by Dr. Raman Chawla on the topic, 'Heart Awareness', in a seminar organized by Art of Living Club of the college and Punjab Citizen Council.

2011-12

Dr. T.P. Sharma, department of Education in Science and Mathematics NCERT, New Delhi delivered extension lecture on Activity Based Methods in Teaching.

2012-13

An extension lecture was delivered by Mr. Balbir Singh Sawhney, well known grammarian on the topic 'Parts of Speech'

2012-13

An extension lecture was delivered by Dr. Lakhbir Singh, Asst Professor at DAV College, Jalandhar and also president of NGO PAHAL, on the topic 'Dangers of Drug Addiction'

ANNEXURE – XI (vi)

LIST OF PUBLICATIONS BY THE FACULTY

PUBLISHED PAPERS IN JOURNALS

S.No.	Year	Author	Title of the Paper	Journal	ISSN / ISBN No.
1.	2008	Rajni Bala	Need for restructuring of elementary education	<i>Miracle of Teaching</i>	.....
2.	2011	Mona Vij	Good laboratories- Basics in teaching science	<i>Researcher's Quest: A Journal of Educational Research</i>	.....
3	2011	Neeru Sharma	Effect of Inductive Thinking Model on Achievement in Science and Scientific Creativity of Class IX Students	<i>Researcher's Quest: A Journal of Educational Research</i>	.....
4.	2011	Yogesh Sharma	Construction of a Standardized Scale for Measuring Mathematics Anxiety in School Children	Experiments in Education	ISSN 0970-7409
5.	2011	Yogesh Sharma	Effect of Lateral Thinking Techniques on Creativity	Psycho-Lingua	ISSN 0377-3132
6.	2011	Yogesh Sharma	Influence of grade and gender on metacognition of adolescent students	<i>Researcher's Tandem</i>	ISSN 2230-8806
7.	2011	Rajni Bala	A study of political awareness among pupil teachers	<i>Chintan</i>	2229-7227
8.	2011	Rajni Bala	Contribution of Guru Angad Dev Ji in the field of Education	<i>Abstract of Sikh Studies</i>	2230-7729

S.No.	Year	Author	Title of the Paper	Journal	ISSN / ISBN No.
9.	2011	Rajni Bala	Perceptions of Teacher-Educators Regarding the role of NCTE in maintaining the standard of teacher education	<i>Indian Journal of Social Concerns</i>	2231-5837
10.	2011	Rajni Bala	Study of achievement of students of class 10+2 of science and commerce stream in relation to their academic anxiety	<i>Yug Shilpi</i>	0975-4644
11.	2011	Rajni Bala	Teaching Learning: Challenges and Strategies	<i>Pramana Research Journal</i>	2229-7227
12.	2011	Rajni Bala	Effect of Multimedia instructional strategy on academic achievement in History among xth class students	<i>Pramana Research Journal</i>	2229-7227
13.	2011	Rajni Bala	Mahatma Jyotiba Phule: An Educational Philosopher	<i>Abstract of Sikh Studies</i>	2230-7729
14.	2011	Rajni Bala	Factors affecting social cohesion and consequently peace	<i>Chintan</i>	.....
15.	2011	Rajni Bala	Baba Sahib B.R. Ambedkar : The Great Son of India	<i>Pramana Research Journal</i>	2229-7227
16.	2011	Rajni Bala	Elementary Education as fundamental Right and Education for all	<i>Pramana Research Journal</i>	2229-7227
17.	2011	Rajni Bala	Krantijyoti Mata Savitri Rao Phule :Pioneer of Woman Education in India	<i>Chintan</i>	.....
18.	2011	Rajni Bala	Excellence in Social Science and Humanities	<i>Chintan</i>	.....

S.No.	Year	Author	Title of the Paper	Journal	ISSN / ISBN No.
19.	2011	Rajni Bala	A study of political awareness among pupil teachers	<i>Researcher's Quest</i>	.....
20.	2011	Mona Vij	Right to Education: Quality teaching is essential quality education	<i>The CTE National Journal</i>	0973-4457
21.	2012	Rajni Bala	Study Habits among the children of working and non-working mothers	<i>Yug Shilpi</i>	0975-4644
22.	2012	Yogesh Sharma	Mathematical Creativity as a Function of Mathematics Anxiety and Metacognition	<i>International Multidisciplinary e-journal</i>	ISSN 2277-4262
23.	2012	Yogesh Sharma	Effect of Divergent Mathematical Exercises on Creativity of Class VII Student	<i>VISION-Research Journal of Education</i>	ISSN 2230-9071
24.	2012	Yogesh Sharma	Correlates of Pupil's Mathematical Creativity in Punjab	<i>The Sadbhavna – Research Journal of Human Development</i>	ISSN 2249-6424
25.	2012	Yogesh Sharma	Development and Standardization of Mathematical Creativity Test	The Mathematics Education	ISSN 0047-6269
26.	2012	Mona Vij	Teacher education at cross-roads: Challenges from within and without	<i>The CTE National Journal</i>	0973-4457
27.	2012	Mona Vij & Neeru Sharma	Teacher Education Scenario in Punjab: A status study	<i>An International peer reviewed Scholarly Research Journal for Interdisciplinary Studies</i>	2278-8808

S.No.	Year	Author	Title of the Paper	Journal	ISSN / ISBN No.
28.	2012	Yogesh Sharma	Managerial creativity in relation to types of schools & Biographic Variables of secondary school Principals	<i>Educational Quest</i>	Print 0976-7258 Online 2230-7311
29.	2012	Mrs. Baljeet Kaur Bhuttar	A study of social maturity of boys and girls of 10+2 students	<i>The Sadbhavna – Research Journal of Human Development</i>	ISSN 2249
30.	2013	Yogesh Sharma	Mathematical giftedness: A creative Scenario	<i>AMT</i>	0045-0685
31.	2013	Dr. Mona Vij	School Science Laboratories: Need of developing India	<i>New frontiers in Education</i>	ISSN-0972-123
32.	2013	Dr. Mona Vij	A comparative study of Study Habits and Academic Achievement among First Generation learners and Non-first learners in relation to Demographic Variables	<i>An International peer reviewed Scholarly Research Journal for Interdisciplinary Studies</i>	2278-8808

ARTICLES/ CHAPTERS PUBLISHED IN BOOKS

S.No.	Author (s)	Title	Book Title, editor & publisher	ISSN/ISBN
1.	Dr. Rajni Bala	Womb of the Mother becomes the Tomb for Girl Child	Sikhism & Women	-
2.	Dr. Mona Vij	Emerging role of teacher in the context of RTE	Teacher Education in the Present Scenario	978-93-81278-46-8

FULL PAPERS IN CONFERENCE PROCEEDINGS

S.No.	Author(s)	Title with page number	Details of Conference Proceedings	ISSN / ISBN	Date of Publication
1.	Yogesh Sharma	Educational Introspection	Quality Teacher Education in India in National Perspective	.....	20/02/2010
2.	Mona Vij	Quality Teaching is Essential for Quality Education	RTE Challenges and Opportunities	.....	11 February, 2011
3.	Surinder Jit Kaur & Yogesh Sharma	Influence of Cognitive Style and Attitude towards Mathematics on Mathematics Achievement	Recent Advances and Methods in Mathematics Education	ISBN 978-81-923919-1-5	15-16 February, 2012
4.	Mona Vij	Mathematics Central String of Intellectual Activity	Recent Advances and Methods in Mathematics Education	ISBN 978-81-923919-1-5	15-16 February, 2012
5.	Mona Vij	Developing Professional and Humane Teachers	Proceedings of National Seminar at Khalsa College of Education, Amritsar	.....	5 September, 2012
6.	Neeru Sharma	Transforming Pedagogy: Making Meaning in the Technology Rich Environment	Proceedings of National Seminar at Khalsa College of Education, Amritsar	.....	5 September, 2012
7.	Surinder Jit Kaur & Ritu Dial	Teacher Education Curriculum for Diverse Needs	Resurgence of Education: An effort towards quality culture in education	978-81-923919-6-0	8-9 March. 2013

S.No.	Author(s)	Title with page number	Details of Conference Proceedings	ISSN / ISBN	Date of Publication
8.	Neeru Sharma & Mona Vij	Quality Concern in Teacher Education: A Status study	Resurgence of Education: An effort towards quality culture in education	978-81-923919-6-0	8-9 March. 2013
9.	Yogesh Sharma	Challenges for Indian Education: Results from PISA 2009+	Resurgence of Education: An effort towards quality culture in education	978-81-923919-6-0	8-9 March. 2013
10.	Neelam Sharma & Harpreet Kaur	Transforming Teachers for Quality Education	Resurgence of Education: An effort towards quality culture in education	978-81-923919-6-0	8-9 March. 2013

BOOKS PUBLISHED AS AUTHOR OR AS EDITOR

S.No.	Title with page no.	Author(s)	Publisher & ISSN/ISBN No.	No. of Co-author & Date of Publication
1.	Recent Advances and Methods in Mathematics Education Page -136	Dr. Yogesh Sharma	ISBN 978-81-923919-1-5	None 10/04/2012
2.	Elementary Education in Historical Perspective	Dr. Rajni Bala	.....	.....
3.	Teacher Education in Punjab	Dr. Mona Vij	Evergreen Publishers Ltd.	One July - 2007

(2010-2011)



Shivani Grover
(B.Ed) 2nd in University



Harkesh Kumar
(B.Ed) 39th in University



Shivani Dua
(B.Ed) 49th in University



Harpreet Kaur
(B.Ed) 53rd in University



Akansha Mahajan
1st in M.Ed



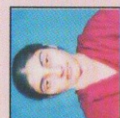
Rajvir Kaur
2nd in M.Ed



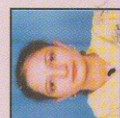
Arti Kaushal
3rd in M.Ed



Monica Malhi
1st in M.Ed. Examination
of G.N.D.U. Asr.



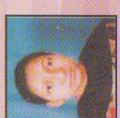
Rupinder Kaur
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Amrita Rani
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Manjinder Kaur
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Nihika Garg
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Navneet Janjua
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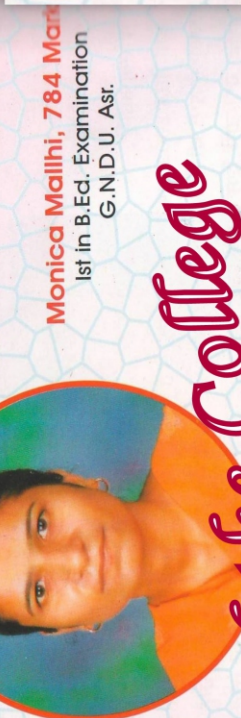


Monica Malhi, 784 Marks
1st in B.Ed. Examination
G.N.D.U. Asr.

Damanpreet Kaur
4th in University
B.Ed. 768/1000



Nidhi Goyal, 778 Marks
2nd in B.Ed. Examination
G.N.D.U. Asr.



Session 2005-06



Navjot Kaur
1st in University



Damanpreet Kaur
4th in University



Sonia Kakkar
5th in University



Sanjeev
18th in Un



Shrikha Jain
20th in University



Ravneet Kaur
15th in University



Neha Khullar
14th in University



Jyotsna Sudhir
8th in University



Rajni Tokhi
37th in University



Kavita Patial
36th in University



Gurpreet Kaur
33 in University

Gems of the College



Ms. Anshu
Who topped
(G.N.D.U. Asr.)
Exam. 1999



Mr. Vinod Kumar
in
Youth Festival & Inter College
painting competition



Ms. Shweta
who our college student,
who stood second in the
G.N.D.U. Asr. Inter
Youth Festival & Inter College
painting competition



Sonia Kakkar
5th in University
B.Ed. 767/1000



Sanjiv Kumar
18th in University
B.Ed. 754/1000



Shelly, 778 Marks
2nd in B.Ed. Examination
G.N.D.U. Asr.



Monika Malhi
1st in University



Shelly
2nd in University



Nidhi Goyal
2nd in University



Meera Mhajan
4th in University



Anuradha
14th in University



Shikha Chawla
13th in University



Ashu
10th in University



Inder Bir Kaur
14th in University

आधुनिक सुविधाओं सम्बन्धी वर्कशॉप आयोजित

पुनर्वासा, 21 मई (मुंबई): रामगढ़िया बी. एड. कॉलेज में रामगढ़िया एजुकेशनल कौंसिल के चेयरमैन एडवोकेट भरपूर सिंह भोगल की अध्यक्षता में आयोजित वर्कशॉप का आयोजन किया गया।

कौंसिल के चेयरमैन भरपूर सिंह भोगल ने कहा कि तेजी से बदलते हुए समय में आधुनिक सुविधाओं की आवश्यकता है। वर्कशॉप में आधुनिक सुविधाओं के उपयोग के बारे में जानकारी दी गई।

वर्कशॉप में भाग लेने वाले शिक्षकों को आधुनिक सुविधाओं के उपयोग के बारे में जानकारी दी गई।

रामगढ़िया बालस 'च सालाना रिनाम वंड' में विद्यार्थियों समागम

रामगढ़िया बालस 'च सालाना रिनाम वंड' में विद्यार्थियों समागम का आयोजन किया गया।

इस अवसर पर विद्यार्थियों ने अपने विचारों को व्यक्त किया।

समागम में विद्यार्थियों ने अपने विचारों को व्यक्त किया।

छात्रों को दी गई आधुनिक तकनीकों की जानकारी

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मुपत कानूनी सहायता संबंधी क्विज़ा जागरूक

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इस अवसर पर विद्यार्थियों को कानूनी सहायता के बारे में जानकारी दी गई।

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गुरु मन्मथ प्रतियोगिता में रामगढ़िया बीएड कालेज रखा प्रथम

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खेल अनुशासन सिखाती हैं: भरपूर सिंह भोगल

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रामगढ़िया कालेज खेल मुकाबले करवा

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रामगढ़िया बी. एड. कालेज की बटली जागी लुहार: भोगल

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कविता उत्थापन में शहीदा शाही प्रथम

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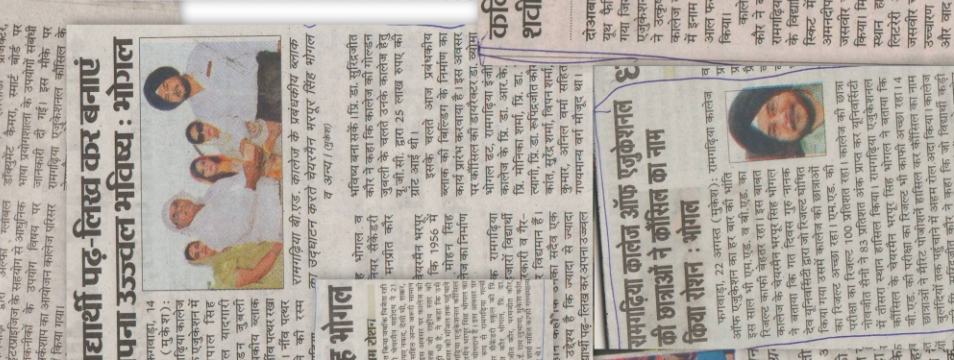
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Inter-college quiz held

TRIBUNE NEWS SERVICE
JALANDHAR, MARCH 22
The Innocent Hearts College of Education organised an inter-college quiz and chalkboard-writing competition.

Dr DR Vj, national president of the Council of Teacher Education, was the chief guest. He delivered a stimulating lecture to the audience. Prizes were distributed among the winners. The overall trophy was bagged by the Ramgarhia College of Education, Delhi.

गढ़िया कालेज का बी.एड. का शानदार रहा परिणाम

लवाड़ा, 8 जुलाई (मुकेश): रामगढ़िया एजुकेशन कॉलेज के चेयरमैन आर्य एजुकेशन विद्या कालेज ऑफ एजुकेशन डी.बी.एड. का परिणाम शानदार रहा है। प्रथम स्थान पर गढ़िया कालेज का छात्रा मराजज कोर ने हासिल किया। इस बाबत

Workshop on social issues

Ramgarhia College of Education, Phagwara, organised a workshop 'Innovative Practices to Awaken Collective Consciousness' to reflect upon the various social issues and evils. The workshop was divided into students' activity, mind storming and contemplative session and was dedicated to the 150th birth anniversary of Swami Vivekananda. Bharpur Singh Bhogal, announced that children of Punjab Police employees would be given scholarship for studying in Ramgarhia Institute of Engineering and Technology. Principal Dr Sandeep Kaur welcomed

रामगढ़िया कालेज की छात्रा मिस नेहा के नेतृत्व में फुटबाल टीम भिलाई खाना

फगवाड़ा, 26 अप्रैल (मुकेश): ऑल इंडिया फुटबाल फेडरेशन द्वारा भिलाई (म.प्र.) में कराई जाने वाली फुटबाल प्रतियोगिता में पंजाब यूनिवर्सिटी फुटबाल टीम रामगढ़िया कालेज ऑफ एजुकेशन की छात्रा मिस नेहा के नेतृत्व में रामगढ़िया एजुकेशन कॉलेज के चेयरमैन भर्पूर सिंह भोगल ने 11 हजार रूपए स्पोर्ट्स किट तथा जीत कर आने का आशीर्वाद दिया। भोगल ने कहा कि उन्हें प्रथम स्थान पर अवतार सिंह, विपन शर्मा, सुरिन्द्र लाल शर्मा, मुकेश कांत, प्रेम लाल पंजाबी चुना गया है। प्रिंसीपल डा. सुरिन्द्रजीत कौर ने कहा कि उनका भविष्य में भी प्रयास रहेगा।

कि उनके कालेज के विद्यार्थी इसी भांति खेलें के साथ-साथ पढ़ाई में अक्ल आए। इस अवसर पर अवतार सिंह, रामगढ़िया प्रभाकर, मदन लाल शर्मा, विपन शर्मा, सुरिन्द्र लाल शर्मा, मुकेश कांत, प्रेम लाल पंजाबी आदि उपस्थित थे।



रामगढ़िया कालेज की छात्रा मिस नेहा के नेतृत्व में फुटबाल टीम भिलाई खाना

हगराड़ा-बपूरधसा घड़ी

रामगढ़िया एजुकेशन कॉलेज ऑफ एजुकेशन द्वारा कराए धार्मिक आयोजन के दृश्य।

हगराड़ा, 21 हबदकी (मुकेश): रामगढ़िया कालेज ऑफ एजुकेशन द्वारा हगराड़ा-बपूरधसा घड़ी का आयोजन किया गया। इस अवसर पर रामगढ़िया एजुकेशन कॉलेज के चेयरमैन भर्पूर सिंह भोगल ने हगराड़ा-बपूरधसा घड़ी का आयोजन किया।



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मुकेश): रामगढ़िया एजुकेशन कॉलेज में लाने पुरी होती है। इस अवसर पर रामगढ़िया एजुकेशन कॉलेज के चेयरमैन भर्पूर सिंह भोगल ने लाने पुरी का आयोजन किया।

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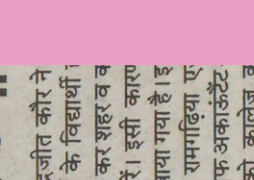


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गढ़िया कालेज की 2 छात्राएं पुरस्कृत

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Ramgarhia college
The Ramgarhia College of Education organise an annual sports meet in which almost 100 student participated in various track and field events. D

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REFRESHING CHANGES



REFLECTIONS

RAMGARHIA COLLEGE OF EDUCATION, PHAGWARA



Photograph taken at the First Convocation (1956-57)



Submitted by
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Guide Map for Ramgarhia College of Education, Phagwara

