

Self Appraisal Report
For
Accreditation cycle II
GOVERNMENT COLLEGE OF EDUCATION
PATIALA - 147001 (Punjab)



Submitted to
National Assessment and Accreditation Council
P.O. Box No.1075, Nagarbhavi
Bangalore – 560072

PREFACE

Government College of Education, Patiala is a premier institute of teacher education in the northern part of the country. Founded in 1955 with the aim of producing quality teachers at all levels, that is, primary, secondary and language teaching. Initially, the college was proposed to be the Regional College of Education. Ever since its inception, the college through its highly qualified and dedicated staff, excellent academic and co-curricular facilities and continuously upgraded curriculum, has been meeting the dreams of the founders.

The institute is spread over an area of 41.74 standard acres. It has spacious classrooms, laboratories, workshops, library, auditorium, lecture hall s, dispensary, facilities for indoor games, computer Centre, fitness Centre and playgrounds for all games and activities. The institution has residential facilities for 300 students in separate boys and girls hostels. The equipment in various laboratories is continuously added modernized with the grants received from various funding agencies. The library houses 39676 volumes including 2175 reference books and more than 100 encyclopedias. It also subscribes to 20 journals and periodicals/magazines. The Library is now registered with N-List program. It has 100000 E-books and 6000 E-journals. There are 3503 books in the book bank which fulfills the need of the poor students. The library is in the process of computerization. Internet facility is available in the institute for staff and students for an access to the latest information. The institute has highly qualified faculty members. Out of a total of 19 faculty members in College cadre, 6 faculty members are with Ph.D degree. We have 2 school cadres post out of which 1 faculty member is also with Ph.D degree. All others are post graduates. The faculty and staff is dedicated to their profession, caring as well as compassionate toward s students.

The institute is affiliated to Punjabi University, Patiala. Both its B.Ed. and M.Ed. programmes are approved by NCTE. Being an affiliated college, it does not have its own curriculum. However institute through its designated faculty members actively participates in curriculum design, development and revision from time to time. The latest revision of the curriculum by the university was carried out through a workshop organized in the college. All faculty members from the institute and teachers from other education colleges affiliated to Punjabi University, Patiala, participated in the workshop.

The institute formulates a calendar of activities in the beginning of the session and then follows the laid down calendar throughout the session. It is ensured that the instructional process is effectively carried out to meet the objectives as laid down in the curriculum. Required number of working days both for classroom teaching as well as for school practice is completed. An effective system monitors curricular and co curricular activities. Effective linkages are established and maintained with various agencies like the affiliating university, NCTE, UGC, Punjab government, schools (for practice teaching) and parents.

For preparation of the self appraisal report, all the faculty and staff members were appraised of the purpose and procedure of accreditation. Various responsibilities were assigned, which include designating a faculty member as coordinator. Subsequently, a workshop was conducted and detailed requirements of the proforma were discussed. The information to be compiled and furnished by each faculty member was outlined in the workshop. In the subsequent period of two months, with everybody's effort, cooperation and team work, the required information was collected and entered/appended within the proforma.

SELF-APPRAISAL REPORT



**SUBMITTED TO
NATIONAL ASSESSMENT AND ACCREDITATION
COUNCIL (NAAC)
BANGALORE
Track ID - PBCOTE11184**

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SELF-APPRAISAL REPORT

SECTION-A INSTITUTION PROFILE

Prepared by:

Govt. College of Education, Patiala

Submitted to:

National Assessment and Accreditation Council

(An Autonomous Institution of the University Grants Commission)

P.O. Box No. 1075, Nagarbhavi, Bangalore, Karnataka, 560 072

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ENCLOSURES:

-- Mandatory

1. A brief note on teacher education scenario in the state, rules, regulations and policies on academic and administrative governance issued by the state and central Govt./regulatory bodies and affiliating University/board
2. Institutional Academic Calendar and Time - Table.
3. Master Plan of the Institution
4. Sample of Student Feedback on Curriculum and Faculty,
5. Audited Income-Expenditure Statement for the Previous Financial Years
6. A copy of the Latest Recognition Order Issued by NCTE and the University
7. University Results for Previous TWO Academic Years
8. Sample of Feedback on Practice Teaching by Teacher Educators, by Peers and Staff of Practice Teaching Schools.

Executive Summary

Criterion I: Curricular Aspects

This college is a premiere Government institute exclusively for Teacher Education. The vision of the college is to produce 'The Recognized Leaders' for excellence in all areas of student education. The college aims to orient the young students towards academic excellence, personality development & social orientation to enable them to cope with the contemporary global scenario. Our mission is to provide educational opportunities that emphasize skills and knowledge in the field of education that allows the students to adjust through a lifetime of social and technological changes. The institution has a well defined plan for curriculum implementation. The basic task of development of curriculum is done by the affiliating university i.e Punjabi University, Patiala and NCTE. However, the Institution deploys action plans for effective implementation through a Time Table Committee. The committee interacts with all HODs and subject faculty at the commencement of new semester and makes plan for effective implementation of curriculum. The institution from time to time interacts with various beneficiaries such as schools, colleges, research bodies and the University for the effective operationalisation of the curriculum. The inputs received from the schools and colleges are discussed amongst the faculty of the concerned departments and thereafter sent to the University through our faculty members who are members of Board of Studies for their consideration. The college makes efforts to integrate socially relevant issues into the curriculum with the different cells/organizations functioning in the college like Guidance and Placement Cell, Student Grievances Redressal Cell, Anti Ragging Committee, NSS, Red Cross society, Red Ribbon Club, Anti Sexual Harassment Cell, Environmental Society and Legal Literacy Society.

Criterion II: Teaching Learning and Evaluation

Before the commencement of the new academic session, all relevant information regarding the admission procedure is conveyed through the prospectus. The centralized admission is done as per Punjab Govt. notification by the three universities, Punjab University, Punjabi university, and Guru Nanak Dev University in rotation for two years each. As per the Punjab Govt. and NCTE norms, the transparency in admission is maintained by displaying the results on website of the University from time to time. Allocation of seats per subject is also displayed on college and university website. The list of students who are allotted seat in our college according to merit is put on the website of the university. Two counselling sessions are carried out by the University. The rest of the seats are filled by the college as per instructions given by the university by giving advertisement in newspapers/college website. The selection is done purely on merit.

Counselling Committee of the college extends every help to the admission seekers in making their choice of the subject combination according to their aptitude, ability and qualification. Admission co-ordinator takes into consideration any complaint or suggestion regarding admission. The institution adopts the reservation policy as per Punjab Government/Punjabi University, Patiala and NCTE norms and by following strategies to increase/improve access for weaker sections like SC/ST, OBC, persons with disability & others. The college offers B.Ed and M.Ed courses in sync with the current global competencies. The students prefer to seek admission because of availability of qualified teachers, infrastructural facilities, student-centric teaching-learning process and transparent & good governance. The college makes best possible efforts to address the needs of persons with disability. To bridge the knowledge gap of the enrolled students and to enable them to cope with the programme of their choice, the suitable strategies are drawn and deployed by the institution like identification of those teacher trainees who are slow at

adapting and adopting the latest methodologies and technologies of teaching. The remedial sessions are organised for them.

The college sensitizes its staff and students on issues such as equality, gender inclusion, environmental awareness etc. through NSS, Environmental Society etc. The institution takes care of the special educational and learning needs of advanced learners. The college collects data and information on the academic performance of the students and if need be, conducts remedial teaching during vacations/holidays/after the college hours. This data is used to make strategies to improve the academic performance of the unprivileged sections of society, physically challenged, slow learners, economically weaker sections and minimize their dropout rate by taking various measures. The College Council, in consultation with the Principal and all faculty members, prepares an academic calendar before the commencement of the session. From the current session the course content is split into two semesters. It is ensured that institution moves from easy to difficult, familiar to unfamiliar and at a pace that is easy for learners to cope up and maintain. IQAC contributes to improve the teaching – learning process from every aspect. Besides, the college Grievance Redressal Mechanism also takes care of the quality of teaching and learning. Parents-Teachers Association (PTA) has always been helpfull in improving academic and co-academic events in our college. All possible efforts are made to ensure their fullest growth and development in a safe and congenial environment. The college provides open access to educational and life-long learning opportunities by inculcating healthy habits like discipline, leadership, entrepreneurship etc. The various technologies and facilities like UGC-approved INFLIBNET N-LIST Programme are available and used by the faculty and students for effective teaching and learning. In order to expose the students and faculty to advanced level of knowledge and skills, the college takes up many initiatives. Seminars and guest lectures are organised on regular basis. Students are assigned with various creative tasks such as Report Writing during the seminars and workshops etc. Most of the departments are equipped with internet facility.

Postgraduate students are especially encouraged to use such facilities. A library with modern facilities has also been established in the college. Personal and psycho-social support and guidance services are provided to the students. Many innovative teaching approaches/methods have been adopted by the college during the last four years like introduction of smart boards. The college library has subscribed on regular basis to various journals related to different subjects. Some of the online resources like on-line journals and INFLIBNET N-List are also subscribed by the college. The facility of Book Bank is provided to the underprivileged students. Besides, this special help is rendered to the students preparing for competitions. College has sufficient number of qualified and competent teachers. In case of additional requirements, teachers are also recruited as guest faculty through college PTA fund. Our faculty has participated in various programmes organised by different institutions. Some of our faculty members have also been invited for lectures and have also chaired National or Conferences/Seminars/Workshops etc.

The college also organizes workshops/seminars/conferences for enhancing the quality of teaching. The college provides pay scales as per UGC rules and security of service to the permanent/regular staff as per the rules of the Department of Higher Education, Government of Punjab and Civil service Rules. In some cases, additional increments are also paid to the teachers acquiring who have been awarded Ph.D. The college encourages research aptitude among teachers and students in all possible ways. The teachers are allowed study leave and substitute teachers are provided for their classes. The college also provides seed money for the research projects arranged by the UGC. Awards/recognition at the state, national and international level are given for excellence in teaching. The college has developed a mechanism for the evaluation of teachers by students. A performa designed according to UGC & NAAC instructions is also used annually to get students' feedback on teachers. Such evaluation goes a long way in improving the quality of the teaching-learning process in a sense that a teacher comes to know about

his/her strengths and shortcomings. The stakeholders of the institution especially students and faculty members are made aware of the evaluation process.

The University has introduced semester system for B.Ed and M.Ed courses. An external invigilation system is in operation to check the menace of copying. The college is ceaselessly engaged in improving its system of evaluation to foolproof level. A transparent system of evaluation is ensured so that no partiality or favouritism creeps in. The college has clearly stated learning modules stated in vision and mission statement of the college enshrined in the college prospectus, i.e., synchronizing tradition with modernity. The teaching, learning and assessment strategies of the institution are structured to facilitate the achievement of the intended learning outcomes. The college magazine provides the students a platform to give expression to their innovative and creative thinking.

Criterion III: Research, Consultancy and Extension

The college does not have any recognized research centre because the affiliating university does not allow the college to have a research centre. The institution facilitates the research progress of the investigators in every way. The institute is in constant pursuit to develop research culture amongst the students. Many researchers after completion of M.Ed have completed their M.Phil. and have enrolled / registered/submitted thesis/completed their Ph.Ds. under the supervision of the faculty members of the college. Three workshops/training programmes/sensitization programmes were conducted/organized by the institution on different subjects with focus on capacity building in terms of research and imbibing research culture among the staff and students. Different faculty members are available in their prioritized area of their specialisation. The research activities of the institution go a long way towards exploring new horizons of knowledge. Although, no financial aid is given to

the students, yet there are certain other facilities made available to support students' research projects by students like Internet facility, reprographic facility, SPSS software package for statistical analysis, issuing of reference books, free e-books and online journals available through membership of UGC, N-LIST Programme for Colleges etc. The institution ensures optimal use of various equipment and research facilities. Dr. Amarjit Kaur, Dr. Rupinder Kaur Kahlon, Dr. Satish Kumar, Dr. Prem Lata, Dr. Deepika Lamba, Dr. Inderjit Kaur, Prof. Madhu Narula and Prof. Balwinder Singh all have a long list of publications in various books & journals of repute. The institution always tries to promote institution-neighbourhood-community network and student engagement in various ways. Institutional mechanisms like NSS, Red Cross, Youth Welfare Club, etc. are available to track students' involvement in various social movements/activities. The institution plans and organizes its extension and outreach programmes through these mechanisms. The NSS units of the college, treading on the theme of 'Not Me But You' preached by saints like Bhai Ghanaiya and Swami Vivekananda, plan and organize various extension and outreach programmes like Blood Donation camps, celebration of Van- Mahotsava by planting trees. This college has also been declared as 'Best N.S.S. College' of Punjabi University, Patiala for the year 2012-2013 for its outstanding contributions in the field of N.S.S. The college promotes the participation of students and faculty in various schemes of Central/State Governments and various other NGOs like Patiala Rotary Club Royal, Janhit Samiti and Patiala Social Welfare Society etc. The admission committee ensures that the student is enrolled in atleast one activity rightly at the time of admission. The local community benefited immensely through the work put in by our students. The institution has the brilliant record of producing students who are not only academically sound but also well-rounded individuals, benefiting the family as well as the community. The institution is ever ready to collaborate with various bodies for the benefit of the beneficiaries such as institution, students, faculty, local community and other stakeholders. Through its collaboration with Punjabi University, Patiala, the

faculty of the institution is actively involved in the framing and changing of the curriculum by acting as subject experts, members of Board of Studies and other University Bodies.

Criterion IV: Infrastructure and Learning Resources

The College is situated in the heart of the city and the main campus is spread over 41.74 acres of land. It has excellent physical infrastructural facilities which cater to the academic needs of 235 students. The college building comprises of classrooms including Library, Computer Labs, SUPW Room , Gymnasium, Administrative Block, Staff Room, Girls Common Room, IQAC Room, Guidance & Placement Cell, Registrar House Examinations Room , Bursar Room, Canteen, UGC Resource Center, Science Labs, Psychology Lab, Educational Technology Lab/Seminar room with the seating capacity of 100, Language Lab, Fine Arts room, Music room, S.St. lab, Method labs, Upper Lecture Theatre(ULT) with the seating capacity of 220 and auditorium with the seating capacity of 500. At present, there are 10 spacious classrooms in the college, including 4 ICT enabled classrooms equipped with Smart Boards, 3 Multi-Media projectors and internet facility. The college Computer Labs are fully equipped with 30 computers with Wi-Fi facility.

To provide more infrastructure facility to students, the renovation of Girls Common Room and Toilet Block for boys and girls was completed in 2013-14. In July, 2013, the Punjab Govt. has sanctioned Rs. 1.58 crore grant for the development of infrastructural facilities for the institute. The college has received first and second installments of Rs. 74 Lacs and 42 Lacs each, which is being spent for the renovation of college building. The college has 42 lacs as financial assistance for whitewash and paint of the college and hostel building. Continuous efforts are being made to keep the campus beautiful, green and pollution free. The college has proper washrooms and facility for providing clean filtered drinking water. Separate hostel facilities for boys and girls are

made available. The college also extends facilities of Health Care, Canteen, NSS, Cultural Activities and Sports. Physical facilities of gymnasium include weight-lifting body building; power-lifting, outdoor games like cricket, badminton, athletics, cross country, cycling and volley-ball and indoor games like chess are available in the college. For augmentation of teaching, learning and research, the college has computers, two Automatic Silent Generating sets, L.C.D. T.V, Digital Camera, Multi-Media Projectors, Smart Boards and IP Based Surveillance System.

The college has a well-equipped library which is partially automated. OPAC and internet facility, access to e-books and e-journals is available to the users in the library premises. The N-List programme of INFLIBNET currently subscribed by the library provides access to 6000 e-journals and around 100000 e-books. The library has a seating capacity of 70 and provides lending, reference, reading room, book bank, reprography and other facilities. It subscribes to 9 newspapers, 20 journals and 16 magazines. The college has also instituted 'Best Library-User Award' to the student, makes extensive use of the library during the session. The college has fully equipped computer labs. Other IT facilities include e-classrooms, EDU-SAT facility, IP Based surveillance system, SPSS and Wi-Fi facility in the Computer labs. Besides the computer labs, internet facility is also available in the ET lab, office, Guidance & Placement Cell, Registrar House examinations, UGC resource center, IQAC, College Library, Administrative Office, Principal office and HEIS office. Internet access to faculty and students in the various departments and library helps in research activities. The facility of photostat machine, fax machine, printers and scanners is also available in the college. The maintenance of the infrastructure is done through the Public Works Deptt. (B&R), Panchayti Raj, Mandi Board of the Punjab Govt. and the concerned college Administrative Committees. Various college development funds are utilized for maintenance and minor repairs of furniture and equipment. The college has the requisite number of group-D employees for maintaining the campus.

Criterion V : Student Support and Progression

The college provides an updated user-friendly prospectus /handbook comprising all the necessary information to the students every year at the time of admission. There are around 15 administrative committees for performing various administrative duties according to guidelines given in the prospectus. The financial aid is available and disbursed on time to the needy students from various funds such as government schemes, alumni fund and certain scholarships instituted by local persons. It is worth mentioning that students belonging to SC category whose annual income is less than Rs. 250000 are entitled for full fee concession. Several text books are made available to economically weaker students through book bank facility. 25 per cent, 5 per cent and 3 per cent of total seats are reserved for candidates from SC/ST, OBC category and disabled students respectively as per Govt. policy. The college often invites eminent scholars and writers as guest speakers for inspiring and motivating students. The college encourages students for creative writing through wall magazines and bulletin boards etc. The college also produces its annual magazine named 'Educational Record' to encourage students to express their views and to develop creative writing. The college continuously collects data and feedback from its recent pass-out students through well structured questionnaire for improving the performance of the institution. Guidance and Placement cell functions in the college to assist the students for identifying job opportunities and preparing themselves for interview etc. The extracurricular and co-curricular activities have been a strong point of this college. Students are always encouraged to participate in various competitions viz. academic, sports, cultural, etc. The NSS, Red Cross, Red Ribbon club and other societies are working very actively. The college has Student Grievance Redressal Cell and Anti Ragging committee for resolving psychological and social issues at the earliest. There has been no complaints about ragging so far.

It has been observed that in majority of the courses, the pass percentage of the students is higher as compared to that of Punjabi University Patiala and is showing a positive trend over the period. Further, B.Ed. and M.Ed most of the time produce 100 percent pass percentage which conforms the excellent academic status of the college. Students are playing an important role in the functioning of various academic and administrative committees e.g. NSS, Grievance Redressal Cell, Alumni Association, Environmental Society, Literary Society etc.

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Criterion VI : Governance, Leadership and Managment

The College follows the rules and regulations of the State Government. The Principal, Vice Principal, various Heads of the Departments and the conveners of different administrative committees provide effective leadership enabling the college to fulfill its mission. Besides the Internal Quality Assurance Cell (IQAC), there are a number of committees to perform the various functions related to the college. There is a five member College Council for taking policy decisions which comprises of Principal, the Vice-Principal and the four senior most faculty members. The Bursar and PTA treasurer of the college looks after the financial matters of the college. The representation from the university, schools, colleges, alumni, parents, eminent citizens and senior staff members in different bodies ensures interaction with all the stakeholders.

Criterion VII : Innovative Practices

Over the years, the college has adopted a number of innovative practices the particulars of which are given in the detailed report. The popularity of the college is indicated by its 100% admission in B.Ed and M.Ed courses. This college is given preference by the students over number of private colleges offering B.Ed and M.Ed courses in Northern India. The core values of NAAC which spring up through national development, fostering global competencies among students, inculcating a healthy value system, promoting the use of technology and quest for excellence are sought to be promoted by various functions of the college. The college is committed to environment consciousness and this is reflected in the Environmental Society.

The institute also collaborates with the stakeholders for assurance and sustenance of quality in higher education. Innovative methods of teaching and evaluation have been incorporated into the system for the past five years: the increased use of technology and the internet; social activities; environmental consciousness and lately the introduction of semester system in B.Ed and M.Ed courses etc. is given in the detailed section.

SWOT Analysis of the Institution

Strengths:

Government College of Education, Patiala is the oldest and foremost education college making it a premier institute, thus giving first move advantage.

1. The college caters to the needs of both urban and rural teacher trainees of Punjab and other states of India.
2. The college is an exclusive teacher education college imparting education at U.G. and P.G. levels in teacher education.
3. Being a Government college, the fee-structure is nominal as compared to private colleges, hence the students from all sections of the society are desirous to seek admission.
4. Centralized transparent and merit based admission procedure is followed.
5. Spacious and eco-friendly campus located in the heart of the city offers easy and concessional transportation access to the students coming from far off places.
6. Reservation policy in terms of seats allotment in each combination is strictly followed as per State Government/ NCTE rules and norms.
7. Guidance and Placement Cell actively helping the students in placements.
8. Well qualified & committed faculty members.
9. Industrious administrative staff.
10. Spacious library with WINISIS Software of INFLIBNET, internet, e-books and e-journals facility.
11. Existence of various mandatory & voluntary organizations/ societies for moral, academic, cultural and social orientation.
12. Good academic ambience.
13. Good infrastructure in case of land and building
14. Availability of meritorious and enthusiastic students.

Weaknesses:

1. Being a Government Institute shortage of regular teaching and non teaching staff.
2. Independent decisions cannot be taken being bound by rules and regulations of Punjab Govt.
3. Govt is bereft of funds thus financial liquidity is not there.

4. Lack of autonomy in framing syllabus, increase and decrease in seats & conducting examination.
5. College has advantage of being premier institute but the old infrastructure needs lot of care and maintenance.

Opportunities:

1. Being a Government Institute it has the advantage of having tie-ups with leading educational institutes.
2. Having the best of infrastructure, facilities and faculty it can become autonomous body or an education university.
3. Ample scope for Improving Employability of students.
4. Increased learning inputs for the students.
5. Implementation of academic & non-academic reforms according to global needs.
6. Enhancement of research & consultancy activities.
7. Increased demand for strengthening of existing UG and PG Programs & starting of self-finance UG education program.
8. Increasing institutional demand for aspiring B.Ed and M.Ed. pass outs for M.Phi, Ph.D and other courses for the pursuance of higher education in Universities and reputed Institutes.
9. Better placement opportunities for NSS volunteers in youth services department of state govt.
10. Scope for enriching co-scholastic activities like debate, quiz, declamation, panel discussion and monitored coaching to improve communication skills etc. to enhance confidence and help the students to improve their soft skills.
11. Best of the opportunities with National/ State Level tie-ups the college has a tie-up with British Council.

Threats:

1. The major challenge for a government run college is the private colleges offering dummy admission to the students.
2. Private institutes are encroaching upon the good quality students by giving

them scholarships and more internal favoritism.

3. Slow inflow of funds required for improvement and continuous enhancement of infrastructure, proper maintenance, improving the quality of academic services, extension, research activities & student support programs, etc.
4. Lack of innovations in content based curricula has resulted in inertia in both the teacher and the taught.
5. Financial and academic decisions are as per the norms of Punjab Govt/ NCTE/ UGC/ Punjabi University, Patiala.
6. Lack of creativity & innovation in content based curricula as per the expectations & need of the institutes.
7. Marketing and flexible techniques sway the choice of the students to select the better institute.

SELF APPRAISAL REPORT

PART-1

INSTITUTIONAL PROFILE

A. Profile of the Institution

1. Name and address of the institutions: Govt. College of Education, Patiala
2. Website URL: www.gcepatiala.co.nr
3. For Communication:

Office

Name	Telephone Number With STD Code	Fax No	E-Mail Address
Dr. Neelamjit Kaur Principal	0175-2217587	0175-2302002	gcedupatiala@gmail.com
Dr. Deepika Lamba	09815349000	0175-2302002	naacgcepatiala@gmail.com
Balwinder Singh	09803416360	0175-2302002	naacgcepatiala@gmail.com
Veerdev Singh	09876307703	0175-2302002	naacgcepatiala@gmail.com

Residence

Name	Telephone Number With STD Code	Mobile Number	E-mail ID
Dr. Neelamjit Kaur Principal	0175-2217587	8427054000	
Dr. Deepika Lamba-Self Appraisal Co-ordinator	0175-2217587	9815349000	dikalamba2001@yahoo.co.in
Balwinder Singh-Self Appraisal Co-coordinator	0175-2217587	9915554804	drnkmultani@rediffmail.com
Veerdev Singh-Self Appraisal Co-coordinator	0175-2217587	9876307703	veerdevjeji2013@gmail.com

4. Location of the Institution:

Urban ☒ Semi-urban ☐ Rural ☐ Tribal ☐

Any other (specify and indicate)

5. Campus area in acres:

41.74 Acres

6. Is it a recognized minority institution?

Yes ☐ No ☐

7. Date of establishment of the institution:

Month and Year

MM	YYYY
03	1955

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

Panjabi University, Patiala

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

Month and Year

MM	YYYY
05	1956

2(F)

Month and Year

MM	YYYY
05	1956

12(B)

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

i. University Dept.

✓

c. By Nature

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 institution:

S.No	Level	Program me / Course	Entry Qualification on	Nature of Award	Duration	Medium of instruction
i)	Pre – primary			Certificate		
				Diploma		
				Degree		
ii)	Primary / Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary / Sr. Secondary			Certificate		
				Diploma		
		B.Ed.	Graduation	Degree	1 year	English, Hindi, Punjabi
iv)	Post Graduate			Diploma		
		M.Ed.	B.Ed.	Degree	1 year	English, Hindi, Punjabi
v)	Under Graduate. Other (Specify)			Certificate		
				Diploma		

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

Level	Programme	Order No. and Date	Valid Up to	Sanctioned Intake
Pre - primary				
Primary / Elementary				
Secondary / Sr. Secondary	B.Ed.	F-3/PB-15/B.Ed. /2000/5096 Dated 26-07-2000		200
Post Graduate	M.Ed.	PB-6/M.Ed./2000-3795 Dated 26-06-2000		35
Under Graduate				

14. List of the Teachers with qualification and experience:

Name of the Institution: Govt College of Education, Patiala
 Course: M.Ed & B.Ed
 Address of the Institution: Govt College of Education, Patiala- 147001

Sr. No	Name & Designation	Date of Birth	Qualifications				Years of Experience in a recognized Secondary/ Senior Secondary School	Teaching Experience in a Elementary/ Secondary teacher education institution from _____ to _____	Date of appointment in the present position	Mode of appointment (full time on regular basis/part time basis) Date of selection committee meeting
			General Qualifi.	Division/Percentage of marks	Professional Qualification	Division/Percentage of marks				
			Bachelor Degree Post Graduate Degree		B.Ed M.Ed M.Phil Ph.D NET/SLET					
01	Principal		B.A.	I	M.A. Ph.D.	I			Sep, 2011	Full time on regular basis by state govt
02	Rajan Narula AP Teaching of Music	12-12-1954	B.A. M.A. (Music)	I/ 68 I/ 70	B.Ed	II/ 57	NA	31-08-1991 Still working	25-09-1982	Full time on regular basis by state govt
03	Amarjit Kaur AP Philosophy	20-06-1957	B.A. M.A.(Philosophy)	I/ 61.00 I/ 62.00	B.Ed M.Ed M.Litt Ph.D	I/ 67.00 I/ 63.00 Grade-O Awarded	NA	20-08-1993 Still working	25-01-1988	Full time on regular basis by state govt
04	Rupinder Kaur Kahlon -AP Teaching of Mathematics	12-04-1957	B.A. M.Sc.	II/ 54.46 I/ 61.75	B.Ed M.Ed M.Phil Ph.D(Edu)	I/ 62.40 II/ 52.80 I/ 74.60 Awarded	NA	02-02-1993	14-03-1988	Full time on regular basis by state govt

05	<u>Yeerdev Singh</u> AP Teaching of Social Studies	09-02-1962	B.A. M.Sc.(Geog.)	I/ 63.00 I/ 63.00	B.Ed M.Ed M.Phil	II/ 51.00 I/ 61.00 Grade-B+	1Year 11Months	12-10-1996 Still working	01-10-1993	Full time on regular basis by state govt
06	<u>Satish Kumar</u> AP Teaching of Social Studies	08-09-1965	B.A. M.Sc.	II/58.0 I/60.00	B.Ed. M.Phil. Ph.D.(Geog)	I B+ Awarded	Nil	15-06-2013	11-09-1993	Full time on regular basis by state govt
07	<u>Kiranjit Kaur</u> AP Psychology	27-10-1965	B.A. M.A.	I/ 64.00 I/ 66.00	B.Ed M.Ed M.Phil	I/ 62.00 II/ 51.00 Grade-A	NA	08-08-1992	08-08-1992	Full time on regular basis by state govt
08	<u>Prem Lata</u> AP Psychology	25-03-1959	B.A. M.A.	I/ 64.33 I/ 55.00	B.Ed M.Ed M.Phil Ph.D(Psy)	I/ 60.00 I/ 55.00 I/ 69.00 Awarded	NA	05-07-1999 Still working	30-07-1993	Full time on regular basis by state govt
09	<u>Charanjit Kaur</u> AP Teaching of Physical Science	06-02-1966	B.Sc. M.Sc.	I/ 74.61 I/ 55.41	B.Ed M.Ed M.Phil	II/52.22 I/ 65.66 Grade-B+	NA	Still working 2003	08-09-1993	Full time on regular basis by state govt
10	<u>Deepika Lamba</u> AP Teaching of English	09-02-1966	B.A. M.A	I/ 68 I/ 4.43/6.0 GPA	B.Ed M.Ed M.Phil Ph.D	I/ 62.00 I/ 61.00 I/ 62.00 Awarded	03 Years	01-07-1998 Still working	16-08-1995	Full time on regular basis by state govt
11	<u>Inderjit Kaur</u> Professor Education	15-09-1957	B.A. M.A(Edu)	II/ 54.9 I/ 62.30	M.Phil Ph.D	Grade-A Awarded	NA	13-08-1986 Still working	13-08-1986 (Adhoc) 05-10-1995 (Regular)	Full time on regular basis by state govt
12	<u>Madhu Narula</u> AP Teaching of Hindi	15-04-1960	B.A. M.A.	II/ 58.0 I/ 60.00	B.Ed M.Ed M.Phil	II/ 58.0 II/ 52.0 Grade-A	NA	01-08-1995 Still working	23-09-1986 (Adhoc) 01-08-1995 (Regular)	Full time on regular basis by state govt
13	<u>Satinder Kaur</u> AP Teaching of Punjabi	25-07-1961	B.A. M.A.	II/ 56.6 I/ 60.00	B.Ed M.Ed M.Phil	I/ 60.00 I/ 60.00 Grade-A	NA	01-08-2000 Still working	10-05-1996	Full time on regular basis by state govt

14	<u>Balwinder Singh</u> -AP Computer Science	05-05-1964	B.Sc. M.Sc(Maths) MCA	I/ 69.07 I/ 73.10 I/ 67.20			2.5 Years	16-12-1996 Still working	16-12-1996	Full time on regular basis by state govt
15	<u>Kanwar Jaswinder Pal Singh</u> School Cadre Post	26-07-1967	B.A. M.A.(Pbi)	II/ 51.0 II/ 50.0	B.Ed M.Ed Ph.D.	I/ 60.0 I/ 61.0 Awarded	17 Years	21-07-2014 Still working	01-01-1997	Full time on regular basis by state govt
16	Vacant	Education								
17	Vacant	Economics								
18	Vacant	Physical Education								
19	Vacant	Life Science								
20	Vacant	Fine Art								
21	Vacant	Home Science								

Note: AP stands for Associate Professor in the pay scale of 37400-67000.

B. Criterion – wise inputs**Criterion I: Curricular Aspects**

1. Does the Institutions 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?

Yes

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

Yes	√	No	
-----	---	----	--

If yes, how many faculties are on the various curriculum development / vision committees / boards of University / regulating authority?

5

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

D.Ed.

--

B.Ed.

√

M.Ed. (Full Time)

√

M.Ed. (Part Time)

--

Any other (Specify and indicate)

--

6. Are there programme offered in modular form

Yes	√	No	
-----	---	----	--

Number	03
--------	----

7. Are there programmes where assessment of teachers by the student has been introduced?

Yes		No	√
-----	--	----	---

Number	
--------	--

8. Are there programme with faculty exchange / visiting faculty.

Yes	√	No	
-----	---	----	--

Number	12
--------	----

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 institutions to introduce a new programme within the existing system?

6 - 12 months

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

Yes		No	√
-----	--	----	---

Number	
--------	--

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

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

Number	04
--------	----

13. Do the institutions develop and deploy action plans for effective implementation of the curriculum?

Yes ☒ No ☐

14. Do the institutions encourage the faculty to prepare courses 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 institutions

☐ --

b) Common entrance test conducted by the University/Government

☐ --

c) Through an interview

☐ --

d) Entrance test and interview - M.Ed

☒

e) Merit at the qualifying examination - B.Ed

☒

e) Any other (specify and indicate) notifications attached
(If more than method is followed, kindly specify the weightages)

☒

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

- a) Date of start of the academic year
 b) Date of last admission
 c) Date of closing of the academic year
 d) Total teaching days
 e) Total working days

B.Ed (17.7.2013)	M.Ed (5.9.2013)
B.Ed (20.7.2013)	M.Ed (2.9.2013)
B.Ed/ M.Ed (29.4.2014)	
B.Ed (201)	M.Ed (165)
B.Ed (251)	

3. Total number of students admitted

Program me	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
Session: 2013-14									
B.Ed.	36	164	200	16	53	69	20	111	131
M.Ed.(Full Time)	9	26	35	3	9	12	6	17	23
Session: 2014-15									
B.Ed.	29	171	200	15	47	62	14	124	138
M.Ed.(Full Time)	7	28	35	3	12	15	4	16	20

4. Are there any overseas students?

Yes		No	√
-----	--	----	---

5. If yes, how many

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

148537

- a) Unit cost including salary component

- b) Unit cost excluding salary component

24806

(Please provide the unit for each of the programme offered by the institutions as details at Questions 12 profile of the institutions)

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

Programme	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
Session : 2013- 14				
B.Ed.	85.57	50.0	73.0	50.48
M.Ed.(Full Time)	66.0	38.0	60.0	32.0
Session : 2014-15				
B.Ed.	84.63	51.92	81.74	50.05
M.Ed.(Full Time)	63.0	40.0	56.0	50.0

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

Yes

☒

No

☐

9. Does the institution develop its academic calendar?

Yes

☒

No

☐

10. Time allotted (in percentage)

Programme	Theory	Practice Teaching	Practicum
Session : 2013 - 14			
B.Ed.	52.73	34.32	12.95
M.Ed.(Full Time)	96.0	Nil	4.0
Session : 2014 - 15 (Semester - I)			
B.Ed	83.33	Nil	16.67
M.Ed (full time)	83.33	Nil	16.67

11. Pre-practice teaching at the institution.

- a) Number of pre - practice teaching days
 b) Minimum number of pre – practice teaching Lessons given by each student

1	2
0	2

12. Practice teaching at school

- a) Number of school identification for practice Teaching
 b) Total number of practice teaching days
 c) Minimum number of practice teaching Lessons given by each student

1	0
4	0
7	5

13. How many lessons are given by the student teacher in simulation and pre – practice teaching in classroom situations?

No. of lesson in simulations	No. 5+5	No. of lesson pre-practice teaching	No. 02
------------------------------	---------	-------------------------------------	--------

14. Is the scheme of evaluation made known to students at the beginning of the academic sessions?

Yes ☒ No ☐

15. Does the institutions provide for continuous evaluation?

Yes ☒ No ☐

16. Weightage (in percentages) given to internal and external evaluation.

Programme	Internal	External
Session : 2013-14		
B.Ed.	20.0	80.0
M.Ed.(Full Time)	20.0	80.0
Session : 2014-15		
B.Ed.	30.0	70.0
M.Ed.(Full Time)	30.0	70.0
M.Ed.(Full Time) 3 papers - ET,	20.0	80.0

Psychology, Guidance and Counselling		
--------------------------------------	--	--

17. Examinations

a) Number of sessional test held for each paper

0	2
---	---

b) Number of assignments for each paper

0	2
---	---

18. 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)	---	

19. Are there courses with ICT enabled teaching – learning process?

Yes	√		No	
-----	---	--	----	--

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

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

Yes	√	No	
-----	---	----	--

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

Compulsory

☐

Optional

☒
Criterion III: Research, consultancy and Extension

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

Number	07	50	%
--------	----	----	---

2. Does the Institution have ongoing research projects?

Yes		No	✓
-----	--	----	---

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

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

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

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

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

- Teacher are given study leave
- Teacher 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	<input type="text"/>	No	<input type="text" value="✓"/>
-----	----------------------	----	--------------------------------

6. Number of research degrees awarded during the last 5 years (guided /supervised).

a. Ph.D.	<input type="text" value="09"/>
b. M.Phil.	<input type="text" value="08"/>
c. M.Ed	<input type="text" value="39"/>

7. Does the institution support student research project (UG and PG)?

Yes	<input type="text" value="✓"/>	No	<input type="text"/>
-----	--------------------------------	----	----------------------

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

Number	Yes	No
International journals	√	07
National journals-referred papers Non referred Papers	√	25
Academic articles in reputed Magazines /news papers	√	03
Books	√	04
Any other (specify and indicates)		

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

Yes	√	No	
-----	---	----	--

Number	15
--------	----

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

	Faculty	Students
National seminars	78	
International seminars	07	
Any other		

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

(Marks √ for yes and X for No)

Self – instructional materials	√
Print materials	√
Non – Print Materials (e.g. teaching Aids / audio – visual, multimedia,etc)	√
Digitalized (computer aided instructional materials)	√
Question bank	√
Any other (specify and indicate)	

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

Yes

☒

No

☐

If yes, indicate the nature of the post.

Full-time

☐

Part-time

☐

Additional charge

☒

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

Yes

☒

No

☐

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

Yes

☒

No

☐

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

11

16. Does the institute provide consultancy services?

Yes

☒

No

☐

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

No

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.) 5173
2. Are the following laboratories been established as per NCTE Norms?

a) Methods lab	Yes	√	No	
b) Psychology lab	Yes	√	No	
c) Science Lab(s)	Yes	√	No	
d) Education Technology lab	Yes	√	No	
e) Computer lab	Yes	√	No	
f) Workshop for preparing teaching aids	Yes	√	No	
3. How many Computer terminals are available with the institution? 76
4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

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

Rs. 32,280
6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

Rs. 8,28,067
7. What is the Budget/ Grant allocated for campus expansion (building) and upkeep for the current academic session/financial year?

Rs. 42,32,000
8. Has the institution developed computer-aided learning packages?

✓

Yes

9. Total number of posts sanctioned

Teaching	19+2 School cadre
Non-Teaching	14

10. Total number of posts vacant

Teaching	6+1 School cadre
Non-Teaching	7

11.

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

	Open		Reserved	
	M	F	M	F
LECTURERS/ School Teacher	1			
Readers (Associate Professors)	3	8	1	
Professors		1		

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

	Open		Reserved	
	M	F	M	F
Lecturers Guest Faculty		6		
Readers				
Professors				

c) Number of teachers from same state

13+1

Other states

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	1:10
M.Ed. (Full Time)	1:7
M.Ed. (Part Time)	

13. a. Non-teaching staff

	Open	Reserved
Permanent	M	F
Temporary	1	1

b. Technical Assistants

Permanent	M	F
Temporary	2	2

14. Ratio of Teaching – non-teaching staff

1.5:1

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

70.99

16. Is there an advisory committee for the library?

Yes

17. Working hours of the Library

On working days

7 Hours

On holidays

Closed

During examinations

7 Hours

18. Does the library have an Open access facility? Yes

19. Total collection of the following in the library

a. Books	39676
- Textbooks	37501
- Reference books	2175
b. Magazines	16
e. Journals subscribed	20
- Indian journals	Nil
- Foreign journals	20
f. Peer reviewed journals	20
g. Back volumes of journals	20
h. E-information resources	
- E-Books	100000
- Online journals/e-journals	6000
- CDs/ DVDs	60
- Databases	WINISIS- E CATALOGUE
- Video Cassettes	
- Audio Cassettes	
- M.Ed. Dissertations	350

20. Mention the

Total carpet area of the Library (in sq. mts.)	327.78
Seating capacity of the Reading room	70

21. Status of automation of Library

Yet to intimate	
Partially automated	✓
Fully automated	

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

Circulation	✓
-------------	---

Clipping	<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	<input checked="" type="checkbox"/>
Any other (please specify and indicate)	<input type="checkbox"/> --

23. Are students allowed to retain books for examinations?

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

24. Furnish information on the following

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

Average number of books issued/returned per day

Maximum number of days books are permitted to be retained

by students

by faculty

Maximum number of books permitted for issue

for students

for faculty

Average number of users who visited/consulted per month

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

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

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

	I (2011-12)		II(2012-13)		III(2013-14)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	366	86,613	Nil	Nil	554	33,217
Other books	400	2,25,517	120	34,323	Nil	Nil
Journals/ Periodicals	28	11,266	22	7,285	23	10,380
Any others specify and indicate	N-List (E-Resource Programme)	-	-	-	1	5000

Best library reader award to students.

Criterion V: Student support and progression

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

Programmes	Year 1	Year 2	Year 3
D.Ed.	-	-	-
B.Ed.	03(2011-12)	01 (2012-13)	03 (2013-14)
M.Ed.(Full time)	03 (2011-12)	-	01 (2013-14)
M.Ed.(part time)	-	-	-

2. Does the institution have the tutor –ward/or any similar mentoring system?

Yes	√	No	
-----	---	----	--

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

10

3. Does the institution offer remedial instructions?

Yes	√	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes		No	√
-----	--	----	---

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

	UG			PG			M.Phil.		
	I	II	III	I	II	III	I	II	III
Pass percentage	100	100	100						
Number of first classes	100	98	97						
Number of distinctions	-	-	-						
Exemplary performances (Gold medal and university ranks)	-	-	-						

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

	I	II	III
NET	06	05	05
SLET/SET			
Any other(specify and indicate)			

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

Financial Aid	I	II	III
Merit Scholarship			15
Merit-cum-means scholarship		38 (SC,BC) Applied	6(Minorities) 7(Special) 28(SC,BC) APPLIED
Fee concession			9
Loan facilities			
Any other specify and indicate			

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

175

Women

155

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 form students on their campus experience?

Yes	√	No	
-----	---	----	--

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

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	√		2	√		31
Inter-University						
National						
Any Other (specify and indicate)						

(Excluding college day celebration)

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

	Participation of students (Numbers)	Outcome (Medal achievers)
University	9	1
State	2	2
Regional		
National	1	1
International		

18. Does the institution have an active Alumni Association?

Yes	√	No	
-----	---	----	--

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 of the employment / further study (Give percentage) for last three years.

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	45	47	70
Employment(Total)	21	15	12
Teaching	21	15	12
Non-teaching			

23. Is there placement cell in the institution?

Yes	√	No	
-----	---	----	--

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

2011-2012	2012-2013	2013-2014
4	2	2

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

	Yes	No
• Academic guidance and counselling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Personal counselling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Career counselling	<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	Nil
Staff council	07
IQAC/or any other similar body/committee	02
Internal Administrative Bodies contributing to quality improvement of the institutional process (mention only for three most important bodies)	Higher Education Institute Society, Library Advisory committee, NSS Advisory Committee, (twice on average)

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

Loan facility

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

Medical assistance

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

Insurance

Yes	√	No	
-----	---	----	--

Other (Specify and indicate)

Yes	√	No	
-----	---	----	--

Maternity leave, child care leave, LTC and medical reimbursement.

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

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

5. Furnish the following details for the past three years.

- a. Number of teachers who have availed the faculty Improvement programme of the UGC / NCTE or any other recognized Organization

Nil

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

National

Nil		
-----	--	--

International

--	--	--

- c. Number of faculty development programme organized by the institution:

	0	1
--	---	---

- d. Number of seminars / workshops / symposia on curricular development Teaching – Learning, Assessment, etc. organized by the institution.

	0	6
--	---	---

- e. Research development programme attended by the faculty.

	0	1
--	---	---

- f. Invited / endowment lectures at the institution.

	1	8
--	---	---

Any other area (specifies the programme and indicates)

1	1	4
---	---	---

Seminars/ Conferences: International =07
 National =78
 Publication International = 07
 National / Regional = 25
 Books publication = 04

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

Principal and College bursar
 Treasury appointee
 Internal and External Audit
 Office suptt

7. Are the faculty assigned additional administrative work?

Yes	√	No	
-----	---	----	--

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

10 - 12 hours

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

Grant-in-aid	Nil
Fees	47,03,3654
Donation	60000
Self- funded courses	3,25048
Any other (specify and indicate)	No

9. Expenditure statement (for last two years)

	2012-13	2013-14
Total sanctioned Budget	45673000	30160938
% spent on the salary of faculty	35889413	20648336

% spent on the salary of non – teaching employees	7871815	8428445
% spent on books and journals	---	---
% spent on developmental activities (expansion of building)	--	--
% spent on telephone electricity and water	20672 202819	21130 314808
% spent on hostels Maintenance of building, sports facilities, residential complex and student amenities, etc.	---	---
% spent on maintenance of equipment, teaching aids, contingency etc.	36,000	36,000
% spent on research and scholarship (seminars, conference, faculty development programs, faculty exchange, etc.)	---	---
% spent on travel	---	---
Any other (specify and indicate) i. Library development Fund	---	---
Total expenditure incurred	44020719	29448719

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.

6876864	2011-12	-----
1776772	2012-13	-----
140219	2013-14	-----

11. Is there an internal financial audit mechanism?

Yes	√	No	
-----	---	----	--

12. Is there an external financial audit mechanism?

Yes	√	No	
-----	---	----	--

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

Administration

Yes	√	No	
-----	---	----	--

Finance

Yes	√	No	
-----	---	----	--

Student Records

Yes	√	No	
-----	---	----	--

Career Counselling

Yes	√	No	
-----	---	----	--

Aptitude Testing

Yes		No	√
-----	--	----	---

Examination / Evaluation/
Assessment

Yes	√	No	
-----	---	----	--

Any other (specify and indicates)

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 decision taken by the institution by the during 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 / adhoc/ guest teaching staff?

Yes	√	No	
-----	---	----	--

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

a. For teacher

√

b. For student

√

c. For non-teaching staff

√

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

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

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

Yes ☒ No ☐

Criterion VII: Innovative Practices

1. Does the institute have an established Internal Quality Assurance Mechanisms?

☒ Yes ☐ No

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

☒ Yes ☐ No

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

B.Ed 2014-15

	Category	Men	%	Women	%
A	SC	11	5.5	28	14.0
B	ST	-	-	-	-
C	OBC	-	-	-	-
D	Physically Challenged	-	-	2	1.0
E	General Category	14	7.0	124	62.0
F	Rural	18	9.0	77	38.50
G	Urban	11	5.50	94	47.0
H	BC	2	1.0	8	4.0

M.Ed 2014-15

	Category	Men	%	Women	%
A	SC	2	5.71	6	17.14
B	ST	-	-	-	-
C	OBC	-	-	-	-
D	Physically Challenged	-	-	1	2.85
E	General Category	3	8.57	15	42.85
F	Rural	4	11.42	13	37.14
G	Urban	3	8.57	15	42.85
H	BC	-	-	2	5.71

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

	Category	Teaching staff	%	Non-teaching staff	%
A	SC	1	6.66	2	33.33
B	ST	-	-	-	-
C	OBC	-	-	-	-
D	Women	10	66.66	1	16.66
E	Physically Challenged	-	-	-	-
F	General Category	14	93.33	4	66.66
G	Any other (specify)	-	-	-	-

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

B.Ed

Category	At Admission		On completion of the course	
	Batch I (2012-13)	Batch II (2013-14)	Batch I (2012-13)	Batch II (2013-14)
SC	50	47	50	45
ST	-	-	-	-
OBC	10	26	10	26
Physically Challenged	3	6	3	6
General Category	123	127	122	122
Rural	75	95	75	90
Urban	125	112	125	110
BC	-	-	-	-

M.Ed

Category	At Admission		On completion of the course	
	Batch I (2012-13)	Batch II (2013-14)	Batch I (2012-13)	Batch II (2013-14)
SC	9	9	9	9
ST	-	-	-	-
OBC	2	3	2	3
Physically Challenged	-	-	-	-
General Category	22	22	22	22
Rural	19	17	19	17
Urban	16	18	16	18
BC	-	-	-	-

CRITERION – I

CURRICULAR ASPECTS

1.1 Curricular Design and Development

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

The institution has set its general and specific objectives that address all the important aspects like Intellectual, Academic, Training, Access to the disadvantaged, Equity, Self Development, Community and National Development, Ecological and Environmental issues, Value Orientation, Employment, Global Trends and demands for developing global competencies among the students.

General objective of the institution is stated as below:

To establish itself as an institute of excellence in Teacher Education and social upliftment.

Specific objectives of the institution are:

- i. Making the student teachers understand the philosophical, psychological, economical and sociological bases of education.
- ii. Being a Teacher Training Institute, the college has framed those objectives which can bring behavioural change in the teacher trainees. They are given knowledge, skills, technical knowhow keeping in mind that they adapt well with society and school sector following good traditions and values. They are counselled (if required with skilful and effective teaching) to bring change in society for the betterment of human and national values.
- iii. The college is committed to produce socially useful human resources. It is the primary aim of the college and it functions accordingly for the same.
- iv. Imparting education at the college to financially poor students. They are being supported economically and academically.

- v. Students of Govt. College of Education render community service as a part of curriculum by engaging themselves in NSS Camps, Medical check-up Camps and Blood donation Camps.
- vi. While preparing student teachers in the college, expectations of schools, their needs and aspirations are taken into consideration.
- vii. Social message, service in the college, respecting the cultural and regional diversity, democratic values etc. are in-built in co-curricular and extra curricular activities.
- viii. The college aims at giving to society broadminded teachers having global vision.
- ix. The college aims at holistic development of its students and seeks to equip them with knowledge, latest technology, skills, values and potentialities to compete, meet the school based society requirements and serve the schools with determination and commitment.
- x. College gets its alumni placed and maintains relations with them.
- xi. To produce high quality teachers who have the necessary knowledge, skills, knowhow and interest for effective teaching as well as regard for human and national values.
- xii. To provide individualized care, effective pedagogy and experience enriched curricular implementation to ensure the best academic practices.
- xiii. To train pupil teachers in all teaching skills, efficient use of ICT and handling of equipment to understand recent trends in teacher education which reflect the society at national and international level.
- xiv. To provide equal opportunities to all the Pupil Teachers in curricular, co- curricular and extracurricular activities without any discrimination on the basis of caste, creed, religion, language and gender.
- xv. To provide reservation to all the disadvantaged groups as per Govt. Rules and ensure an equitable learning environment in particular to those from rural areas and to enhance academic achievement at every level.
- xvi. To provide training to meet the emerging needs of the education system in an effective manner so that it ensures the employability of the pupil teachers.

- xvii. To ensure that the students who undertake B.Ed. and M.Ed. courses develop optimistic attitude towards getting the employment or self-employment program, even if they are unable to get Govt. jobs.
- xviii. To provide the knowledge about the environment and its preservation to the masses and Pupil Teachers through seminars, competitions, rallies and campaigns etc.
- xix. To develop a sustained, comprehensive and coherent program of research in support of student learning across linguistically and culturally diverse settings.
- xx. To engage in collaborative planning in consultation with the stakeholders of society to implement transformative processes, enhance efficiency and to meet the needs of the students.
- xxi. Consideration to ecology and environment by plantation drives, lectures on environmental conservation and day celebrations for environmental conservation are carried out in the college campus and nearby areas.

2. Specify the various steps in the curricular development processes.

A rich curricular design plays a vital role in achieving the objectives of the institution as well as for meeting the overall development of the students. Teacher Educators are made aware of varied strategies in transacting teacher education curriculum in an effective manner.

Our college has adopted a well tried mechanism of getting feedback and exchange of information with regard to curricular and co curricular programmes run in the college:

- Curriculum feedback is one of the important components of IQAC. Suggestion box is available to the students. Alumni, P.T.A (Parents-Teachers Association) and IQAC meetings are held as and when required for getting feedback on curriculum and related matters. Grievance Redressal Cell has been actively working in this regard.
- Feedback proformas on course are filled by students and their suggestions are also welcomed.
- Library committee has been formed to purchase latest books - general as well as related to curriculum of B.Ed. and M.Ed.

Forming Database:**1. From Teachers :**

Faculty members fill in the questionnaire; give their suggestions on the aspects like relevance of the topics, activities and quality of teaching learning process. Some members of the College faculty are the part of the University Committee constructing the curriculum. The curriculum is designed keeping updated global trends in Teacher Education. The teachers stay in touch with the current and pass-out students through Facebook in an informal manner intimating them the latest methodologies and curricular activities/exams/competitions (PSTET, CTET, NET etc.)

2. From students:

- a) **Formal Assessment:** This assessment is done from time to time by providing the students with questionnaire including questions related to content aspects like relevance of the curriculum, learning, applicability, extent of coverage and the inclusion of activities. Students' overall evaluation of performance and teaching is also done by formal House Examinations, class room discussions during tutorials and extempore speeches.
- b) **Informal Assessment:** Informal interaction with students is done weekly as per University ordinance during the academic session for seeking feedback on various aspects related to personal and teaching learning process, academics, practice teaching and simulated teaching etc.

3. Data base from Alumni:

- Questionnaire is distributed to the pass-outs and those employed in various institutes.
- Their responses are screened and considered to make modifications.

4. Database from employers:

Employer's appraisal of the curriculum is obtained through the feedback proformas that deals with relevance of the topics, time utilized for completion of syllabus, use of teaching aids, teaching strategies employed and conduct of tests.

Since the curriculum and annual calendar are provided by Punjabi University and NCTE, decisions pertaining to curriculum are taken by these two statutory bodies. Our faculty members are also consulted as members of BOS (Board of Studies).

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

Global trends in teacher education are reflected through introduction of new topics by affiliating University i.e. Punjabi University, Patiala. Keeping in mind the changing scenario and the importance of ICT in education, the University has introduced a paper on ICT in M.Ed. syllabus this year. At college level, teachers develop and deliver lessons by using latest technology such as interactive boards, PowerPoint presentations etc. College promotes self learning by using N Inlibnet facility in the college library, UGC resource centre for research purpose and use of technology during teaching practice. It encourages the students for community work and work experience too. Some of the M.Ed. students enrolled are those who have completed their B.Ed. from our college after competing in the entrance exam for M.Ed conducted by Punjabi University, Patiala.

i. INTERDISCIPLINARY APPROACH

Interdisciplinary approach is followed in the curriculum. Several subjects in the curriculum as Philosophy, Psychology, Teaching Learning Process, Indian Education System, School Management etc. are interrelated. Members of faculty have variety in their specialization which enables them to use multidisciplinary approach.

ii. PROMOTING SELF LEARNING

For developing reading and understanding skills in students, college has adopted various practices as:

- Seminars, open discussions, symposia etc.
- Inlibnet facility has been provided to read books and journals online.
- UGC resource centre for research and preparation of teaching learning material

iii. PRACTICE TEACHING

After going through pedagogic analysis, lesson planning, micro/ macro skills, discussions, presentations etc., the Student teachers / Pupil teachers move to real classroom environment for 40 working days as per NCTE

norms. During this internship period, the Student Teachers organize morning assembly and various functions in the school, take responsibility of the school work as time table construction, taking regular and adjustment periods, completion of syllabus, maintaining daily and weekly diary, checking homework, maintaining records and attendance registers, maintaining discipline and sometimes giving duties in the examination etc.

iv. **COMMUNITY WORK**

The college has established links with the local community so that students should be aware of the existing issues and learn to understand and solve problems in the local area.

The following activities / programs have already been organized in this regard:

Session 2010-2011

- ❖ On September 10, 2010, Dr. Jagvir Singh, Cancer Specialist delivered a lecture on 'AIDS' - Precautions and Treatment.
- ❖ On February 15, 2011, Dr. G.I.S Sandhu, Registrar, Rajiv Gandhi National University of Law, delivered a lecture on 'Different aspects of Law'.
- ❖ On March 7, 2011, Dr. Satish Verma, Professor, Department of Punjabi and Director Youth Welfare, Punjabi University, Patiala delivered a lecture on 'Punjabi Language and Methods of Effective Teaching'.
- ❖ On April 5, 2011, Dr. Mohammad Rafi, Associate Professor, Govt. College, Malerkotla, delivered a lecture on 'Qualities of a good Teacher'.
- ❖ On April 15, 2011, Dr. Sanjeev Sharma delivered a lecture on 'Balanced Diet'.

Session 2011-2012

- ❖ On Dec 23, 2011, Dr. Jagvir Singh, Cancer Specialist delivered a lecture on 'Adolescent Problems'.
- ❖ On Dec 25, 2011, Sh. Kaka Ram Verma (Social Worker) gave lecture on 'Importance of First Aid'.

- ❖ On Feb 3, 2012, Dr. O. P. Dhiman gave lecture on 'Role of Teacher'.
- ❖ On Mar 7, 2012, Prof. Baljeet Singh delivered lecture on 'Use of Multimedia in Education'.

Session 2012-2013

- ❖ On February 8, 2013, Shri Baljinder Singh Thakur from Human Rights Commission, Chandigarh gave lecture on 'Human Rights and Legal Awareness'.
- ❖ On February 12, 2013, Sh. Chander Shekhar Talwar, IAS (Retd.) spoke on 'Swami Vivekananda's Philosophy in relevance to modern times'.
- ❖ On February 21, 2013, Shri Amit Roy, Eastern University, Finland, delivered lecture on 'Effects of Drugs on Youth'.
- ❖ On April 3, 2013, Dr. O. P. Dhiman gave lecture on 'Importance of Teaching Profession'.

Session 2013-2014

- ❖ On August 5, 2013, prominent Journalist, S. Sarbjeet Singh Ukhla, spoke on 'Developing Scientific Temperament and Eradicating Superstitions'.
- ❖ On September 2, 2013, Dr. Gurpreet Singh Battu, CEO, Amar Hospital gave lecture on 'Need of Management Tools in Teaching'.
- ❖ On September 5, 2013 i.e. on Teacher's Day, Dr Mohammad Rafi, Assistant Director, DPI Colleges, Punjab spoke on Teacher-taught relationship.
- ❖ On September 15, 2013, Sh. Kaka Ram Verma (Social Worker) gave lecture on 'Importance of First Aid'.
- ❖ On March 29, 2014, Sh. Baljinder Thakur (Member, Human Rights Commission, Punjab) spoke on 'Legal Literacy'.

v. WORK EXPERIENCE

- The students of B.Ed (Semester – II) can choose any two Add- on Skills from the following as mentioned in the syllabus by Punjabi University, Patiala:

- (i) Computer Applications

- (ii) Communication Skills and Personality Development
- (iii) Health and Yoga Education
- (iv) Community Service

- College has been imparting compulsory knowledge of computer education under Higher Education Institute Society programme of Punjab Govt.
- NSS (National service Scheme) provides Learning by doing opportunities to students. Number of one day community camps are organised as and when the need arises along with a seven day camp once a year.
- Every student has been assured access to the computers. Library has a computerized access system. The library is equipped with internet for use.
- Class lectures are sometimes supplemented with power point presentations.
- Syllabus content is mostly delivered through Group Discussions, transparencies, Power Point Presentations etc.
- Students are exposed to outdoor activities and participation in Inter College events, exhibitions, science fairs etc.

4. How does the institution ensure that the curriculum bears some thrust on National issues like Environment, Value Education and ICT?

Environmental Education, Human Rights and Peace Education, Inclusive Education and Value Education occupy prominent place in Teacher Education:

➤ **Environmental Education :**

Keeping in view the importance and need of Environmental conservation and protection, Environmental Education has been included as an optional subject in the curriculum. In this subject, students come to know about Environment, biosphere, interdependence of living and non living, environmental awareness, need of environmental conservation, various types of pollution, wild life, threats to wild life and natural resources and their conservation. Moreover, students are taken such places so as to

become aware and gain first hand experience about environment and its conservation with the following main objectives kept in mind:

- (i) Get acquainted with the concept of environment and environmental education.
- (ii) Be aware of the problem of environmental hazards and conservation of resources.
- (iii) Develop desirable sensitivity, attitude, values and respect for the environment.
- (iv) Understand the concept of sustainable development and environmental ethics.

➤ **Human Rights And Peace Education:**

In our institute, we celebrate Human Rights Day every year. From the last two years, Mr. Baljinder Thakur (Member, Punjab State Human Rights Commission) interacts with students and tell them about their rights and also if these rights are violated, then what legal action can be taken. Thrust is also given on global peace. The main objectives kept in mind are:

- (i) Understand the concept and meaning of human rights.
- (ii) Understand the fundamental principles of human rights education.
- (iii) Understand the need and importance of peace education.
- (iv) Understand the role of various peace keeping organizations of the world.

➤ **Inclusive Education :**

Lectures are delivered by subject experts on the Rights of Persons with Disabilities. The role of Government and Non-Government Organizations (NGOs) is also discussed and students are encouraged to be part of NGOs to help the children with disability. In addition to this, we have Inclusive Education as optional subject for B.Ed. class in which main objectives kept in mind are:

- i. Understand concept of inclusive education
- ii. Understand the latest trends in inclusive education
- iii. Inculcate healthy attitude towards inclusive education.
- iv. Understand the need of promoting inclusive education

➤ **Value Education:**

The College ensures the inculcation of basic values among students through Shabad Kirtan, Bhajan singing or patriotic songs. We always conclude all the activities or functions with National Anthem. Morning assembly and Day celebration is a regular feature of our college in which prayers, thoughts and extension lectures on values and spirituality are delivered. The main objectives kept in mind are:

- (i) Understand the nature, sources and classification of values.
- (ii) Appreciate culture and its interaction with education.
- (iii) Know about different approaches for value inculcation.

➤ **Information and Communication Technology (ICT) :**

ICT is the key area which draws our prime attention. The college works keeping in mind the following objectives:

- (iv) Understand application of ICT in teaching-learning process.
- (v) Use computers and internet in education.
- (vi) Develop different pedagogies using ICT in school situation.
- (vii) Develop and use programmed instructional material.

Our College has well equipped computer labs, systems, printers, scanners, interactive boards etc. to promote the use of ICT. Trainee students are given practical orientation for the use of ICT for the dissemination of teacher education curriculum. They also use technology for delivery of content during presentations, class seminars, Skill in teaching exams as well as during Teaching Practice. Internet facility is also provided to faculty as well students. Following papers related to ICT also have been included in the curriculum:

- B.Ed
 - Semester I - Paper IV & V (TEACHING OF COMPUTER SCIENCE)
 - Semester II – Paper II (EDUCATIONAL TECHNOLOGY) which includes preparation of one lesson plan using ICT integrated system on any topic of secondary level.
 - Semester II - Paper V Sessional Work - Add on skill on Computer Applications
- M.Ed

- Semester I - Optional PAPER IV, V and VI (EDUCATIONAL TECHNOLOGY)

Project to be undertaken by the students

- Handling of any one of the following audio-visual aids: OHP, LCD, smart board
- Semester II Optional PAPER IV, V and VI (INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION) along with the theoretical work various

Projects are also undertaken by the students.

- Analysis of multimedia packages by CBSE and EDUCOMP
- Developing programmed instructional material.
- Registering and use of Academia.edu, slide share, blog, twitter

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

Yes, ICT is used extensively for curricular planning. Some Teacher Educators plan their lessons on computers. Power point presentations are given and CDs are prepared to facilitate Teaching Learning Process. Instructional Resource material is developed which is available in Educational Technology (ET) Lab. Information is circulated to students and various colleges through notice boards and college website. For encouraging maximum use of computers. Some parts of the campus have been provided WI-FI facility (particularly computer labs, office and principal's room). ICT is made compulsory for the students under Higher Education Institute Society registered under Societies' Act of Punjab Govt. Teachers deliver lessons using Power Point presentation (PPTs).

- ❖ Many a times, teachers deliver their lectures using ICT during Teaching.
- ❖ Smart Boards are there in the college to be used for effective teaching learning process.
- ❖ Student teachers are also encouraged to use electronic teaching aids during their teaching practice to make their lessons more effective.

1.2 Academic Flexibility

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

The institution organizes simulated teaching, peer discussions and class seminars etc. on various issues and concerns to develop understanding skills among students. Curriculum transaction is also planned by deliberation of students and teachers. All theoretical concepts are thoroughly discussed in class room. Various facilities – Science Labs, Psychology Lab, ET Lab, Language lab, library etc. are available to the students to have knowledge and first hand experience of all these facilities, to make their teaching a reflective process.

In addition to above:

- Teaching skills are taught through Micro Teaching preceded by theoretical orientation and model demo lessons by Subject Teachers.
- Discussion Lessons are a part of preparation of the Pupil teachers for Teaching Practice.
- Student teachers develop reflective level through various practical experiences during practice teaching in schools.
- In the course of practice teaching, the student teachers participate in all the curricular, co-curricular and extracurricular activities of the school and assist the school teachers in decoration of the class and during functions, conducting morning assembly, arranging sport events, annual day celebrations, conducting the stage during functions etc.

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

For providing varied learning experiences, the college provides adequate flexibility.

- Student Councils of various committees are involved in planning co curricular activities to be conducted throughout the year.
- Every year, students are given opportunity to recommend books for the college library.
- Students are allotted schools keeping in mind their choice and approach from their residence for Teaching Practice. Students assist in managing their Teaching Practice schools, planning activities and functions in the

schools with the help of College supervisor i.e., Teacher Educator and college staff.

- Two House tests are conducted. Curriculum for exams is planned with the consent of students. Unit tests are conducted in each subject to facilitate learning. It also helps in getting feedback about Teaching Learning Process. Where there is a gap or problem, remedial teaching is provided.
- In curriculum as prescribed, assignments/projects are assigned to students according to their convenience.
- Students conduct action research on topic of their choice under the guidance of teachers in their subject.
- Varied learning experiences are also provided through micro skills and macro lesson presentations. In the College, students choose optional subjects of their own choice. Work experience programme is also selected by them.

Options:

Students can opt any one subject out of the following five options:

- Inclusive Education
- Environmental Education
- Value Education
- Educational Measurement and Evaluation
- Human Rights and Peace Education
- School Library Services

Work Experience:

- Computer Applications
- Communication Skills and Personality Development
- Health and Yoga Education
- Community Service

Teaching Subjects:

The students can opt for two teaching subjects as per their choice, availability and eligibility out of the following :

- Teaching of English
- Teaching of Hindi
- Teaching of Punjabi
- Teaching of Social Studies
- Teaching of Geography

- Teaching of Economics
- Teaching of Mathematics
- Teaching of Physical Science
- Teaching of Life Science
- Teaching of Home Science
- Teaching of Fine Art
- Teaching of Music
- Teaching of Computer

3. What value added courses have been introduced by the institution during the last three years, which would for example develop communication skills, ICT Skills, life skills, community orientation, social responsibility etc?

Communication and development skills:

Communication and development skills are compulsory component in Punjabi University curriculum.

- Many Student Teachers carry out assigned work with the help of computers. They are trained in the art of using charts, pictures, models and slides.
- Many pass-outs from our college pursue higher education like M.Phil, Ph.D etc.

ICT:

ICT is used extensively for curricular planning. Some teacher educators plan their lessons on computers. Power point presentations are given and CDs are prepared. Instructional Resource material is available in ET Lab. The information, to the students and various colleges is circulated through notice boards and websites. Computer systems are available in the college to provide easy access to students.

Community Orientation:

NSS camp is organized in the college every year to develop in students the sense and respect of dignity of labour. Students go for social surveys in the nearby areas. Rallies to make the people aware about the burning topics and social issues like AIDS Awareness, Traffic awareness etc. are also carried out. Lectures on Female Foeticide, Cancer awareness, Drug Abuse etc. are delivered with the support of NGOs in slum areas. Medical camps are

organised and free medicines are distributed to the needy people. Blood Donation Camps are an annual feature of college.

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

- I. Interdisciplinary/Multidisciplinary**
- II. Multi Skill Development**
- III. Inclusive Education**
- IV. Practice Teaching**
- V. School Experience/Internship**
- VI. Work Experience/SUPW**
- VII. Any Other**

Interdisciplinary/Multidisciplinary

- The subjects of B.Ed. have interdisciplinary nature which combines philosophy and sociology to understand the complex reality of education as a social task.
- Approach is interdisciplinary wherein concepts of psychology are used in teaching skills, classroom management and evaluation.
- Teaching is done through computers by combining Education and ICT. Endeavour is made to encourage students to deliver the lessons using ICT.
- Our students render exemplary services in schools of foreign countries like America, Canada, Australia and England etc. making the college proud.

Multi skill development

Curriculum aims at developing various skills as theory and practical work deals with scholastic skills. Work experience and school based activities deal with non scholastic skills. ICT Enabled projects/practicals/skill in teaching program, language labs, and computer applications craft develop various ICT Skills. Co-curricular activities move on along with academic part. Talent Hunt helps in finding out the hidden talent in the students in various activities as dancing, singing, debate, declamation, quiz, art and craft, mimicry, acting etc. It is compulsory for every Pupil Teacher to participate in atleast two activities under sessional work. Our students participate in college competitions, inter college competitions and youth festival etc. Skill of reading, writing and communication are developed by library reading and tests. Language Lab is used to develop

language and communication skills. Social skills are developed by dealing with community during NSS Camps.

ACHIEVEMENTS OF COLLEGE STUDENTS IN YOUTH FESTIVALS

Students' Achievements

In the Session 2011-12

S.No	Event	Student Name	Item	Name of Institute	Position
1.	Zonal Youth Festival	SabarSangathKaur	Song	Punjabi. Univ.	Second
2.	Zonal Youth Festival	SabarSangathKaur	Group Song	Punjabi. Univ.	Third
3.	Zonal Youth Festival	SabarSangathKaur	Classical vocal	Punjabi. Univ.	Second
4.	Inter Athletic competition.	SandeepKaur	Long Jump	Punjabi. Univ.	Silver Medal
5.	Inter Athletic competition.	KuldeepKaur	Javelin throw	Punjabi. Univ.	Gold Medal
6.	Inter Athletic competition.	Sapna	800 Mts.	Punjabi. Univ.	Silver Medal
7.	Inter Athletic competition.	KulwinderKaur	High Jump	Punjabi. Univ.	Silver Medal
8.	Inter Athletic competition.	KulwinderKaur	1500 Mts.	Punjabi. Univ.	Bronze Medal
9.	Inter Athletic competition.	GurpreetKaur	400 Mts. (Relay)	Punjabi. Univ.	Silver Medal
10.	Inter Athletic competition.	GurpreetKaur	Long Jump	Punjabi. Univ.	Bronze Medal
11.	All India Univ. competition	KuldeepKaur	Long Jump	Punjabi. Univ.	Third

12.	Zonal Youth Festival (Patiala Zone)	Poonam Sharma	On the spot painting	Punjabi. Univ.	Fourth
13.	Zonal Youth Festival (Patiala Zone)	Hayat	Rangoli	Punjabi. Univ.	First
14.	Zonal Youth Festival (Patiala Zone)	Babita	Collage Making	Punjabi. Univ.	Second
15.	Zonal Youth Festival (Patiala Zone)	Anmol Joshi	Cartooning	Punjabi. Univ.	Second
16.	Inter College Competition	Rekha Rani	Poster Making	Centre State Library	First
17.	Inter College Competition	Rekha Rani	Poster Making	Saint Kabir College of Education, Kauli	First
18.	Inter College Competition	Poonam Sharma	Pot Decoration	Saint Kabir College of Education, Kauli	Second
19.	Inter College Competition	Raj Kumar	Imaginary Land Scape	Saint Kabir College of Education, Kauli	Third
20.	Inter College Competition	Anmol Joshi	Fine Cover making	Saint Kabir College of Education, Kauli	Third
21.	Inter Zonal LokMela, Punjabi Univ., Patiala	ManjinderKaur	Doll Making	Punjabi Univ. Patiala	First

22.	Inter Zonal LokMela, Punjabi Univ., Patiala	ManjitKaur	Karoshiye di bunai	Punjabi Univ. Patiala	Second
23.	Inter Zonal LokMela, Punjabi Univ., Patiala	Nisha Rani	Enu	Punjabi Univ. Patiala	Second
24.	Inter Zonal LokMela, Punjabi Univ., Patiala	Navjot Sharma	Khido Making	Punjabi Univ. Patiala	Third

In the Session 2012 -13

S.No	Event	Student Name	Item	Name of Institute	Position
1.	Zonal Youth Festival	RamanjeetKaur	Quiz Competition	Jasdev Singh Sandhu College of Edu, Kauli	Third
2.	Zonal Youth Festival	RamanjeetKaur	Quiz Competition	Jasdev Singh Sandhu College of Edu, Kauli	Second
3.	Zonal Youth Festival	Natasha	Quiz Competition	Jasdev Singh SandhuCollege of Edu, Kauli	Second
4.	Zonal Youth Festival	Kuldeep Singh	Quiz Competition	Jasdev Singh Sandhu College of Edu, Kauli	Second
5.	Zonal Youth Festival	GanveerKaur	Cartooning	Jasdev Singh Sandhu College of	First

				Edu, Kauli	
6.	Inter Zonal Youth Festival, Pbi Univ.	GanveerKaur	Cartooning	Punjabi. Univ.	First
7.	State level international Youth Festival	GanveerKaur	Cartooning	Shivalik Public School, Mohali	Second
8.	Inter College Competition	AmanpreetKaur	Rangoli	Jasdev Singh Sandhu College of Edu, Kauli	First
9.	Inter College competition	Amanpreet Singh	Rangoli	Saint Kabir College of Education, Kauli	Third
10.	Inter College competition	Monica	Imaginary Landscape	SRSMMukat College of Education	Second
11.	Inter College competition	Monica	Coffee Painting	Jasdev Singh Sandhu College of Edu, Kauli	Third
12.	Inter College competition	GurpreetKaur	Kite Making	Saint Kabir College of Education, Kauli	Second
13.	Inter College competition	GurpreetKaur	Collage Making	School of Mgmt Studies, Pbi. University, Patiala	Second
14.	Inter College competition	LakhwinderKaur	Imaginary Landscape	Jasdev Singh Sandhu College of Edu, Kauli.	First

15.	Inter College competition	NavneetKaur	Glass Painting	Saint KabirCollege of Education, Kauli	First
16.	Inter College competition	Manpreet Singh	Slogan Writing	Indian Doctors for Peace and development	First
17.	Inter College competition	DhanpreetKaur	Pranda Making	SRSMMukat College of Edu, Rajpura	First
18.	Inter College competition	AmandeepKaur	Embroidery	Saint Kabir College of Education, Kauli	Third
19.	Inter College competition	KirandeepKaur	Fabric Painting	Jasdev Singh Sandhu College of Edu, Kauli.	Third
20.	Inter Zonal Youth Festival	RajveerKaur	Pakhi Making	Punjabi Univ. Patiala	First
21.	Zonal Youth Festival	Bharat Bhushan	Classical Instrumental Parkashan	Jasdev Singh Sandhu College of Edu, Kauli.	First
22.	Zonal Youth Festival	Bhawna	Folk Song	Jasdev Singh Sandhu College of Edu, Kauli.	Third
23.	Senior State level championship	Lovepreet Singh	Kabbadi	Punjabi Univ. Patiala	Second
24.	Inter College Athletic meet	Lovepreet Singh	100 meter hurdle	Punjabi Univ. Patiala	Gold medal
25.	Inter College	Manpreet Singh	100 meter	Punjabi Univ.	Bronze

	Athletic meet		hurdle	Patiala	
26.	Annual Athletic meet	Amanpreet Singh	Athletics	Govt College of Education, Patiala	Best Athlete (Boys)
27.	Annual Athletic meet	NavdeepKaur	Athletics	Govt College of Education, Patiala	Best Athlete (Girls)

In the Session 2013 -14

S.No	Event	Student Name	Item	Name of Institute	Position
1.	Zonal Youth Festival	MohitVerma	Cartooning	Patiala College of Education, Hardaspur, Patiala	Second
2.	Zonal Youth Festival	Rahul Kumar	violin	Patiala College of Education, Hardaspur, Patiala	Second
3.	Inter College competition	GagandeepKaur	Quiz	Govt. Mohindra College, Patiala	First
4.	Inter College competition	NehaBansal	Quiz	Govt. Mohindra College, Patiala	First
5.	Inter Athletic competition.	Budh Ram	800 mtr& 1500 mtr	Punjabi University, Patiala	Gold medal
6.	Inter college Athletic meet	Budh Ram	4 X 100 mt relay	Punjabi University, Patiala	Silver medal
7.	Inter Zonal Folk Festival	Budh Ram	Pithu gram	Govt. College of Education, Patiala	Second
8.	Annual Sports meet	Budh Ram	Best Athlete	Govt. College of Education, Patiala	Best Athlete
9.	Inter college Athletic meet	RamandeepKaur	200 Mtr	Punjabi University, Patiala	Gold Medal

10.	Inter college Athletic meet	Gurwant Singh	4 X 100 mtr relay race	Punjabi University, Patiala	Silver Medal
11.	Inter college Athletic meet	Gurwant Singh	400 mtr	Punjabi University, Patiala	Silver Medal
12.	Inter college Athletic meet	Rajinder Singh	4 X 100 mtr relay race	Punjabi University, Patiala	Silver Medal
13.	Inter college Athletic meet	PithuGaram	4 X 100 mtr relay race	Punjabi University, Patiala	Second
14.	Inter college Athletic meet	Inderjit Singh	4 X 100 mtr relay race	Punjabi University, Patiala	Silver Medal
15.	Zonal Youth Festival (Patiala Zone)	Inderjit Singh	Photography	Patiala College of Education, Hardaspur, Patiala	Fourth
16.	Inter Zonal Folk Festival	Deepak Sharma Gurmeet Singh Sukhjinder Singh Amarvir Singh Jagdev Singh Jatinder Singh Gurvinder Singh Ravi Kumar	PithuGaram	Punjabi University, Patiala	Second
17.	Zonal Youth Festival	Ravi Kumar	Declamation	Patiala College of Education, Hardaspur, Patiala	Fourth
18.	National Voters Day	Ravi Kumar	Declamation	Govt. College of Education, Patiala	Second
19.	Red Ribbon Club	Jatinder Singh	Poetical Recitation	Govt. College of Education, Patiala	First
20.	Red Ribbon Club	BaljinderKaur	Poetical Recitation	Govt. College of Education, Patiala	Second
21.	Inter College Competition	ManjinderKaur	Paper Reading	M.M. Modi College, Patiala	Third

22.	Zonal Youth Festival	Jyoti	Clay Modelling	Patiala College of Education, Hardaspur, Patiala	Third
23.	State Championship	Jyoti	Badminton	Bathinda	Third
24.	Youth Fest	Rahul Kumar	Chess	Shri. Guru Granth Sahib Univ. Fathegarh Sahib.	Third
25.	North Zone Chess Tournament	Rahul Kumar	Chess	Ambala	Third
26.	National Chess Championship	Rahul Kumar	Chess	Mumbai	32nd position
27.	Annual Athletic meet	JaspreetKaur	Athletics	Govt. College of Education, Patiala	Best Athlete
28.		Inderjit Singh RamanjitKaur ParamjitKaur	Calligraphy	Govt. College of Education, Patiala	First Second Third

- Student teachers take part in the multi skill activities that are organized by the college.
- Student teachers participate in different extra curricular and co curricular activities that are organized throughout the academic session to ensure multi skill development.
- Student teachers also arrange plays, skits, and various other items which empower them to face audience and express themselves on stage.
- Student teachers prepare their teaching plan by using ICT to acquire competence in using latest technology.
- Student teachers visit villages to create awareness through rallies and social surveys.
- Student teachers visit SOS village, Rajpura for meeting and helping orphan children, old age home Choura Pind (Patiala) and spend a qualitative time with them.

- To celebrate Children's Day on 14th November, 2014, the students of English Club and other students of the college visited orphanage and distributed goodies to them and spent quite some time with them dancing , enjoying and motivating them to rise in life.

Inclusive Education:

Reservation Policy of Punjab and Central Govt. is followed to provide opportunity to students from SC, BC, handicapped and other deprived sections of the society. Teachers use English, Punjabi and Hindi so that students of Punjab State and adjoining states are equally benefitted. Economically weaker and needy students are given fee concessions. Scholarships are also arranged for needy students from NRIs , Student Aid Fund, PTA, College Staff and NGOs. Special attention is given to weak students while teaching.

Practice Teaching:

Practice Teaching is an essential program of the college which is accomplished at various levels:

- **School experience/internship**

During Practice Teaching, all students

- Take part in morning assembly of the school.
- Prepare time table of class and the school.
- Organise certain activities and functions in the school
- Maintain attendance register.
- Maintain diary of daily work.
- Check Home work.
- Help in Mid Day meal programme of school.
- Join them in festivals and days celebration.
- Organize school competitions like games and sports, drama, quizzes etc.
- Assist in day celebrations

It is mandatory for each pupil teacher to remain in the school campus throughout the school timings so that a comprehensive experience of all the activities taking place in the school is gathered by pupil teachers. On the last day of teaching practice, Pupil Teachers and teachers of the school have a get together in which feedback is exchanged.

Work Experience Programme

Keeping in mind the syllabus of B.Ed., work experience is given due importance. Chalk board writing, preparing teaching aids, Simple expressional competencies, Co-curricular, cultural and community activities and crafts namely – Computer Applications, Communication Skills and Personality Development, Health and Yoga Education, Community Service, Gardening, Interior Decoration, Cooking, Needle Work, Drawing and Painting etc. are there. Students also go for Polio drive campaigns, drive against female foeticide, AIDS Awareness, Drug De-addiction, Clean Environment rallies etc. NSS Camp and one day camps provide opportunity to students to gain work experience in the real situations. We take students to visit hospitals, old age homes and orphanage etc. for community service.

Some other points worth mentioning here are:

- Teaching Aids are prepared and distributed among teaching practice schools.
- Exhibition and preparation of teaching aids is taught to school students too.
- Inter house competitions are organized in a planned way and prizes are awarded to winners for motivation.
- Workshops and Training Programmes are organized for the pupil teachers.

1.3 Feedback on Curriculum

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

The college has adopted a well organised mechanism of getting feedback and exchange of information with regard to curricular and co curricular activities being run in the college. For getting feedback following practices are adopted:

- Curriculum Feedback is one of the most important components of IQAC. Community representatives/ PTA/ Alumni/ Retired faculty members are invited to IQAC meetings and their suggestions are taken regarding the curriculum.
- The students who are the primary and most important sources of information furnish feedback through questionnaire at the end of each academic session. Informal discussions are also held from time to time to collect their opinions regarding curriculum. The Principal also interacts with the students to get their opinion on the curriculum, the

methods and the extent of implementation. Feedback proformas are filled by students regarding course curriculum.

- Alumni are invited to the college and their suggestions regarding the curriculum of their times and the change in new methodology and technology are discussed and compared. Alumni meetings are also held. Interaction with them provides feedback on the relevance of the course content, methods of teaching, use of teaching aids etc.
- Employers' appraisal of the curriculum is obtained through the feedback proforma that deals with content relevance, classroom management, curricular and other activities.
- Input from parents, students and academic peers are of great help to bring development of the institute.

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

Institution follows the curriculum prescribed by affiliating University. Suggestions taken from the students, alumni, Parents Teachers Association, community and faculty members are always taken into consideration.

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

On the basis of discussions and feedback from teachers, students, alumni and School Principals, the suggestions are forwarded through faculty of our college (Member Board of Studies) to BOS (Board of Studies) which further implements them for revising the syllabi.

1.4 Curriculum Update

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

No major changes have been made in the syllabus in the last five years but minor changes have been brought time to time by the Board of Studies of Punjabi University, Patiala. Syllabus has been revised by Punjabi University

in the Session 2014-15 and the pattern has been changed from Annual to Semester system.

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

Feedback proformas are filled by students. Suggestions are also taken from old students, present students and community. Need assessment is done on the basis of experience and societal needs. Feedback from practicing schools is taken through planned interaction with regular school teachers and principals on aspects like type of teaching aids used, lesson plans etc. As Smart Boards, Computerised teaching is the dire need of schools and society, so this important component of curriculum is discussed too.

1.5 Best Practices in Curricular Aspects

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

- Use of ICT for class room interaction, preparation of Practice lesson and for preparation of teaching learning materials on computers.
- Skill development through simulated teaching, micro teaching, real teaching etc.
- Provision of required remedial help and guidance for the enrichment of students.
- Students are encouraged to sit in the library to prepare their assignments and to enrich their knowledge by inculcating healthy reading habits.
- Faculty is empowered by organizing, participating and presenting their papers in Seminars, Symposia, Conferences etc.
- Training of the students for self employment with traditional skills as well as ultra modern techniques of ICT and internet is encouraged.

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

- Use of ICT for dissemination of content.
- Providing personality development programmes through Extension Lectures, Yoga etc.

- Developing research skills among students by action research and Social surveys.
- N-List Programme to encourage the use of online material for presentations and latest knowledge.
- The students along with conventional skills are made familiar with the latest updated skills so that they are able to pursue research independently in their respective fields after completing their educational degrees.

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 Curricular Aspects and how have they been acted upon?

- At the time of previous assessment the college used to have entrance test system for B.Ed.
- Moreover the admissions in M.Ed used to be through merit basis at the time of previous assessment by NAAC.
- Annual system of examination was the practice during that time.

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

- The semester system has taken place of annual system in which major changes related to the curricular aspects have taken place.
- Keeping in view the need of students, internet facility is made available to all the students and faculty in in the college.
- In micro-teaching feedback is sought from peer group. The feedback from the practice schools are also taken and necessary action is taken.
- Lot of research work is carried out by our faculty members as they are supervising students for M.Ed., M.Phil. and Ph.D. They attend seminars, conferences and publish papers time to time.
- A period of half an hour has been allotted in the time table for thinking and reasoning.
- The institution organizes seminars, extension activities in the college campus to enhance the quality education. The academicians and

dignitaries are invited and their suggestions/ feedback are sought to enhance and enrich the curriculum.

- ICT resources for the enhancement and sustenance of quality, like: computers, internet, and LCD projectors. Technological teaching aids like OHP, charts, models, slide projectors, CDs/DVDs, educational films, digital camera, tape recorders and sound system etc.

CRITERION – II

TEACHING – LEARNING AND EVALUATION

2.1 Admission Process and Student Profile

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

❖ *B.Ed*

The centralized admission is done as per Punjab Govt. notification by the three universities, Punjab University, Punjabi university, and Guru Nanak Dev University in rotation for two years each. They complete the admission process. As per the Punjab Govt. and NCTE norms, the transparency in admission is maintained by displaying the results on website of the University from time to time. Allocation of seats per subject is also displayed on college and university website. The list of students who are allotted seat in our college according to merit is put on the website of the university. Two counselling sessions are carried out by the University. The rest of the seats are filled by the college as per instructions given by the university by giving advertisement in newspapers/ college website. The selection is done purely on merit.

Eligibility

- a) (i) 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 the programme. Any candidate with 49.9% or less marks is not eligible.**
- (ii) The reservation for SC/ST/OBC and other categories is followed as per the rules of the State Govt. There is a relaxation of 5% marks in favour of SC/ST/OBC candidates. Candidate with 44.99% marks or less are not eligible.**

The above norms are as per Para 3(2) of Appendix IV of NCTE Notification No. F-51F1/2007-NCTE dated 27/11/2007.

❖ *M.Ed*

The centralized admission is done by the Punjabi university, Patiala by conducting an Entrance Test for its affiliated education colleges. As per the Punjab Govt. and NCTE norms, the transparency in admission is maintained by displaying the result of entrance test on website of the University. The list of students who are allotted seat in our college according to merit is put on the website of the university. Two counselling sessions are carried out by the University. The selection is done purely on merit of the entrance test.

Reservation of Seats (For the State of Punjab)

Sr. No.	Category	%age of seats to be reserved
i)	Scheduled Caste	25%
ii)	Backward Classes	5%
iii)	Border Areas/ Backward Area (2% each)	4%
iv)	Sports persons	2%
v)	Childern/ Grand Children of Freedom Fighters	1%
vi)	<ul style="list-style-type: none"> Disabled persons 	
	a) Blind	1%
	b) Deaf and Dumb	1%
	c) Other Handicapped	1%
	<ul style="list-style-type: none"> (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 shall be filled up from general/ open category candidates). 	
vii)	a) Wards/widows of defense personnel killed or disabled to the extent of 50% or more in action: Wards of gallantry awardees of serving defence personnel/ ex-servicemen b) Wards of ex-servicemen/ serving personnel.	2%
Note: If any seat(s) remains vacant from (a) or (b) category		

	the same can be filled up by way of interchangeability also.	
viii)	<p>a) Wards/widows of para-military forces personnel Punjab Police, PAP and Punjab Home Guards killed or disabled in action to the extent of 50% or more. (1%)</p> <p>b) Wards/ of para-military forces personnel/ ex-paramilitary forces personnel and Punjab Police/PAP/Punjab Home Guards personnel decorated with Gallantry Medals. (1%)</p> <p>Note: If any seat(s) remains vacant from (a) or (b) category the same can be filled up by way of interchangeability also.</p>	2%
ix)	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%
x)	Widows/Divorced Women	2%
xi)	Ex-Servicemen/ Women	1%
xii)	Wards/Children of all ex-servicemen settlers of Cambell Bay Island of Andaman and 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 of India i.e. 25% for SC and 5% for B.C.

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

Information regarding admission is made available:-

- For B.Ed : On University website www.punjabiversity.ac.in/ www.gndu.ac.in/ www.pu.ac.in and for M.Ed on Punjabi University website www.punjabiversity.ac.in/
- On college website www.gcepatiala.co.nr
- The Prospectus of the college provides up-to-date information about, staff details and activities of the college.
- Notice Board of the college

- Helpline Numbers 0175-2217587
- From the college office

Allocation of seats per subject is also displayed on College and University websites.

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

Punjabi University provides the list of students to our College and in case of any discrepancy; the University Admission Committee is consulted.

❖ B.Ed

- Candidates apply online on Websites i.e www.punjabiversity.ac.in/ www.gndu.ac.in/ www.pu.ac.in
- Selected candidates report to the college after issuance of allotment letter. Institute does online reporting to the University concerned. College constitutes different committees like Eligibility, Merit determining committee and Admission Committee. The merit list for first two counselling is displayed on the concerned university website and the merit list for third counselling is put on the college notice board and college website. The process is transparent and the admission is made on merit as per norms.

❖ M.Ed

- Candidates apply online on Website i.e. www.punjabiversity.ac.in for entrance test.
- After declaration of the result of the entrance test, the eligible candidates report to the University. A nominated member is sent by the Institute to the University during admission process. Then selected candidates by the University report to the college after issuance of allotment letter. Institute does online reporting to the University concerned. College constitutes different committees like Eligibility, Merit determining committee and Admission Committee. The process is transparent and the admission is made on merit as per norms.

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)

Admission is done according to govt. norms and quota fixed by govt to cater to the needs of diverse population.

Numbers of students admitted to B.Ed. course are 200 and to M.Ed are 35. Every effort is made to give personal attention to students needing care. The institution provides the following facilities to retain the diverse student population in the college.

Diverse linguistic background

- Linguistic Problems are sorted and communication skills are developed through language laboratory.
- The linguistic diversity has been facilitated in teaching learning process by educating through Hindi, Punjabi and English medium. Student teachers enjoy the option of expressing themselves and writing examinations and tests in Hindi, Punjabi or English. There is no discrimination on the basis of religion, caste or economic background and languages of the students.
- Teachers too are multi lingual in their approach. They take care of their emotional attachment to the languages so that students feel comfortable in a learning friendly environment.

Economic Poverty

- Students Aid Fund Committee has been constituted to take care of needs (financial) of economically weaker students. Economically weaker students are helped by fee concession and by arranging scholarships.
- Giving books to students from Book Bank.
- Different crafts like Gardening, Computer, Cooking, needle work, Computer applications and Drawing and painting in work experience are offered keeping in view the individual differences.

Cultural Variants

Multicultural Education is a prominent feature of the College. It is pursued through the following ways:

- In order to accommodate students coming from diverse cultural backgrounds, the college orients them before the beginning of the session to make them feel at home and mix with all their peers.
- Institute has a conducive environment for the expression, joyful study and celebration of life for the pupil – teachers through various cultural and co-curricular activities.

- Cultural contents of celebrations, addresses, lectures and talks comprehend different cultural segments of society.
- Cultural activities incorporate multicultural themes.

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

- Admission is done purely on merit of qualifying examination of B.Ed and entrance test of M.Ed. Special care is taken for physically challenged students before the commencement of teaching program. Blind and physically handicapped students are adjusted on the ground floor.
- Admissions are made keeping in view the guidelines of NCTE and affiliating University. Therefore, while calculating merit, academic record and reservation policy of Punjab Govt., NCTE and Punjabi University is considered for all the candidates.
- The orientation programme (Introduction, Familiarisation of B.Ed., M.Ed curriculum and Welcome) is organized in the opening days of the session to facilitate acclimatization of the students with the college, peers and the faculty members who interact with students according to the schedule.
- Talent Hunt programme is organized to assess the skills/ potential of students in different co-curricular activities like poetic recitation, literary activities, debate, dance, music, skit, play, mime, quiz competition, painting, singing, crochet, rangoli, mehendi, pakhi designing, histrionics, mimicry, knitting, embroidery etc.

2.2 Catering to Diverse Needs

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

The institution tries to provide pollution free environment i.e noiseless, cleanliness and pure water. Big and spacious classrooms are provided to each section comprising 33 to 34 students. Appropriate canteen facilities are also provided.

Teachers use different strategies and techniques like:

- Orientation of student – Teachers with regard to the B.Ed./M.Ed. course in the beginning of the session.
- Use of ICT in Teaching like LCD Projector, Smart Board, OHP etc.
- Discussions on certain topics
- Seminars
- Working on the use of ICT

- Practising teaching skills through micro – teaching
- Extension Lectures
- Morning Assemblies are organized to help the prospective teachers to overcome the stage phobia.
- Assignments are given to the pupil teachers
- House Examination, class tests (written/oral) to assess their achievement in all the subjects.
- Sports competitions at University Level.
- Zonal and Inter - Zonal Youth Festival.
- At the end of the academic session, the student-teachers' achievement is finally assessed by the University Examination.

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

- Providing classroom facilities on the ground floor for physically handicapped students.
- Permission for writer for blind students' in house examination as well as final examination.
- Special attention is also provided to hostellers.
- Students and teachers both co-operate with students having diverse needs.
- Teacher educators identify slow and advance learners through certain tests. (Psychological tests, routine classroom tests-written as well as oral tests)
- Advance Learners are involved in leading various groups, organizing institutional programs, performing special responsibilities, preparing lessons using ICT and helping the students with diverse needs.
- Pupil Teachers' need for academic areas is discussed through the tutorials and remedial help is extended to them too.
- The slow learners are extended extra facility of attending remedial classes, tutorials and visiting library during free time.
- They are provided with all the necessary help so as to achieve the required minimum standards. They are also encouraged to participate in co-curricular activities.
- Library books are procured on demand of students from time to time.
- Extra classes are arranged for the students who face difficulty in the learning process.
- Assignments and Projects are assigned to the Pupil-teachers.
- Proper orientation about examination and evaluation system.
- Appropriate demonstration is given to the Pupil-teachers for model lessons in different skills and Micro Lessons.

- Guidance and Placement cell provides Educational and Vocational Guidance to the students from time to time as the need arises.

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

- Paper on 'Foundations of Education' facilitates understanding of diversity and equity in education.
- Paper on 'Development of the Learner and Teaching Learning Process' and 'Guidance and Counselling' help the students to understand the Individual differences.
- Preparation for practice teaching
- Lesson Planning
- Developing core teaching skills through simulation
- Observation and discussion of demonstration lessons
- Observation of discussion lessons
- Interaction and participation within community to provide exposure to our students to different issues and problems

Project Work

- Case Studies (Guidance and Counselling)
- Action Research
- Field visits of the trainees to special institutes like school for deaf and dumb, blind school etc. are organized.
- Extension Lectures
- Educational Tours
- Provision for work experience
- Holding Morning Assembly once a week and reciting National Anthem followed by Thought of the Day is routine practice of the college which ultimately creates emotionally-toned humane atmosphere for all.

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

- All the faculty members are well qualified and experienced having specialization in their concerned subjects besides meeting the eligibility criteria.
- Making them understand the vision and mission of college.
- Involving them in admission process which values this.
- They are sent to attend various orientation, refresher courses, seminars, workshops etc.

- Permission is given to pursue higher studies.

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 classroom situations?

- Two days Talent Hunt programme is organized to assess the skills/potential of students in different co-curricular activities like poetic recitation, literary activities, debate, dance, music, skit, play, mime, quiz competition, painting, singing, crochet, rangoli, mehendi, pakhi designing, histrionics, mimicry, knitting, embroidery etc.
- Organizing Morning Assembly (The Holy Prayer, Thought of the Day, Students' views on value education or any national concerned topic along with tutorial group teacher on every first day of week, National Anthem)
- Various social and cultural programs
- Celebrating days of national, international and social importance such as Republic Day, Independence Day, Teachers Day, Youth Festival, Science Day etc.
- Bulletin Board Displays by various departments
- Maintaining greenery at the campus, student-teachers are motivated to plant trees and flowering plants.
- Developing effective communicating skills (using language lab)
- Using Information Technology
- Seminars (National Level) as well as class level
- Organizing Extension Lectures

2.3 Teaching-Learning Process

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

The College engages its students in active learning by encouraging them to actively participate in the teaching-learning process. For achieving the purpose, following learning resources are used optimally.

Library

- Students are encouraged and motivated to use library. Students are motivated to refer the available books, read national dailies, Journals

and Magazines. Comfortable sitting arrangement is made in the library. College library has facility of Inlibnet.

- Internet access is always available for the students. Students are encouraged to surf the internet as accessing internet makes them self-seekers of knowledge. The skills relating to internet address, internet mailing, retrieving information through internet are routine activity of the student teachers.
- Sufficient number of latest texts and reference books are available. Book bank facilities are also available for students. Books are added in every session according to the requirement of students. For Example, following additions have been made.

S. No.	Session	No. of books	Total amount during this year
1	2009-2010	332	58599.80
2	2010-2011	565	270594.10
3	2011-2012	934	332081.40
4	2012-2013	46	21590.00
5	2013-2014	503 (in book bank) 51	26993.00 6223.40
6	2014-2015	43	14810.00

Individual Projects

- Student-teachers conduct Action Research.
- One assignment in project based learning is compulsory for each student.

Peer Teaching

- Provision for peer teaching is there through Micro-Teaching. Student-teachers are encouraged to conduct peer teaching. Peer teaching enables the student – teachers to teach their fellow student teachers.
- Peer observation and discussions are also conducted.

Micro Teaching

The college organizes two days orientation programme/classes at the commencement of every academic session. After this there are theory classes for a month or so. This is followed by Micro Teaching sessions. Each student gives 2 lessons per skill for 5 skills. The skills practised are Introducing the lesson, Writing the Instructional Objectives, Illustration with examples, Blackboard writing, Reinforcement, Questioning, Stimulus Variation, Explanation etc.

Internship

Student teachers face the actual class rooms as part of their practice – teaching program.

- Student – teachers teach 35-40 lessons in each teaching subject which means that each student teacher delivers not less than 70 lessons in the two teaching methods subjects put together, in actual classroom situation.
- During the internship period, student teachers also help school in other activities like organizing morning assembly, taking adjustment periods and taking students to the playground etc. Students, therefore help school authorities in their curricular as well as co-curricular activities. Internship helps students to practice the skills they learned in their theory papers. Successful completion of the internship in the teaching as well as non- teaching part is mandatory for appearing in the examinations and indispensable for taking up the teaching profession successfully.

Practicum

Practicum is part of the course and mentioned in the syllabus as follows:

2013-2014: This syllabus we had been following for the last 10 years.

ORDINANCES FOR (2013-2014)**BACHELOR OF EDUCATION**

1. An examination for the degree of Bachelor of Education in all written papers shall be held in the month of April or at such other dates may be fixed by the Academic Council. The examination for Practical, Skill in Teaching shall be held in the months of May or at such other dates as may be fixed by the Academic Council.

A supplementary examination shall be held in the month of September or as fixed by the Academic Council. The examination shall be open to candidates who have been declared reappear.

2. The examination shall be open to :

- (a) Any graduate of this University or any other statutory University, who after passing the examination for the Bachelor's degree in the faculty with 50% marks, has undergone the course of training for the Degree of Bachelor of Education for one year at a college, admitted to the privileges of the University for this examination and* has attended not less than 75% of the total number of lectures delivered in each paper/subject and 75% of the periods held in practicals/map work, in each paper/subject during the academic year.

(The college shall be required to deliver at least 75% of the total number of lectures prescribed for each paper/subject). The shortage in the attendance of lectures by the candidates will be condoned as per rules made by the

* *A student who is unable to appear in the examination owing to shortage in the prescribed course of lectures in the subject or subjects may be allowed to appear at the following examination, if he, makes up the deficiency in the subject or subjects concerned by attending lectures at a college admitted to the privileges of the Punjabi University.*

ORDINANCE BACHELOR OF EDUCATION (B.Ed.) (iii)

Annual Examination	Without late fee	With late fee of Rs.500/-	With late fee of Rs.1000/-	With late fee of Rs.5000/-	With late fee of Rs.10,000/-
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Regular

Candidates	Dec. 31	Jan. 12	Jan. 21	Feb. 10	Feb. 21*
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Private

Candidates	Oct. 31	Nov. 30	Dec. 31	Jan. 31	Feb. 21*
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Supplementary

Examinations	July 15	July 31	Aug. 16	Aug. 31	Sept. 7*
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* No Examination Form will be accepted after this date.

5. The examination shall consist of the three parts as under :

Part-I: Theory

Part-II : Skill in Teaching

Part-III : Work Experience, Community

Work and Games and Sports

The scheme of examination and syllabus shall be as prescribed.

6. Internal assessment marks as indicated under the parts concerned shall be recorded by the Principal of the college on the recommendation of the teacher-in-charge during the period of training. The marks thus awarded shall be forwarded by the Principal to the University office. University may appoint an Inspector to inspect the record of the internal assessment of the lesson etc.
7. English or Punjabi shall be the medium of examination except in the case of Classical and Modern Indian Languages in which the medium of examination will be the allied Modern Indian Language for Classical language and the particular Indian language for Modern Indian Language.

The candidates who have not studied the subject of Punjabi in lower exam. may answer questions in Hindi medium.

Candidates offering teaching of Indian languages (Hindi, Punjabi and Urdu) in the B.Ed. course shall be allowed to answer their questions in the relevant language.

Candidates offering teaching of Music shall be allowed to answer their questions either in Hindi or Punjabi or English at their option

(iv) ORDINANCE BACHELOR OF EDUCATION (B.ED.)

Question paper shall be set both in English or Punjabi languages.

8. The number of marks required to pass the examination shall be as under :

Part-I : The minimum pass marks in each paper will be 35% and 40% in the aggregate. Provided that where there is practical, a candidate shall be required to pass in theory and practical examinations separately.

Part-II : The minimum pass marks for each teaching subject as well as in the aggregate shall be 40%.

Part-III : The minimum marks for (i) Work Experience and (ii) Community Work shall be 40% separately as well as in the aggregate.

Grace marks shall be allowed according to Ordinances relating to 'Award of Grace Marks'.

9. A candidate who is unable to clear the examination within four consecutive chances shall not be allowed to continue his/her studies for the B.Ed. course;

Provided that a candidate who is unable to appear in one or more chances owing to illness will be given next succeeding one or more chances missed by him/her on application accompanied by a medical certificate and duly recommended by the Principal of the college as per ordinances.

10. A candidate who fails shall be permitted to take the examination in part or parts in which he fails; provided he passes in all the parts within four consecutive chances commencing with the first chance availed of. Such a candidate shall pay prescribed admission fee on each occasion. This concession shall, however, be subject to the following conditions :

- (i) A candidate who fails in one paper only of Part-I securing atleast 40% marks in the aggregate of the remaining papers shall, if he so desires, be given exemption from reappearing in such papers but, in order to pass the examination, he shall secure 35% marks in the remaining papers and 40% in aggregate of all the papers of Part-I taken together :

Provided that for the purpose of the concession, he shall be permitted to appear in the supplementary examination of the same year and at the next annual examination in the following year on payment of prescribed admission fee on each occasion.

- (ii) A candidate who does not obtain 40% marks in Part-II shall be required to appear in Part-II as a whole. However, he shall be permitted to appear in the supplementary examination of the same year and at the next annual examination in the following year on payment of prescribed admission fee on each occasion.
- (iii) A candidate who does not obtain 40% marks in 'Work Experience' in Part-III shall be permitted to appear in the supplementary examination of the same year and the next annual examination in the following year on payment of prescribed admission fee on each occasion.

11. The successful candidates shall be classified as under :

- (a) 60 per cent and above, first division.
- (b) 50 per cent and above, but less than 60 per cent, second division.
- (c) below 50 per cent, third division.
- (i) Total of Part-I
- (ii) Total of Part-II
- (iii) Total of Part-III

The result published will indicate the divisions mentioned above and the marks obtained by the candidate on the combined total of Part-I, Part-II and Part-III. The detailed certificate will indicate marks obtained in each of the Theory papers (Part-I) and the marks obtained in Part-II and Part-III in (i) and (ii) separately. The merit of a candidate shall be determined on the basis of the total score in Part-I, Part-II and Part-III. But the candidates to be on the merit list must secure at least 55% in each part separately.

12. Four weeks after the termination of the examination or as soon as may be the Registrar shall publish a list of the candidates who have passed.
13. The marks awarded to a candidate in the Internal Assessment will be carried forward at his option when he is permitted to reappear in a part or parts in subsequent examination. The marks obtained by a candidate in Internal Assessment shall be valid even if he remains absent in the external examination.
14. A person who has already passed the examination from a college affiliated to this University for the degree of Bachelor of Education may offer as an additional subject, a Main Craft other than the one in which he has already passed. Such a candidate may be admitted to examination on payment of prescribed admission fee. The candidate shall have to join a college admitted to the privileges of the University, for training in the craft and the college shall supply internal assessment award to the University in accordance with the ordinance laid down for the purpose.
 - (a) College will allow admission in those subjects where facilities are available.
15. (i) A person who has already passed the B.Ed. examination from this University may be allowed to offer as an additional subject any of the relevant subjects other than those in which he/she has already passed the B.Ed. examination. In case of teaching subject such as language, Mathematics, Science or Social Studies the candidate should have already passed the graduate/Post-graduate examination with that particular subject as an elective subject. In addition to the written paper, the candidate shall undergo practical test in the teaching of the additional subject taken by him/her and for this he shall complete one month's school practice under approved supervision.
- (ii) In the training colleges affiliated to the Punjabi University, Patiala candidates who have passed B.Ed. from this University can join as casual students. The rules pertaining to the Teaching Skill which are applicable for regular students, who also apply to those who take an additional teaching subject. This will include one month's teaching practice under the supervision of the training college covering demonstration, observation and discussion lesson etc. The required teaching aids pertaining to the additional subject will have to be deposited.
- (iii) A teacher who has a teaching experience of 5 years in a recognised educational institute and wants to offer a teaching subject as an additional subject, will be exempted from teaching practice. However, he/she will have to deliver the

ORDINANCE BACHELOR OF EDUCATION (B.Ed.) (vii)

required discussion, lessons and will deposit the relevant teaching aids in the teaching institution.

The candidates will deposit fee for one quarter and will send his/her admission form and fee for examination through the concerned Principal.

- (iv) The examination for such candidate shall be held in the month of April or on such other dates as may be fixed by the Academic Council for the Annual Examination. The amount of admission fee to be paid for appearing in additional subject under this ordinances shall be as prescribed.

- (v) The minimum number of marks for passing the additional subject for B.Ed. Examination shall be 40% in Theory and Skill in teaching separately.

SYLLABUS (2013-2014)

BACHELOR OF EDUCATION (B.Ed.)

The syllabi of B.Ed. Course will consist of following three parts :

PART-I	:	Theory	700 Marks
PART-II	:	Skill in Teaching	300 Marks
PART-III	:	Sessional Work	200 Marks
Total			1200 Marks

PART-I : THEORY

- (i) Evaluation in this part will be external as well as internal.
- (ii) Each theory paper will be of three hours duration. This part will consist of seven papers.

PAPER NOMENCLATURE

EVALUATION

	<i>External</i>	<i>Internal</i>	<i>Total</i>
I Teacher in Emerging Indian Society	80	20	100
II Development of Learner and Teaching-Learning Process	80	20	100
III Development of Educational System in India	80	20	100
IV Essentials of Educational Technology and Management	80	20	100
V (A) Compulsory Guidance and Counselling	40	10	50
(B) Elective :			

Any one of the following : 40 10 50

(i) Elementary Education

(ii) Population Education

(iii) Environmental Education

(iv) Alternative Education (Adult and Non-Formal Education)

(v) Educational Measurement and Evaluation

(vi) Physical Education

(vii) Value Education

(viii) Information and Communication Technology

VI & Teaching Subject-I 80 20 100

VII Teaching Subject-II 80 20 100

Any two of the following options :

(i) Teaching of English or Hindi or Punjabi or Sanskrit

(ii) Teaching of Social Studies or

Teaching of Political Science or

Teaching of Geography or

Teaching of History or

Teaching of Economics

(iii) Teaching of Mathematics

(iv) Teaching of Physical Science

(v) Teaching of Life Science

(vi) Teaching of Home Science

(vii) Teaching of Art

(viii) Teaching of Agriculture

(ix) Teaching of Music

inform the examiner before preparing the final list. The award list prepared by the examiners will accompany the final list, when it is submitted to the university.

PRACTICE OF TEACHING**Marks : 100**

- | | |
|--|-------|
| (a) Discussion lessons in each subject | 20+20 |
| (b) Two Teaching aids in each subject | 20+20 |
| (c) Overall school practice | 20 |

EVALUATION

The Principal of the college will arrange orientation programmes in item (a) above. Evaluation in all items (a to c) will be internal and done by the teachers concerned as following :

- (a) On the basis of the marks in discussion lessons.
- (b) By the subject teacher and
- (c) The supervisor in school. This assessment will be sent to the university by the Principal before 1st April.

PART-III: SESSIONAL WORK**Marks : 200****(i) Work Experience**

External	Internal	Total
40 Marks	10 Marks	50 Marks

There will be practical work in this part. External evaluation will be done by a board of two examiners – one internal and one external with the principal as co-ordinator. Internal evaluation will be done on the basis of a record/file maintained by the student. A student to be eligible in the B.Ed. examination must attend 75% of the total periods allotted to this activity. The candidate will choose any one of the following :

Note : A student opting paper V B option VIII "Information and Communication Technology" will not be allowed to take the option (a) "Computer Application" in Sessional Work Part-III.

- (a) Computer Application
- (b) Gardening
- (c) Home Craft: Cooking or Needle Work
- (d) Leather Work
- (e) Drawing and Painting
- (f) Interior Decoration
- (g) Domestic Use of Electric Gadgets

(ii) Black Board Writing and Sketch Making

External	Internal	Total
40 Marks	10 Marks	50 Marks

The external evaluation will be done by two examiners, one internal and one external with the principal as co-ordinator. Internal evaluation will be done on the basis of a record/file maintained by the student. A student to be eligible in the B.Ed. examination must attend 75% of the total periods allotted to black board writing and sketch making.

(iii) Games and Sports

External	Internal	Total
40 Marks	10 Marks	50 Marks

Participation in Games and Sports is compulsory. 75 percent of the total periods in sports must be attended by a candidate in order to be eligible for B.Ed. examination. External examination of 40 marks will be held by a board of two examiners – one internal and one external with the principal as co-ordinator. Internal evaluation will be done on the basis of a record/file, performance and participation of the student.

(iv) Co-curricular Activities 25 Marks (Internal)

The internal evaluation will be done by a board of four examiners, including the principal as co-ordinator. The three examiners will be nominated by the principal. The evaluation will be done on the basis of performance and participation at college, inter college and university level co-curricular activities by the student. A student to be eligible in the B.Ed. examination must attend 75% of the total periods allotted to these activities.

(v) Community Work 25 Marks (Internal)

The evaluation will be done by a board of four examiners, including by the Principal as co-ordinator and three examiners to be nominated by the Principal. Internal evaluation will be done on the basis of performance and participation in the blood donation camps, campus improvement, adult literacy classes, awareness campaign and community service by the students. A student to be eligible in the B.Ed. examination must attend 75% of the total periods allotted to these activities.

EVALUATION

- (i) In Part-I, minimum pass marks in each paper will be 35 percent and in aggregate it will be 40 percent.
- (ii) Division in Part-I, Part-II and Part-III will be calculated separately and shown separately in the degree.
- (iii) The detailed marks certificate will indicate marks obtained in Part-II out of 300 and the marks obtained in each theory papers (Part-I Internal and External) and the marks obtained in Part-III (i) and (ii) and (iii) and (iv) and (v) separately.

- (iv) Total score of marks in Part-I and Part-II and Part-III will be the basis of determination of merit of candidate but the candidate to be on the merit list must secure 55 percent in each part separately.
- (v) To be eligible for the university examination, each candidate will have to qualify in the house test securing at least 20% marks in each theory paper of Part-I. In case a candidate does not fulfil this requirement, he will have to rejoin B.Ed. as a casual student in the next session to fulfil this requirement.
- (vi) Minimum attendance will be 75 percent lectures
- (vii) The candidate, who becomes ineligible for examination in Part-I for want of minimum attendance, stands ineligible for examination in Part-II or in Part-III also and vice-versa.
- (viii) For passing an additional teaching subject the period of teaching practice will be as in the case of regular candidates.
- (ix) A candidate failing in any subject/subjects/practical etc. of Part-II or Part-III will be re-appear only in the paper/papers in which he fails.
- (x) In Part-II (Teaching Skill) a candidate will have to obtain a pass percentage (40%) in each of the two teaching subjects separately and also pass in (a) and (b) separately.

In Part-II, the minimum pass marks for each teaching subjects as well as in the aggregate of two teaching subjects will be 40%. In Part-III, the minimum pass marks for (i), (ii), (iii), (iv) and (v) separately as well as in the aggregate will be 40%.

ORDINANCES (2013-2014)

MASTER OF EDUCATION (M.Ed.)

1. The examination for the degree of Master of Education in theory shall be held annually in the month of May, or on such other dates as may be fixed by the Academic Council. The supplementary examination for candidates who are to reappear in one paper shall be held in the month of September or on such other dates as may be fixed by the Academic Council. The candidates who have passed M.Ed. examination and are appearing for additional paper(s) or for improvement of Division/Score of Marks shall be eligible to appear in the annual examination. However, they shall be eligible to appear in only one additional paper at the supplementary examination.
2. The examination shall be open to any person who :
 - (a) (i) Has undergone the course of training for the degree of Master of Education for the academic year in a college admitted to the privileges of the University for this course;
 - (ii) Has passed B. Ed. examination with at least 55% marks and graduation with at least 45% marks (SC/ ST candidates will be allowed relaxation of 5% marks

in both these exams.) of the Punjabi University, or an equivalent examination of any other statutory University;

- *(iii) Has obtained at least 20% marks in the house test assignments/ response-sheets.

In case a candidate does not obtain the qualifying marks in the house test he will have to rejoin the course as a casual student in the next session to fulfil this requirement.

- (iv) Has his name submitted to the Registrar by the Principal of the college and produces a certificate of having attended not less than 75% of the total number of lectures delivered in each paper/subject and 75% of the periods held in practicals/map work, in each paper/subject during the academic year.

(The college shall be required to deliver at least 75% of the total number of lectures prescribed for each paper/subject.)

Provided that a deficiency in attendances may be condoned for special reasons, as per the relevant ordinances on the subject.

OR

- (b) Has failed in a previous examination for the degree of Master of Education held by this University or having completed the course has failed to appear in the examination, within a period of three years from the date of his completion of such course.
3. A candidate who is unable to clear M. Ed. examination within four consecutive chances shall not be allowed to continue his studies for the examination, provided that a candidate who is unable to appear in one or more chances owing to illness will be given the next succeeding one or more chances missed by him on application accompanied by a medical certificate and duly recommended by the Principal of the college, as per ordinances.
4. (a) The amount of admission fee to be paid by a candidate shall be as prescribed.
- (b) The last date by which admission forms and fee must reach the Registrar shall be as follows :

Note : A student who is unable to appear in the examination owing to shortage in the prescribed course of lectures in a subject or subjects may be allowed to appear at the following examination, if he makes up the deficiency in the subject or subjects concerned by attending lectures in a college admitted to the privileges of the Punjabi University.

Annual	Without	With late	With late	With late	With late
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Examination	late fee	fee of	fee of	fee of	fee of
		Rs.500/-	Rs.1000/-	Rs.5000/-	Rs.10,000/-
Regular					
Candidates	Dec. 31	Jan. 12	Jan. 21	Feb. 10	Feb. 21*
Private					
Candidates	Dec. 31	Nov. 30	Dec. 31	Jan. 31	Feb. 21*
Supplementary					
Examinations	July 15	July 31	Aug. 16	Aug. 31	Sep. 7*

* No Examination form will be accepted after this date.

5. The medium of Examination shall be English or Punjabi.
6. The scheme of the examination shall be as given in the syllabus and courses of reading approved by the University Bodies.
7. Each paper shall carry 100 marks and shall be of three hours duration.
8. (a) The minimum number of marks required to pass shall be 40 per cent in the aggregate and 33 per cent in each paper. Provided that in the papers Advanced Educational Psychology and Educational and Vocational Guidance, the candidates shall be required to pass in theory and practical examinations separately.

Provided further that the grace marks shall be allowed according to the general ordinances relating to "Award of Grace Marks."

(b) Candidates failing in only one paper and getting an aggregate of 50% marks in other papers shall be placed in compartment and such candidates shall be allowed one chance to clear the examination.
9. The minimum number of marks for passing the additional paper(s) for M. Ed. examination shall be 40%.
10. Successful candidates who obtain sixty per cent or more of the aggregate marks shall be placed in the first division, those who obtain not less than fifty per cent but less than sixty per cent shall be placed in the second division and all below fifty per cent shall be placed in the third division.

Provided that grace marks shall be awarded under the general ordinances to award a higher class.

11. Four weeks after the termination of the examination or as soon as may be, the Registrar shall publish a list of candidates who have passed. Each successful candidate shall receive a degree stating the division in which he has passed.
12. A candidate who has passed the M.Ed. examination may appear in one or more additional paper(s) in which he has not already passed. The examination fee for appearing in each paper shall be as prescribed.
13. A candidate who has passed M.Ed. examination from this University in third division or second division may be allowed to reappear as a private candidate in the paper(s) in which he wants to improve his previous performance. For this purpose, he may be given two chances within a period of four years from the date of his passing the examination.

Improvement will not however, be allowed in dissertation/vivavoce and practical.

The result of the candidate shall be declared only if he improves his performance.

The grace marks shall be allowed according to the general ordinances relating to "Award of Grace Marks."

SYLLABUS

MASTER OF EDUCATION (M.Ed.)

FOR 2013 AND 2014 EXAMINATION

Objectives of this course are to produce teachers, educators, educational administrators and research scholars.

OUTLINES OF TESTS

Each paper carries 100 marks including external as well as internal evaluation. The duration of the examination will be 3 hours.

FOUNDATION PAPERS

		External	Internal	Total
		Evaluation	Evaluation	
Paper-I	Philosophical and Sociological Foundations of Education	80	20	100
Paper-II	Psychological Foundations of Education	80 Theory	20 Practi.	100
Paper-III	Methodology of	80	20	100

Educational Research
and Statistics

OPTIONAL PAPERS

PAPER-IV, V and VI. Any three of the following :

(i)	Guidance and Counselling	80 Theory	20 Practi.	100
(ii)	Comparative Education	80		
(iii)	Teacher Education	80		
(iv)	Educational Technology	80 Theory	20 Practi.	100
(v)	Educational Measurement and Evaluation	80	20	100
(vi)	Educational Management and Planning	80	20	100
(vii)	Yoga Education	80 Theory	20 Practi.	100
(viii)	Adult and Non-Formal Education	80 Theory	20 Practi.	100
(ix)	Dissertation	80	20	100

B.Ed. (2014-2015)

As per the recommendations of RUSA to the Punjab Govt./ Punjabi University/ NCTE,, this year there is a change in syllabus i.e. annual system has been changed to semester system.

ORDINANCES

BACHELOR OF EDUCATION

1. An examination for the degree of Bachelor of Education in all written papers shall be held in the months of December and May or at such other dates may be fixed by the Academic Council. The examination for Practical, Skill in Teaching shall be held in the months of December and May or at such other dates as may be fixed by the Academic Council.

A supplementary examination shall be held in the months of December and May or as fixed by the Academic Council. The examination shall be open to candidates who have been declared reappear.

2. The examination shall be open to:

- (a) Any graduate of this University or any other statutory University, who after passing the examination for the Bachelor's degree in the faculty with 50% marks, has undergone the course of training for the Degree of Bachelor of Education for one year at a college/Department of University, admitted to the privileges of the University for this examination and* has attended not less than 75% of the total number of lectures delivered in each paper/subject and 75% of the periods held in practicals/map work, in each paper/subject during the academic year.(The college/department of university shall be required to deliver at least 75% of the total number of lectures prescribed for each paper/subject). The shortage in the attendance of lectures by the candidates will be condoned as per the university rules.

**A student who is unable to appear in the examination owing to shortage in the prescribed course of lectures in the subject or subjects may be allowed to appear at the following examination, if he, makes up the deficiency in the subject or subjects concerned by attending lectures at a college/ department of university admitted to the privileges of the Punjabi University.*

Annual	Without	With late	With late	With	late
Examination	late fee	fee of	fee of	fee of	fee of
	Rs.500/-	Rs.1000/-		Rs.5000/-	Rs.10,000/-

Regular

Candidates Dec. 31 Jan. 12 Jan. 21 Feb. 10 Feb. 21*

Private

Candidates Oct. 31 Nov. 30 Dec. 31 Jan. 31 Feb. 21*

Supplementary

Examinations July 15 July 31 Aug. 16 Aug. 31 Sept. 7*

* No Examination Form will be accepted after this date.

5. The examination shall consist of the three parts as under :

Part-I : Theory

Part-II : School-Based Experience

Part-III : Sessional Work

The scheme of examination and syllabus shall be as prescribed.

6. Internal assessment marks as indicated under the parts concerned shall be recorded by the Principal of the college/ Head of the department on the recommendation of the teacher-incharge during the period of training. The marks thus awarded shall be forwarded by the Principal/ Head of the department to the University office. University may appoint an observer to inspect the record of the internal assessment of the lesson etc.
7. English and Punjabi shall be the medium of Examination. The candidates who have not studied the subject of Punjabi in lower examination may answer questions in Hindi medium. Candidates offering teaching of Indian languages (Hindi, Punjabi and Urdu) in the B.Ed. course shall be allowed to answer their questions in the relevant language. Candidates offering teaching of Music shall be allowed to answer their questions either in Hindi or Punjabi or English.

Question paper shall be set both in English or Punjabi languages.

8. The number of marks required to pass the examination shall be as under:

The minimum pass marks in each paper will be 35% and 40% in the aggregate. Provided that where there is practical, a candidate shall be required to pass in theory and practical examinations separately.

Grace marks shall be allowed according to Ordinances relating to 'Award of Grace Marks'.

9. A candidate who is unable to clear the examination within four consecutive chances shall not be allowed to continue his/her studies for the B.Ed. course;

Provided that a candidate who is unable to appear in one or more chances owing to illness will be given next succeeding one or more chances missed by him/her on application accompanied by a medical certificate and duly recommended by the Principal of the college/Head of the University Department as per ordinances.

10. A candidate who fails shall be permitted to take the examination in which he fails. Such a candidate shall pay prescribed examination fee on each occasion. He shall be permitted to appear in the supplementary examination of the same semester and at the next semester examination in the following year on payment of prescribed examination fee on each occasion.

11. The successful candidates shall be classified as under:

(a) 60 per cent and above, first division.

- (b) 50 per cent and above, but less than 60 per cent, second division.
- (c) Below 50 per cent, third division.

The result published will indicate the divisions mentioned above and the marks obtained by the candidate on the combined total of two semesters. The detailed certificate will indicate marks obtained in each of the semester in each paper. The merit of a candidate shall be determined on the basis of the total scores obtained in both semesters.

12. Four weeks after the termination of the examination or as soon as may be the Registrar shall publish a list of the candidates who have passed.
13. The marks awarded to a candidate in the Internal Assessment will be carried forward when he is permitted to reappear in subsequent examination. The marks obtained by a candidate in Internal Assessment shall be valid even if he remains absent in the external examination.
14. (i) A person who has already passed the B.Ed. examination from this University may be allowed to offer an additional subject from any of the offered subjects other than those in which he/she has already passed the B.Ed. examination. In case of teaching subject such as language, Mathematics, Science or Social Studies, the candidate should have already passed the graduate/Post-graduate examination with that particular subject as an elective subject. In addition to the written paper, the candidate shall undergo practical test in the teaching of the additional subject taken by him/her and for this he shall complete school practice for forty working days under approved supervision. College/ Department of the university will allow admission in those subjects where facilities are available.
- (ii) In the colleges of education affiliated to the Punjabi University, Patiala, candidates who have passed B.Ed. from this University can join as casual students. The rules pertaining to the Methodology of Teaching which are applicable for regular students, also apply to those who take an additional teaching subject. This will include teaching practice for forty days under the supervision of college of education covering demonstration, observation and discussion lesson etc. The required teaching aids pertaining to the additional subject will have to be deposited.

A teacher who has a teaching experience of 5 years in a recognized educational institute and wants to offer a teaching subject as an additional subject, will be exempted from teaching practice. However, he/she will have to deliver the required discussion lessons and will deposit the relevant teaching aids in the teaching institution.

The candidates will deposit fee for one semester and will send his/her admission form and fee for examination through the concerned Principal/Head of the Department of University.

The examination for such candidate shall be held in the month of December and Examination for Methodology of Teaching will held in May or on such other dates as may be fixed by the Academic Council. The amount of examination fee to be paid for appearing in additional subject under these ordinances shall be as prescribed. The minimum number of marks for passing the additional subject for B.Ed. Examination shall be 35%.

B.Ed Syllabus

SEMESTER – I

<i>Paper</i>	<i>Name of the Paper</i>	<i>Practical</i>	<i>Marks</i>
<i>I</i>	<i>Foundations Of Education</i>	<i>Project Work</i>	<i>12</i>
<i>II</i>	<i>Understanding the learner and teaching-learning process</i>	(i) <i>Administration of the following tests : Intelligence, Creativity, Learning, Motivation, Personality.</i> ii) <i>Visit to special school</i> iii) <i>Analysis of three cases</i>	<i>12</i>
<i>III (A)</i>	<i>Guidance And Counselling</i>	1. <i>Interest Inventory</i> 2. <i>Aptitude Test</i> 3. <i>Case Analysis</i> 4. <i>Visit to employment exchange</i> 5. <i>Visit to counselling Centre</i>	<i>06</i>
<i>III(B)</i>	<i>Options</i>	– <i>Anyone of the following:</i> 1. <i>INCLUSIVE EDUCATION</i> <i>Written Assignment / Project work</i> 1. <i>Visit to any</i>	<i>06</i>

rehabilitation centre or organization dealing with such persons and preparation of case study of any one person with disability.

2. *Case study of any one school providing inclusive education.*

2. **ENVIRONMENTAL EDUCATION** *Written Assignment / Project work* 06

1. *To study environmental awareness among school students.*
2. *To study environmental ethics among school students.*
3. *Visit to a school having Eco-club.*

3. **VALUE EDUCATION** *Written Assignment / Project work* 06

- 1.. *To study values among school students.*
2. *Role of media in value crisis.*
3. *Strategies of promoting values among students.*

4. **EDUCATIONAL MEASUREMENT AND EVALUATION** *Written Assignment / Project work* 06

1. *Preparation of blue print of a question paper.*
2. *Test construction.*
3. *Computation of reliability and*

validity.

5. HUMAN RIGHTS AND PEACE EDUCATION	Written Assignment / Project work	06
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6.SCHOOL LIBRARY SERVICES	Practical Work/ Project	06
	i. To prepare entries of few titles of the accession register	
	ii. Classification of books according to DDC and CC	
	iii. Visit to library	

Paper IV & V Option	PEDAGOGICAL FOUNDATIONS OF EDUCATION I & II	Any two of the following options;	
i.	Teaching of English	Written assignment/Project Work	12
ii.	Teaching of Hindi	Written assignment/Project Work	12
iii.	Teaching of Punjabi	Written assignment/Project Work	12
vi.	Teaching of Social studies	a) Preparation of model lesson plan b) Application of any evaluation technique c) Preparation of short/objective type test	12

viii.	<i>Teaching of Geography</i>	a) <i>Scrap book</i> b) <i>Survey on Physical features and natural resources</i>	12
x.	<i>Teaching of Economics</i>	a) <i>Project on current economic problem</i> b) <i>Assignment on Economic issue.</i> c) <i>Writing a blue print for curriculum of senior secondary stage</i> d) <i>Construction of an achievement test</i>	12
xii.	<i>Teaching of Mathematics</i>	a) <i>Preparation of model lesson plan</i> b) <i>Application of any evaluation technique</i> c) <i>Preparation of short or objective type test</i> d) <i>Pedagogical analysis of any topic of mathematics</i> e) <i>Record of activities of mathematical club</i>	12
xiii.	<i>Teaching of Physical Science</i>	a) <i>Preparation of model lesson plan</i> b) <i>Application of any evaluation technique</i> c) <i>Preparation of short or objective type test</i> d) <i>Pedagogical analysis of any topic of Physical Science</i> e) <i>Record of activities of Physical Science club</i>	
xiv.	<i>Teaching of Life Science</i>	a) <i>Preparation of model lesson plan</i> b) <i>Application of any evaluation technique</i>	12

		<ul style="list-style-type: none"> c) <i>Preparation of short or objective type test</i> d) <i>Pedagogical analysis of any topic of Life Science</i> e) <i>Record of activities of Life Science club</i> 	
xv.	<i>Teaching of Home Science</i>	<ul style="list-style-type: none"> a) <i>Preparation of model lesson plan</i> b) <i>Application of any evaluation technique</i> c) <i>Preparation of short or objective type test</i> d) <i>Pedagogical analysis of any topic of Home Science</i> e) <i>Record of activities of Home Science club</i> 	12
xvi.	<i>Teaching of Fine Arts</i>	<p><i>Project Work:</i></p> <ul style="list-style-type: none"> a) <i>Landscape – Water and oil pastels</i> b) <i>Poster making</i> c) <i>Still Life</i> d) <i>Collage</i> e) <i>Design</i> 	12
xviii.	<i>Teaching of Music</i>	<p><i>Project work:</i></p> <ul style="list-style-type: none"> a) <i>Preparation of model lesson plan</i> b) <i>Application of any evaluation technique</i> c) <i>Preparation of short or objective type test</i> 	12
xix.	<i>Teaching of Computer Science</i>	<p><i>Project work:</i></p> <ul style="list-style-type: none"> a) <i>Preparation of model lesson plan</i> b) <i>Application of any evaluation technique</i> c) <i>Preparation of short or</i> 	12

objective type test

- f) *Pedagogical analysis of any topic of Computer Science*

SEMESTER – II

Paper	Name of the Paper	Practical	Marks
I	Indian Education and Contemporary Issues	Project Work a) Awareness in rural/urban/slum area regarding RTE. b) Report on SSA/RMSA/RUSA c) Report on problems of higher education	12
II	(A) Educational Technology	a) Critical analysis of transaction of classroom interaction (FIAS) b) Preparation of one lesson plan using ICT Integrated system on any topic of secondary level c) Conducting a virtual session in class d) Action research on any relevant topic	06
	(B) School Management	Project work: a) School effectiveness report b) Teacher effectiveness report	06
III & IV	Internship in Teaching	.	100+100
V	Sessional Work	Record of Practical work :-	05
	(A) Black Board writing and sketch making	Simple Sketches of shapes and objects (as mentioned in the syllabus)	
	(B) Organization	Record file/Report	05

*and participation in
co-curricular
activities*

*(C) Any two Add-on
skills from the
following : -*

<i>i. Computer Applications</i>	<i>Power Point Presentations</i>	<i>05</i>
<i>ii. Communication skills and personality development</i>	<i>Mock Interviews</i>	<i>03</i>
	<i>Group or panel discussion</i>	<i>03</i>
	<i>Role playing</i>	<i>03</i>
	<i>Brain storming</i>	<i>03</i>
<i>iii. Health and Yoga Education</i>		
<i>iv. Community Service</i>	<i>Project Report :</i>	<i>05</i>
	<i>Visit to old Age home/orphanage</i>	

ORDINANCES FOR
MASTER OF EDUCATION (M.Ed.)
SEMESTER SYSTEM

1. The examination for the degree of Master of Education in theory shall be held semester wise in the months of December and May, or on such other dates as may be fixed by the Academic Council. The supplementary examination for candidates who are to reappear in one paper shall be held in the months of December and May or on such

other dates as may be fixed by the Academic Council. The candidates who have passed M.Ed. examination and are appearing for additional paper(s) or for improvement of Division/Score of Marks shall be eligible to appear in the semester examination.

2. The examination shall be open to any person who:
 - (a) (i) Has undergone the course for the degree of Master of Education for the academic year in a college/ Department of university admitted to the University for this course;
 - (ii) Has passed B. Ed. examination with at least 55% marks and graduation with at least 45% marks (SC/ ST candidates will be allowed relaxation of 5% marks in both these exams.) from Punjabi University, or an equivalent examination from any other statutory University;
 - *(iii) Has obtained at least 40% marks in the internal assessment

In case a candidate does not obtain the qualifying marks in the internal assessment, he will have to rejoin the course as a casual student in the next session to fulfil this requirement.

- (iv) Has his name submitted to the Registrar by the Principal of the college/ Head of the Department and produces a certificate of having attended not less than 75% of the total number of lectures delivered in each paper/subject and 75% of the periods held in practical /map work, in each paper/subject during the academic year.

The college/Department of the university shall be required to deliver at least 75% of the total number of lectures prescribed for each paper/subject.

Provided that a deficiency in attendance may be condoned for special reasons, as per the relevant ordinances on the subject.

OR

- (b) Has failed in a previous examination for the degree of Master of Education held by this University or having completed the course has failed to appear in the examination, within a period of three years from the date of his completion of this course.
3. A candidate who is unable to clear M. Ed. examination within four consecutive chances shall not be allowed to continue his studies for the examination, provided that a candidate who is unable to appear in one or more chances owing to illness will be given the next succeeding one or more chances missed by him on application accompanied by a medical certificate and duly recommended by the Principal of the college/Head of the Department, as per ordinances.
 4. (a) The amount of admission fee to be paid by a candidate shall be as prescribed.

- (b) The last date by which admission forms and fee must reach the Registrar shall be as follows:

Note : A student who is unable to appear in the examination owing to shortage in the prescribed course of lectures in a subject or subjects may be allowed to appear at the following examination, if he makes up the deficiency in the subject or subjects concerned by attending lectures in a college admitted to the privileges of the Punjabi University.

Annual Examination	Without late fee	With late fee of Rs.500/-	With late fee of Rs.1000/-	With late fee of Rs.5000/-	With late fee of Rs.10,000/-
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Regular

Candidates	Dec. 31	Jan. 12	Jan. 21	Feb. 10	Feb. 21*
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Private

Candidates	Dec. 31	Nov. 30	Dec. 31	Jan. 31	Feb. 21*
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Supplementary

Examinations	July 15	July 31	Aug. 16	Aug. 31	Sep. 7*
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* No Examination form will be accepted after this date.

5. The medium of Examination shall be English or Punjabi
6. The scheme of the examination shall be as given in the syllabus and courses of reading approved by the University Bodies.
7. Each paper shall carry 100 marks and shall be of three hours duration.
8. (a) The minimum number of marks required to pass shall be 40 per cent in the aggregate and 35 per cent in each paper. Provided that in the papers Psychological Foundations of Education, Educational Technology and Guidance and Counselling, the candidates shall be required to pass in theory and practical examinations separately.

Provided further that the grace marks shall be allowed according to the general ordinances relating to "Award of Grace Marks."

- (b) Candidates failing in only one paper and getting an aggregate of 50% marks in other papers shall be placed in reappear and such candidates shall be allowed one chance to clear the examination.

9. The minimum number of marks for passing the additional paper(s) for M. Ed. examination shall be 40%.
10. Successful candidates who obtain sixty per cent or more of the aggregate marks shall be placed in the first division, those who obtain not less than fifty per cent but less than sixty per cent shall be placed in the second division and all below fifty percent shall be placed in the third division.
11. Four weeks after the termination of the examination or as soon as may be, the Registrar shall publish a list of candidates who have passed. Each successful candidate shall receive a degree stating the division in which he has passed.
12. A candidate who has passed the M.Ed. examination may appear in one or more additional paper(s) in which he has not already passed. The examination fee for appearing in each paper shall be as prescribed.
13. A candidate who has passed M.Ed. examination from this University in third division or second division may be allowed to reappear as a private candidate in the paper(s) in which he wants to improve his previous performance. For this purpose, he may be given two chances within a period of four years from the date of passing the examination. Improvement will not however, be allowed in dissertation/viva voce and practical. The result of the candidate shall be declared only if he improves his performance.

SYLLABUS

MASTER OF EDUCATION (M.Ed.)

(Semester System)

FOR 2014-15 AND 2015 - 16 EXAMINATIONS

The syllabi of M.Ed. course to be covered in two semesters as follows:

OUTLINES FOR EVALUATION

Each paper carries 100 marks including external as well as internal evaluation. The duration of the examination will be 3 hours.

SEMESTER-I

This semester will consist of six papers.

PAPER	TITLE	INTERNAL	EXTERNAL	TOTAL
PAPER I	Philosophical Foundations of Education	30	70	100

PAPER II	Psychological Foundations of Education	20	60+20 (Practical)	100
PAPER III	Educational Research	30	70	100
PAPER 1V,V &VI	Any three Options out of the following			
I	Foundations of Guidance	20	60 + 20 (Practical)	100
li	Educational Technology	20	60 + 20 (Practical)	100
lii	Educational Measurement and Evaluation	30	70	100
iv	Educational Management and Supervision	30	70	100
V	Teacher Education	30	70	100
Vi	Special Education	30	70	100
Vii	Comparative Education	30	70	100
Viii	Adult Education	30	70	100
Ix	Value Education and Human Rights	30	70	100
	Total	-	-	600

SEMESTER-II

This semester will consist of six papers.

PAPER	TITLE	INTERNAL	EXTERNAL	TOTAL
PAPER I	Sociological Foundations of Education	30	70	100

PAPER II	Advanced Educational Psychology	30	70	100
PAPER III	Educational Statistics	30	70	100
PAPER IV, V & VI	Any three options out of the following			
I	Adult Education	30	70	100
li	Inclusive Education	30	70	100
lii	Women Education and Empowerment	30	70	100
Iv	Curriculum Development	30	70	100
V	Information and Communication Technology in Education	30	70	100
Vi	Educational Administration and Planning	30	70	100
Vii	Counselling Process	30	70	100
Viii	Life Skills Education	30	70	100
Ix	Dissertation	30	70	100
	Total			600

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

Learning is made ‘student centred’ by enhancing skill development through different techniques of teaching-learning. The main emphasis is given on:

- Learning to learn

- Learning to know
- Learning to do
- Learning to socialise

The main focus is on self-study and independent learning. Power point presentation, seminar, workshop, field trip, use of ICT, preparation of learning material, community service, projects, craft projects are the main methods of curricular-transaction.

Besides these, students are given computer aided instructions and encouraged to use latest technology.

In order to develop manual skills and inculcate aesthetic sense in the students, crafts like gardening, computer, community work, Cooking etc. are taught as a part of curriculum.

Students attend one tutorial class per week wherein they are encouraged to speak at least for 5 minutes on important topics. Tutorial groups are arranged to motivate the students to shed off their inhibitions and bring out their hidden talents. Guidance and counselling cell works to solve the student teachers academic, personal, career and social problems.

Every faculty member caters to the needs of the student teachers while developing the content matter in classroom. As per the need of the student teachers, the teacher educator changes his/her methodology and uses various teaching aids to make concept easy and understandable to the student teachers.

Pupil Teachers are motivated to visit library regularly to keep them updated by reading newspaper, magazine, journals, reference books, periodicals and e - resources etc.

Games and Sports is also an integral part of overall development of character and personality of the trainees. Annual Athletic Meet is also organized in the institution.

Morning Assembly is organized once a week.

Days like Science Day, International Women's Day, Hindi Divas, Teachers Day, Independence Day, Republic Day, Lohri, Basant, Diwali, World AIDS Day and World Ozone Day etc. are also celebrated.

Regularity, punctuality and discipline in the college are maintained by the faculty and the head of the institution.

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

Faculty of the institution uses wide range of techniques, materials and experiences to engage student's interest and ensure effective learning. These are as follows:

➤ **Promoting Self-learning Approach**

In order to promote self-learning, to develop study skills and thinking, the college has introduced the following innovative practices:

- The college library is open from 9 a.m. to 4 p.m.
- The college students are grouped according to sections from A-F. Tutorials and seminars as well as guidance activities are conducted by teachers at least once a week in the college. The topics related to self-development, self-study and process of thinking are also taken.

➤ **Internship Approach to Practice Teaching**

After having gone through pedagogical analysis of method course, lesson planning and practice of teaching skills in micro-teaching in simulation and macro-teaching, the student-teachers go for real teaching in local schools for 40 working days according to NCTE norms.

➤ **School Experiences: (Field/ First Hand Information)**

During internship in teaching, student-teachers participate in school programs and make a brief study of all the aspects of the school in which they have their teaching practice.

Student-teachers also organize programs in the school in which they have their teaching practice and too participate in the programs organized by the school during their teaching practice.

➤ **Community Work**

The college has established links with the local community in order to appraise student-teachers with the local issues and problems. Following steps have been taken in this regard:

- Interaction with community to study their emerging needs in the form of surveys In this context
- Blood Donation Camps are organized.

- Free Medical and Check-up Camp in collaboration with Royal Rotary Club under the leadership of Mrs. Ranjit Gill.
- Our NSS unit organized a survey in Baba Jeevan Singh Basti on 22nd December, 2013.
- A rally on HIV/AIDS Awareness by the volunteers of NSS during the camp.

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.

- A.** Yes. All the students are provided training in 'Sushman's Enquiry Model' and 'Flander's Interaction Analysis' in compulsory Paper 'Educational Technology'. Our Institute also uses several of methodologies and approaches to provide effective learning experiences to the student teachers. School Initiatory Experiences are given to the students.

Lesson plan

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

Micro-Teaching

Student-teachers are provided with adequate training in delivery of model lesson presentation before starting their micro-teaching and teaching practice in the schools. Before the commencement of micro teaching lessons student-teachers are taught about themicro teaching, its concept, requirement and various teaching skill. Demonstration lessons in each skill and in each teaching subject are presented before the student-teachers by the teacher educators. During this micro teaching session, every student-teacher prepares and delivers five micro lessons in each teaching subject in simulation and two discussion lessons. Micro Teaching lesson has the duration of 5-10 minutes, whereas discussion lessons have time duration of 30 minutes respectively.

Besides, developing core competencies in prospective teachers through curricular activities and skill-in-teaching, the pupil-teachers are given training for:-

- Developing skills for information processing, life-long learning through library consultation and inculcating reading habits.

- Pedagogical Analysis including content analysis, structuring instructional objectives of each content element.
- Technique of simulation to practice important skills of communication and enabling them to practice teaching focusing on a single teaching skill.
- Creative and critical thinking through creative writing competition, projects, assignments, classroom discussions etc.
- Undertaking action research on part of the student-teachers.
- Cultivating human and spiritual values through value education, morning assembly etc.
- Developing multimedia presentation and using them in the classroom according to the growing needs of the school children.
- Developing scientific temper through visits to Metrological Observatory at Punjabi University, Patiala, Science city, Kapurthala etc.
- Developing scientific attitude by interacting with S. Jaswinder Singh National Awardee (President Medal) with his moveable scientific lab.

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

Yes. Micro-teaching technique is used in the college for strengthening various skills essential for effective and efficient teaching-learning process. The topic of Micro Teaching is included in Paper IV: Essentials of Educational Technology and Management and Paper VI & VII i.e. teaching subjects where student-teachers gain acquaintance with the concept of micro-teaching in all the teaching subjects.

The students apply relevant skills for effective teaching. Each student has to teach five microteaching lessons in each subject, before the teaching practice session every year. The student teachers practice minimum 5 skills out of following skills while giving lessons in schools.

- Skill of writing instructional objectives
- Skill of introducing the lesson
- Skill of questioning
- Skill of illustrating with examples
- Skill of reinforcement
- Skill of explanation
- Skill of stimulus variation
- Skill of Blackboard writing
- Skill of giving home assignment etc.

All student teachers have to deliver at least one micro-teaching lesson on each teaching skill in both the teaching subjects i.e 5+5 lessons on micro teaching in both teaching subjects before they take up teaching in the actual class room situation.

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

Practice teaching is conducted in various government and private schools.

- Minimum two lessons per day are delivered during their practice teaching sessions.
- Teacher educators from the college check and approve the lesson plans and give suggestions for improvement in teaching learning process. The student-teachers are allowed to deliver the duly approved lesson plans.
- 60 to 70 per cent of the lessons in schools are observed by the college faculty.
- Teachers of concerned schools also observe the lessons. The school teachers are encouraged to give suggestions for improvement.
- Teacher educators note down remarks on the lesson plan file. Thus, on the spot feedback is provided to the student-teachers.
- More feedback comes in the form of discussion with the peer supervisors/observers which is done soon after the lesson is finished.
- Detailed feedback is also provided in the college collectively on subsequent days.

Remarks on the notebook, subsequent discussions and observations based on self-reflection are taken into consideration for bringing about improvement. The process of observation and feedback is comprehensive and continuous.

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

Our students remain in the school during working hours and take part in all the activities of school. They also teach adjustment periods along with the assigned classes. In-fact all the days of Teaching Practice are Block teaching/ internship for our students.

The internship plans are developed in partnership with practice teaching schools, with effective involvement of the school staff, and mentor teachers.

- Besides different activities, the student teacher has to teach and prepare 45 lesson plans in each subject (90 lessons in two subjects) during internship.

- Taking classes on short notice and without prior preparation i.e. adjustment periods when the school teachers are on leave.
- Carrying out classroom activities as per the instructions of the principal of the school.
- Visiting school computer centre, library, science laboratory and the school playground with the group of students.
- Organizing Morning Assembly and performing assigned activities.
- Performing the work of correcting note-books, and making corrections and doing invigilation duty, if so instructed.
- Performing all school activities, administrative, co-curricular, cultural and academic as per the instructions of the principal, mentor teacher or the concerned teacher.

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

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

During micro teaching and mega teaching session under simulated condition, the teaching practice plans are developed and evaluated by teacher educators whereas real teaching is planned after interacting with the Principal and subject teachers keeping in view the need of the school so that the student teachers and school students are groomed properly.

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

The Teacher Educators keep pace with recent developmental trends in education and the increasing range of students' behavioural tendencies and needs by attending workshops, seminars, reading journals, surfing internet and transfer this information to student-teachers through orientation and workshops.

- Organizing remedial and enrichment programs by using programmed learning, computer assisted instructions, power point presentation, creative writing skills, smart classroom etc.
- Student-teachers are familiarized with individual differences and trained in the way to handle these differences.
- Student-teachers are trained to use different skills for introducing and developing their lessons.
- The student-teachers utilize education technology in order to build variety, improve efficiency and effectiveness of their teaching for all. They use OHP,

- computers, LCD and other audio-visual teaching aids for attending to the diverse learning needs.
- Performing special responsibilities like organizing co-curricular activities, sports day, celebration of national and religious festivals, birth anniversaries of great personalities etc.
 - Maintenance of attendance registers.

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

Institution provides the facility of Smart Classroom to the student teachers to train them in the era of new technologies. Faculty members and the Student Teachers are actively engaged in the Smart Classroom. Student-teachers are well to use modern technological equipment like computers, OHP, LCD projector etc. to make teaching-learning process more effective. In this training, they are taught about how to prepare, handle and use various kinds of teaching aids and modern technological equipment. Student-teachers are encouraged to use various ICT devices in their practice teaching lesson and in annual skill in teaching examinations. Students are allowed to use laptops in classrooms during Teaching Practice is encouraged. Teacher Educators themselves use smart boards as well as LCD Projectors in routine classroom instructions.

2.4 Teacher Quality

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

Yes, the practice teaching plans are developed in partnership, cooperatively evolving the school staff and mentor teachers. During micro teaching and macro teaching session under simulated condition, the teaching practice plans are developed and evaluated by teacher educators whereas real teachings are planned after interacting with the Principal and subject teachers keeping in view the need of the school so that the student teachers and school students are groomed properly.

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

On an average, the ratio of student teachers in identified practice school is about 1:12 per group keeping in mind number of teacher educators and availability of schools.

The basis for deciding this ratio is the strength of students in the practice teaching schools, medium of instructions, availability of subject, distance from student-teachers' residence and availability of Teachers/Faculty members for making comprehensive observation of the lessons to be delivered by the student teachers, as well as the smooth management of the process. Secure environment and availability of the teaching subject remains the prime criterion.

Practice Teaching Schools

1. Govt. Senior Secondary School, Civil Lines, Patiala.
2. Govt. Sr. Sec. School, Model Town, Patiala.
3. Govt. Girls Sr. Sec. School, New Power House Colony, Patiala.
4. Govt. Sr. Sec. School Pheelkhana, Patiala.
5. Govt. Multipurpose Sr. Sec School, Patiala.
6. Govt. Sec. School, Tripuri, Patiala.
7. Mohindra Kanya MahaVidyalaya Sec. School, Patiala.
8. S.D.K.S. Shakuntla Girls High Sec. School, Patiala.
9. B.N Khalsa Sr. Sec. School, Patiala.
10. Veer Hakikat Rai Model Sr. Sec. School, Patiala.

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

Feedback is provided to the student teachers each day. The teacher educators record their remarks/observations/suggestions on the lesson taught on the spot on the lesson plan book itself. It is followed by discussion after the lesson is over.

The teacher-educators visit every school twice during the Internship. Collective feedback is provided, individual problems are discussed and clarifications given. This helps the student teachers to know their weakness noted by supervisors and also to incorporate the suggestions for improvement in their subsequent lesson-delivery. The feedback provided to the student teachers mainly relates to the techniques and skills used, utilizing previous knowledge, introducing the lesson, questioning technique, use of audio-visual aids, quality of audio-visual aids, etc and overall performance. In main, it sees if the objectives were achieved effectively and efficiently. The student-teachers go through the remarks and incorporate the suggested changes.

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

Student-teachers are provided with the latest information about the policy directions and educational needs of the schools, in the first place, by the teacher educators and subject teachers of the school concerned. The college passes on latest information published by various government and non-government agencies like NCERT, CBSE, State Board, NCTE, etc. relevant documents are procured or downloaded from internet and are kept in the Library reference section. The College has developed rapport with the schools in which teaching practice is carried out. The college and Head of Schools share information during the meetings. The resolutions relating to educational change coming from the board, government and the education department, etc. are passed on to the college by these schools. In addition to this, changes suggested by NCTE are also given to the student teachers. The information is circulated among the staff members and the relevant content is passed on to the student teachers. Any changes in curriculum, reforms in examinations and teaching methods are conveyed to the students in the classrooms as part of curricular transaction.

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

The college keeps track of the changes formulated by various agencies concerned (like NCTE, UGC, Punjabi University Patiala, PSEB, CBSE, Kendriya Vidyalaya Sangathan, Directorate of Higher Education, etc.) with teacher education. A copy of the latest curriculum is provided to the students at the commencement of academic session.

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

The College takes care of the aspects concerning personal and professional development of its teaching staff. Teaching faculties are encouraged to go for higher studies. They are also encouraged to take examinations for career enhancement. They are encouraged to attend refresher courses, orientation courses, seminars and conferences (National and International). Faculty members are encouraged to present their papers in the seminars organized by various educational institutions and Universities.

The College deputed its faculty members to attend and make presentations in workshops/seminars as per details given here under

NATIONAL

- From 11th to 17th January Prof. Satinder Kaur performed her duty as managing officer at 18th National Youth festival at Punjab Agriculture University Ludhiana.
- From 16th to 18th January 2013 Dr. Manjit Kaur presented a paper on sensitizing on the issues relating to minorities in Mahatma Gandhi Institute of Public administration.
- 19-21st January 2013 Prof. Navneet Kaur presented a paper titled Wings of Expression in national Print Making workshop organized at Sobha singh Fine Arts Dept. Punjabi University Patiala
- On 31st January, 2013 Prof Kuldeep Singh presented a paper on "Self Management alternative of stress Control" in national seminar organised by BBGD Girls College of Education, Mansowal .
- On 31st January 2013 Dr. Manjit Kaur Bhatia and Prof. Satinder Kaur presented paper on Mental health of working women, Prof Madhu Presented paper on 'curbing of stress with Sudarstion Kriya. Prof. Balwinder Singh and Prof Veerdev Singh presented his paper on stress Management at work place and Prof. Deepika Lamba presented a paper on Role of teaching In stress management in the National seminar on stress management organized by MBBGRGC college of education at Mansowal Garhshankar Hoshiarpur
- On 4th Feb., 2013 Prof. Balwinder Singh gave a lecture on Internet Applications to B.Ed Students in Patiala College of education.
- From 4th to 9th Feb 2013 Prof. Rajan Narula represented Punjabi University, Patiala as coordinator in youth festival held at Kalyani University Kolkata
- On 7th Feb., Prof. Amarjit Kaur presented a paper on Human Being and Being Human (a Journey through Education in a national seminar organised by Education department Punjabi University, Patiala.

- On 7th and 8th Feb., 2013 Prof Inderjit Kaur presented her paper on pedagogical concerns in teacher education programmes for inclusive education in a national seminar organized on Quality Concerns in Teacher Education at Punjabi University Patiala.
- On 7th and 8th February 2013 Dr. Manjit Kaur Bhatia presented paper on *Quality concerns in Teacher education* in the seminar organized by Department of education and community services, Punjabi university, Patiala.
- On 7-8th February, Dr Rupinder Kaur Presented a paper on "Globalization and Teacher Education in a Technocratic Era" in national conference organised by Chitkara College of education, Patiala.
- On 8th Feb., 2013 Prof Kuldeep Singh presented a paper on critical Viewpoint about Teacher Education in dept. of Education, Pbi Univ. Patiala .
- On 19th Feb., 2013 Prof Kuldeep Singh in National seminar on Higher Education he presented a paper on "Envisioning role of Higher Education for Democratic Society in Dept of Education, Punjabi Univ. Regional Centre, Bathinda.
- On 23rd Feb 2013 Dr. Neelamjeet Kaur Participated in National seminar organized by Mata Sahib Kaur College of Education. Dr. Rupinder Kaur and Prof. Satinder Kaur presented a paper on *Inclusive education a step towards social justice*. Prof. Madhu Presented her Paper on *Inclusive Education and its Practices*.
- On 28th February 2013 Prof. Amarjit Kaur presented a paper in national Seminar on Comparative Study of Buddhism and Existentialism' organised by Punjabi University Patiala.
- 4th March 2013 Prof Balwinder Singh presented a paper on Research Methodology in in national seminar organised by Physiotherapy Department, Punjabi University Patiala.

- On 8th March 2013 Prof Kuldeep Singh gave a lecture on "Education & its relationship with social aspects" in Ministry of youth welfare and sports Punjab.
- On 14th March 2013 Prof. Amarjit Kaur presented a paper in national Seminar on 'Right to education: Rhetoric and Reality' at Chitkara College of Education, Patiala.
- Dr. Kuldeep Singh's article named 'Perceptions of Vocational Cadre Teacher in Punjab,' was published in Rayat and Bahra Journal summer 2013, Vol.1.
- Dr. Manjit Bhatia presented a paper on Teacher trainees Participation as a mode of Quality Management in National Seminar organized by Regional Institute of Management and Technology.
- On 26th July 2013 Dr. Rupinder Kaur Kahlon presented a paper on the meaning and objectives of IQAC cell in National Seminar at Chitkara College of Education.
- Dr. Kuldeep Singh presented a paper in National Seminar at Regional Centre Bhatinda on Higher Education.
- Dr. Kuldeep Singh delivered live lecture on Jalandhar Doordarshan on the topic changing values of students and role of Teacher

REGIONAL

- On 23rd January 2013 Prof. Kuldeep Sing presented a paper on "Role of Value Education in personality Development, in G.G.S Dept, Punjabi University Patiala.
- On 24th Jan 2013 Prof Madhu gave a lecture on National Girl Child Day at Mini Secretariat, Patiala.
- 1st Feb., 2013 Prof Deepika gave a lecture to Students of Hargobind Khalsa Girls College, Karhali Sahib on Innovative methods of teaching and learning to English honours Students.

- On 7th Feb., 2013 Dr. Amarjit Kaur presented a paper on 'Human Being & Being Human (A Journey through Education) in Education Department, Punjabi University, Patiala.
- On 19th Feb., 2013 Dr. Prem Lata gave a lecture on Intelligence and their measurement in Govt. college of Education, Malerkotla
- On 23rd Feb., 2013 Prof Inderjit presented a paper on Inclusive education moving from Seclusion to inclusion Education: a barrier Free Experience in Punjabi University, Patiala.
- On 23 February 2013 Prof. Amarjit Kaur presented a paper on Bridging the School and Community differences in Inclusive Education" organised by Mata Sahib Kaur College of Education, Patiala.
- On 1st March 2013 Dr. Amarjit Kaur presented a paper on "Sabhiachar Nu darpesh chunotian vich adhiapak da yogdaan" in, Shivalik Education and Research Institute Mohali organised by Sahitya Kala Academy Ludhiana, Patiala.

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

Principal acknowledges performance of the faculty members by awarding best marks in ACRs. Year-end feedbacks are analysed, a report is prepared and circulated among the members.

2.5 Evaluation and Reforms

The assessment and evaluation scheme is communicated to the students well in advance. It is comprehensive, reliable, objective, and transparent.

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

The College is situated in the heart of the city. The railway station and bus stand are very approachable. The college campus has a well-constructed building with good infrastructural facilities conducive to conduct teacher education programme.

The college is equipped with all required resources, both human and physical, as per laid down norms for effective conduct of curricular and co-curricular programmes: a well-developed playground, multipurpose hall with required seating capacity and equipped with public address system and LCD Projectors for effective conduct of curricular and co-curricular programmes. Besides, it has computer lab, language lab, educational technology/ICT lab, psychology lab and science labs.

Students enjoy the facility of dropping in their suggestions/complaints in suggestion box. Any stake holder can put his/her suggestions/complaints in the box. The suggestions are analysed and worked upon. The feedback from the students is taken at the end of academic year also. On the basis of feedback analysis, conclusions are drawn and decision taken for implementation.

Barriers in learning are identified by faculty during their interaction in the class rooms.

- During tutorial periods, group as well as individual problems are discussed.
- Technology is accessible to all the students.

The College has a qualified Principal, teachers and librarian who are competent to identify and address the barriers to student learning.

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

The evaluation process at the college is continuous and comprehensive. The student-teachers are assessed formally as well as informally.

Formal assessment:

Formal assessment of the student-teachers is done through the internal examinations (House Tests) twice in an academic year as per Punjabi University Calendar. In addition to it, college or subject teachers conduct class-tests, written and oral. It facilitates learning and its promotion, diagnosis of learning problems and treatments.

- The Theory part is assessed internally as well as externally through Year-end Examination.
- Besides, students undertake projects, do survey, maintain practical files, and make assignments for meeting requirements of internal assessment.

- Each Theory part is assessed internally (30%), and externally (70%) through Year-end Examination.
- Practice teaching is assessed internally (40%) and through External Assessment (60%).
- The Work Experience Programme is likewise assessed internally (30% marks) and externally (70%).
- The examinations of theory papers as well as of practical are conducted under the aegis of Panjabi University, Patiala.

Informal assessment:

- Student-teachers are evaluated through their communication in the classrooms, their involvement in the teaching-learning process, etc., participation in the co-curricular activities and over all behaviour.
- Assessment is also done through submission of assignments.
- Classroom interaction by teachers in the form of question answer, seminars, discussions, presentations on curriculum subject matter also form basis of assessment.

As such, various approaches to evaluation i.e. formative, diagnostic and summative are used for assessing student learning.

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

The assessment and evaluation outcomes are used in improving performance of the students and curriculum transaction.

The students found to be poor performers are encouraged and extra classes are conducted to let them overcome their deficiencies.

As the evaluation approach in the college is comprehensive and continuous involving scholastic as well as non-scholastic dimensions. The students get to know what they are expected to do and how.

The evaluation outcomes or results are continuously communicated using formal as well as non-formal methods of communication. For example, students' evaluation outcomes are provided to them through the remarks given to them in terms of marks and observations on their lesson plan files.

Information regarding their performance in the unit or terminal test is provided to them through the display of marks on the notice board. Results are provided by

the subject teacher concerned to the respective students in the classroom itself where the answer sheets are also shown to the students so that they may come to know the mistakes, if any, committed by them, during the assessment process.

Students are personally called by the teacher educator to talk about their performance.

4. How is ICT used in assessment and evaluation processes?

The ICT is not in direct use for the assessment and evaluation of the students. However the spread sheet is prepared with the help of computer. The teacher educator is also provided with printed material and profile of the students for their use. College is using ICT for compiling assessment and evaluation of students in different areas of performance. The college is using e-facilitation software to develop detailed students' profile including the data on past achievements and present assessment.

2.6 Best Practices in Teaching-Learning and Evaluation Process

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

Significant innovations in teaching/learning/evaluation introduced by the institution

- System and its working are transparent.
- Latest teaching-learning trend are incorporated
- Diversity is honoured in teaching learning processes.
- Faculty empowerment activities are promoted.
- Peer teaching, team teaching and group teaching is promoted
- The skill of role play, dramatization etc. is used to make teaching learning process active
- Learning by doing is promoted.
- Internship is organised well.

The College encourages the use of the technology in its day-to-day functions including delivery of lessons. It encourages the faculty members to use ICT in their teaching-learning process. The material required to be used are provided beforehand.

Faculty members use computers for browsing the internet which help them in preparing their instructions and in providing latest information.

Digital learning material is developed by teachers to improve learning outcome. Evaluation is done by teachers regularly.

Special presentations are made in seminar hall with the help of LCD.

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 Teaching-Learning and Evaluation and how have they been acted upon?

- In previous accreditation, the stress was given on improvement of teaching practice quality through observation of all the lessons.
- The lecture method was the dominating method for teaching theory papers. The students used to be passive listeners rather than active learners.
- The quality of teaching practice was suggested to be improved by providing rigorous feedback.
- More use of ICT and required infrastructure setup related to it was suggested.
- The suggestion related to formal workshops/training programs for academic development of teachers was given.

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

- The college has 76 computers at present including desktops, laptops etc. The college has progressive outlook to do better.
- Keeping in view the need of students, internet facility is made available to all the students and faculty in in the college.
- In micro-teaching feedback is sought from peer group. The feedback from the practice schools are also taken and necessary action is taken.
- Lot of research work is carried out by our faculty members as they are supervising students for M.Ed., M.Phil. and Ph.D. They attend seminars, conferences and publish papers time to time.
- A period of half an hour has been allotted in the time table for thinking and reasoning.

- The institution organizes seminars, extension activities in the college campus to enhance the quality education. The academicians and dignitaries are invited and their suggestions/ feedback are sought to enhance and enrich the curriculum.
- ICT resources for the enhancement and sustenance of quality, like: computers, internet, and LCD projectors. Technological teaching aids like OHP, charts, models, slide projectors, CDs/DVDs, educational films, digital camera, tape recorders and sound system etc.

CRITERION – III

RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

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

Research is an integral part of B.Ed. and M.Ed programme. The college lays emphasis on the concept of promotion of research and on Action Research amongst the faculty and student teachers.

- The College encourages research in Higher Education in the field of education by providing required cooperation and motivation to attend Seminars, Workshops etc. and undertake research studies.
- Visits to Punjabi University and other institutions/ Universities are encouraged for consulting Resource Persons/ Experts for undertaking research work/ creative study.
- The College, at times, sponsors faculty members for Paper Presentation in Seminars and grant them duty leave for which there is a standing provision in the College.
- Theses and Dissertations of the research work done by the students are kept in the library.
- National, International and Online Journals, N List and e-books related to Research are available in the Library for Reference. Internet facility is available in the college.
- College is subscribed to N-List.
- One teacher of the college is pursuing Ph. D.
- Any Research progress of faculty is always appreciated at appropriate platforms/ occasions.
- Teacher educators are encouraged to guide Ph.D, M.Phil and M.Ed students.

Teacher Educators who completed their research work at Ph.D level.

Sr. No.	Title	Faculty member
1	An Ecological Approach of Socio- Economic and Demographic changes in Punjab	Dr Satish Kumar
2	Punjab de schoolan vich 1990 ton 2004 isvi dauran sikhia de kitya karan da ikk vishleshnatamak adhiyan	Dr. Kuldip Singh
3	A study of the attitude of the B.Ed students	Dr. Deepika

	towards e-learning in relation to locale , gender , self-esteem and socio-economic status	Lamba
4	Uttar Bharat ke parmukh vadhiya yantaron ki sarachna evum uss mein paryog hone wali samagri ki bhumika-Ek sangeetatmak adhyan (submitted)	Prof. Rajan Narula

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

Thrust areas include Inclusive Education, Human Rights Education, Special education, study on criminal Behaviour, Optimism, Gender Discrimination, Stress, Locus of Control, Self-Efficacy, Personality, Juvenile Delinquency, Intelligence etc.

Details of teacher educators of the institution engaged in research and the nature of research carried out. Ph.D)

Sr. No.	Title	Type of research	Faculty member
1	A study of well being of elementary school teachers in relation to emotional intelligence, stress and self esteem, Punjabi University, Patiala.	Supervision (completed)	Dr. J. S. Rana
2	A study of mental health of adolescents in relation to moral judgment, intelligence and personality. Punjabi University, Patiala	Supervision (completed)	Dr. J. S. Rana
3	A comparative study of distance education programmes of Jammu and Kashmir University. Punjabi University, Patiala	Supervision (completed)	Dr. J. S. Rana
4	A study of academic achievement at 10 th standard in relation to socio-economic status, intelligence and location of the school. Singhanian university Rajasthan.	Supervision (completed)	Dr. J. S. Rana
5	A study of academic, achievement of students of 8 th level in relation to intelligence, gender, parental qualification, family occupation, place of residence and school factors. Singhanian university, Rajasthan.	Supervision (completed)	Dr. J. S. Rana
6	An evaluative study of eco-clubs established under National Green Corps Programme.	Supervision	Dr. J. S. Rana
7	Impact of Continuing Education on quality of life: A case study of self help groups.	Supervision	Dr. J. S. Rana
8	An evaluative study of Sarv Shiksha Abhiyan at elementary level in Govt. schools of Chandigarh.	Supervision	Dr. J. S. Rana
9	A Comparative study of student support services and academic achievement of distance education learners of Punjabi	Supervision	Dr. J. S. Rana

	University, IGNOU.		
10	Effect of Hatha Yoga with Music on academic achievement, achievement motivation and well being of school going adolescents.	Supervision	Dr. J. S. Rana
11	A comparative study of financial resources in the universities of Punjab.	Supervision	Dr. J. S. Rana
12	A study of support services for children with special needs in elementary schools of Punjab.	Supervision	Dr. M. Bhatia
13	An evaluation of environment education programme in secondary schools of Punjab.	Supervision	Dr. M. Bhatia
14	A study of correlates of school effectiveness in Punjab at secondary stage.	Supervision	Dr. M. Bhatia
15	Delinquency Proneness among Jawahar Navodaya Vidyalaya, s High school students in relation to personality and socio-economic status variables.	Supervision	Dr. Prem Lata
16	Impact of sarva shiksha abhiyan on school education in Patiala District of Punjab: a case study.	Supervision	Dr. Prem Lata
17	Total Quality Management in secondary Teacher Training institutions of Punjab.	Supervision	Dr. Prem Lata
18	A study of Mental Health, Emotional maturity and intelligence of Juvenile Delinquents in Punjab.	Supervision	Dr. Prem Lata
19	Effect of Inductive Thinking Modal on the achievement in science of secondary school students in relation to cognitive style and creativity.	Supervision	Dr. Prem Lata
20	Effectiveness of Meta-cognitive intervention on achievement in mathematics among sec. school students in relation to intelligence and gender.	Supervision	Dr. Prem Lata
21	A critical study of mid-day meal scheme in India with special reference to Punjab.	Supervision	Dr. Inderjit Kaur
22	Locus of control of the Gifted secondary school students in relation to their self-concept, hardiness and emotional intelligence.	Supervision	Dr. Inderjit Kaur
23	Assessment and improvement of level of Awareness, attitude and self-efficacy of elementary school teachers for the promotion of inclusive education in Punjab state.	Supervision	Dr. Inderjit Kaur
24	Implementation of Right to Education Act 2009 In Patiala District - An evaluative study.	Supervision	Dr. Inderjit Kaur
25	Awareness and Attitude of Teacher trainees towards Human Rights Education in relation	Supervision	Dr. Inderjit Kaur

	to their Self-Efficacy.		
26	Analytical Philosophy of Bertrand Russell and its educational implications	Supervision	Dr Amarjit Kaur
27	Comparative study of emotional intelligence of teachers in service and teacher under training in relation to their self-efficacy and self-concept	Supervision	Dr. Amarjit Kaur

Details of teacher educators of the institution engaged in research and the nature of research carried out. (M.Phil.)

Sr. No.	Title	Type of research	Faculty member
1	A study of attitude of school teachers towards teaching in relation to their subject, length of service and place of posting, Chaudhary Devi Lal University Haryana	Supervision (Completed)	Dr. J.S.Rana
2	A study of determinants of students' academic choices at senior secondary level., Chaudhary Devi Lal University Haryana	Supervision (Completed)	Dr. J.S.Rana
3	A study of emotional stability and self-concept among XI th class students. Chaudhary Devi Lal University Haryana	Supervision (Completed)	Dr. J.S.Rana
4	A study of vocational interest of X th class students Vinayaka Mission University Salem Tamil Nadu	Supervision (Completed)	Dr. Manjit Bhatia
5	A study of attitude of rural school teachers towards 'Sarva Shiksha Abhiyaan' M.M Institute of Distance Education M.M University Mullana	Supervision (Completed)	Dr. Prem Lata
6	Career maturity, self concept and gender differences of adolescents at the high school stage Vinayaka Mission University Salem, Tamil Nadu	Supervision (Completed)	Dr. Prem Lata
7	A comparative vision of Swami Vivekananda and John Dewey towards value education and its relevance to the present times. Vinayaka Mission University Salem, Tamil Nadu	Supervision (Completed)	Dr. Inderjit Kaur
8	A study of job satisfaction among teachers working	Supervision	Dr.

	in the government and non-government secondary schools of Patiala District Vinayaka Mission University Salem, Tamil Nadu	(Completed)	Inderjit Kaur
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Details of teacher educators of the institution engaged in research and the nature of research carried out. (M.Ed)

Sr. No.	Title	Type of research	Faculty member
1.	A study of Attitude of Pupil Teachers towards teaching in relation to subject stream, gender and socio-economic status	Supervision	Dr. J.S.Rana
2.	A study of academic achievement in relation to problem solving ability and socio economic status.	Supervision	Dr J.S. Rana
3.	Study of the attitude of B Ed Students towards Indian culture in relation to subject stream, gender and socio-economic status	Supervision	Dr J.S. Rana
4.	Punjabi Bhasha de gayan da adahaan	Supervision	Dr J.S. Rana
5.	A study of intelligence of B. Ed. Students in relation to gender, socio-economic status and subject stream	Supervision	Dr J.S. Rana
6.	A study of knowledge of English among IX th class students in rural and urban schools	Supervision	Dr J.S. Rana
7.	Study of academic achievement in English at VIII th Std. in relation to academic achievement in Punjabi ,gender and socio-economic status	Supervision	Dr J.S. Rana
8.	Study of mental health of B. Ed. Students in relation to subject stream, gender and management of the college	Supervision	Dr J.S. Rana
9.	Study of status of primary education of Samana Block	Supervision	Dr J.S. Rana
10.	A study of adjustment problems of adolescents having working and non- working mothers	Supervision	Dr Manjit Kaur
11.	Comparative study of interest of rural and urban students towards higher education.	Supervision	Dr Manjit Kaur
12.	Study of occupational stress among elementary school teachers	Supervision	Dr Manjit Kaur
13.	Study of emotional maturity as related to adjustment of the adolescents	Supervision	Dr Manjit Kaur
14.	A study of scientific attitude of secondary school students in relation to academic achievement in science	Supervision	Dr Amarjit Kaur
15.	Study of the intelligence and self concept differences between the students of central Board of Secondary Education(C.B.S.E.) and Punjab School Education Board (P.S.E.B.) schools	Supervision	Dr Amarjit Kaur
16.	Varatman Punjabi Bhasha da bolchali saroop: Vidhyarthian de sandharbh which(Pbi)	Supervision	Dr Amarjit Kaur

17.	Should there be grading system in C.B.S.E X or not	Supervision	Dr Amarjit Kaur
18.	Present status of implementation of mid day meal scheme in primary schools in Punjab	Supervision	Dr Amarjit Kaur
19.	A study of AIDS awareness among IX th class students	Supervision	Dr Amarjit Kaur
20.	Pendu Khetar which mapiyan di amdan da vidhyarthian di vidhyak prapti ate budhi te asar (Pbi)	Supervision	Dr Amarjit Kaur
21.	The difference between the impact of advertisements on the behavior of the students of rural and urban areas	Supervision	Dr. Amarjit Kaur
22.	The awareness of ICT(Information and Communication Technology) among science and arts B.Ed. trainees- A Survey	Supervision	Dr Inderjit Kaur
23.	A comparative vision of Vinobha Bhave and John Dewey towards value education and its relevance to the present times.	Supervision	Dr Inderjit Kaur
24.	A study of Human Rights Awareness among the B. Ed. Trainees	Supervision	Dr Inderjit Kaur
25.	A study of reading interests of Arts and Science students of Degree Colleges in Sangrur district (IGNOU University, New Delhi)	Supervision	Dr Inderjit Kaur
26.	A study of problems of primary school teachers teaching English in government schools of Patiala district.	Supervision	Dr Inderjit Kaur
27.	A study of reactions of secondary school students to the use of corporal punishment in schools	Supervision	Dr Inderjit Kaur
28.	A study of awareness and attitude of elementary school teachers towards inclusive education	Supervision	Dr Inderjit Kaur
29.	Human Rights Awareness Among Elementary School Teachers.	Supervision	Dr Inderjit Kaur
30.	To study the level of learned optimism among teacher educators	Supervision	Dr Prem Lata
31.	Personality traits and socio- economic status of student teachers	Supervision	Dr Prem Lata
32.	A study of self –efficacy among B.Ed. students	Supervision	Dr Prem Lata
33.	To study the academic achievement and attitude towards education of first , second and third of B.Ed. students(Pbi)	Supervision	Dr Prem Lata
34.	Teaching aptitude of pupil teachers in relation to their academic achievement and rank in B.Ed. entrance test	Supervision	Dr Renu Aggarwal
35.	A study of adjustment and achievement motivation of adolescents of intact families and orphanages	Supervision	Dr Simrat Kaur
36.	Job satisfaction of women teachers working in government and private secondary schools	Supervision	Dr S.S Rekhi
37.	Schoolan wich chal rahi semester pranali da vishleshnatamak adhiyan	Supervision	Dr Kuldeep Singh
38.	Elementary padhar te hindi vishe vich likhat diyan	Supervision	Dr Kuldeep

	galtian da adhiyan		Singh
39.	Parho Punjab: Primary padhar utte bachian di parhai vich sudhar da adhiyan	Supervision	Dr Kuldip Singh

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

Yes, Action Research is encouraged among the B.Ed and M.Ed students as well as among teacher educators. Pupil Teachers perform Action Researches during their Teaching Practice. For conducting Action Research, student teachers take up certain problem areas. Action Research done by students is assessed by teachers. Student Teachers try, for example, to study the causes of indiscipline, absenteeism, maladjustment, language problems and other problems of immediate concern. Students use self constructed tools for data collection.

4. Give details of the conferences / Seminar/ Workshop attended and organised by the faculty members in the last Five years.

The following National Seminars were organized by the institution:

- 10th APG National Conference on Teaching and Research in Geography : Retrospect and Prospects on November 31st -1st December ,2009
- 11th APG National Conference on Urbanisation: Issues and Challenges was organized in the College on 17-18 November ,2010
- National Seminar on National Curriculum Framework for Teacher education on March 9-10, 2011

The following workshops were organized by the institution:

- Workshop on Micro teaching skills for Teacher Educators was organised in the college on August 29-30, 2009 for updating the knowledge regarding micro teaching skills.
- Workshop on Photography “Learning Photography to Develop a Skill for Teaching of Geography and Fine Arts” on 19-20 September, 2012.
- Workshop on Clay modelling held during 23-25 September 2013

Conferences / Seminars/ Workshops attended /presented papers by the faculty:

The college deputed its faculty members to attend and make presentations in seminars/conferences as per detail given here under

Sr. No	Title of Paper	Name	National/International and Date	Venue
	Inclusive Education: Moving from seclusion to Inclusion	Dr. Neelamjit Kaur (Participated)	National Seminar, 23/02/2013	Mata Sahib Kaur Khalsa Girls College of Education Patiala
1	The role of Geography in global peace and harmony	Dr. Inderjit Kaur	10 th APG National Conference, 30/10/09 - 1/11/09	Govt. College of Education ,Patiala
2	Relevance of Distance Education in 21 st Century	Dr. Inderjit Kaur	National Seminar on Distance Education: Challenges in New Millennium, 14/09/10 - 15/09/10	Dept. of Distance Education, Punjabi University, Patiala
3	Teacher Education and National Integration	Dr. Inderjit Kaur	National Seminar on Role of Teachers in promoting Communal Harmony and National Integration, 29/11/10-30/11/10	SGTB National Integration Chair, Punjabi University, Patiala
4	Historical Perspective of Women Education in India	Dr. Inderjit Kaur	International Conference on Women and Child Issues: National and International Perspectives , 11/02/11-12/02/11	Women's Study Centre, Punjabi University, Patiala
5	Continuing Professional Development and Support for in-service teachers	Dr. Inderjit Kaur	National Seminar on National	Govt. College of Education Patiala

			Curriculum Framework for Teacher Education, 09/03/11-10/03/11	
6	Need for Environmental Education for attaining Global Peace	Dr. Inderjit Kaur	International Conference of AIAER : 'Learning Community for Global Education Reform', 18/11/11-20/11/11	Institute of Professional Studies , Gwalior (M.P)
7	Women Empowerment : Role of Media	Dr. Inderjit Kaur	International Conference on Women, Peace and Security, 26/10/12-27/10/12	Women's Study Centre, Punjabi University, Patiala
8	Pedagogical Concerns in Teacher Education Programs for Inclusive Education	Dr. Inderjit Kaur	National Conference on Quality Concerns in Teacher Education, 07/02/13-08/02/13	Dept. of Education and Community Service, Punjabi University, Patiala
9	Inclusive Education: A Barrier Free Education	Dr. Inderjit Kaur	National Seminar on Inclusive Education: Moving from Seclusion to Inclusion, 23/02/13	Mata Sahib Kaur Khalsa Girls College, Dhama Majra, Patiala
10	To Study the level of Learned Optimism among teacher educators	Dr Prem Lata	National Conference on Well Being, Women and Work: Emerging	Govt College, Malerkotka

			Trends in Psychology Sponsored By: UGC New Delhi, 23/10/10-24/10/10	
11	E-Learning: New Technologies and Distance Education	Dr Rupinder Kaur Kahlon	National Conference By AIAER, Silver Jubilee Annual Conference On CHALLENGES FOR EDUCATION IN KNOWLEDGE SOCIETY, 17/11/12-19/11/12	Rayat Bahra College Of Education Sahauran Mohali,Punjab
12	Innovative Learning: Key Elements for Developing Creative Classrooms	Dr Rupinder Kaur Kahlon	National Seminar (NAAC Sponsored), IQAC:A PIVOT OF EDUCATIONAL SPOKES, 10/12/12-11/12/12	RIMT College of Education Mandi Gobindgarh,Punjab
13	Globalization and Teacher Education In a Technocratic Era	Dr Rupinder Kaur Kahlon	National Conference, QUALITY CONCERNS IN TEACHER EDUCATION, 07/02/13-08/02/13	Department of Education & Community Service, Punjabi Uni. Patiala
14	Inclusive Education: A Step Towards Social Justice	Dr Rupinder Kaur	National Seminar, INCLUSIVE	Mata Sahib Kaur Khalsa Girls College of

		Kahlon and Prof. Satinder Kaur	EDUCATION: MOVING FROM SECLUSION TO INCLUSION , 23/12/13	Education, Dhama Majra, Patiala Punjab
15	The Right to Education Act 2009: Conceptual, Constitutional, Legislative Perspectives & Challenges	Dr Rupinder Kaur Kahlon	National Seminar, RIGHT TO EDUCATION: REACHING EVERY CHILD , 14/03/13-15/03/13	Chitkara College of Education For Women
16	Redesigning teacher education in changing scenario	Mr Balwinder Singh	National Seminar, Redesigning Teacher Education in changing scenario Sponsored by NRC-NCTE , 15/03/08-16/03/08	Khalsa College of Education Amritsar
17	Causes and remedies of violence in adolescents	Mr Balwinder Singh	State Level Seminar, Escalation of Violence among Adolescent: Societal Concern, 07/04/08	Indo Global College of Education Abhipur, SAS Nagar
18	From Black Board to Keyboard: New innovations in teaching of geography	Mr Balwinder Singh	10 th APG National Conference Sponsored by Association of Punjab Geographers, 31/10/09-	Govt. College of Education Patiala

			01/11/09	
19	Edu-SAT: Challenges and prospects in Changing Scenario of Education for Rural Sector	Mr Balwinder Singh	National Conference, Revisiting Teacher Education in 21 st Century, 13/11/10-14/11/10	DS Gurukul College of Education Dera Bassi
20	Impact of E-Tools to overcome Human Development Gap between urban and rural population	Mr Balwinder Singh	11 th APG Conference, Urbanization : Issues and Challenges, 17/11/10-18/11/10	Govt. College of Education Patiala
21	Effectiveness of ICT in Curriculum Framework for teacher education	Mr Balwinder Singh	National Seminar, NCFTE, 09/03/11-10/03/11	Govt College of Education Patiala
22	Impact of ICT on context concern and vision of teacher education	Mr Balwinder Singh	National Seminar, NCFTE, 09/03/11-10/03/11	Govt College of Education Patiala
23	Multimedia and Computers in physiotherapy education	Mr Balwinder Singh	National Seminar, Methodology of physiotherapy education: Issues and Challenges Sponsored by UGC, 24/03/12-25/03/12`	Punjabi University Patiala
24	Stress management at work place	Mr Balwinder Singh and Prof. Veerdev Singh	National Seminar, Stress Management, 31/1/2013	MBBGDRGC Girls College of Education Mansowal, Hoshiarpur
25	Research Methodology	Mr Balwinder	National Seminar,	Punjabi University Patiala

		Singh	04/03/2013	
26	Revitalizing Teacher Education System	Dr Manjit Bhatia	International Conference , Professional Development of Teachers and Teacher Educators ,12/11/10-13/11/10	LPU Jalandhar
27	Technology in Distance Education	Dr Manjit Bahtia	National Seminar, Distance Education:Ch allenges in the New Millenium, 14/09/10/-15/09/10	Department of Distance Education Punjabi University Patiala
28	Quality in Secondary Education	Dr Manjit Bhatia	National Seminar, 63 rd All India Sikh Educational Conerence, 12/12/10-14/12/10	Chief Khalsa Diwan Chandigarh
29	Reformative Strategies for becoming effective teacher	Dr Manjit Bhatia	National Seminar, National Curriculum Framework For Teacher Education NCTE Sponsored, 09/03/11,10/03/11	Govt. College of Education Patiala
30	Transforming Indian Education Learning through Technology	Dr Manjit Bhatia	National Seminar, Challenges for Education in Knowledge Society, 17/11/12-19/11/12	Rayat –Bahra College of Education Mohali

31	Teacher Trainees Participation as a mode of Quality Enhancement	Dr Manjit Bhatia	National Seminar, A Pivot of Educational Spokes, 10/12/12-11/12/12	RIMT College of Education Mandi Gobindgarh (Pb)
32	Urging Educational Institutions to take up a Bottom-Up	Dr Manjit Bhatia	National Seminar, A Pivot of Educational Spokes, 10/12/12-11/12/12	RIMT College of Education Mandi Gobindgarh (Pb)
33	Sensitization on the Issues relating to Minorities	Dr Manjit Bhatia	State Training Program, 16/01/13-18/01/13	M.G.S.I.P.A.P. Chandigarh
34	Mental Health of Women	Dr Manjit Bhatia and Prof. Satinder Kaur	National Seminar on Stress Management, 31/01/13	MBBGD Rana Gajinder Chand Girls College of Education Mansowal Hoshiarpur
35	Quality Enhancement in Teacher Education	Dr Manjit Bhatia	National Conference on Quality Concerns in Teacher Education, 07/02/13-08/02/13	Dept. of Education and Community Service, Punjabi university Patiala
36	Status of Inclusive Education	Dr Manjit Bhatia	National Seminar on Inclusive Education, 23/02/13	Mata Sahib Kaur Khalsa Girls College of Education Patiala
37	Inclusive Education a step towards Social Justice	Dr Manjit Bhatia	National Seminar on Inclusive Education, 23/02/13	Mata Sahib Kaur Khalsa Girls College of Education Patiala
38	Reimagining Teacher Education Perspectives and Transformations	Dr Manjit Bhatia	ICSSR Developing Effective teaching Skills, 08/03/13-09/03/13	Chandigarh College of Education Landran

39	A Step towards Social Justice	Dr Manjiit Bhatia	National Seminar On Right to Education, 14/03/13-15/03/13	Chitkara College of Education Patiala
40	Punjab: Growth of Urbanization	Dr Satish Kumar	11 th APG National Conderence, Urbanization: On issues and challenges, 17/11/10-18/11/10	Govt. College of Education Patiala
41	Mahatma Gandhi k Vichar Anausar Desk ko kis sanche mein dhala jaye	Prof. Madhu	National Seminar, 04/02/11	Patel Memorial College Rajpura
42	Curbing stress with Sudharshan Kirya	Prof Madhu	National Seminar on Stress Management, 31/01/13	MBBGD Rana Gajindar Chand Girls College of Education Mansowal Hoshiarpur
43	Inclusive education and its practice	Prof. Madhu	National Seminar on Inclusive Education, 23/02/13	Mata Sahib Kaur Khalsa Girls College of Education Patiala
44	Self Management alternative of stress control	Dr. Kuldeep Singh	National Seminar on Stress Management, 31/01/13	MBBGD Rana Gajindar Chand Girls College of Education Mansowal Hoshiarpur
45	Critical viewpoint about teacher education	Dr. Kuldeep Singh	National Seminar, 07-08 Feb 2013.	Punjabi University, Patiala
46	Envisioning role of Higher Education for democratic society	Dr. Kuldeep Singh	National Seminar, 19 Feb 2013.	Punjabi University, Regional centre, Bathinda
47	Status and scope of distance education in Jammu and kashmir state	Dr. J.S. Rana	15 th idea annual conference Nov 5-	Directorate of Distance Education, University of

			7,2009	Kashmir, Srinagar.
48	Support services in distance education	Dr. J.S. Rana	National seminar Sept 14-15,2010	Department of Distance Education Punjabi University Patiala.
49	Critical evaluation of right to education act	Dr. J.S. Rana	National conference nov 13-14,2010	D.S Gurukul college of Education fo women, Mohali.
50	Urbanization and Development model	Dr. J.S. Rana	National conference nov 17-18, 2010	Govt. College of Education, Patiala.
51	Education for Sustainable Development	Dr. J.S. Rana	National Seminar Dec 10,2010	Patiala college of Education, Patiala.
52	Role of national Green Corps in coping with eco crisis	Dr. J.S. Rana	National Seminar Sept 8-9, 2011	Department of Education, Punjabi university Patiala.
53	Inclusive Education	Dr. J.S. Rana	National Seminar Feb 23, 2013	Mata Sahib kaur khalsa girls college of Education Patiala.
54	Concept of Stress	Dr. J.S. Rana	National Seminar Nov 7, 2009	Mehar chand college of Education, Bhanopoli ropar.
55	Participation in Democratic Society	Dr. J.S. Rana	International Seminar March 6-9 2010	Jawahar lal Nehru University , New Delhi.
56	Existentialism and Buddhism similarity and Differences in comparative perspectives	Dr. J.S. Rana	National Seminar March 29-30, 2010	Department of Guru Gobind Singh studies, Punjabi

				University , Patiala.
57	Philosophy of Responsible Environmental Behaviour	Dr. J.S. Rana	International Seminar Oct 20-23, 2010	University of Mumbai, Mumbai.
58	Role of value Education in Personality Development	Dr. J.S. Rana	National Seminar Jan 22-23, 2013	Department of Guru Gobind Singh studies, Punjabi University, Patiala
59	Human being and being human-An Inward journey through Education	Dr. Amarjit Kaur	National Conference Feb 7-8,2013	Department of education and community Services, Punjabi University, Patiala.
60	Bridging school and Family differences in Inclusive Education Programmes.	Dr. Amarjit Kaur	National seminar Feb 23, 2013	Mata Sahib Kaur Girls college of Education, Patiala
61	A holistic Perspective on inclusive Education Programmes	Dr. Amarjit Kaur	National seminar Feb 23, 2013	Mata Sahib Kaur Girls college of Education, Patiala.
62	Comparative study of Budhism and Existentialism	Dr. Amarjit Kaur	National seminar Feb 28, 2013	Punjabi University, Patiala
63.	Vishvikaran atey Punjabi	Dr. Amarjit Kaur	National Seminar March 1, 2013	Shivalik Institute of education and research, Mohali.
64	Right to education Rhetoric and Reality	Dr. Amarjit Kaur	National Seminar march 14-15, 2013	Chitkara college of education for women, Chitkara University.
65	New Innovations in Teaching Geography	Dr. Deepika	National Seminar Nov 31 and 1	Govt. College of Education, Patiala.

			Dec, 2009	
66	Urbanization in India- a drift in English and Non-English speakers	Dr. Deepika	National Seminar Nov 17-18, 2010	Govt. College of Education, Patiala.
67	Considerations in Developing a National curriculum for language education in India	Dr. Deepika	National Seminar March 9-10, 2011	Govt. College of Education, Patiala.
68	Role of Teachers in stress management	Dr. Deepika	National Seminar Jan 31, 2013	MBBGDRGC Girls College of Education, Mansowal Hoshiarpur.
69	Integrating Teacher Education with technological advances	Dr. Deepika	National Seminar Feb 02, 2014	Mata Sahib Kaur Khalsa college of Education, Patiala.
70	Inclusive Education: Rethinking and Redefining	Dr. Prem lata	National Seminar March 27-28, 2014	Rayat and Bahara college of Education
71	Quality Assurance in Teacher Education	Dr. Prem lata	National Seminar feb 17-18, 2014	Asra college of Education, Bhawanigarh, Sangrur.
72	Human Rights: The Rights to Education Act (2009) as an inevitable Human Right	Dr. Rupinder Kaur Kahlon	National Seminar March 23, 2013	S.G.G.S Kalsa college Mahilpur, Hoshiarpur.
73	Internal Quality Assurance cell- concept, objectives and strategies	Dr. Rupinder Kaur Kahlon	National Seminar July 25-26, 2013	Chitkara college of Education for Women, Chitkara University.
74	E-Learning and its barriers in Education system	Dr. Rupinder Kaur Kahlon	National Seminar Feb 11, 2014	Mata Sahib kaur khalsa girls college of Education, Patiala.

75	ICT and Its role in the development of education system	Dr. Rupinder Kaur Kahlon	National Seminar March 8, 2014	Punjab college of Education Raipur, Patiala .
76	School based Education: Technology in classroom teaching	Dr. Rupinder Kaur Kahlon	National Seminar april 5, 2014	Asra college of Education, Bhawanigarh, sangrur.
77	Sustainable development with ethical and Spiritual dimensions	Dr. Inderjit Kaur	International Conference Sept 27-28, 2013	Desh Bhagat University, Mandi Gobindgarh.
78	Restructuring and Reforming of Higher Education: Need of 21st century.	Dr. Inderjit Kaur	National Conference on Higher Education and Civil Society in 21st Century. October 14-15, 2014	Dept. of Education and Community Service, Punjabi University, Patiala
79	Role of Research Enhancing Quality in Higher Education.	Dr. Inderjit Kaur	National Conference on Higher Education and Civil Society in 21st Century. October 14-15, 2014	Dept. of Education and Community Service, Punjabi University, Patiala
80	ICT and its role in the Development of Education System.	Dr. R. K. Kahlon	National Seminar NAA C Sponsored .8 March 2014	Punjab College of Education Raipur ,patiala
81	School Based Education: Technology in Classroom Teaching	Dr. R. K. Kahlon	National Seminar Cum Workshop 5 April 2014	Asra College of Education ,Sangrur
82	Bridging the ICT in Rural Development in India with special reference to Education: Some Challenges and Opportunities.	Prof. Balwinder Singh	National Seminar Feb 11, 2014	Mata Sahib Kaur Khalsa College of Education Patiala.
83	Cyber crime and Women	Prof. Balwinder Singh	National Seminar Oct 30-31, 2014	Punjabi University Patiala.
84	Green steps towards	Dr.	National	Department of

	Sustainable Development Goals	Deepika	Seminar October 14-15,2014	Education and Community Services Punjabi University Patiala.
85	Wings of Expression	Prof Navneet Kaur	National print making Workshop January 19-21,2013	Department of Fine Arts ,Punjabi University Patiala.

Lectures delivered by the Faculty at various places:

Sr. No	Title of Lecture	Name	Date	Venue
1	Education and its relationship with Social aspects	Dr.Kuldeep Singh	8-Mar-13	Ministry of Youth Welfare and Sports Punjab
2	Girl Child	Prof Madhu Narula	24-Jan-13	Mini Sectariat Patiala
3	Innovative methods of teaching and learning (to English Hons Students)	Dr. Deepika Lamba	1-Feb-13	HK Girls College Karhali sahib ,Patiala
4	Internet Applications (for B.ed Students)	Prof Balwinder Singh	4-Feb-13	Patiala college of Education
5	Intelligence nd its measurement	Dr. Prem lata	19-Feb-13	Govt college of Education Malerkotla
6	Hindi Divas and its importance	Prof Madhu Narula	12-Sept-14	Language Dept. (PB) Patiala

3.2 Research and Publication Output

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

The College tries its level best to move ahead in enhancing the quality of teaching.

- Psychology Lab, Physical Science Lab, Life Science Lab and Home Science Laboratories are used by students for practicals.
- Equipments, instruments, specimens and models are issued to the students for use during teaching practice.

- Audio- Visual aids of all the subjects are shown and used by the students.
- In ET (Educational Technology) Laboratory, old to latest charts, models and Teaching Aids are displayed.
- Charts, models and teaching aids are prepared in SUPW room.
- Language Lab, Computer Lab, ET Lab, Method Lab, ICT Lab and Library are used by students to improve their learning.
- Fitness Centre (Gymnasium) is used both by the students and the faculty for physical fitness.
- Over Head Projectors (OHPs) are used by teacher educators for showing transparencies as well as the students to prepare transparencies for their seminars and assignments related to curriculum.
- CDs, DVDs, pen drives and power point presentations (ppts) are used to enhance knowledge and teaching skills of the pupil teachers.
- The college has facility of latest Teaching Learning Technology: LCD Projectors, Educational CDs, Smart Classrooms, Laptops and CCTVs etc.
- Students prepare material in the forms of charts, models etc. as teaching aids for each of their two teaching subjects. Models may be static or dynamic.
- Lesson Plans are developed with the help of Computers by the teachers. Student teachers are motivated to deliver their lessons through Power Point Presentation.
- Computer lab is under wi-fi and the College campus is under the process of getting wi-fi.
- In addition to this, student teachers develop materials like audio visual material and Teaching Aids under the supervision of teacher educators concerned.
- The college extends required help to students for preparing Teaching Aids and participation in Teaching Aids Competitions.

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

The College has the following facilities for developing instructional materials.

- College has a well equipped library.
- Provision for working on the computer is in place. There is well equipped computer lab. In the college, 76 (in total) computers and 4 laptops are available to the students and faculty members.
- Educational Technology lab with all equipments is there. Interactive Boards, OHPs etc. are available for use.
- Teachers have access to computers, Printers, Scanner, OHP and Internet facility etc.

- College has a SUPW room where students and teachers prepare Teaching aids.
- The college has Language Lab and Method Labs also.
- College has well equipped Physical Science and Life Science Labs with equipment for doing practicals of Secondary and Senior Secondary Levels. Students often carry the equipments for use of Experimental Demonstration in allotted schools.
- Faculty members guide the student teachers and help them in preparing Projects and Teaching Aids.

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

- Yes, College has prepared CDs of different lessons for B.Ed. class and different School classes. More than 70 CDs have been prepared by College teachers.
- Transparencies and CDs on various topics of curriculum are also prepared by concerned subject incharges.
- Every year transparencies are also prepared by the students in various teaching subjects.

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

a. Organised by the institution- Workshop on Micro teaching skills for Teacher Educators was organised in the college on August 29-30, 2009 for updating the knowledge regarding micro teaching skills.

b. Attended by the staff-Workshop on Photography “Learning Photography to Develop a Skill for Teaching of Geography and Fine Arts” on 19-20 September, 2012.

c. Training provided to the staff- Workshop on Clay modelling held during 23rd -25th September, 2013.

College organizes workshop for the development of material and training purpose from time to time.

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

Details of the publications by the faculty

Sr. No	Journal	Author	Topic
1	Journal of Teacher Education in Developing nations New Delhi vol.1 No. 1 June 2010	Sukhpal Kaur & Dr J.S.Rana	A study of well being of teachers in relation to occupational stress
2	Stud Home Comm Sci,3(1) 13-17(2009) on line journal	Jaspreet Kaur, Dr J.S.Rana and Rupinder Kaur	Home Environment and Academic Achievement as of self concept among adolescents
3	Journal of Educational Studies, Allahabad (Issue No.1, 2010)	Sukhpal Kaur & Dr J.S. Rana	A study of well being of teachers in relation to emotional intelligence
4	International Journal of Education and Research New Frontries in Education New Delhi(vol. 43,no.4,Oct-Dec 2010)	Archana and Dr J.S Rana	Effect of Mental Health of Adolescents on moral Judgement
5	Inquiry,Srinagar(vol32,June 2010)	Dr J.S.Rana & Archana	Effect of Mental Health of Adolescents on Intelligence
6	RIMT (Book-Conference Proceedings) ISBN :978-93-80144-82-5 Page No 158-162	Dr Rupinder Kaur Kahlon	Innovative Learning: Key Elements for Developing Creative Classrooms.
7	University Conference Proceedings Abstracts Page Number 35	Dr Rupinder Kaur Kahlon	Globalization and Teacher Education in a Technocratic Era
8	Presented in the National Seminar on Escalation of Violence among Adolescent: Social Concern on dated 07-04-2008 and was published in the proceedings Pg: 109-119	Mr. Balwinder Singh	Causes and Remedies of Violence in Adolescents
9	Presented in the 16th International Congress of World Confederation of Physical Therapy held from 20-23 June 2011 Amsterdam, Holland	Mr Balwinder Singh	Predictors of the Bone Mineral Density in Patients of Osteoporosis

	and was published in the proceedings Pg: eS873-eS874.		
10	Indian Journal of Psychology and Mental Health Regd No: ISS No 973-7286 Volume 5 No. 2, 2011	Dr Prem Lata	Impact of Media on Aggressive Behaviour of Adolescents
11	Indian Journal of Psychology and Mental Health	Dr Prem Lata	Impact of Media on Aggressive Behaviour of Adolescents
12	Book titled "Experience Based Teacher Education" Published by 21st Century Publications, Patiala . ISBN 978-93-8014-567-9	Dr. Prem Lata	Technology and its Impact on Learner Centered Classrooms
13	Material science Master electron ISBN no 0957-4522 Journal no 10854	Mrs Charanjit Kaur	An efficient and novel low voltage field electron emitter with cathode consisting of template synthesized copper micro arrays
14	Education Punjab, Directorate of Public Instruction (colleges), Punjab, Chandigarh. Vol. 3 No.01 ISSN 0973-6840(2008)	Dr. Inderjit Kaur	A paper entitled "A Comparative Study of Gender Discrimination reflected in class IX Textbooks prescribed by the Education Boards
15	National Conference on Quality Concerns in Teacher Education on dated 7-2-2013 organised by Department of Education and Community Service, was published in University Abstract page no.76	Dr. Inderjit Kaur	Pedagogical Concerns in Teacher Education Programmes for Inclusive Education" presented in National
16	Research analysis and evaluation ISSN 0975- 3486-RNI-RAJBIL 2009 300097 Vol II Issue 16, Jan 2011	Dr Satish Kumar	Punjab: Growth of Urban population-2001
17	Shodh Samiksha our Mulayankan ISSN-0974-2832 Vol II Issue 24	Dr Satish Kumar	Agricultural Modernization in Punjab 2006

17	Research analysis and evaluation ISSN 0975 -3486- RNI-RAJBIL 2009, Vol III Issue-34, July 2012	Dr Satish Kumar	Punjab Agricultural development a threat to environment
18	Akshar Akshar Ahat – Kashti Prakashan Aligarh, 2011 ISBN 978-81-92 1963-0-6, Pg No 50-51	Prof Madhu	Poems: Bikna, Adhikar
19	Mazil ki Aur- Sangam Publications Patiala, 2012, ISBN 978-93-82011- 00-2, Pg No 84-88	Prof Madhu	Poems: Swarth, Sab sambhav ho jaye, Prabhu Vidhan, Ab mujhe gaane do
20	Apna Apna Akash, Unistar Books Chandigarh, 2012 ISBN 978-93- 82246-43-5	Prof. Madhu	Poems: Shak, Asha ka Panchhi, Paanch Dashkon Baad
21	Mahatma Gandhi as a pioneer of social reconstruction (A UGC project), Zohra Publications Patiala, 2013, Pg 99-105	Prof Madhu	Mahatma Gandhi ke vichar anusaar desh ko kiss sanche mein dhala jaye
22	National Journal of Health and Wellbeing ISSN : IP-2229-5356, e-2321- 698 vol. 4 Issue7, Nov. 2013. pp. 1511-1533	Dr. Deepika Lamba	Attitude of B.Ed students towards E-Learning in context to Gender and Locale
23	International Journal – Research Analysis & Evaluation, ISSN : 0975-3486, vol 5, issue 47 – 49, Aug – Oct, 2013. pp. 102-103	Dr. Deepika Lamba	A comparative study of Attitude of Teachers under training towards E-learning
24	Souvenir – Recent Developments in Higher Education Institutions and Quality Sustenance ISBN : 978-93-82376-57-6. pp 27-30	Dr. Rupinder Kaur Kahlon	Attitude of Teachers towards ICT and barriers to successful Integration of ICT
25	Experience based Teacher Education. ISBN : 978-93- 8014-567-9. pp 105-108	Dr. Rupinder Kaur Kahlon	School Based Education : Technology in Classroom Teaching
26	International Journal of Information Dissemination and Technology, Vol.1 No. ISSN 2229- 5984	Rupinder Singh, Librarian	Rare Manuscripts of Musafir Memorial Central State Library, Patiala : A Hidden Treasure

27	International Journal of Information Dissemination and Technology, Vol.1 No.2 ISSN 2229-5984	Rupinder Singh, Librarian	Globalisation of Information Sources & Services
28	International Journal of Information Dissemination and Technology, Vol.2 No.2 ISSN 2229-5984	Rupinder Singh, Librarian	Status and Challenges of Public Libraries' Automation in Punjab
29	International Journal of Multidisciplinary and Current Research, Vol.2 ISSN 2321-3124	Pardeep Rattan & Rupinder Singh Librarian	A Study of Government Initiatives of Digitizing Manuscripts in Punjab (India)
30	59th International Conference on Managing Libraries in the Changing Information World : From Surviving to Thriving, ISSN 81-85216-48-7	Pardeep Rattan & Rupinder Singh Librarian	Marketing of Library and Information Services
31	Information Technology Tools and Techniques in Social Science Research, Vol.2 ISSN 978-81-8329-677-9	Pardeep Rattan & Rupinder Singh Librarian	Role of Rural Public Libraries as Information Support Centres With Reference to Punjab
32	Souvenir Punjab college of Education Patiala Zohra Publications, Patiala ISBN.No 978-93-82376-57-6 Pg 27-30	Dr. R. K. Kahlon	ICT and its role in the Development of Education System.
33	Experience base teacher education, Asra College of Education , Sangrur 21 st Century Publications Patiala ISBN.No 978-93-8014-533-4 Pg 105-108	Dr. R. K. Kahlon	School Based Education: Technology in Classroom Teaching

Publications (BOOKS)

S.No	Name of the Book	Writer	Publication number
1.	Teaching of English (For Kurukshetra Univ, Kurukshetra)	Dr. Deepika Lamba	21 st Century Publications, Patiala, 2011 (ISBN : 978-93-80144-02-3)
2.	Techniques of Teaching English (for B.Ed classes)	Dr. Deepika Lamba	21 st Century Publications, Patiala, 2011 (ISBN : 978-81-904286-1-3)

3.	Development of Education System in India (for B.Ed classes)	Dr. inderjit Kaur	21 st Century Publications, Patiala, Reprint 2006, 2007, 2010 (ISBN : 978-93-8014-583-9)
4.	Antar Bhav	Prof. Madhu Narula (Chief Editor)	Sangam Publishers, Patiala, 2013 (ISBN : 978-93-82804-91-8)
5.	Hindi Shikshan	Prof. Madhu Narula (Chief Editor)	21 st Century Publications, Patiala, 2013 (ISBN : 978-93-80144-58-0)
6.	Sahitya Kalash (Quarterly Literary Magazine)	Prof. Madhu Narula (Organising Editor)	Shaheed-e-Azam Press, Patiala Regd. No. PUNHIN 01777/19.1.14

Publications (Newspaper)

S. No	Publications in the Newspaper	Author	Topic
1	Chardikala newspaper, 27 May 2011	Dr. Premlata	Qualities of a Good Personality
2	Chardikala newspaper, 11 May 2011	Dr. Premlata	Techniques for the management of stress
3	Chardikala newspaper, 20 June 2011	Dr. Premlata	Mental Health and its Problems

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

- College Principal was honoured by Punjab Govt. for her contribution in the field of education on 15th August, 2013 by Cabinet Minister S. Bikramjit Singh Majithia.
- Four faculty members were awarded appreciation letters from Principal Secretary (Higher education), Punjab Govt. For the success of “Teach the Trainer” Programme organised by British Council.
- Dr. Rupinder Kaur Kahlon has been awarded “ISTE Best Teacher Award 2013” by Indian Society for Technical Education during ISTE Faculty Section Convention hosted by RayatBahra College of Engg. & Nano-Technology for Women, Hoshiarpur on July 26, 2013.
- Dr. J.S. Rana was presented Award of Honour thrice for laudable services towards Red Cross Society on May 8, 2008, Jan 8, 2010 and May 8, 2010.

- Dr.J.S.Rana was honoured by Punjabi University, Patiala with Life Time Achievement Award in the field of NSS on Jan12, 2013.
- Dr.J.S.Rana was honoured by Punjabi University, Patiala as best programme officer NSS on May 26, 2010 and sept 24, 2011.
- Prof. Veerdev Singh was honoured by Punjabi University, Patiala as best programme officer NSS. session 2011-2012.
- Dr. Simrat Kaur was honoured by Punjabi University, Patiala with Life Time Achievement Award in the field of NSS. session 2012-13.
- With the efforts of the college faculty our college was honoured by Punjabi University, Patiala as the best college in NSS activities. session 2013-14

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

Nil

3.3 Consultancy

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

No, during the last five years, no consultancy services were provided by the institution. But guidance is provided to the desirable individuals or institutions. We wish to establish a consultancy cell in the near future.

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

Yes. Although all the teachers in this institute are teacher trainers but they have ability to give consultancy at formal and informal levels in the fields of Psychology, education, Philosophy , E- Learning , Technology, Mathematics, Languages, Sciences, Geography, Economics, social studies, Fine Art, Music and Home Science.

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

Nil.

College believes in "NishkamSeva"

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

Not Applicable

3.4 Extension Activities**1. How has the local community benefitted from the institution? Contribution of the Institution through various extension activities, outreach programmes, partnering with NGO's and GO's?**

The College carries out extension activities and organizes various Medical, Blood Donation and Polio Eradication Programmes. College also participates in various Plantation Drives, Environment Awareness Campaigns, AIDS Awareness N.S.S. camps, Health and Hygiene awareness, Community service, Campus improvement activities and practices etc. The details of programmes / activities undertaken to benefit the society are as under:

- The college has a women safety cell which was organised on 14th August, 2013 for the safety of the girls and is still functional.
- Judo demonstration by SHIHA KEI KO FUKUDA and Dr. Shelly Fernandez Foundation ,U.S.A. under the guidance of Mr. Jai Gopal Sharma (Head Judo Coach), NIS, Patiala.
- The students of Govt. College for Girls , Patiala(17.08.2013), Govt. Senior Secondary School, Civil Lines, Patiala(19.08. 2013), Govt. Multipurpose Senior secondary school, Patiala(20.08.2013) and The British Co-Ed High school (21.08.2013) were given lectures on Judo training under the guidance of our faculty members Ms. Navneet Kaur and Prof. Satinder Kaur.
- An extension lecture on rules for Traffic and Road Safety Programme was given by S. Gurpartap Singh, Incharge of Traffic Education Cell, Patiala on 26th August, 2013.
- Forty five students visited All India Radio, Patiala on 26th August,2013.
- Teacher's day was celebrated on 5th September, 2013 with the cooperation of Rotary Club, Patiala .On the occasion, Prof. Mohd. Rafi , DPI (Colleges) delivered a lecture on Teaching profession.
- Cross country race on National Sports Day was organised on 6th September, 2013.
- Observatory visit was organised on 20th September, 2013 under the guidance of Prof. Veerdev Singh, Prof. Balwinder Singh and Prof. SatinderKaur.
- Clay modelling workshop was organised by Ms.NavneetKaur along with Prof. SatinderKaur on 23rd -25th September, 2013. The workshop was presided over by Dr. Rajinder Kaur Pasricha, Principal, Govt. College for Girls, Patiala and

the Resource person was Mr.Subhash, Assistant Prof.(Fine Arts) Govt. College for Girls ,Patiala.

- Quiz Competition was organised on 25th September, 2013 by Divinity Club and Swami Rama Krishna Vivekanand, under the guidance of Ms. Navneet Kaur and Prof. Satinder Kaur.
- Blood donation camp was organised by N.S.S in collaboration with Rotary club Royal, Patiala on 3rd April, 2014 under the supervision of Dr. Neelamjit Kaur (Principal, Govt. College of Education, Patiala), Prof. Veerdev Singh and Prof. Deepika Rajpal.
- Science competition cum exhibition of improvised apparatus was organised on 19th February, 2014 under the guidance of Prof. Charanjit Kaur (Physical Science) and Prof. Yogita Sarwal (Life Science).
- One day Educational trip was taken on 22nd February, 2014 by Dr. Kuldip Singh, Mrs. Harpinder Nagra, Mrs. Rupinder Kaur and Mrs. Mili Singh for World Book Fair in New Delhi.
- A lecture was delivered on 5th August, 2013 by famous journalist S. Sarbjit Singh Okhala on importance of Science.
- Dr. Gurpreet Singh Battu delivered lecture on Teaching of Management Tools on 2nd September, 2013.
- Sh. Kaka Ram Verma delivered a lecture on importance of health awareness and First Aid training was also given to the NSS volunteers on 15th September, 2013.
- Sh. Baljinder Thakur, Member of Human Rights Commission, Punjab delivered a lecture on Human Rights dated 29th March, 2014.
- Red Ribbon club was established on 17th October, 2013 under the guidance of Prof. Madhu Narula.
- A workshop was organised by District Level Director on 30th October, 2013 to make the students of different colleges aware of the aims of Red Ribbon club.
- A Medical and Eye-testing Camp was organised in Baba Jeevan Singh Basti on 24th March 2012 by N.S.S students.
- Rally on HIV/AIDS awareness was carried out by NSS students of our college under the leadership of the President of NGO Janhit Samiti, Mr. Jatwinder Grewal.
- Breast cancer Awareness lecture was delivered by Dr. Shalinder Kumar and Mr. Jatwinder Grewal.
- Lecture on Drug Abuse was given by Dr.Jagbir.
- Traffic Awareness rally was taken by NSS students.
- Awareness of Fire Safety measures/disaster management was given by employees of Fire Safety Department.
- Plantation drive is a regular feature of our college.

- College donates Teaching Aids to Practice Teaching Schools.
Every Year Teaching Practice is organized in ten schools. Lessons are delivered by Pupil Teachers with the use of Power Point Presentations and Teaching Aids. Teaching aids of all the subjects used in the schools while teaching are given to the practice schools.
- Various camps like Campus Beautification camps are organized in the college frequently. The College runs outreach programmes like holding exhibitions/competitions of teaching aids prepared by the students and distributing of the same to different schools, Cleanliness drives, AIDS Awareness programmes. The institute provides lots of opportunities to the local community by organizing programmes in respect to extension activities as rallies, plantation and cleanliness activities etc. Student teachers actively participate in Pulse Polio programs and Social Surveys Programmes.

3. How has the institution benefitted from the community?(Community participation in institutional development, institution community networking, institution school networking , etc.?)

The community interacts with college through alumni. Community members are invited as guests on occasions and events. The Community lends active support while students carry on their extension activities in the surrounding localities.

PTA

The college has very active Parents and Teachers Association. For the session 2014-15 the PTA body formed is as under:

President: Dr. Neelamjit Kaur-Principal

Senior Vice President: Shri Lachman Dass

Vice President: Prof. Rajan Narula (vice Principal)

Secretary: Shri Rajinder Rana

Joint Secretary: Prof. Veerdev Singh

Treasurer: Dr. Inderjit Kaur

Member: Dr. Deepika Rajpal

Prof. Balwinder Singh

Shri. Sham Lal

Mr. Harbans Singh

Alumni

President: Dr.Joginder Singh Rana

Senior Vice President: S. Amardeep Singh

Vice President: Dr. Mohan Tyagi

Secretary: Sh. KapilSood

Joint Secretary: Parmvir Singh

Treasurer: Prof. Veerdev Singh

Members : Prof. Kiranjit Kaur

Prof. Rupinder Kaur Kahlon

Harbarinder Singh Sekhon

Ravinder Singh Sekhon

Gagandeep Singh

Khushgeet Kaur

Neha Khullar

- The college has strong networking with schools.It helps in providing teaching practice for schools. Almost ten schools have been tied up for Teaching Practice.All the staff members and Heads of the schools are very cooperative with our students as well as teachers.
- During Teaching Practice programmes, exposure to school community is given to students who share various experiences which could help a lot in enhancing their efficiency and utility.
- The College School networking definitely helps in future for the placements of the college students after completion of B.Ed. programme.Students are offered jobs through School networking as school principals and teachers are invited to college to act as chief guests and judges.

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

The College plans to take more initiatives for providing Community Orientation to students:

- Promoting Planting of saplings
- Adopting a village for NSS Programme.
- More Medical Camps.

- Campaigns against Social evils.
- Campaigns against Female foeticide.
- Blood Donation Camps not just in college but in surrounding areas to get healthy blood
- Participation in Pulse Polio Camps.
- Socio Economic Surveys of more villages/slum areas.

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

College has completed two reports on the basis of community survey and the copies have been sent to the NGO (Patiala Rotary Club Royal). Institute organizes rallies, workshops, Medical Camp, Social Surveys etc.

6. How does the institution develop social and citizenship value and skills among its students?

College celebrates different festivals and organizes functions on National and International Days. Parents, Teachers and students get together on different occasions to inculcate social and citizenship values and develop social skills among students. Day celebrations are conducted to inculcate value system among the students.

Social and Citizenship values are developed through various ways:

- Morning assembly is a regular feature of College. Thought of the day and talks by students and teachers on topics of Social and religious importance are delivered.
- Social values taught through curriculum.
- Through talks by the seniors and faculty members.
- Celebrating festivals like Teachers Day, Birthday of Shaheed Bhagat Singh, World AIDS Day, Red Cross Day, Women's Day, Birthday of Guru Nanak Devji, Human Rights Day.
- The Curricular and co curricular activities are also instrumental in inculcating required values.

3.5 Collaborations

1. Name the National Level organizations, if any, with which the institution has established linkages in the last five years: detail of the benefits resulted out of such linkages.

College Principal and some of the faculty members are members of National associations such as Council for Teacher Education and All India Association of

Educational Research. These are professional Teacher Education bodies which are regularly organizing seminars and conferences for the benefit of the institutions of teacher education. UGC and NCTE provide useful information regarding the upliftment of standards of teacher education through their circulars. We receive Journals and informative material from the National Associations.

2. Name the International level organizations if any with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

No

3. How did the linkage 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.

➤ *Not Applicable*

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

- The College has excellent rapport with the schools wherein students are sent for Teaching Practice. College remains in touch with all the Schools.
- School Teachers are invited to perform Judgement Duties in various Competitions.
- School Principals are invited as Chief Guests of College functions.
- Internship in reputed schools provides students with adequate exposure to get jobs of their satisfaction. Every year students are absorbed by the school, where the students undergo internship.

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 associated with schools. Before the commencement of school based Practice Teaching, the faculty and the student teachers interact with the school personnel to chalk out the activities to be carried out during Practice Teaching. At the time of Practice Teaching, our faculty remains present in the respective schools to supervise the performance of student teachers. The teachers of respective school provide feedback to our students on their performance. Overall Teaching Practice Incharge is Dr. Inderjit Kaur.

- Faculty members are actively engaged in schools in designing Time Table, Conducting Examinations, organising Co curricular activities etc.
- Remedial Teaching for the slow learners is provided by student trainees under the guidance of faculty members assigned to the respective schools.
- Principals of schools are updated about the innovative practices adopted in Teaching Learning Process.

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

The College is actively collaborating with various schools, other institutions and University faculty for augmenting Teaching Learning activities

- *Faculty members regularly attend workshops, seminars organized by other colleges.*
- *Paper presentations are done by Teachers.*
- *They interact with Teachers of different Govt., Aided, Public and Pvt. Schools during Practice Teaching.*
- *Social interaction takes place with other school teachers during internship period and annual meets.*
- *College has very good relations with neighbour institutions. The college works in coordination with them for some activities. It works in close association with Deptt. of Education and Community Services , Punjabi University, Patiala. The college also arranges lectures of faculties from different institutes and Universities.*

3.6 Best Practices in Research , Consultancy and Extension

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

The college endeavours to improve quality of research, consultancy and extension activities and adopt new measures for the purpose.

- The College encourages its faculty members to engage in research.

As a result 3 faculty members have completed their Ph.D research work and 1 faculty member has submitted Ph.D thesis

Nearly 27 students are taking guidance from the faculty members for their Ph.D work.

Eight M.Phil students completed their Research work under the guidance of faculty members.

- The College encourages faculty members to write papers and articles for presentations and Publications.

Nearly 80 papers have been presented in various International/ National Seminars/ Conferences

Nearly 30 papers have been published in International and National journals

- The college ensures participation of faculty in education and research related seminars, conferences, workshops etc.
- Many Faculty members are lifetime members of various academic and professional bodies.
- Students are also encouraged to do research projects as per the requirement of the syllabus.
- A college has well established UGC resource Center which is regularly used by students and faculty members for the research work.
- Seminars have become regular feature in B.ed and M.ed
- Environment Awareness Rallies are a regular feature of the college.
- Various Blood Donation Camps and Medical Check ups are organized every year.
- Alumni through their lecturers and feedbacks always give meaningful suggestions for the improvement of institution.

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

The College has many good practices in research and extension. College encourages its faculty members to undertake research work. Faculty members of the College guide Ph. D.scholars, M.Ed and M.Phil students.

The Students of the institute are encouraged to do projects within and outside the institution for their exposure.

The College organised AIDS Awareness Programme, Plantation Drives, in association with NGOs. College runs out reach programmes like holding exhibitions of Teaching Aids prepared by the students and distributing

them to practice schools. College organized Health and Medical Check up Camps in collaboration with Rotary Club in which about 148 persons were checked.

- Blood Donation Camp is organized every year.
- College also Plants Trees every Year to take care of environment.
- College teachers and students organize different functions/ activities such as tree plantation in the schools besides teaching.
- College conducts survey of Community every year to know their needs, status and problems.

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?

In the previous assessment report few suggestions regarding Research Competent Extension were made which included the following

- There should be more paper publications by the faculty.
- They should attend and present papers, and interact with resource persons in order to improve quality of teaching.
- The Students of M.ed level should be encouraged to opt for the dissertation.
- The Faculty should send research proposal for funding to agencies like UGC, NCERT, ICSSR etc.

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

Quality Sustenance and enhancement measures undertaken by institution

- In the last five years three teachers have successfully completed their Ph.D and one teacher has submitted his Ph.D thesis and evaluation is awaited.
- Now university has allowed our faculty to guide M.Phil and Ph.D students. During the last five years eight students completed their M.Phil Dissertations
- Our faculty members acted as supervisors and guided the students (27 in Nos.) for the completion of Ph.D

- Nearly Thirty Papers have been published by the faculty of this college in international/national/regional journals.
- Four text books have been written by our staff members.
- Nearly Eighty papers were presented in international and national seminars/conferences.
- During the last five year thirty nine M.ed students opted for dissertation. They did research on current important issues related with education.
- Many teachers are life time members of various academic and professional bodies.(CTE and AIAER)
- In order to do research work students are encourage to use UGC Resource Centre, where internet facility provided to the students.
- Seminars have become regular feature in B.Ed and M.Ed classes, Students use PPT to elaborate there view points.
- Teachers are encourage to attend work shops on research methodology. One such work shop was attended by four faculty members and department of education and community services Punjabi University Patiala on 16-3-2011 to 18-3-2011. The faculty did not send research proposal for funding to agencies like UGC, NCERT, ICSSR etc. But even then they have been regularly publishing and presenting their papers, articles in national, international journals/seminars/conferences.
- M.ed students give their presentations during tutorials/seminars in their respective subjects periods and also works on project work and submits their reports.
- Alumni through their lecturers and feedbacks always give meaningful suggestions for the improvement of institution.

CRITERION IV

INFRASTRUCTURE AND LEARNING RESOURCE

4.1 Physical Facilities

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

The institution has Physical Infrastructure as per NCTE Norms. It is enough not only to run but also enhance the education programme efficiently. Building and some infrastructure is above NCTE norms.

The college is spread over 197 Bighas (total area) out of which total built up area comprises 5173 sq meter.

- The college has more than sufficient classrooms, resourcerooms, Principal Office, Ministerial Staff Office, Auditorium with seating capacity of 500, Lecture Theatre with seating capacity 200, Seminar Room/ Educational Technology Lab with seating capacity of 100, Library, Girls Common Room, separate Hostel for Boys and Girls, Canteen etc.
- The college has fully equipped and spacious Auditorium fitted with latest sound and projection system, Fire extinguishers etc. It is used for various workshops, seminars, morning assembly and for intra/inter-college competitions. Appropriate space for indoor and spacious grounds for outdoor games with required facilities is also available.
- Additional rooms and open space available for co curricular activities.
- Following facilities are also available for conducting B.Ed. course:
 - a. Library, Computers for internet surfing.
 - b. Staffrooms, Washrooms, Washroom for disabled etc.
 - c. Computer lab with 30 computers, 4 computer systems for office work, 4 computers for library, 4 computers for UGC Resource centre, One computer for EDUSAT, 4 Laptops for Research purpose and presentations on Wi-Fi projectors, Library, Computers for Laboratory and Language Lab.
 - d. Life Science Lab
 - e. Physical Science Lab
 - f. Psychology Lab
 - g. Art Room
 - h. ICT Resource Centre.

- i. Language Lab.
- j. Canteen.
- k. Accounts Office.
- l. Staff Room.
- m. Washroom facilities are separately available for men and women on each floor of the building and disabled friendly on ground floor.
- n. Campus stores.

The detail of building is given below:

TOTAL BUILT UP AREA=5173 sq. mt.

SPACE FOR EXPANSION – College had two units (200 seats) B.Ed. course and 35 M.Ed. seats.

Room Description	Length in Meter	Breadth in Meter	Carpet Area in Meter
Class Room	7.62	6.70	62.36
Class Room	7.62	6.70	62.36
Class Room	7.62	6.70	62.36
Class Room	7.62	6.70	62.36
Class Room	7.62	6.70	62.36
Class Room	7.62	6.70	62.36
Class Room	7.62	6.70	62.36
Class Room	7.62	6.70	62.36
Class Room	7.62	6.70	62.36
Class Room	7.62	6.70	62.36
Multipurpose Hall	34.13	20.42	696.93
Library	25.90	7.16	185.44
Principal Room	7.62	6.70	51.05
Administrative Office	6.70	6.10	40.87

Store Room	7.62	6.70	62.36
Sports Store Room	14.93	7.28	108.69
Girls Common Room	6.70	6.10	40.87
Science Lab-I	5.90	5.70	33.63
Science Lab-II	7.40	6	44.4
Psychology Lab	7.30	5.90	43.07
ICT Resource	17.67	7.16	126.52
Seminar Hall / Educational Technology Lab	17.67	7.16	126.52
Art Room	6.60	5.60	36.96
Upper Lecture Theatre	15.24	10.6	153.31
Toilet Male	3.05	2.44	7.44
Toilet Female	7.62	2.44	18.59
Other Facility Indoor Hall	15.24	6.70	102.11

Amount Invested: College building was prepared by the Punjab Govt and it is maintained by the PWD (B & R). Master Plan of the building is attached.

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

The institution preplans for the requirement of the institution according to norms of NCTE and Panjabi University, Patiala and develops the infrastructure to provide maximum facilities to the students. The College has a sufficient building since 1955 and Punjab Govt sanctioned Rs. 1.58 Crore recently for the renovation

of the building. The College purchases library books and other infrastructure as per the needs of college. The decisions for augmenting the infrastructure are taken by IQAC, College council, HEIS and PTA.

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

The college possess sufficient infrastructure required for co-curricular and extra-curricular activities.

- It has fully equipped and spacious Multi Purpose Hall fitted with sound system and projection system, which is used for curricular activities and for various Intra and Inter College Competitions. Whenever any large scale function is to be arranged, the college uses its Multi Purpose Hall. It maintains its own Public Address System and Recording facilities.
- There are additional rooms and open space available for conducting Inter House competitions and Co-curricular activities.
- Spacious playgrounds with 400 mtr track are available for outdoor games.
- Indoor games facilities are also available.
- The College has its own 4 silent power generators.

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

The College shares play ground and hostels with other institutions i.e. Govt. Bikram College of Commerce sports associations. It also offers multi purpose hall for functions to District Administration, NGOs and sports bodies. College also issues library books to staff members of sister organizations.

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

- The College has girls' common room and toilets in the college building.
- The college has a staff room with attached toilet for faculty members.
- Washroom facilities are separately available for men and women on each floor of the building. Washrooms are equipped with exhaust fans and maintained well by staff.
- Canteen facility is available. Hostel and Canteen committee ensures that edible articles available are fresh and healthy.

- First aid facility is available in college dispensary supervised by senior teacher.
- The College maintenance committee looks after the cleanliness of building and campus.

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.

Hostel facility for the students and staff is available in the college campus as follow:

S. No.	No. of Rooms	Purpose	Accommodation available for number of persons
1	57	Girls Hostel	165
	96	Boys Hostel	192
2	4+4(set)	Teachers/Guests	16+16

We also provide the following facilities to the hostel students.

S. No.	Name of the Facility	Number
1	Dish TV/Cable TV	01+01
2	Wash Room	11+25
3	Toilets for Boys	27
	Toilets for Girls	26
4	Water Cooler	02++02
5	Canteen and Mess	01+01
6	Geysers	08+06
7	Beds, Chairs, Tables and Almirahs	160 beds, 160 chairs, 80 tables, 98 Almirahs 164 beds, 116 Chairs, 164 tables, 102 Almirahs

4.2 Maintenance of infrastructure

Our College has effective mechanism for maintenance and optimal use of infrastructure from PTA and Govt funds. Proper maintenance of Infrastructure remains a prime concern.

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

- **Building**
- **Laboratories**
- **Furniture**
- **Equipments**
- **Computers**
- **Transport/Vehicles**

Budget Allocation and Utilization in the last five years For the Maintenance of Building, Laboratories, Furniture, Equipments, Computers, Transport/Vehicle and over all expenditure.

Building was constructed by PWD (B &R) with Punjab Govt funds as per Building Plan of College and Hostels. Budget/ Grant/ Fund is allocated by Punjab Govt/ UGC/ PTA from time to time for our college for different purposes and the amount is spent as per need for the maintenance. Building maintenance is mostly done by PWD (B &R).

Maintenance

S.No.	Session	Name of the Asset	Total amount spent during this year
1	2009-2010	Building	36,253
2	2010-2011	Building	66,919
3	2011-2012	Building	56,215
4	2012-2013	Building	3,72,110

5	2013-2014	Building	1,18,02,127
Expenditure on Laboratories			
S. No.	Sessions	Total Amount spent during this year	
1	2009-2010	4,830	
2	2010-2011	6,06,626	
3	2011-2012	1,80,970	
4	2012-2013	15,11,373	
5	2013-2014	6,000	

Furniture and Fixture

S. No	Session	Name of the Asset	Total amount spent during this year
1	2009-2010	Furniture and Fixture	9474
2	2010-2011	Furniture and Fixture	2602
3	2011-2012	Furniture and Fixture	11621
4	2012-2013	Furniture and Fixture	153141
5	2013-2014	Furniture and Fixture	830120

LIBRARY

In the opening session the college had 39676 books.

S. No.	Session	No. of books	Total amount during this year
1	2009-2010	332	58599.80
2	2010-2011	565	270594.10
3	2011-2012	934	332081.40
4	2012-2013	46	21590.00
5	2013-2014	503 (in book bank) 51	26993.00 6223.40
6	2014-2015	43	14810.00

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

The optimal utilization of instructional in infrastructure is ensured by the college that facilitates smooth and regular functioning of the college.

- The infrastructure remains in continuous and effective use.
- The facilities available at college are provided to sister units as and when required.
- The college maintained a generator for ensuring uninterrupted supply of electricity.
- College organises different functions, celebrates important days and organizes NSS Camps, Intra and Inter college competitions, youth festivals to utilize the resources. Morning Assembly is a regular feature of the college.

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

The college takes due care to consider the environmental issues associated with infrastructure as of prime importance.

- The college is having environment society which is composed of Principal and two teachers. The society organises tree plantation, lectures and rallies to make the people aware and to keep the environment clean. It creates awareness about 4Rs (Reuse, Recycle, Renovate and Restore).
- The college has NSS Units which organize different programmes on environment. Some activities are :
 - Environment Awareness Programmes.
 - Environment Awareness rallies.
 - Planting saplings.
 - Organising Competitions during teaching practice in schools (Poster Making, Collage, best out of waste and lectures by prominent personalities).
- The college maintenance and cleanliness of green belt is given utmost importance.

The institution organize various seminars to aware the students about the environmental issues in which they are motivated against soil pollution, water pollution, noise pollution and air pollution etc for the betterment of the society. We motivate our students for water harvesting, to avoid use of polythene and not to burn the waste materials in the fields. The college organizes different activities in collaboration with Punjab State Council of Science and Technology, NSS, NGOs (Rotary Club, Lions Club) and Forest Department of Punjab Govt. Our College organizes many activities/competitions to create awareness to protect Environment as:

- Rain water harvesting.
- Best out of waste
 - Pot Stand
 - Furniture made from old wood
 - Almirahs and tables restored
 - Gate made from the pipes taken out from old water pumps
- Energy saving devices installed.
 - The electrical appliances bought are energy savers
 - LED bulbs
- Plantation of trees
- During teaching practice competition on environment are conducted. The school students are educated about environment through slogan writing, poster making, best out of waste, essay writing and quiz competitions.

- Lectures by our students in morning assembly on environment are given in various schools.
- Cleaniness drive is taken out in Jiwan Singh Basti (slum area), various schools, college campus, college hostels, Environment Parks etc.
- Distribution of dustbins, pots and plants.
- Preparation of Vermi compost
- Preparation of compost from leaves
- Save Environment and Clean Punjab, Green Punjab/ Patiala rallies.
- Swachh Bharat Abhiyan has been undertaken in the college from 2/10/2014 under National level campaign of Govt. of India.

4.3 Library as a Learning Resource

In order to ensure best use of library services, the college has formulated Quality parameters of Library.

The Library provides varied and up to date resources that support its mission and fulfill the needs of its users. Resources are provided in a variety of formats, including print or hard copy, online, electronic images or text and other media. The College library has the quantity of resources as prescribed by government, NCTE and affiliating University. The collection of the college library answers the standard requirements, for maintaining the quality of the resources.

1. The college library has been partially automated. The college librarian was provided opportunity to visit big libraries such as Panjab University, Chandigarh, Punjabi University, Patiala and Centre State Library, Patiala to provide better facilities to staff and students..
2. The library has extended appropriate working hours.
3. The qualifications of librarian are as per NCTE Norms.
4. The library has separate infrastructure facilities such as staff area, reading hall and magazine/journal display racks.
5. The generator facility is extended to library.
6. There are measures for overall maintenance and cleanliness of the library.
7. The library has three computers and internet facility.
8. The college library is equipped with N-List (Inflibnet) where books and international journals are available online.
9. The library has reprographic facilities for staff and students.

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

The institution has a qualified librarian and sufficient technical staff to support the library.

NAME OF LIBRARIAN	QUALIFICATION
Rupinder Singh	B.Lib, M.Lib, PGDCA

Supporting Staff

Librarian is assisted by Harbans Singh for reprographic service and Sarbjeet Kaur for restoration of books. Our college is authorized by DPI colleges for three months library practical training to the students of library and information science profession. These trainees also extend a helping hand in the working of library. The Library Committee advises the librarian and looks after the working of the library.

2. What are the library resources available to the staff and students?

(Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.).

Our College has a well equipped Library equipped with audio visual teaching learning resources, software, internet etc.

The detail of books, journals and other infrastructure available in the library in the given below:

S.No.	Name of Item	Number
1	Books	39676
2	Reference Books	2175
3	Magazines	16
4	Journals	20
5	Newspapers	9
6	E-Books	100000
7	E-Journals	6000

8	CDs	60
9	M.Ed dissertation	350
10	Almirahs	124
11	Chairs	100
12	Tables	24
13	Magazine Racks	02
14	Librarian Chair	01
15	Rack	19
16	Computer	04
17	Printer with Scanner and photocopier	01
18	Catalogue cabinet	04
19	Double side News paper Stand	02
20	International Magazine	Available online in library

library has also subscribed to N List Programme (Inflibnet).

Detail of Books and Amount Spent on Books from 2010-2011 to 2013-2014

S.No	Session	NO. of Books	Accession No.	Amount
1	2010-2011	250	3997-4246	58405.0
2	2011-2012	106	4247-4352	24595.0
3	2012-2013	455	4353-4807	93689.4
4	2013-2014	699	4808-5505	110948.0
	Total			287632.4

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

Library committee systematically reviews the various library resources for adequate access, relevance etc. The Library Committee consists of one teacher each from Science, Language and Social science besides Librarian and two students from current session so that good quality relevant books/journals etc. can be procured for the library. Composition of the Library Committee is given below:

LIBRARY COMMITTEE:

Name	Qualification	Designation
Mr. Rupinder Singh (Secretary)	B.Lib, M.Lib, PGDCA	Librarian
Prof. Charanjit Kaur	M.Ed, M.Phil	Associate Professor
Prof. Deepika Rajpal	M.A, M.Ed, M.Phil, Ph.D	Associate Professor
Prof. Madhu	M.Ed, M.Phil	Associate Professor
Khushpreet Kaur 302 Akshay Singla-201	pursuing M.Ed pursuing B.Ed	Student Representatives

Functions:

The Library Committee is responsible for the overall growth and development programme of the library. It holds different meetings every year and obtains feedback on the functioning from its members.

Functions of the Library Committee

1. A library committee selects and recommend the books for Library and the books are purchased for library after getting approval of the principal.
2. Checks the documents of library.
3. Helps in functioning of the library.
4. Procures feedback on functioning of library.

5. Gets books recommended from other teachers and students.

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

College library is computerized. Library Books are issued and returned by using computer. All the books have been entered in computer. Library is fully automated and provides bibliographic facility at the click of a button. N-List programme is available in the college library. Students and staff members are allotted user ID and password to access online books, journals and magazines.

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

- The College Library has computer and internet facilities.
- Computer and internet services are used by staff alike.
- Access to the staff: Teachers and students use computer and internet to access various kind of information regarding teaching subjects, Teaching Learning Process, Teaching Strategies, Teaching Techniques, innovations in the field of classroom interactions, teaching aids role of electronic media in research and recent researches related to educational development.
- College has a Book Bank. All the needy students have been issued 2 books for full academic session.
- Frequency of use: The library is used almost on each working day. Students can get two books from Library for seven days. Teachers can get any number of books/journals. Even the staff members of sister organizations are issued books for their use.

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

Inlibnet is available with the college and the staff and students have access to the latest books and journals online.

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

The library remains open during all working days of the college as well as during college vacations and examinations for seven hours from 9 a.m. to 4 p.m.

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

The College has a mechanism in place to keep the staff and students informed of new arrivals. All information related to new arrivals in the library is displayed on Notice Board. The librarian intimates about new arrivals to the faculty in charge of library period. Emails are sent to teachers about new arrivals. College library frequently organises books exhibitions to make users aware about new arrivals.

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

Yes, the college library has Book Bank facility for the students. The Books from the Book Bank are issued to the needy students for use throughout the academic year without imposing any terms and conditions.

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

The students with special needs who have joined the B.Ed. and M.Ed courses are provided with reader. Audio-visual CDs, computer and internet facility has been made available to the students with special needs. As and when the need arises in future, better arrangements will be made within a short period to meet the requirements.

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

Institution has computer center with internet Wi-Fi connectivity, staff and students uses computer lab, audio visual, other media in teaching learning process. Students are encouraged to make use of Computers and audio visual aids for the preparing Lesson plan for their examination.

S.No.	Name of Item	Number
1	Computer Systems	31 in computer lab 04 in office 04 in library

		01 in Alumni Room 08 in UGC Resource Centre 01 Dr. Kuldip Singh 01 ET Lab 01 Burser Room 01 Guidance & Counselling Cell 01 Dr. Inderjit Kaur 02 M.Ed. Room 01 Prof. Charanjit Kaur 12 in Language Lab 01 Prof. Madhu Khanna 06 Not Working 04 Laptops
2	Smart boards	4
3	LCD projectors	8
4	OHP	6
5.	Printers	8

Computer Faculty

Name	Qualification	Designation	Duty
Balwinder Singh	M.Sc.(Maths); M.C.A.	Associate Professor	To Teach, deal with Computer lab and ICT activities

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All the equipment is easily accessible to the students as well as Teachers in the college.

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

There is provision in curriculum for imparting computer education and skills to all students as a compulsory subject (Theory and Practical). Computer center is used to prepare and present power point presentations by teachers and students in teaching learning process and internet for surfing and learning purposes. College has been offering computer as a craft subject. The curriculum has following course content:

Annexure - Syllabus

PART-III : SESSIONAL WORK

(I) WORK EXPERIENCE

Total : 50 Marks

External : 40 Marks

Internal : 10 Marks

In work experience (all crafts) there will be four periods a week. Each student will chose one craft.

SYLLABUS

(a) COMPUTER APPLICATION 40 Marks

THEORY

- (i) Introduction to Computer, types of computers and their application in various fields. History of computing and generations, organization of computer.
- (ii) Structure of computer : ALU, CPU, primary memory, input and output devices etc.
- (iii) Secondary storage devices : Punched card, magnetic tape, hard disk, floppy disk, cassette tape recorder.

- (iv) Communicating with a Computer : Introduction to machine language, assembly language and a high level language. Introduction to software and hardware concept, basic concept to problem solving, flow chart and algorithm.
- (v) Using Software Package : MS Office.

PRACTICAL

- (i) Visit to Computer Centre : Identification and familiarization of computer components and peripherals. Demonstration of computer operation. Familiarization with keyboard and switches. Demonstration of Printer Controls.
- (ii) Practical of MS-Office : Loading of papers of printer, creating a document, editing, copy, move, sentence/blocks, tab setting, search formatting of output and printing. Use of continuous stationary and loose sheets.

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

Smart boards in classes, over head projectors, LCD projectors, computers in computer lab are used by teachers and students. The institution organises workshop to teach how to prepare and use Power point presentations and uses of technological equipment/ practices.

Using computer based services to search for and find relevant information in a range of contexts.

- Usage of variety of media to retrieve information.
- Usage of computer based services to write, analyze, present and communicate information.
- Usage of the information technologies to create, to share and to store knowledge.
- Teachers and students demonstrate well developed skills with technology.
- Teachers develop new instructional material for students.
- Teachers facilitate the construction of learning material by students.
- Teachers implement the curriculum integrated with technology.

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 student teachers are motivated, encouraged and trained for making use of the modern technology for practice teaching.

For Developing Lesson Plans: Most of the students' teachers adopt ICT in their practice teaching. The student teachers prepare two lesson plans in their respective teaching methodology during real classroom teaching. Many of them prepare lesson plans on power point for teaching in the school. The student teachers take help of the Educational Technology Lab for using ICT technology for preparing their practice teaching lessons.

For Class Room Transaction: The student teachers prepare power point presentation of their lessons at the ICT Resource center and at UGC resource center to be delivered during practice teaching. They can take the equipments of College Resource Centres to the practice teaching school, if required. The student teachers are motivated to prepare project based lessons during teaching practice as well as in the simulated teaching.

For Preparing Teaching Aids: The student teachers prepare slides related to the curriculum, which is to be transacted in the classroom. They use technology of information communication in making different kinds of teaching aids. The student teachers prepare teaching models in the college to be included in the practice teaching.

4.5 Other facilities

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

The college ensures that the instructional infrastructural facilities are optimally used.

- Some instructional facilities like OHP, LCD Projector etc. are shared with other institutions if required.
- The college encourages student teachers to become tech savvy and they are like wise motivated to communicate among themselves through email using internet facilities provided by the college. Student teachers are encouraged to make their email ids and use it to communicate among themselves and friends.

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

We have smart interactive boards, LCD Projectors, OHP, cassette and CD player, Audio Visual resource centre. The students are encouraged to use all these facilities in their daily routine as well as for the presentations of the lessons from time to time. Students are allowed to take laptops to their practice schools for power point presentations.

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

The college has general and method laboratories to make teaching training program more effective. These laboratories are as follows.

1. Psychology Lab.
2. Life Science Lab.
3. Physical Science Lab.
4. Educational Technology Lab.
5. Art Room
6. Language Lab.

The college enhances the facilities in laboratories and resource centres according to the requirement of the prescribed curriculum. The requirements are reviewed from time to time and new requirements determined. Regular maintenance in terms of infrastructural and equipment requirement are met on the basis of particular laboratory.

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

- We have a multipurpose hall having capacity of 500 seats. It is fully equipped with an LCD, Podium along with complete audio system.
- We have provision to organize workshops in our college.
- We have Public Address system, cassette and CD player and instruments in ET Lab.
- We have various equipments such as Table Tennis, Chess, Carrom and play grounds for Volleyball, Football, Badminton, Hockey 400 mtr track related to various indoor and out door games.

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

The classrooms have been equipped for facilitating the use of latest technology for teaching. We have 04 Interactive Smart boards in classes, over head projectors,

LCD projectors, cassette and CD Player are in the ET Lab and they are used in the class rooms as and when required by the teacher.

4.6 Best Practices in Infrastructure and Learning Resources

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

Teachers act as a Model for the students as they use technology in their teaching learning process and motivate them to use the same. Various Educational programmes are shown to the students. N-list program is available with the college for accessing online journals and books and smart boards are used by the teachers to motivate the students to use these facilities.

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

The innovative practices related to ICT that contributed to the quality enhancement are:

- Lesson delivery through computers
- Preparation and use of slides
- Preparation of lectures (slides) and presentation of the same through Power Point
- Collecting information through internet
- Increasing use of LCD for Seminars/Workshops.

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

The College considers two of the practices as best in the infrastructure and learning resources which are adopted by the college. These are as under:

1. Library is the back bone of any educational college. The college is fortunate enough to have a rich and well maintained library. It is computerized and accessible for the student teachers and the faculty. Internet facilities available in the library.
2. Inclusion of sufficient information about library in the college prospectus.
3. Displaying newspaper clippings on the notice board periodically.
4. Internet facilities are available in Library and computer centre.
5. Suggestion/complaint box and timely response.
6. Displaying new arrivals.
7. Annual Best user award for students.

8. Safe storage and multiple access of material.
9. Ease of search and retrieval.
10. Latest equipment related to ICT is available in the college and it is used by teachers and students.
11. Video digital camera so that we may record the lesson and show them for improvement
12. The college has installed CCTV cameras in girls as well as in boys' hostel to maintain discipline and security of the students.
13. Provision of ATM machine for the staff and the students.

Future plans to modernize the class rooms

The College has a vision as well as commitment. It is determined to grow quantitatively as well as rise in the sphere of quality. Perfection is its aim that it strives to achieve for which it has a plan for future too. Following are some of its future plans for the time being.

1. Change of old classroom furniture with modern comfortable and also more durable furniture.
2. One more video digital camera so that we may record the lesson and show them for improvement. This will be used during Micro Teaching Lessons and to record the proceedings of Seminars/ Workshops etc.
3. Interactive Boards in all the classrooms.
4. Parking in hostels and college campus
5. Provision of wi-fi campus connectivity.

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

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 previous assessment report indicated that on the whole very good infrastructure and learning resources are available in the college that are being made use by the teachers to make their teaching effective and students during their practice teaching, but the requirement of language lab was pointed out so the college has now got language lab for communication skills. Nearly all the teacher trainers and administrative staff now have the basic knowledge of computers. Many of the lessons are given on power point. The

college has three LCD projectors, four smart class rooms and all other class rooms are equipped with OHPs. Renovation work is being done whenever required in the institute. In the last five years renovation of Two Computer Labs, Language Lab, ET-Lab/ Seminar Room (Seating Capacity 100), Upper Lecture Theater (Seating Capacity 225), Auditorium ((Seating Capacity 500), Administrative Block , Wash Rooms and Special Wash Rooms for disabled persons with ramps.

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

Since the previous assessment the college has tried its level best to maintain the standards of quality. New steps have been taken to enhance the resources in the institute. The number of computers has gone up from 5 to 76. Internet facility (Partially Wi-Fi) is being provided to the students, teachers and administrative staff. For security purpose and surveillance CCTV cameras have been installed in the institute as well as in the girls and boys hostels. Air conditioning of Computer Rooms, ET-Lab/ Seminar Room, Language Lab, Upper Lecture Theatre and Auditorium has been done. 63KVA gen set with muffler (Silent) has been installed in the institute. Gen sets of KVA each are also been installed in the girls and boys hostels too. The lessons are mostly delivered by power point. The college is always ready to bring change to give quality to the students. To provide clean drinking water to students RO filter systems are installed with water coolers in college campus, girls hostel and boys hostel. Now the library is partially automated using UGC inflib-net, N-List programme for e-journals and e-books. E-catalogue (OPAC: Online public access catalogue) facility is also available. Barcoding of books is under progress.

CRITERION - V

STUDENT SUPPORT AND PROGRESSION

5.1 Student Progression

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

Our institution prepares the students for new academic achievements through various activities. After admission, an orientation programme is organised by our college. In orientation session, Principal and some senior faculty members provide basic information to the students. Students are also informed time to time through verbal announcements in the morning assembly and class rooms. Written information is displayed on the notice board.

- Tutors inform the students about latest books and competitions. All through the course, easy access to staff and Principal enhance the student's growth and development.
- Various activities like seminars, Talent hunt program, celebration of important days, youth festival, exhibitions, athletic meet etc. are organised by our college.
- Many clubs and societies like Environment club, Health and fitness club, Legal literacy club, Red ribbon club, Literary society etc. have been functional to prepare the students to become good teachers.
- Simulation teaching, Micro teaching, discussion lessons help in inculcating various teaching skills among the students.
- Various functional labs are operative in the college to give practical inputs to the students.

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

Motivation

The institution motivates the students to participate in inter and intra institutional curricular and co-curricular activities. The students are issued certificates, prizes, medals and trophies for participation and holding positions for the respective activities.

Satisfaction:-

A mentor system (tutorial group) is functional where 15 students are assigned one faculty member who takes care of their personal and academic issues and inculcates values and tries to explore their hidden talent and encourages them.

Harmonious Development:-

For the development of various aspects of their personality many programmes are organised as following:-

- Physical development - Sports Meet and Physical Education period in the time table. Judo-Karate is an optional learning activity.
- Moral development - Morning assembly and guest lectures on values and yogic practices.
- Social development - Celebration of important festivals like Lohri, Diwali etc.
- Intellectual development - Quiz, Debate, Creative writing etc.
- Cultural development - Organisation of various activities as skits, mimicry etc. and music programmes.
- Spiritual development - The Art of Living course is optional.
- Service Learning - NSS camp is organised.

Performance Improvement of students:

For Teaching : Micro, Mega and Real Teaching
 For Academics : Class tests, seminars, assignments, projects and House - examination etc.

Division of Sections: - The college students are divided into six sections of B.Ed and one section of M.Ed. Each section performs duty for a week and executes programmes like morning assembly in which students of the same

section conduct the morning assembly. The students talk on current burning issues and moral values. Thought of the day, maintaining discipline, cleanliness and organizing functions in that particular week are assigned to that section.

Co-curricular activities: These activities provide opportunities to the students to explore their abilities. Faculty members and Principal from time to time motivate the students to participate in these activities.

Teaching skills: Our institution lays emphasis on conducting teaching practice in an effective manner. Before Teaching Practice, micro teaching and simulation teaching is conducted by our institution.

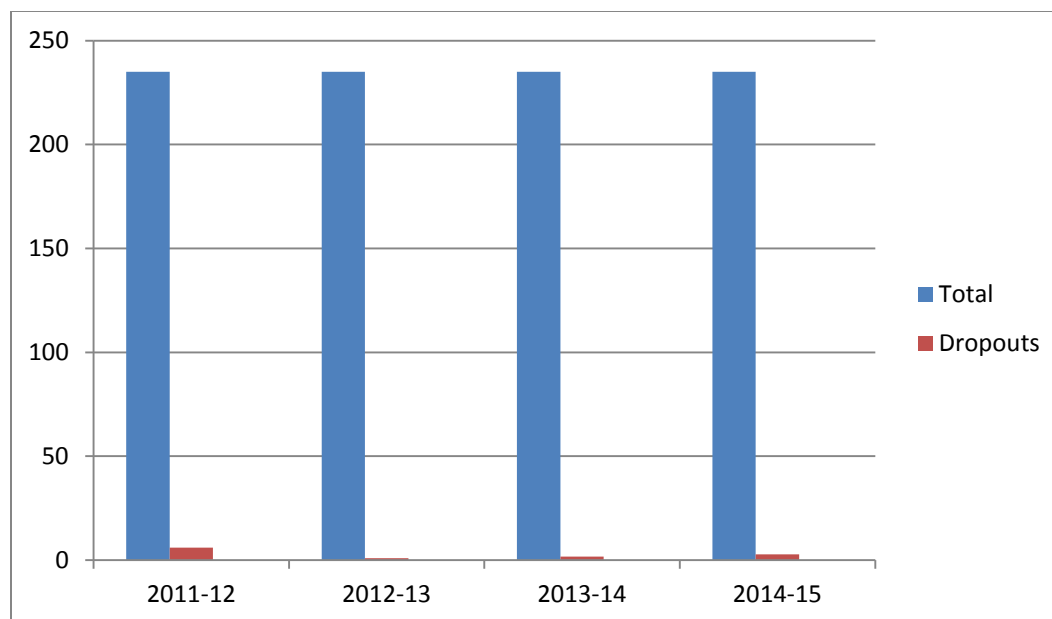
Inter College Competitions: Students are encouraged and prepared to take part in different activities held by various colleges.

Inter Section Competitions: Different types of inter section competitions like Bulletin Board, games, debates etc are organised by our college. These competitions motivate the students.

3. Give gender wise drop-out rate after admission in the last 5 years and list possible reasons for the drop-out. Describe the mechanism adopted by the institution for controlling the drop-out?

Table depicting details of dropouts

S.No	Session	Admitted students	Dropouts	Gender	Roll No.	Reason for dropping out
1.	2011-12	B.Ed - 200 M.Ed - 35	3 3			Girls either get married or get job. Boys get placed either in teaching or non-teaching fields like banks, excise dept. food & supply dept. etc.
2.	2012-13	B.Ed - 200 M.Ed - 35	1 Nil	Girl		
3.	2013-14	B.Ed - 200 M.Ed - 35	3 1	Boys Girl		
4.	2014-15	B.Ed - 200 M.Ed - 35	3 Nil	Girls	16, 45, 162	



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

Our College provides various facilities to the students for preparation for their higher studies and competitive examination.

- The Placement Cell is functional.
- Seminars and extension lectures are arranged to improve their proficiency in employment skills, preparation of resume and how to appear in an interview.
- Following Journals and Magazines are provided to the students in the library:

1. N-List (National Library and Information Services Infrastructure for Scholarly Content)
2. Indian Journal of Psychology & Mental Health
3. Journal of Community Guidance & Research
4. Journal of Indian Academy of Applied Psychology
5. University News
6. Indian Journal of Adult Education
7. Indian Journal of Psychology & Mental Health

8. Journal of English Language Teaching
9. Journal of Education Planning & Administration
10. Journal of Indian Academy of Applied Psychology
11. MERI: Journal of Education
12. Journal of All India Association for Educational Research
13. RESONANCE : Journal of Science Education
14. International Journal of Information & Technology
15. RESONANCE : Journal of Education
16. CSR-Competition Success Review
17. Down to Earth
18. Employment News
19. Experiments in Education
20. Edu Tracks
21. Education : New Horizons
22. Frontline
23. G.K. Refresher
24. Herald of Health
25. India Today (English)
26. India Today (Hindi)
27. Junior Science Refresher
28. Jagriti (Hindi, English)
29. Punjabi Digest
30. Punjabi Geographer
31. Reader's Digest
32. Research Tandem
33. Yojna

- Free internet facility is provided to the students.
- College has Guidance and Placement Cell which also provides information to students about latest jobs opportunities in various sectors.

Every year 4 to 5 students clear UGC-NET. Many of our students are placed in state /central govt services.

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

Almost all the students choose teaching as a career. However some students from our college take admission in M.Ed. Moreover respectable numbers of

students move further in different post graduate departments of universities/colleges.

Session	Higher Studies	Teaching Job
2010- 2011	50-60	40-50
2011- 2012	45-62	53-58
2012- 2013	60-65	55-60

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

College has Alumni Association of old students and passouts. They frequently visit the college and are free to use library, computer, internet and other facilities. They can register themselves with N-LIST also.

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

Yes, the college provides placement services to the students. There is Guidance and Placement Cell which provides the following services to the student teachers:

- Resumes of the students are sent to the Principals of the different local schools for consideration for placement.
- Advertisements of different schools, colleges, Govt. Departments are displayed on notice board especially meant for providing placement services to students.
- The students are encouraged to take part in various competitions organized by different colleges to develop skills for competency among the student teachers.
- School organizations like Akal Academy, Baru Sahib etc. organize their institutional eligibility tests from time to time in our college for selection of teachers from amongst our students.

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

Guidance and Placement cell of the institution faced the following problems:

- i. Non-availability of the jobs in the government sector.
- ii. Low salary structure in the private schools.
- iii. Problems of over burden in the private schools.
- iv. Students are not interested in joining a school with low salary.
- v. Students are indecisive about whether to take up the job or to pursue further studies.
- vi. It is difficult to inform all the students about the various vacancies on the phone or through post once they pass-out from the college.

To overcome these problems, the college generally provides vocational guidance and counselling and motivates the students from time to time to join even low salary jobs for their professional growth and advises them to wait and work until they find better opportunity. Now college has obtained e-mail addresses of students to inform the students regarding the latest vacancies.

9. Does the institute have arrangements with practice teaching schools for placements of the student teachers?

Yes, it is a common practice of the institute to arrange for the placement of student teachers. Resumes of students are sent to the Principals of practice teaching schools for their placement. At times the principals place request to the Institute or call pupil teachers who had concluded his/her practice teaching efficiently in the same school.

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

Two Computers, laptop with internet connection and a printer/scanner are provided to the Guidance and Placement Cell. Guidance and Placement Cell incharge looks after the cell. The above equipment was bought under XIth plan of UGC. At times, UGC gives financial grant to pay to the experts for the extension lectures. If need be the financial burden is taken up by the Parent-Teacher Association.

5.2 Student Support

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

The college ensures participation of students in various curricular and co-curricular activities by providing facilities and opportunities leading to harmonious development of the students.

College has different committees, clubs and societies which meet at different occasions, chalk out programs and organize the functions. The college principal along with committee incharge evaluates, revise and implement programmes to achieve the objectives.

Talent hunt, Bulletin board competitions, Art and craft competitions, youth festivals, skill in teaching, day celebrations, poem recitation, quiz, literary competitions, athletic meet, etc are organized by the college.

These competitions are organized by our college. Students are divided into sections. All the students' section wise participate in these competitions according to their interest and ability.

Our students also participate in inter college competitions.

In the area of Academics, every year almost all the students of our college get first division in the final exam.

Academic Calendar: Keeping in view the priorities, academic calendar in every session is prepared by our college council.

For effective implementation of various curricular and co-curricular programmes, the following steps are taken:

- Orientation programme is organized at the beginning of the academic session for pupil teachers. In this programme, students are informed about various curricular, co-curricular and extra curricular activities which are to be conducted during the session to inculcate different types of skills required by pupil teachers.
- Inputs are given to use the new technology to the students.
- Seminars, quizzes, debates, poetic recitation, literary activities, dance, music, skit, play, mime, quiz competition, painting, singing, crochet,

rangoli, mehandi, pakhi designing, histrionics, mimicry, knitting, embroidery etc. are organized to assess the skills/ potential of students.

- Students are guided for preparing power point presentations.
- Students are guided and encouraged to use ICT like LCD Projectors for presenting the papers in class seminars.
- Morning assembly is conducted on weekly basis section wise.
- Recitation of devotional songs in morning assembly.
- Presentation of poems and articles to encourage their creativity.
- Language lab is used to develop communication skills in the students.

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

Following measures are taken for physically challenged students:

- Report is sent to the university to seek facilities like providing writer and provision of extra time during examination.
- Students with special needs like blind and physically handicapped ones are adjusted on the ground floor.
- Provision of curricular and co-curricular activities on the ground floor.
- Tutors-in-charge are available to address their grievances.
- Students are linked to University for audio lessons.
- Students with special needs are given extra time to write their lesson plans and assignments.

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

Yes, our Institution has mentoring arrangements. In each session, students are divided into sections and tutorial groups. Teachers-in-charge of the tutorial groups act as mentors. Teachers-in-charge provide proper guidance to B.Ed. and M.Ed. students in different areas and encourage them to participate in various curricular and co-curricular activities. They also help these students in solving their personal and academic problems throughout the year. However, teaching subject teachers also provide proper guidance to the students for preparation of micro, macro and discussion lesson plans and also in delivering these lessons in the simulated and real class room situations.

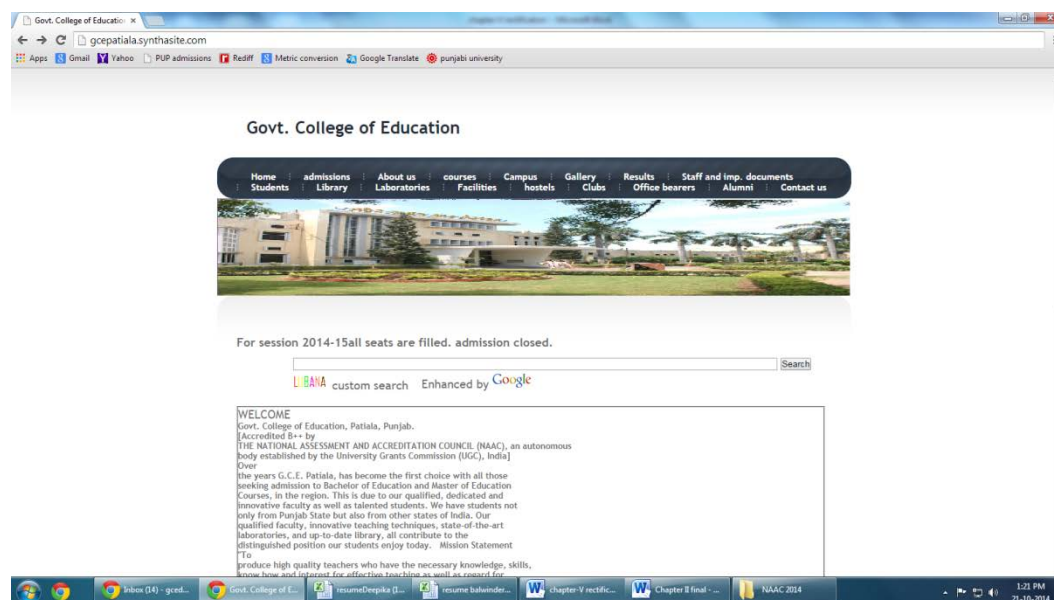
4. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

The institution provides various equipments to the faculty to enhance their efficacy. These are

- Provision of Internet
- Audio – Visual Aids like OHP, LCD projector, Interactive board etc.
- Provision for attending various Faculty Development Programmes like seminars, refresher courses, workshops etc.

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

Yes, the college has website, <http://gcepatiala.co.nr> which provides all the possible information about the college.



The college website is updated frequently.

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

- Remedial teaching is provided to low achievers during holidays.
- Tutorial classes are held once a week to focus on the problems faced in academic and non-academic areas.
- Student Welfare Council comprises of teacher-in-charge and student body.

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

a) Advanced Learners

- Encouraged to take part in co-curricular activities, often as team leaders.
- Guided for the use of ICT and for preparing power point presentations.
- Motivated to prepare topics and present it in the seminar.
- Provided with the internet facility.

b) Slow Learners

- Remedial Teaching is provided during holidays.
- Teachers recommend books and topics for preparation and teach in mother tongue, if required to the students.
- Mentor teachers motivate them to join advance learners in their projects and to work together.

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

- The Principal and the members of faculty provide academic and personal guidance formally and informally as and when required by the pupil – teachers.
- The experts are called for extension lectures from time to time.
- The college has well established Guidance and Placement Cell to guide the students as and when required.

At the Time of Admission: Guidance is provided to students regarding:

- Subject Combination
- Availability of Hostel facility
- Library rules
- Deposit of Fee
- Transport Availability

During the Inaugural Session

Every year at the beginning of the session, one day orientation programme is organized for the academic guidance and counselling to the newly admitted student teachers. They are guided about:

- Rules and Regulations of the college.

- Library rules.
- Leave Rules.
- Selection of optional papers, craft etc.
- Scheme of Examination and criteria for internal assessment.
- Co-Curricular activities.
- Scheme of House Tests, Assignments and Project work etc.

During the Session

- Tutorial Period is allotted once a week. The tutorial incharge provides academic, personal and vocational and all types of guidance to the students.
- Preparation and presentation of the Lesson Plans.
- Prof. Rupinder Kaur Kahlon, now Incharge of Guidance and Counselling Cell provides Vocational Guidance and makes the students aware of various employment opportunities to the students.
- Various functions, seminars, workshops, extension lectures etc. are organized by our college to create awareness, enhance efficiency and develop self-confidence among the students.

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

The college has constituted a Grievance Redressal Cell. Students who approach the Cell with their grievances are counselled accordingly. Suggestion Box is kept in the college which is checked frequently by the Grievance Cell comprising Principal, Council and hostel wardens. Feedback Performas are also available. Students are open to share their grievances and extend their suggestions about faculty and institution.

A case regarding eve teasing was solved in the session 2012-13 with the help of Police within minutes of occurrence. On request the police patrolling was made mandatory by the SSP.

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

The College adopts continuous process of evaluation and faculty members keep the record of each and every student. Testing the students is a regular feature of the college which includes details of the students according to their

class response, performance in various curricular and co-curricular activities organized during the session. Reformatory action is taken if required.

Evaluation of assignments, written test and oral test performance is the base to check the performance of the students. Regular evaluation and suggestion during teaching practice is also done.

Besides this, MST is also conducted twice in a semester. Seminars, Skill in Teaching, Teaching Aid Preparation, Fine Art Competition, and Bulletin Board Competition are a regular feature. Annual athletic meet is also organized to inculcate sportsmanship and to develop physical/mental health. Students are encouraged by the faculty members to participate in these programs according to their ability and capability.

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

The institution ensures the students' competency to begin practice teaching by following steps:

Micro Teaching

The subject teacher incharge makes the students aware of micro-teaching skills and five skills per subject are practised out of the following:

- Skill of Introducing the Lesson
- Skill of Explanation
- Skill of Questioning
- Skill of Reinforcement
- Skill of Stimulus Variation
- Skill of Black Board Writing
- Skill of Explanation with Illustrations
- Skill of Assigning the Home Work

Each and every student practises these skills in classes and feedback is provided by the subject teachers side by side. It is a five days continuous program. A schedule is prepared according to which the program of micro-teaching runs in the college.

Macro Teaching

After practising different skills, subject teachers demonstrate two lessons to the students. They guide the student teachers for making the macro lesson plans and train them to deliver macro lessons including two discussion lessons which require the integration of different teaching skills.

Teaching Practice

In real class room situations, each Pupil Teacher is required to deliver 35-40 lesson plans. Besides teaching in the classroom situation the student-teachers are also required to observe 15 lessons delivered by peer student-teachers. At least fifty percent lessons would be supervised fully by the teacher educators and feedback given to the students orally as well as comments in writing on their mega/macro lesson files. Record of lesson planning, teaching and supervision is maintained.

5.3 Student Activities

1. Does the institution have an Alumni Association? If Yes

- (a) List the current office bearers
- (b) Give the Year of the last election
- (c) List Alumni Association activities of last 2 Years
- (d) Give details of the top ten alumni occupying prominent position
- (e) Give details on the contribution of alumni to the growth and development of the institution.

Yes, the institution has an Alumni Association.

(a) List of Current office bearers of Alumni Association is as under:

- President: Dr. Joginder Singh Rana
- Senior Vice President: S. Amardeep Singh
- Vice President: Dr. Mohan Tyagi
- Secretary: Sh. Kapil Sood
- Joint Secretary: Parmvir Singh
- Treasurer: Prof. Veerdev Singh
- Members : Prof. Kiranjit Kaur

Prof. Rupinder Kaur Kahlon

Harbarinder Singh Sekhon

Ravinder Singh Sekhon

Gagandeep Singh

Khushgeet Kaur

Neha Khullar

- (b) Last meeting of the Executive Committee of Alumni Association was held on 29th March 2014.
- (c) Following activities are conducted by the Alumni Association
- Students who get first two positions in B.Ed/M.Ed in the University Final examinations are awarded gold medal and set of books.
 - Alumni who get through the NET, CTET, PSTET etc. guide and motivate the students who are willing to appear in these competitions.
 - Association is always ready to help needy students.
 - Act as judges in various events and functions.
 - Executive members also give suggestions regarding curriculum, facilities to be provided to the students in the college campus/hostels and also in development of infrastructure.
- (d) Top Alumni occupying prominent positions.

1	S. Satnam Singh	Chief Librarian (Retd.)
2	Dr. J.S. Rana	Principal, MBBG College of Edu., Mansowal (Hoshiarpur)
3	Dr. Amarjit Kaur	Associate Professor, Govt. College of Edu., Patiala
4	Prof. Kiranjit Kaur	Associate Professor, Govt. College of Edu., Patiala
5	Prof. Madhu Khanna	Associate Professor, Govt. College of Edu., Patiala
6	Dr. Rupinder Kaur Kahlon	Associate Professor, Govt. College of Edu., Patiala
7	Prof. Navneet Kaur	Lecturer, Govt. College of Edu., Patiala
8	Prof. Yogita Sarwal	Lecturer, Govt. College of Edu., Patiala
9	Paramvir Singh	Teacher, The British Co-Ed High School, Patiala

(e) Contribution of alumni to the growth and development of the institution:

- Alumni who get through the NET, CTET, PSTET, Ph.D entrance test etc. guide and motivate the students who are willing to appear in these competitions.
- Alumni Association is always ready to help needy students.
- Alumni act as judges in various events and functions.
- Executive members also give suggestions regarding curriculum, facilities to be provided to the students in the college campus/hostels and also in development of infrastructure.
- Regular feedback is provided by the Alumni for the improvement and development of the College.

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

The institution provides platform to the students to participate in various competitions at institution, inter-college, inter-university and at national level.

The Institution encourages the students to participate in these activities by organizing different competitions at college level.

- Prizes, certificates, medals etc. are given for their participation and commendable performance in academic, sports, community service and cultural activities.
- The college provides all the necessary equipment, coaching and guidance to nurture their talent.
- The college provides extra time for practice to the students and faculty members go an extra mile in helping the participating students in completion of the syllabus.
- Academic Calendar is prepared including celebration of the important Days; inter house competitions, art and craft competitions, literary items, cultural activities, skill in teaching competitions, talent hunt, athletic meet etc. These activities help the students in showing their hidden talent.

Students' Achievements

In the Session 2011-12

S.No	Event	Student Name	Item	Name of Institute	Position
1.	Zonal Youth Festival	SabarSangathKaur	Song	Punjabi. Univ.	Second
2.	Zonal Youth Festival	SabarSangathKaur	Group Song	Punjabi. Univ.	Third
3.	Zonal Youth Festival	SabarSangathKaur	Classical vocal	Punjabi. Univ.	Second
4.	Inter Athletic competition.	SandeepKaur	Long Jump	Punjabi. Univ.	Silver Medal
5.	Inter Athletic competition.	KuldeepKaur	Javelin throw	Punjabi. Univ.	Gold Medal
6.	Inter Athletic competition.	Sapna	800 Mts.	Punjabi. Univ.	Silver Medal
7.	Inter Athletic competition.	KulwinderKaur	High Jump	Punjabi. Univ.	Silver Medal
8.	Inter Athletic competition.	KulwinderKaur	1500 Mts.	Punjabi. Univ.	Bronze Medal
9.	Inter Athletic competition.	GurpreetKaur	400 Mts. (Relay)	Punjabi. Univ.	Silver Medal
10.	Inter Athletic competition.	GurpreetKaur	Long Jump	Punjabi. Univ.	Bronze Medal
11.	All India Univ. competition	KuldeepKaur	Long Jump	Punjabi. Univ.	Third
12.	Zonal Youth Festival (Patiala Zone)	Poonam Sharma	On the spot painting	Punjabi. Univ.	Fourth
13.	Zonal Youth Festival (Patiala	Hayat	Rangoli	Punjabi. Univ.	First

	Zone)				
14.	Zonal Youth Festival (Patiala Zone)	Babita	Collage Making	Punjabi. Univ.	Second
15.	Zonal Youth Festival (Patiala Zone)	Anmol Joshi	Cartooning	Punjabi. Univ.	Second
16.	Inter College Competition	Rekha Rani	Poster Making	Centre State Library	First
17.	Inter College Competition	Rekha Rani	Poster Making	Saint Kabir College of Education, Kauli	First
18.	Inter College Competition	Poonam Sharma	Pot Decoration	Saint Kabir College of Education, Kauli	Second
19.	Inter College Competition	Raj Kumar	Imaginary Land Scape	Saint Kabir College of Education, Kauli	Third
20.	Inter College Competition	Anmol Joshi	Fine Cover making	Saint Kabir College of Education, Kauli	Third
21.	Inter Zonal LokMela, Punjabi Univ., Patiala	ManjinderKaur	Doll Making	Punjabi Univ. Patiala	First
22.	Inter Zonal LokMela, Punjabi Univ., Patiala	ManjitKaur	Karoshiye di bunai	Punjabi Univ. Patiala	Second
23.	Inter Zonal LokMela,	Nisha Rani	Enu	Punjabi Univ.	Second

	Punjabi Univ., Patiala			Patiala	
24.	Inter Zonal LokMela, Punjabi Univ., Patiala	Navjot Sharma	Khido Making	Punjabi Univ. Patiala	Third

In the Session 2012 -13

S.No	Event	Student Name	Item	Name of Institute	Position
1.	Zonal Youth Festival	RamanjeetKaur	Quiz Competition	Jasdev Singh Sandhu College of Edu, Kauli	Third
2.	Zonal Youth Festival	RamanjeetKaur	Quiz Competition	Jasdev Singh Sandhu College of Edu, Kauli	Second
3.	Zonal Youth Festival	Natasha	Quiz Competition	Jasdev Singh SandhuCollege of Edu, Kauli	Second
4.	Zonal Youth Festival	Kuldeep Singh	Quiz Competition	Jasdev Singh Sandhu College of Edu, Kauli	Second
5.	Zonal Youth Festival	GanveerKaur	Cartooning	Jasdev Singh Sandhu College of Edu, Kauli	First
6.	Inter Zonal Youth Festival, Pbi Univ.	GanveerKaur	Cartooning	Punjabi. Univ.	First
7.	State level international	GanveerKaur	Cartooning	Shivalik Public School, Mohali	Second

	Youth Festival				
8.	Inter College Competition	AmanpreetKaur	Rangoli	Jasdev Singh Sandhu College of Edu, Kauli	First
9.	Inter College competition	Amanpreet Singh	Rangoli	Saint Kabir College of Education, Kauli	Third
10.	Inter College competition	Monica	Imaginary Landscape	SRSMMukat College of Education	Second
11.	Inter College competition	Monica	Coffee Painting	Jasdev Singh Sandhu College of Edu, Kauli	Third
12.	Inter College competition	GurpreetKaur	Kite Making	Saint Kabir College of Education, Kauli	Second
13.	Inter College competition	GurpreetKaur	Collage Making	School of Mgmt Studies, Pbi. University, Patiala	Second
14.	Inter College competition	LakhwinderKaur	Imaginary Landscape	Jasdev Singh Sandhu College of Edu, Kauli.	First
15.	Inter College competition	NavneetKaur	Glass Painting	Saint KabirCollege of Education, Kauli	First
16.	Inter College competition	Manpreet Singh	Slogan Writing	Indian Doctors for Peace and	First

				development	
17.	Inter College competition	DhanpreetKaur	Pranda Making	SRSMMukat College of Edu, Rajpura	First
18.	Inter College competition	AmandeepKaur	Embroidery	Saint Kabir College of Education, Kauli	Third
19.	Inter College competition	KirandeepKaur	Fabric Painting	Jasdev Singh Sandhu College of Edu, Kauli.	Third
20.	Inter Zonal Youth Festival	RajveerKaur	Pakhi Making	Punjabi Univ. Patiala	First
21.	Zonal Youth Festival	Bharat Bhushan	Classical Instrumental Parkashan	Jasdev Singh Sandhu College of Edu, Kauli.	First
22.	Zonal Youth Festival	Bhawna	Folk Song	Jasdev Singh Sandhu College of Edu, Kauli.	Third
23.	Senior State level championship	Lovepreet Singh	Kabbadi	Punjabi Univ. Patiala	Second
24.	Inter College Athletic meet	Lovepreet Singh	100 meter hurdle	Punjabi Univ. Patiala	Gold medal
25.	Inter College Athletic meet	Manpreet Singh	100 meter hurdle	Punjabi Univ. Patiala	Bronze
26.	Annual Athletic meet	Amanpreet Singh	Athletics	Govt College of Education, Patiala	Best Athlete (Boys)
27.	Annual Athletic meet	NavdeepKaur	Athletics	Govt College of Education, Patiala	Best Athlete (Girls)

In the Session 2013 -14

S.No	Event	Student Name	Item	Name of Institute	Position
1.	Zonal Youth Festival	MohitVerma	Cartooning	Patiala College of Education, Hardaspur, Patiala	Second
2.	Zonal Youth Festival	Rahul Kumar	violin	Patiala College of Education, Hardaspur, Patiala	Second
3.	Inter College competition	GagandeepKaur	Quiz	Govt. Mohindra College, Patiala	First
4.	Inter College competition	NehaBansal	Quiz	Govt. Mohindra College, Patiala	First
5.	Inter Athletic competition.	Budh Ram	800 mtr& 1500 mtr	Punjabi University, Patiala	Gold medal
6.	Inter college Athletic meet	Budh Ram	4 X 100 mt relay	Punjabi University, Patiala	Silver medal
7.	Inter Zonal Folk Festival	Budh Ram	Pithu gram	Govt. College of Education, Patiala	Second
8.	Annual Sports meet	Budh Ram	Best Athlete	Govt. College of Education, Patiala	Best Athlete
9.	Inter college Athletic meet	RamandeepKaur	200 Mtr	Punjabi University, Patiala	Gold Medal
10.	Inter college Athletic meet	Gurwant Singh	4 X 100 mtr relay race	Punjabi University, Patiala	Silver Medal

11.	Inter college Athletic meet	Gurwant Singh	400 mtr	Punjabi University, Patiala	Silver Medal
12.	Inter college Athletic meet	Rajinder Singh	4 X 100 mtr relay race	Punjabi University, Patiala	Silver Medal
13.	Inter college Athletic meet	PithuGaram	4 X 100 mtr relay race	Punjabi University, Patiala	Second
14.	Inter college Athletic meet	Inderjit Singh	4 X 100 mtr relay race	Punjabi University, Patiala	Silver Medal
15.	Zonal Youth Festival (Patiala Zone)	Inderjit Singh	Photography	Patiala College of Education, Hardaspur, Patiala	Fourth
16.	Inter Zonal Folk Festival	Deepak Sharma Gurmeet Singh Sukhjinder Singh Amarvir Singh Jagdev Singh Jatinder Singh Gurvinder Singh Ravi Kumar	Pithu Garam	Punjabi University, Patiala	Second
17.	Zonal Youth Festival	Ravi Kumar	Declamation	Patiala College of Education, Hardaspur, Patiala	Fourth
18.	National Voters Day	Ravi Kumar	Declamation	Govt. College of Education, Patiala	Second
19.	Red Ribbon Club	Jatinder Singh	Poetical Recitation	Govt. College of Education, Patiala	First
20.	Red Ribbon	BaljinderKaur	Poetical	Govt. College of Education,	Second

	Club		Recitation	Patiala	
21.	Inter College Competition	ManjinderKaur	Paper Reading	M.M. Modi College, Patiala	Third
22.	Zonal Youth Festival	Jyoti	Clay Modelling	Patiala College of Education, Hardaspur, Patiala	Third
23.	State Championship	Jyoti	Badminton	Bathinda	Third
24.	Youth Fest	Rahul Kumar	Chess	Shri. Guru Granth Sahib Univ. Fathegarh Sahib.	Third
25.	North Zone Chess Tournament	Rahul Kumar	Chess	Ambala	Third
26.	National Chess Championship	Rahul Kumar	Chess	Mumbai	32nd position
27.	Annual Athletic meet	JaspreetKaur	Athletics	Govt. College of Education, Patiala	Best Athlete
28.		Inderjit Singh RamanjitKaur ParamjitKaur	Calligraphy	Govt. College of Education, Patiala	First Second Third

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

The college provides many opportunities to involve the students in various activities for presentation and publication of their materials.

The college annually publishes the magazine for students called Education Record. It is an ideal platform for students to realise their creative potential and writing skills. All the sections of the magazine English, Punjabi, Hindi, science and computer science have teachers as well as student editors to share the responsibility of editing the magazine. The student editorial board of the magazine comprises of-

- Editor - Poonam Verma (English Section)
- Editor – Ravi Kumar (Hindi Section)
- Editor – Jatinder Singh (Punjabi Section)
- Editor - Manjot Kaur (Computer Section)
- Editor - Khushpreet Kaur Kaleka (Science section)

Students are encouraged to present their papers in various seminars.

- Students get chance to present their views in the activities organized by various clubs such as literary club, environment club, fine art society, red ribbon club, legal literacy club, red cross etc.
- Besides, all these various competitions like best out of waste material, food presentation, drawing and painting, place finding from atlas, quiz, rangoli, salad making, calligraphy, clay modelling, poster making, cross country race and slogan writing competitions etc. are organized to provide an opportunity to students to exhibit their talent.
- Students present thought of the day, news and their views on current issues, moral values and social evils in the morning Assembly.

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

To ensure the democratic functioning in the college, educational societies are formed in the following manner:

1. Section wise: All the Students (B.Ed and M.Ed together) are divided into seven sections i.e. six sections of B.Ed and one section of M.Ed. Each section performs duty for a week while executing programmes like conducting morning assembly, news reading and thought of the day, maintaining discipline, organizing functions of that week etc.
2. Class Representatives: The class representatives are selected in a democratic manner from each section. The CR acts like liaison between the students and the principal/ staff. They perform duties like maintaining discipline, organizing functions in the class and college etc.

3. Alumni Association: The College has active Alumni Association comprising of old students. This body hold meetings to appreciate the students for their remarkable performance and also to provide financial help to the needy students. The Alumni also contributes in the growth and development of the institution.

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

The institution provides an opportunity to all the students for being part of almost every activity. The various committees, which have students' as representatives, are:

1. Alumni Association
2. Class Section representatives
3. Library Committee
4. Hostel Committee
5. NSS Committee

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?

Yes, the institution has a mechanism to seek and use data and feedback from its graduates/ post graduates. The college gets feedback from the students about the overall assessment of academic programs and facilities are provided in the following manner-

- Suggestions are invited from the students through “Suggestion Box” kept in the college
- Suggestions are also invited from the students in the hostels

5.4 Best Practices in Student Support and Progression

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

The college has made efforts to provide student support system for the growth of the student teachers and to make them professionally capable to undertake teaching as a profession.

The following are the few distinct programs in this direction:

- The old students of the college are enrolled as members of the Alumni Association. Their growth with regard to the higher studies and career is recorded.
- Financial Aid for economically disadvantaged students and cash prizes for bright students.
- Computer education is given to all the B.Ed./M.Ed. students under Punjab Govt. HEIS scheme.
- Tutorials enhance the care of the students.
- Personal and educational Guidance is provided by Guidance and Placement Cell.
- Workshops on the techniques of using ICT in the Class like Smart Board, Power Point Presentation, OHP, Internet etc.
- Wall magazine, writing of students on divergent topics of relevance are put up every week on the wall magazine board
- Educational tours and trips like visit to attend book fair at New Delhi are the common features of the college
- Remedial Teaching for the slow learners
- Use of Language Lab to enhance the language proficiency of the students
- Book bank provides books to the needy students for the whole session.
- 7 day NSS camps are held to integrate the students with the problems of the society.
- One day NSS camps are a regular feature of the college.

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

1. What were the evaluation observations made under students support and progression in the previous assessment report and how have they been acted upon?

- The Govt. College of Education has very good Infrastructure, building, playgrounds and lawns which are well maintained. There is a democratic and motivating environment which is good for academic development. It develops all round personality of students.
- Computer laboratories are well equipped with computers. Institution provides various equipments to faculty & students to enhance the efficacy. Internet facility, Audio Visual aids like OHP, LCD Projectors, Initiative boards, use of ICT for preparing Power point Presentations.
- Language labs were established to enhance the language efficiency of students.

- Simulation testing, Microteaching, Discussion Lessons help in inculcating various teaching skills among pupil teachers.
- Practice teaching was improved by providing feed back by the principal & Staff of practice teaching schools in a Performa regarding pupil teacher behaviour with staff members, effectiveness of teaching methodology, use of teaching aids during teaching and over all effectiveness of pupil teacher in teaching.
- Teachers published many papers in various journals of National and International repute and presented papers in different institutes. M.Ed. students have a dissertation in their syllabus. Many faculty members are doctorates and guide the M.Phil. & Ph.D. students.
- Our college provides various facilities to students for preparations of NET & competitive exams.
- Placement cell is fully equipped.
- Extension lectures are arranged to improve proficiency in employment skills by staff, NSS units, PTA, NGOs and College Alumni. Journals are provided by Library. Free internet facility is available to present and past students. They use library, Computers, Internet facility regarding themselves with N-List also.
- All the students are divided into six different sections & M.Ed. class, each section select their class representative. The CR maintained discipline, helps in organizing functions in the college.
- Alumni contribute to growth and development of institute. It helps needy students.
- Tutorial groups are conducted. NSS camps, Science club, HEIS, Literary Society and environmental Society are formed. These clubs and societies have students' representative.
- The college hands out feed back Performa to students regarding course content as well as teacher evaluation.
- An institution has regular interaction with the old students, who work in different institutions and uses their feed back to improve upon its weakness and build upon its strength.

2. What are the other quality Sustenance and enhancement measures undertaken by the Institution since the previous assessment and Accreditation with regarded to student support and progression?

- To enhance quality in academic and administration programme a committee has been constituted.

- Institute has its own website and all the relevant information is posted on it. It is up dated from time to time.
- Teachers and students are sensitive to inclusive practice through community awareness programme in various areas female foeticide, voting rights, planting of various types of saplings to maintain ecological balance and to achieve positive social interaction.
- To cater to the needs of physically challenged students necessary alternative arrangement is done.
- Classes of physically disabled are confined to ground floor. Medical assistance is given to students. In case of emergency there is tie up with Sadbhavana Hospital opposite the college.
- Poor student fund is given to poor students.
- Faculty also help the economically weak students.
- Remedial teaching is done for slow learners.
- Student grievances redressed cell is functioning in college. Students can bring there problems to them directly or through CR's. In college and hostels suggestion box is kept. Suggestions are invited from the students for improvement of Institutions.
- College canteen provides eatables at lower price than the market. Lunch is provided to girls living in the hostel at the college canteen keeping in view their safety and convenience.
- A positive interaction with the community is maintained through awareness programmes related with various problems of society. NSS camps, Blood donation camps, Red Cross society, Legal literacy club are organized in the institutions.

CRITERION - VI

GOVERNANCE AND LEADERSHIP

Our Institute Govt. College of Education, Patiala is a Govt. institute affiliated to Punjabi University, Patiala.

6.1 Institutional Vision and Leadership

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

A. VISION

- a) To produce 'The Recognized Leaders' for excellence in all areas of student education.
- b) To develop a program which is complete in itself, keeping in view the diverse settings.
- c) To increase commitment for creating an atmosphere for educational excellence and equity to learners, in particular those from rural areas.
- d) To strengthen and intensify culture of '**Earn While You Learn**' among pupil teachers.
- e) To promote the spirit of teamwork and collaboration among faculty members so that they help the colleagues from diverse areas of specialization across the campus as well as the state.
- f) To keep pace with the global world, our college is trying its level best to well equip our students with the latest technology in Teaching Learning Process.
- g) To enhance efficiency in teaching and to meet the needs of the student community regarding placements. A collaborative planning and consultation with the stakeholders of society is always promoted to '**Educate and Graduate**' each student.

B. MISSION

The Mission of our college is to produce high quality teachers who have the necessary knowledge, skills, knowhow and interest for effective teaching as well as regard for human and national values.

- We do not just want to excel in education but put that study into practice through teaching, research and service to all the areas as we aim to:-
 - study and help in solving critical educational issues
 - test new and developing ideas and approaches in Teaching-Learning Process
 - Educate professionals who can facilitate human development in schools, homes, communities and work place and prepare students to face the challenges of life amidst complex and challenging society.
- To carry out our mission, we value:-
 - Adaptation and Excellence in all that we do
 - diversity of people and their perspectives
 - relationships, accountability, collaboration and advocacy
 - new ideas, discoveries, discussions and dissemination of knowledge
 - innovation in teaching, technology and leadership

C. Values

Teaching the students not to forget the treasure of Indian values and traditions in this modern society is a tough task but the college is trying to retain traditional values by providing that kind of cultural environment in the organization which has openness of today along with freedom to value the good traditions.

- Imbibing good pragmatic values in the personality of our student teachers is core consideration of the College.
- The college emphasizes education with rich moral and sound values making them good citizens.
- The college strives to develop professionalism, communication skills, leadership qualities, sound judgment, decision-making etc. in its students and teachers.

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

Yes, the mission does include goals and objectives of the college.

We aim at:-

- i. Making the pupil teachers understand the philosophical, psychological, economical and sociological bases of education.
- ii. Being a teacher training institute the college has framed those objectives which can bring behavioural change in the teacher trainees. They are given knowledge, skills, technical knowhow keeping in mind that they adapt well with society and school sector following good traditions and values. They are counselled to (if required with skilful and effective teaching) bring change in society for the betterment of human and national values.
- iii. The college is committed to produce socially useful human resources. It is the primary aim of the college and it functions accordingly for the same.
- iv. Imparting education at the college to financially poor students. They are being supported economically and academically.
- v. Students of Govt. College of Education render community service as a part of curriculum by engaging themselves in NSS Camps, Medical check-up Camps and Blood donation Camps etc.
- vi. While preparing student teachers in the college, expectations of schools, their needs and aspirations are taken into consideration.
- vii. Social message, service in the college, respecting the cultural and regional diversity, democratic values etc. are in-built in co-curricular and extracurricular activities.
- viii. The college aims at giving to society broadminded teachers having global vision.
- ix. The college aims at holistic development of its students and seeks to equip them with knowledge, latest technology, skills, values and potentialities to compete, meet the school based society requirements and serve the schools with determination and commitment.

- x. College gets its alumni placed and maintains relations.
- xi. To produce high quality teachers who have the necessary knowledge, skills, knowhow and interest for effective teaching as well as regard for human and national values.
- xii. To provide individualized care, effective pedagogy and experience enriched curricular implementation to ensure the best academic practices.
- xiii. To train pupil teachers in all teaching skills, efficient use of ICT and handling of equipment to understand recent trends in teacher education which reflect the society at the National and International level.
- xiv. To provide equal opportunities to all the Pupil Teachers in curricular, co- curricular activities without any discrimination on the basis of caste, religion, language and gender.
- xv. To provide reservation to all the disadvantaged groups as per Govt. Rules and ensure an equitable learning environment in particular to those from rural areas and to enhance academic achievement at every level. A book bank has been constituted in the college library which issues curriculum books to the poor students for the whole session. The less privileged students are given special care by tutoring them individually out of the classrooms.
- xvi. To provide training to meet the emerging needs of the education system in an effective manner so that it ensures the employability of the pupil teachers.
- xvii. To ensure that the students who undertake B.Ed. and M.Ed. courses develop optimistic attitude towards getting the employment or self-employment program, even if they are unable to get Govt. jobs.
- xviii. To provide the knowledge about the environment and its preservation to the masses and pupil teachers through seminars, competitions and campaigns etc.
- xix. To provide up to date knowledge, latest trends in use of ICT to emerge into the global trends and demands.
- xx. To develop a sustained, comprehensive and coherent program of research in support of student learning across linguistically and culturally diverse settings.

- xxi. To engage in collaborative planning in consultation with the stakeholders of society to implement transformative processes, enhance efficiency and to meet the needs of the students. PTA/Alumni/IQAC have been formed which meet regularly and give suggestions for college development and placements.

Consideration to ecology and environment by plantation drives, lectures on environmental conservation and day celebrations for environmental conservation are carried out in the college campus and nearby areas. Environmental club has been working in the college for such activities.

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.).

Ours is a government institution. The instructions given by government and the DPI (Colleges) are followed and utmost care is taken that no government rules and norms are violated. To provide efficiency to the management of resources and imparting the services, the following committees, governing bodies, clubs and organizations have been functional:

College Governing Body

The college has College Council with Principal as the President and five senior teachers of the college to take the decisions for the smooth functioning of the college. The decisions taken are implemented. Changes are made, if the situation demands, by conducting special meetings of college council. The college has very less role in admitting the students but it is committed to promote education among women and rural students. So scholarships and free books are provided to them. The college has formed different committees and clubs for efficient transaction of teaching learning process.

Management Commitment

1) INFRASTRUCTURE DEVELOPMENT

The top management extends its support for the development of the college by providing required fund through various agencies like State Govt., UGC, PTA, HEIS, NGOs etc.,

2) SKILL DEVELOPMENT, AWARENESS AND DEVELOPMENT OF SENSE OF SOCIAL RESPONSIBILITY

It is the prime most aim of the College to produce worthy citizens so that they contribute to the society and Indian Democratic system. We strive to produce citizens who are socially aware about the sensitive issues related to the downfall of society and unity of India.

3) PRESERVATION OF ENVIRONMENT

The college has also been making a notable contribution for preserving Environment. Tree Plantation drive is a regular feature of the college. Cleanliness drive is carried out in the slum areas from time to time. They are told the importance of planting trees and preserving them.

4) SPIRITUAL DEVELOPMENT AND SOCIAL HARMONY

The College organises extension lectures for the spiritual development of the students and the society against the social evils like female foeticide, drug addiction, AIDS Awareness etc.

Composition and Functioning of various Committees

▪ IQAC

College has **Internal Quality Assurance Cell** to ensure efficient functioning of the various parts of the Academic Management. Following are the recent members of the committee:

Chairperson : Dr. Neelamjit Kaur,
Principal, Govt College of Education,
Patiala.

Co-ordinator : Mrs. Charanjit Kaur,
Associate Prof.
Govt College of Education, Patiala.

Members : Dr. Inderjeet Kaur,
Professor, Govt College of Education,
Patiala.

Dr. Prem Lata,
Associate Prof.,
Govt College of Education, Patiala.

Community stake holders : Mr. Lachman Das,
Vice President, Parent teacher Association,
Govt. College of Education, Patiala.

Mr. Sham Lal,
Member, Parent Teacher Association,
Govt College of Education, Patiala.

External Experts : Dr. Joginder Singh Rana,
Principal, MBBGGRC Girls College of
Education, Mansowal, Gharshankar.

Sh. Satnam Singh Retd. (Chief Librarian),
Centre State Library, 89, Century Enclave,
Nabha Road, Patiala.

Dr. Mohan Tyagi,
Department of Punjabi,
Punjabi University, Patiala.

All the members of the committee meet regularly and the record of the proceedings of the meetings is maintained.

- **College Council:** Five senior most teachers and Principal are members of College Council. The college takes major academic decisions like admissions, examinations, seminars, workshops and other curricular activities and implements them.
- **Library Committee for the year 2014-15**

Name	Designation
Mr. Rupinder Singh (Secretary)	Librarian
Prof. Charanjit Kaur	Associate Professor
Prof. Deepika Rajpal	Associate Professor
Prof. Madhu	Associate Professor
Khushpreet Kaur -302 Akshay Singla-201	Student Representatives

- **Functions of the Library Committee**

1. The library committee selects and recommends the books for Library and the books are purchased for library.
2. Checks the documents of library.
3. Helps in functioning of the library.
4. Arranges Library facility in the college routine.
5. Procures feedback on functioning of library.

- **Financial Management (Role and activities of Bursar) :**

Mr. Balwinder Singh, Associate Professor is performing the duties of Bursar for the efficient management of financial resources. All the expenditure and bills are checked by him personally.

- **Guidance and Counselling Cell:** The Guidance and Counselling Cell is headed by a senior faculty Dr. Rupinder Kaur Kahlon. It organizes various guidance services like orientation programme for the freshers at the start of every new academic session. It organizes pre-practice teaching guidance and counselling services to the student teachers on practice-teaching.
- **Annual Calendar and Time Table Committee:** The Time table is prepared by the time table incharge Prof. Balwinder Singh and Academic Council develops annual calendar on the basis of workload policy, curricular requirements and in the context of university calendar.
- **Discipline Committee:** The discipline committee is composed of convenor and two faculty members. It is assigned the task of ensuring smooth functioning and maintaining discipline in the college. The Committee meets at different times throughout the year and as and when the situation demands. Meetings are held prior to the commencement of the Academic Session to decide the distribution of duties and responsibilities to the faculty members for maintaining discipline, to discuss and decide about the discipline during conduct of tests and examination.
- **Examination Committee:** It is headed by Prof. Kiranjit Kaur. The function of this committee is to take decision on activities related to examinations. The committee meets at different times in a year. Meetings are held prior to the commencement of the Academic Session for distribution of duties and responsibilities among the faculty members and prepare Internal Assessment.
- **Sports Committee:** Composed of a convenor and two members, the committee plans and organizes sports activities and competition for

physical development of the students. Sports committee meets at different times in a year. Meeting of sports committee is held in the beginning of the session for reviewing status of sports facilities, for the organization of inter-house competition and for the organization of annual sports meet.

- **Admission Committee:** The committee is composed of convenor and two members from the faculty. The function of this committee is to facilitate and supervise the process of admission. Meetings of the committee are held before the process of admission, after the University advertisement appears in the media and university website after getting the notification from Punjab Govt.
- **Grievance Redressal Committee:** The Grievance Redressal Committee (Academic Council) settles the grievances of the students. The committee meets twice in a year and as and when required.
- **Magazine Committee:** The Magazine Committee is composed of Editors from the faculty and student community. The function of this committee is to take decisions on the matters concerning publications by students. The committee meets in the beginning of the session around September and selects editors.
- **Maintenance and Campus Development Committee:** The Committee is composed of a convenor and two members from the faculty. The function of the committee is to take decisions related to the development of the campus and ensure proper maintenance of entire physical infrastructure of the college.
- **Guidance and Placement Cell:** The placement of the students is looked after by Prof. Charanjit Kaur. She provides the placement services through counselling and maintaining record.
- **Co-Curricular and Cultural Activity Committee:** The CCA is composed of convenor and two members each from the faculty and student community. The function of this committee is to plan, co-ordinate and organize co-curricular activities. The convenor and members of the committee are selected and meetings are held after the commencement of the session to decide about overall co-curricular activities to be held throughout the year.
- **Women Development Cell:** The College is women friendly as almost 90% of the students are women. Women Development Cell conducts various programmes such as lectures on female foeticide, gender equity, and women empowerment programme for the students.
- **NSS Advisory Committee:** The committee is composed of Principal and two senior faculty members as NSS Programme Officers. The college has

two self financed units. This year almost 200 candidates are enrolled in NSS program.

- **Literary Society:** Literary Society is composed of Principal and language teachers. The society motivates the students to participate in declamations, debates, poetical recitations and quiz competitions. It inculcates and promotes reading and writing habit of literary work among the students.
- **Environmental Society:** The society is composed of Principal and two teachers. The society organises tree plantation, lectures and rallies to make the people aware and to keep the environment clean. It creates awareness about 4Rs (Reuse, Recycle, Renovate and Restore).
- **Fine Art Society:** The society is composed of Principal and one faculty member who is the subject expert.
- **Science society:** The society is composed of Physical Science club and Life Science club. The Principal and the subject teachers are the members.
- **Red Ribbon Club:** The committee is composed of Principal and one faculty member.

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

- For the proper working of the administration and college activities, responsibilities are divided among the teaching and non teaching departments. The Principal distributes work load to each member of the staff keeping in view their strengths/weaknesses and potentialities.

Responsibilities and duties are assigned equally through:

- Staff Meetings (Staff Meeting record is maintained by Staff secretary)
 - Staff Notices (Record is maintained)
 - Staff Circulars and Orders (Record is maintained)
- Duty list is circulated in the beginning of the session assigning the major and minor duties, which is duly discussed in meetings with the faculty and council etc. Responsibilities are assigned to the committees according to the occasion and function to be held. Each committee has a coordinator who monitors the work and ensures its timely initiation and completion. They then report the proceedings to the head of the institute and discuss the rightful usage of grants

for the same. Utilization certification by Chartered Accountant is then audited. Unspent money is returned to the respective sanctioning authorities.

- Each faculty member is equally involved in extra curricular activities according to his/her potential and interest. Each of them is assigned duty and given charge to look in to specific areas of the college like discipline, Morning Assembly, Examinations, Co-curricular Activities, Property etc.

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

The Principal keeps an eye on the performance of all the faculty members, non teaching staff and students and takes following measures to get feedback of the college activities and performance of the policies and plans:

- Through PTA meetings
- Through Feedback Performa
- Through community links
- Through personal contacts
- Office records
- Meetings with staff and students
- Recess time is kept to discuss and review the activities of the institute.
- Tutorial periods are also helpful in getting the first hand feedback from the students and they are free to interact with their tutorial in charges.
- Students select the Class Representatives from each section in a democratic manner. These CRs extend a helping hand for conducting various activities in the college and give suggestions too. The students are also free to approach the faculty members and the Principal regarding their problems and suggestions. Suggestion box also has been put up and the students are encouraged to give suggestions for continuous improvement in the working of the institute.

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

The College Principal and faculty members try to perceive/visualize problems in advance and provide preventive/ reformative solutions. The missing links and obstacles are identified and addressed to the concerned incharges. Immediate action is stressed to be taken by the Principal.

- These barriers are identified through:
 - Personal Attention on the part of the Head and members of various committees
 - Feedback Performa
 - Suggestion box
- The identified barriers are addressed through the following steps:
 - The college staff is involved and given responsibilities according to their potential.
 - Decentralization of the working with the aim to seek everybody's involvement in the smooth functioning and continuous improvement for the institute.

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

- The faculty members are involved and assigned the responsibilities of various committees according to their potentiality, their teaching subjects and interest. Their ideas and suggestions are given due weightage.
- The Principal encourages the involvement of the faculty members for improvement of college by providing them democratic environment to implement their innovative ideas. Their suggestions are sought from time to time. The Principal calls the meetings from time to time to interact with faculty to ascertain the constructive ways to bring improvement. The staff members are encouraged to interact with one another as well as with the students to carry out the functions and activities more efficiently.
- Good and Efficient work is rewarded with due praise.

- Efficient and experienced staff members are involved in the process of planning and execution of plans.

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

- The Principal of the college closely governs the curriculum by getting fully involved in all the activities besides administration. Each curriculum document is personally seen by her. She ensures that all the resources are properly utilised. Suitable guidelines are provided to conduct the examinations, organization of co-curricular activities, syllabus coverage and use of resources etc.
- The Principal also makes recommendations for the constitution of various committees. Annual Academic Calendar is planned and prepared in consultation with council members. Various duties and responsibilities are respectively assigned to the faculty members.

6.2 Organizational arrangements

The College has a well established, functional organizational structure and governance system for planning, implementation, monitoring and evaluating the administrative and academic provisions of the college. Smooth working of the College is assured by the Principal with the help of various committees constituted.

- 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 college has constituted various committees for ensuring smooth functioning of the college and its activities. The details of these activities are as under:-

a) IQAC

The College has **Internal Quality Assurance Cell** to ensure efficient functioning of the various parts of the Academic Management. Following are the members of the committee:

Chairperson :	Dr. Neelamjit Kaur, Principal, Govt. College of Education, Patiala.
Co-ordinator :	Mrs. Charanjit Kaur, Associate Prof. Govt College of Education, Patiala.
Members :	Dr. Inderjeet Kaur, Professor, Govt College of Education, Patiala. Dr. Prem Lata, Associate Prof., Govt College of Education, Patiala.
Community stake holders :	Mr. Lachman Das, Vice President, Parent teacher Association, Govt College of Education, Patiala. Mr. Sham Lal, Member, Parent Teacher Association, Govt College of Education, Patiala.
External Experts :	Dr. Joginder Singh Rana, Principal, MBBGGRC Girls College of Education, Mansowal, Gharshankar. Sh. Satnam Singh Retd. (Chief Librarian), Centre State Library, 89, Century Enclave, Nabha Road, Patiala. Dr. Mohan Tyagi, Department of Punjabi, Punjabi University, Patiala.

The members of the committee meet regularly and proceedings of the meetings are recorded.

b) Organizational Structure of Academic and Administrative Bodies:

Principal: **Dr. Neelamjeet Kaur**

S.No	Faculty	Major Duty	Minor Duty	In-charge	Assisting Members/ Non Teaching
1.	Dr. Rajan Narula	1. Vice Principal 2. APIO			
2.	Dr. Amarjit Kaur	1. Chief Tutor 2. Cultural and Youth Festival Activities 3. Tours & Trips	Anti Ragging	Dispensary	Rajnish Kumar
3.	Dr. Rupinder Kaur	1. RUSA-Convener 2. Guidance & Counseling	1. Poor Students Aid Fund 2. Students Academic Welfare	Math Lab	Rinku Kumar
4.	Prof. Veerdev Singh	1. NSS 2. Maintenance & Beautification of Green Belts 3. Maintenance & Beautification of Building (Mason & Carpenter) 4. Admissions	1. B.Ed. Part-III 2. PTA-Joint Secretary 3. Environment Society 4. Photography 5. Boys Hostel 6. Drug Abuse	ET-Lab, Gardening	Rinku Kumar Rajpal

5.	Prof. Satish Kumar	1. Electricity, Generator & Sanitation 2. Sports	1. Court Cases 2. Maintenance & Beautification of Building (Mason & Carpenter) 3. Boys Hostel	S.St-Lab	Rajnish Kumar
6.	Prof. Kiranjit Kaur	Registrar House Exams (Forms, Assessment and Convocation)	1. University Eligibility 2. Hospitality 3. UGC (Member) 4. Hostel	Psychology Lab.	Rinku Kumar
7.	Dr. Prem Lata	1. Bus Pass 2. M.Ed.- Admission 3. Anti-Sexual Harassment 4. Anti-Tobacco, Drug and Alcohol Cell	1. Poor Students Aid Fund 2. Legal Literacy Cell	M.Ed.	Rinku Kumar
8.	Prof. Charanjit Kaur	1. IQAC 2. Placement Cell	1. Red Cross 2. UGC (Member) 3. Students' Academic Welfare	Science Labs	Rajnish
9.	Dr. Deepika Lamba	1. NSS 2. NAAC 3. Hospitality	1. Prospectus 2. Magazine 3. Hostel	Language Lab	Rajpal

		4. Admissions 5. Annual Report			
10.	Prof. Satinder Kaur	1. Annual Report 2. Prospectus-Convener	1. Literary Society 2. Satguru Ram Singh-Lectures 3. Magazine 4. Tour and Trips	Method Lab	Rajnish Kumar
11.	Dr. Inderjit Kaur	1. Teaching Practice 2. PTA Treasurer 3. CTE	1. Poor Student Aid Fund 2. Students' Academic Welfare 3. Extension Lecture 4. Calendar of Annual College Activities for NAAC		Rajnish Kumar
12.	Prof. Madhu Narula	1. Property 2. Magazine-Convener 3. Morning Assembly	1. Red Ribbon Cell 2. Traffic Rules Awareness 3. Wall Magazine	Method Lab	Rajpal


			4. Anti-Tobacco, Drug and Alcohol Cell		
13.	Prof. Balwinder Singh	1. HEIS 2. Time-Table and Workload 3. Admissions 4. Bursar 5. Table-Marking 6. EDU-SAT 7. AISHE 8. Appointments of Guest Faculty	1. B.Ed. Part-III 2. Income Tax 3. Boys Hostel	Computer Lab	Rinku Kumar
14.	Rupinder Singh	1. UGC-Convener 2. NCTE 3. Press and Media	1. UGC Resource Centre 2. Anti-Tobacco, Drug and Alcohol Cell 3. Tour and Trips	Library	Rinku Kumar
15	Dr. Kanwar Jasminde r Pal Singh	Hostel Warden	1. Court cases 2. Maintenance & Beautification of Building (Mason &		


			Carpenter)		
			3. Press and Media		
			4. Magazine		


c) Library Committee

The College Library Committee renders the services of Library to the students and faculty members. The organisation of the Committee for the year 2014-15 is as follows:

Name	Designation
Mr. Rupinder Singh (Secretary)	Librarian
Mrs. Charanjit Kaur	Associate Professor
Dr. Deepika Rajpal	Associate Professor
Mrs. Madhu Narula	Associate Professor
Khushpreet Kaur -302 Akshay Singla-201	Student Representatives

 **College Council:** The college council comprises of the college Principal and five senior most teachers. Major academic decisions like admissions, examinations, seminars, workshops and other curricular activities are taken up by the College Council for planning and implementation.

 **Functions and activities of Finance Management (Bursar):** Prof. Balwinder Singh is performing the duties of Bursar for the efficient management of financial resources. All the expenditure and bills are checked by him personally.

 **Regarding Infrastructure:** The College has appointed three Associate Professors to look after the college building and college property. The college building Incharge and a building record keeper keeps the record of the addition in infrastructure and its maintenance.

✚ **Faculty:** Ours is a Govt. College. So, the College is giving salary and allowances according to the Govt. and UGC norms. College has appointed a staff secretary, who looks after the matters related to the development of faculty.

✚ **Research:** The research work is carried out in the college through the following ways :

- Case Studies on the part of Students.
- Action Research
- M.Ed research/Dissertations
- Dissertations taken up for Ph.D/M.Phil by our College faculty

✚ **Extension and Linkage:** The College has developed linkages with the Community, Teaching Practice schools and various organizations like Rotaract Club, Red Ribbon Club etc.

✚ **Examinations:** College is taking both theory and practical, internal and external examinations according to the ordinances of Punjabi University Patiala. College also takes extra steps regarding the evaluation of B.Ed and M.Ed examination if needed.

2. Give the Organizational Structure of Academic and Administrative Bodies of the institutions.

College Council: The college council comprises of the college Principal and five senior most teachers. Major academic decisions like admissions, examinations, seminars, workshops and other curricular activities are taken by the college council for planning and implementation.

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

The administration works in a decentralized manner. The committee enjoys the powers assigned by the competent authority and functions as an autonomous unit.

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

Our college has collaborations with affiliating university (Punjabi University), Teaching Practice schools, other fellow institutions in the region, various institutions of society and government etc. The College keeps regular correspondence with all these sections. It is helpful for the successful execution of various educational plans and policies. The collaboration is carried out through the following ways:

- Personal Visits and Periodic Inspections by various departments
- Postal Correspondence
- Circulars and notices
- Organising seminars, functions, competitions etc.
- Inviting school principals and teachers as chief guests and judges in the functions and competitions

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 college uses the data obtained by feedback (taken from feedback forms and tutorial classes) to bring in improvement in performance of the Institute. Corrective actions are taken to reform the existing system and bring in improvement and efficiency. The principal discusses the problems with staff council and if need be, necessary action is taken at individual or staff level. The concerned party is again called and the decision is reviewed.

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

To share the skills and to provide conducive environment in various departments of the education system and concerned departments, college organises following activities at college, state and national level.

- National Seminars
- Workshops on Technology
- Extension Lectures at college level
- Inter College Competitions
- Seminars at College/ Class level
- Art and craft Competition
- Training sessions (Pre Teaching Practice and Pre Skill in teaching Exams)
- Refresher Courses and Orientation Programmes

6.3 Strategy Development and Deployment

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

The strategy followed by the college is quite specific and action oriented. In order to achieve the goals, the college has designed specific short term and long term plans. The time bound strategic plans developed by the college are effectively implemented. The college maintains an IQAC that collects, aligns and integrates information on academic and administrative aspects of the college. The college has good practice of holding meetings for decision making. The following activities fall under the purview of the issue in hand:-

- a) Syllabus Coverage
- b) Use of audio visual aids
- c) Students' Attendance Record
- d) Internal Assessment
- e) Laboratory work
- f) Use of Educational Technology
- g) Improvisation of Science apparatus

The above aspects are handled by the concerned committees through instructions by the head of the college. Prospective plan is developed at the beginning of the academic session.

2. How does the institution allocate resources (Human and Financial) for accomplishing and sustaining the changes resulting from the action plans?

The allocations are made on the basis of past experience, duly felt needs (present and emerging), proposals and suggestions received from different functionaries and committees in relation to curricular requirements. College approaches the DPI (Director Public Instructions, Colleges) for support, which accordingly considers the requests and allocates necessary resources. Advertisements are given in National Newspapers to recruit teachers (Guest Faculty) as per guidelines of the Punjab Govt./ NCTE/ UGC/ Punjabi University, Patiala.

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

➤ **Human Resources**

Being a Govt. institute, grants are sanctioned by U.G.C. Punjab Govt. District Administration etc. The requisition is sent and the acquired grant is utilized in a transparent and effective manner. Various functionaries, teachers-in-charge and Head of the college examine the need and make proposals for supporting the implementation of the mission and goals as planned.

➤ **Financial**

The Principal (with the permission of the Govt.) allocates the required funds to the faculty. Any further need for human and financial resources to accomplish the mission and goals is managed by the college PTA and HEIS.

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

In the beginning of the session, an academic calendar is prepared by the college council in consultation with the Principal keeping in view the ordinances by Punjabi University, Patiala. The following points are kept in consideration while its preparation:

- Required number of teaching days
 - Availability of schools for teaching practice
 - Teaching Practice days
 - Sports and cultural activities
 - Extension lectures
 - Gazetted holidays
 - Mid term vacations
- Academic Plans are also developed after examining the requirements of curriculum prescribed by Punjabi University, Patiala. The academic plan is initially given shape, although in parts, by various committees. Each committee forwards its recommendations in its respective field. During teaching practice, the school teachers of the subject specialization are also involved to seek input and feedback about pupil teachers' teaching. Their observations about the performance of pupil teachers are also taken into consideration. The feedback is duly communicated to Teaching Practice in-charge. The detailed school based activity is planned in consultation with the concerned school Principal and faculty.
- The procedure of developing academic plans includes staff meetings, assignment of duties to various committees, nomination of incharges and conveners for preparing academic calendar along with the plan of action by College Council headed by the Principal.

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

- Objectives are communicated at all levels by conducting meetings regularly and closely monitoring the level of implementation after the meetings.
- The involvement and contribution of the individual employee is assured through motivation, inspiration and by following a policy of presenting challenges and providing opportunities. All the employees are involved directly or indirectly for institutional planning to extend their best contribution towards the progress of the Institute. Besides, the employees are continuously monitored.

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

Details of activities aimed at realizing the vision, translating the mission into reality and implementation plans are monitored on day to day basis by the concerned supervisory/superintending functionaries. They report the developments to their immediate superiors. Then, meetings with the Principal, teacher in-charge of activities and, if need be, with the coordinators of various committees are conducted. Every year, the college conducts a self-retrospection through the feedback and suggestions from the stakeholders. All the plans and programmes are monitored and evaluated side by side. Discussions regarding the important matters at college level are done and programmes are revised by organizing meetings. The head of the institute ensures that the classes are regularly attended by the students. Absentee list is filled everyday and the students are fined accordingly. The students who have been absent continuously are given warning. The head of the institute monitors all the activities as per the calendar, makes random checks to ensure engagement of classes and timely completion of activities. For providing

information to the students and faculty, circulars and notices are taken out from time to time. The problems are discussed at the individual and college level in the staff meetings with the head of the institution. To achieve the objectives the individual employees are motivated and at the same time monitored by the head of the institute. The responsibilities are given keeping in mind the strengths of the faculty members.

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

The Principal regularly emphasises the deployment of new technology in the campus. Facilities are provided to the staff and students for using information technology in the Teaching Learning Process and official work. In this regard, experts are consulted for seeking guidance and quality inputs. The suggestions are welcomed in this trend. Plans are devised at the beginning of the academic session. Inputs and suggestions from within the college and expert advice form the bases for devising the plans and strategies. Latest equipment like interactive boards, multi media projectors, camera, hardware and software are purchased and added to the existing infrastructure.

6.4 Human Resource Management

The College has human resource management system effective enough to lead to the best decisions on manpower utilization and therefore, to a more productive teacher education. In brief, the college follows the manpower requirement criteria and procedures for appointment as mandated by Punjabi University Patiala and NCTE. As teacher capacity building strategy, the college encourages teachers to participate in professional development programmes for continuous learning. The college also undertakes and analyses the appraisal outcome of the staff. Sufficient resources are ensured to meet the standards of University/NCTE/ UGC/ Punjab Government.

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

All faculty members fulfil the minimum eligibility criteria needed. For example, they have been exposed well to 'Action Research', Continuous and Comprehensive Evaluation etc. It is also ascertained that the faculty members are well conversant with the emerging trends, use of IT etc. Finally, it also sees if the faculty is fully in tune with the vision-mission-values-objectives of the college, and if yes, is it well-equipped to translate them into action.

Following methods are used to identify development and progression of the faculty:

- Classroom observation
- Participation in Seminars/workshops/conferences etc.
- Individual Achievements of the staff
- Departmental regulations
- Availability of opportunities

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?

The College has mechanisms in place for performance assessment and evaluation to improve teaching, research and service of the faculty and other staff. The college analyses and appropriately uses the assessment and evaluation and the annual appraisal outcome of both teaching and non-teaching staff.

- The college has a suggestion box for volunteering suggestions on the performance of the faculty from any stakeholder.
- Students' feedback is a regular practice and they are free to communicate to the principal and the management.

- Students are given opportunity to express their views about different academic and co-curricular programmes organized by the college during the academic session.
- Comprehensive evaluation by students and peers is also incorporated in the assessment. The college procures written feedback from the students at the end of the academic year.

The possible solutions to the suggestions are implemented for the betterment of the faculty and other staff. Feedback from students and stakeholders (Feedback Performa), performance of students (tests, exams, seminars, and discussions), Action Research, individual observation on the part of Principal and parents' opinion are used for performance assessment and improvement in teaching, research and service improvement of faculty and other staff.

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

The faculty members are constantly motivated and given full freedom to teach and work in their zone of comfort. There is no interference from any quarter. They are provided with all kinds of cooperation and facilities required from time to time. The achievements and progress of staff members in any field are appreciated at college functions. These kinds of appreciations reinforce them to do better. Their suggestions are always welcomed and implemented. The institute being a government organization, the welfare programs of the state govt. for the teaching and non-teaching staff are applicable as:

- General Provident Fund (refundable /non refundable)
- Loans for various purposes
- Medical Allowance
- Mobile Allowance
- Group Insurance Scheme

- Maternity leave for women employees
- Wheat loan, bonuses etc. for class four employees as and when declared by the state govt.
- Free uniform for class four employees
- Child Care Centre for mothers having kids below 5 yrs.

4. Has the institution conducted any staff development programme for skill upgradation and training of the teaching and non-teaching staff? If yes, give details.

Faculty members are encouraged to improve their qualification. The college deputed faculty to various workshops conducted at university or college level. They are also encouraged to present papers and publications in this regard. Use of ICT is welcomed by the institute for enhancement of teaching learning process.

Teachers are also encouraged to participate in:

- Refresher Courses
- Orientation Programmes
- Smart Board Training Programmes
- National Seminars/conferences/workshops
- Use of Educational Technology
- Extension Lectures
- Organization of Inter College and other University Competitions.

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.)?

The College ensures that the appointed faculty by the PPSC, Patiala meets the criteria as determined by different statutory and regulatory bodies like NCTE/ UGC/ Punjab Govt./ Punjabi University, Patiala.

6. What are the criteria for employing part-time/ Ad hoc faculty? How are the part time/ ad hoc faculty members different from the regular faculty? (e.g. salary structure, workload, specialisations)

The College encourages the appointment of guest faculty having research and teaching experience along with the minimum eligibility criteria set by statutory and regulatory bodies like NCTE/ UGC/ Punjab Govt/ Punjabi University, Patiala. It is done as under:

- The vacancy arises due to the resignation/ retirement by any staff member.
- The recruitment of the post of guest faculty is done by giving advertisement in the leading dailies for wider circulation and publicity.
- All applications received for various posts are shortlisted by a duly constituted Screening Committee.
- The short listed candidates are called for personal presentation for interview before a duly constituted Selection Committee as per norms of the Punjabi University, Patiala.

Composition of the Selection Committee

1. Principal/President PTA
2. One Senior Faculty Member of the Academic Council
3. One PTA member
4. Two Subject experts from Punjabi University, Patiala

The salary structure is as per guidelines of the Punjab Govt.

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 has a policy and standing provision for ensuring professional development of the faculty. The college enables its faculty to attend seminars, symposia and workshops organized by different organizations, associations and agencies. Faculty members are also encouraged to go for higher studies. They are encouraged to work on their Ph.D./M.Phil in their particular area of interest. As a matter of policy, the college encourages its faculty members to do professional augmentation.

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

The College is well equipped with infrastructure facilities. There is a well furnished staff room for all faculty members with an attached washroom. Method rooms are made available for carrying out their professional work. Proper space is also provided to keep their belongings. Rooms are well ventilated. In addition to this, all laboratories and equipment are at the disposal of the faculty during their free time. Fully furnished and well equipped rooms and laboratories are provided to the faculty members for their smooth working. E-library and resource centre is at disposal of staff according to the needs of the staff and students.

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

Any stakeholder of the college can make verbal or written complaint to the Principal and, if so deemed, to the higher functionaries. The complaint can also be dropped in the Suggestion Box. Any stakeholder can seek information from the office of the principal by giving a written request during the working hours. The concerned faculty is free to contact the superiors for lodging complaints and/or for seeking information.

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

Work load of teaching as well as non teaching activities is equitably distributed among the staff. The College follows the workload policy of the Panjabi University, Patiala and the norms of NCTE as laid down in the notification of Gazette vide No. F.49-4/2006-NCTE (N and S) dated 21st July 2006 and norm 4.1a (i). Our college has an intake of 200 students considered to be two units of B.Ed. and one unit of 35 students for M.Ed. The workload policy of the college is grounded in the principle of equity and judiciousness. The workload is assigned by taking into consideration the capability, potentiality and interest of individual faculty members with reference to the functional needs of the college. Each member bears and shares the workload.

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

Yes, the College has mechanism to reward and motivate staff members. Besides, any achievement or progress of the staff member of the college is always appreciated at the college functions. The achievement is also announced in the morning assembly and put on the notice board of the college. The Principal appreciates and the staff gets grades according to the inputs given in ACRs to be sent to the DPI (Colleges) Punjab.

Hardworking Class IV employees are honoured during functions.

6.5 Financial Management and Resource Mobilization

- 1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.**

Yes, the institution has been getting financial support from the govt. from time to time. The details of the last three years are mentioned here under:

- i. Rs. 15.10 Lac received from UGC under 11th Plan Merged Scheme
- ii. Rs. 25.38 Lac received from UGC under One Time Scheme for colleges
- iii. Rs. 50000 received from Punjab Govt. for college development
- iv. Rs. 25000 received from District planning board for IT enhancement
- v. Rs. 4,68,000 received from District planning board for computer labs renovation
- vi. Rs. 1.58 Crore received from Punjab Govt. for college development
- vii. A proposal of Rs. 2.0 Crores has been sent to DPI (colleges), Punjab under RUSA scheme
- viii. A proposal of Rs. 54, 20, 000 has been sent to UGC for equipment and other developments

Being a Govt. college the details are reflected in the income statement of the college.

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

No donations are received by the college directly but if someone shows interest in helping the students, they can give scholarship to poor and needy students.

- Mr Juneja, provided benches to the college.
- An NGO head, S. Balbir Singh looks after the maintenance of plants and also provides new plants to the college campus regularly.
- Mrs. Ranjit Kaur Gill (President, Rotary Club, NGO, Youth Services Deptt. Patiala has been sponsoring the seminars from time to time.
- The institution has received financial assistance of Rs 60,000 from an NRI Dr. Raj Kaushal S/O Prof. Sant Ram Kaushal (Ex-Prof. Govt College of

Education) which has been distributed amongst seven students out of which full fee relaxation has been given to two students and half fee relaxation for the remaining five students. In this session too Dr. Raj Kaushal has promised to give financial assistance of Rs. 97,741. Detailed list of Rs. 60,000 spent is as follows :

S.No	Name of The Student	Roll No.	Class	Amount	
1	Satinderjit Kaur	47	B.Ed	Rs.19570/-	Full Fee with hostel fee
2	Bharti	148	B.Ed	Rs.12070/-	Full Fee
3	Sharnpreet Kaur	11	B.Ed	Rs.5672/-	
4	Arpana	90	B.Ed	Rs.5672/-	
5	Harjeet Kaur	166	B.Ed	Rs.5672/-	
6	Rajnish	208	B.Ed	Rs.5672/-	
7	Krishan Sehgal	224	B.Ed	Rs.5672/-	

Total Rs.60,000/-

- From 'Poor Students Aid Fund' Rs. 500/- per month was paid for mess bill of five students as listed below:

S.No	Name of the student	Roll No.	Class
1	Rajni	25	B.Ed
2	Gurmeet Singh	235	B.Ed

- Staff members are always ready to help the needy students as and when required. Some College teachers also contributed Rs. 500 per month for mess bill of students voluntarily in the session 2013-14. The details are as below:

S.No	Name of the Student	Roll No.	Class	Source
1	Sukhwinder Kaur	70	B.Ed	Dr. Deepika Rajpal
2	Kamalpreet Kaur	157	B.Ed	Dr. Rupinder Kaur Kahlon
3	Shingara Singh	238	B.Ed	Dr. Neelamjit Kaur (College Principal)

- Is the Operational Budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

Yes, the operational budget of the College is adequate enough to cover all the day-to-day expenses. If at all any deficit occurs, then the same may be fulfilled by the Govt./PTA/HEIS

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

➤ Income expenditure statements and Resources allocated:

The Income expenditure statements of the past five years and the resources allocated during the current financial year are annexed - 6

➤ Future Planning

Future planning depends on the availability of resources. The college has been making some savings which it proposes, as part of growth and development, to invest as under:

- a. To increase intake of one more uniting B.Ed. and M.Ed course
- b. Starting of one unit of self financed course of B.Ed.
- c. Enhancing the quality level of existing infrastructure and learning resources
- d. Taking up faculty empowerment programmes more aggressively

5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

- There is the practice of ensuring the audit of the accounts internally by the CA. The accounts are also regularly audited by the Audit Department of the Punjab Govt.
- The account is audited at the end of every financial year.

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

The college has installed the software for financial management which is fully operational. Records are regularly updated.

6. 6 Best practices in Governance and Leadership

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

The following best practices are adopted in our college under Governance and Leadership:

- The College council prepares a college calendar every year keeping in view number of working days and vacations thus planning the college activities so that maximum students can participate. Organization of different academic and co curricular activities as per calendar help to use proper time in hand.
- Principal and five teachers are members of college Council which takes policy decisions about college.
- Maintaining transparency in all aspects of the College's functioning through a process of broad-based consultation and involvement of stakeholders in implementation.
- Decentralization of administrative functions: The organizational arrangements have been well established with the duties well specified to each section/body.
- Annual organization of a special programme to felicitate faculty and meritorious students, etc.(Annual Convocation).
- The academic atmosphere is well maintained by observing the schedule worked out by the University/ College.
- Each committee is working regularly with sincerity considering all the aspects for smooth running of the College.
- The administrative functioning as well as the academic functioning is regularly monitored.
- Initiation of measures towards computerization of office functions.
- Overall the College set up is working for the achievement of set mission and vision and to compete at the national and international levels.
- The College has long term perspective plans for institutional development. All the teaching units and different administrative sections are involved in

planning. Where it is the direct concern of the students, the students also participate in decision making.

- On matters of importance, faculty meetings are regularly held in which responsibilities are also assigned.

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

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

The suggestions given for improvement as per the draft report on institutional accreditation of Govt. College of Education, Patiala (Cycle - I) were these:

- The college has computer laboratory. Looking to the strength of college, there is a need to purchase more computers.
- The practice teaching needs to be improved by providing concrete feedback to the students.
- The B.Ed. M.Ed. students and teachers may be trained in making Power Point presentations. They should be encouraged to use it during their teaching.
- Teachers may be encouraged to publish papers, get funds from UGC, NCERT, NIEPA etc. for conducting research and do some innovation.
- The college can run short duration training programs for teachers of schools, Alumni, Education officers, etc. in areas like, development of Thinking and Reasoning, Teaching of Concept, Use of Computers and INTERNET, development of inquiry skills, etc.
- The Statistical Package for Social Sciences (SPSS) may be purchased and M.Ed. students and Teachers may be trained in its use. The training programme may also be organized for researchers of other universities and registration fees may be charged. This will be the consultancy for the college.
- The College may keep one period a week for the development of Thinking and Reasoning.
- The Models of Teaching should be taught so that the students can use these during their practise teaching.

The required actions were taken to bring improvement in the Institution keeping in mind the suggestions given.

- The College now has well equipped computer laboratory with wifi internet facility.
- In the college itself we have around 76 standalones and 4 laptops which are being used for the administrative purpose, library purpose and for teaching-learning purpose.
- The college has language laboratory to develop communicative skills of teacher trainings.
- Our College teachers go and cascade their knowledge through extension lectures and workshops in various schools and colleges.
- The college has purchased SPSS. It is been made available to M.Ed students pursuing research.
- The college has 'Think-Tank'. The students give their suggestions and on basis of it the development in the curriculum, working etc. is brought by the college counsel.
- Lectures on models of teaching are given to the students before they go for teaching practice along with the knowledge of micro skills and different methodologies.
- Members of the Internal Quality Advisory Committee (IQAC) are there to keep a tap on the TQM of the college.

2. 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?

- The inner strengths are well utilized for the institutional development by creating a sense of belongingness.
- Our quality policy is to continuously strive for the comprehensive development of the faculty members and student community of all castes, creeds and colors with special focus on academic excellence, personality development and social orientation.
- Sustained improvement of the quality of staff and students is our watchword.
- Personality development, academic excellence and social orientation are our guiding principles for achieving the desired quality.
- The quality policy of the institution is driven home right at the Induction Programme.

- Continuous appraisal of the performance of the students' teachers and administrative staff is done regularly.
- The quality policy is reviewed through the feedback of all stakeholders.
- We have brought a number of technology assisted quality improvement strategies in the institution for teaching and learning.
- College's library is well-equipped with 39676 books. The detail is given below.

S.No.	Name of Item	Number
1	Books	39676
2	Reference Books	2175
3	Magazines	16
4	Journals	20
5	Newspapers	9
6	E-Books	100000
7	E-Journals	6000
8	CDs	60
9	M.Ed dissertation	350
10	International Magazine	Available online in library

- Modern teaching methods using broadband internet, INFLIBNET, EDUSAT, interactive boards, LCD projectors, amplifiers and laptop computers are increasingly employed in the classrooms to keep pace with the information explosion round the world.
- The centralized computing facility enhances the IT skills of our students and facilitates for better teaching and learning.
- Members of the faculty encourage students to acquire knowledge from divergent sources. Thus interactive learning takes place through work, study tours, group discussions, quizzes, workshops, and academic seminars. Group Discussions (GDs), debates and seminars are conducted by all departments.
- Academic progress of students is assessed through class tests.

Research & Development

- The committee is also involved in synchronizing and facilitating research activities carried out by the members of the faculty by providing relevant information and updates the faculty members on the availability of funds and their sources.
- Publication of research findings and presentation of research papers are undertaken by the faculty members/Researches.

Community Engagement

- The NSS unit Programs like field visits, organizing road safety awareness camps and blood donation campaigns are a few of the activities of the college. The college conducts blood group identification camps every year, and keeps the record of blood donors and provides blood to the blood bank and to the needy as and when required.
- Red cross cell provides first Aid and Social Responsibility
- Red Ribbon Club
- Environment and Ecological society is for environment protection.
- Voters' Awareness cell aims for issuing Voter cards to students in the college and let the voter students feel the importance, right and duty towards voting for making the nation strong.
- The college fosters a culture of friendliness with various institutions.
- The Career Guidance and Placement Cell help the students in making resumes and in placement.

Human Resource Management

- Provides all the basic amenities required in the campus, like RO-filtered drinking water, sufficient and hygienic facilities, air conditioning, air cooling, Heaters, Staff rooms for staff members
- Runs group insurance scheme for employees.
- Poor and needy students are helped time to time.
- Good interests are always taken care of in all adversaries. The deceased persons were appropriately compensated. Also the widow of class IV in the college on compassionate grounds.
- At the end of every session, all the teachers provide information of their academic/research growth or other achievements through filling and submitting their self appraisal forms.

- At college level there is a Grievance Redressal Cell for Employees. The cell includes the Principal, nominated members of teaching staff and two non-teaching staff members. Grievance, if any, is discussed by the cell and remedies are affected.
- College uses Self Appraisal system to determine the training needs of the teaching faculty and administrative staff of the institution. Faculty training is provided periodically keeping in view the job requirements.

IQAC cell was established on 25th May 2004.

The Quality Assurance with in the existing academic and administrative system is ensured through IQAC cell of the college

- IQAC committee takes into account
- the inputs from stakeholders,
- goes for close monitoring of students through feedback mechanism,
- Periodic meetings with various bodies/committees like college council, exam committee, Bursar, Cultural committee and grievance redressed cell ensures quality sustenance.
- This committee also maintains the liaison with office and library head for better contribution at institutional level.
- In periodic IQAC meetings the resolutions taken are implemented in accordance with the UGC guidelines and objectives of higher education.
- To achieve this aim periodic meetings of HODs, college council, Exam Committee, Bursar, Cultural committee and Grievance Redressal cell, class representatives and stakeholders are held by IQAC of the college.
- Establishment of IQAC strives for total quality management.
- Every year IQAR is submitted by the college to the NAAC.

CRITERION VII

INNOVATIVE PRACTICES

7.1 Internal Quality Assurance System

Govt. (State) College of Education, Patiala has adopted quality management strategies in all academic and administrative aspects. It is aimed at promoting an ambience of creativity, innovation and improving quality.

1. Has the institution established internal quality assurance cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

Yes, the college formulated and established Internal Quality Assurance Cell (IQAC) on 26/05/2004 so as to respond to the changing educational, social demands. Its composition for the session 2014-15 is as under:

IQAC/IQAS

Chairperson:	Dr. Neelamjit Kaur, Principal, Govt College of Education, Patiala.
Co-ordinator :	Mrs. Charanjit Kaur, Associate Prof. Govt College of Education, Patiala.
Members :	Dr. Inderjeet Kaur, Professor, Govt College of Education, Patiala.
	Dr. Prem Lata, Associate Prof. Govt College of Education, Patiala.
Community stake holders :	Mr. Lachman Das, Vice President, Parent Teacher Association, Govt College of Education, Patiala.
	Mr. Sham Lal, Member, Parent Teacher Association, Govt College of Education, Patiala.

External Experts : Dr. Joginder Singh Rana,
Principal, MBBGGRC Girls College of Education,
Mansowal, Gharshankar.

Sh. Satnam Singh Retd. (Chief Librarian),
Centre State Library, 89, Century Enclave,
Nabha Road, Patiala.

Dr. Mohan Tyagi,
Department of Punjabi,
Punjabi University, Patiala.

All the members of the committee meet regularly and proceedings of the meetings are recorded. The Cell makes assessment of different aspects of the functioning of the college and monitors their functioning. It gives suggestions from time to time i.e. from beginning to the end of the course. This cell also examines and addresses the suggestions received through different modes such as verbal, communicated or through Suggestion Box and allied channels. Its major activities include:

1. Development and application of quality benchmarks/parameters for the various academic and administrative activities of the College;
2. Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
3. Dissemination of information on the various quality parameters.
4. Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.
5. Documentation of the various programmes/activities of the College, leading to quality Improvement.
6. Development of Quality Culture.
7. Making the use of compulsory computer education through higher education Institute/society in teacher training lesson plans.
8. Making the use of latest technology in teacher training lesson plans.
9. Effective use of EDUSAT for instructions.
10. Members from the college participated in curriculum revision by coordinating with Punjabi University to develop and modify curriculum.

11. Effective teaching practice and increasing teaching practice days from 30 to 45 as per NCTE norms.
12. Improving placement records, supervision of M.Ed dissertation, and participation of faculty members in conferences/seminars.
13. Ensuring maximum participation of the students in various curricular and co-curricular activities in the institute, active participation of the students in activities of Health club, Science Club, Human Rights club, Literary Awareness Club, Welfare of Girl Child Club and Environment club, planting trees in the college campus and hostels for clean and green environment. Facility of rain water harvesting is made available to maintain the water level.
14. Organizing educational trip to create awareness about global education.
15. Extension lectures by eminent personalities for promoting awareness and social sensitivity among students.
16. Organizing blood donation camp, one day camps and seven days NSS camp for inculcating zeal for social work among students.
17. Giving students free access to work on computers and making students' representatives for purchasing the books for college library.
18. Commencement of B.Ed Self financed regular course is awaited. Final inspection is through. Waiting for the final nod.
19. Encouraging students to prepare teaching aids with new technology. Working with LCD, transparency etc. is promoted. Educational technology room and language Lab is made available to the students.
20. Internal resources (PTA fund) are generated.
21. Improvement in library services is kept in mind.
22. Proper feedback mechanism is working in the college. Advice and suggestions given by the students, teachers, experts, the Alumni and other stakeholders are considered for bringing improvement in the college on quality-related institutional processes.
23. Computerization of administration, in the process of admissions and examination results, issuance of certificates.

24. Grant of Rs 1.58 crore was sanctioned by the Punjab Govt. to increase the infrastructure facilities.
25. Four classes are made smart rooms.
26. Financial Aid is given to needy students from PTA fund. Teachers also contribute and help needy students.
27. Extension lectures were arranged by alumni. Financial support from Parent Teacher Association is sometimes taken for the upkeep and development of the college. Guest faculty is paid from PTA fund.
28. Gen-Set (63 KVA) was bought. Maintenance of it is contributed by PTA.
29. Facility of First Aid is available in the college and the girls' hostel through the college dispensary.
30. Encouraging students to participate in various Academic, cultural and sports competitions.

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

The college has a mechanism to evaluate the achievement of goals and objectives. The process is carried through feedbacks and other such data. It examines and evaluates the following to see the extent and degree to which the goals are achieved:

- Data bank
- Faculty appraisal by principal
- Self appraisal by faculties
- Students' achievement records
- Participation and performance of students in Inter-College / University activities.
- Appraisal of placement
- Feed back from students with regard to teaching and methodology

3. How does the institution ensure the quality of its academic programmes?

The college is sensitive to the quality of education as well as to changing educational, social and market demands. The college has IQAC which assesses the performance of the programmes approved by it. The quality is reflected in the implementation of the academic programmes and quantum of target achieved. The college takes utmost care in planning and implementation of the academic programmes. To sustain the quality of its academic programmes, the stakeholders' feedback and the previous year's results are the benchmark for further improvement. The college makes all efforts to

- Ensure adherence to academic calendar with the help of schedule for all activities.
- Monitor performance of students in internal examinations and takes steps to ensure high performance during annual examinations.
- Monitor attendance of students and also keeps the students informed on monthly basis. This helps students to be regular to achieve 75% attendance laid down by university.
- Maintain and ensure stock verification.
- Watch frequency in the use of OHP, T.V., Video, cassettes, and other IT based material etc.
- College arranges the latest technology to provide good experience to students.
- Organization of workshops for preparing Teaching aids, transparencies and PPTs for teaching.
- Arrangement of best library facilities i.e. 2175 text-books in reference section, 100 encyclopaedias, 20 subject journals and 16 other journals, magazines, newspapers for students' academic growth.

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

The principal of the college watches the working of the administrative staff meticulously. The office-in-charge maintains daily and direct check on the working of the non-teaching staff. It is ensured that there is sufficient staff and

the financial consultant for finance and accounts. The consultant ensures maintenance of relevant records in proper order. The following practices are in-built into the system to ensure the quality of its administrative and financial management processes. In addition to this, the principal gets

- Feedback from the faculty and employees
- Transparency in the matters related to finance and administration
- Internal audit system
- Annual auditing through Chartered Accountant
- Feed back from students
- All financial books like cash books, journal, ledger written properly and balance sheet prepared every year
- In touch with Grievance Cell/Complaint/Suggestion Box
- To know if any complaint regarding the non-teaching staff comes up, it is discussed in the committee and the suggestion is passed on to the Principal for implementation.
- In touch with DPI (Colleges), Punjab who also gives surprise visits to improve the quality of administrative and financial management.

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

The college sustains some of the good practices in the day-to-day working and throughout the academic year. Some of such good practices followed are given below:

- Frequent and mutual interaction facilities to identify good practices
- The college has established good rapport with other colleges/schools. The college faculty has been constantly interacting with the staff of other colleges/schools and exchange ideas with them proving beneficial.
- Discussions are held formally during workshop / seminar sessions.
- Faculty development programmes are organized where in paper presentation is done on common topics; lectures are organized and resource persons are invited.

- Active participation of the students in activities of Health club, Science Society, Human Rights society, Literary Society and Environmental Society etc.
- Planting trees in college campus, hostels and the surroundings for clean and green environment.

7.2 Inclusive Practices

The college caters to inclusive practices and promotes them for better stakeholder relationships and social justice. It promotes value-based education for inculcating social responsibilities and good citizenry amongst its student community. The teachers teach in Punjabi, English and Hindi to increase the understanding of students thus helping the students from neighbouring states. Poor and needy students are helped by organizing scholarships for them.

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

- The college sensitizes teachers to issues of inclusion and the focus given to these in the policies and the school curriculum through discussions, lectures and seminars.
- Since the government's main objective is to impart education to the minorities and disadvantaged students, teachers are sensitized to issues of inclusion. They are advised to focus on these issues. During the Teaching Learning Process, special attention is paid to the students hailing from other states, different cultural milieu and the ones coming from deprived segments of society. The reservation policy of the Govt. is followed.

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

- The college has provision for students to learn about inclusion and exceptionalities.
- College sensitizes the students during the orientation programmes. Ragging is banned in the college and teachers are vigilant at the beginning of the session to distribute students wisely so that all students from deprived sections of society and other states are fully accepted by other students.
- Morning Assembly prayer and lectures on moral values help in acceptance and inclusion.
- Remedial/ Special classes are organized for needy students.
- Regular Tutorial periods help in the inclusion.
- College works as for the liason between society and college. The psychology of students, their educational needs, varied community resources as aids, interpersonal relations, adaptability, freeing of prejudices, humanist rules, integrated values, discipline and code of conduct through experts' advice helps in sensitizing the issue of inclusion. They are also sensitized on the issues related to gender-based disparities, prevailing misconceptions and their over all impact on growth of humans and society.
- Provision for counselling and discussion is done to tackle the problems of various disparities during tutorial periods.

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

The college strives to promote value-based education, social justice, social responsibilities and good citizenry amongst its student community. Some of the activities that are undertaken for creating learning environment that may foster positive social interaction, active engagement in learning and self-motivation amongst the student teachers are -

- B.Ed and M.Ed curriculum pays good attention to social interaction, active engagement in learning and self motivation.
- Internship period i.e. teaching Paractice provides opportunity for pupil teachers to interact with school community from all social strata.
- Class seminars provide ample opportunities for self learning as well as self expression.
- Tutorial groups promote fellow feeling, sound relationships and understanding.
- Assignment / Problem based learning and Computer Assisted Learning foster motivation.
- Participation in inter-college/inter section competitions inculcates healthy competitive sportsman spirit amongst students of different social strata.
- All the students are motivated to participate in all the activities.
- Students stay together and work together during NSS camps which develop dignity of labour and sound relations.
- Positive social interaction is created through various activities conducted by NSS, Environmental Society, Red Cross society, Red Ribbon Club, Literary society, Science society, Fine Arts society etc.

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

Competencies and skills are promoted amongst the pupil teachers at different stages and through different activities as mentioned here under-

- The college has devised ways and practices for ensuring that the Pupil Teachers develop proficiency and competencies for working with children from diverse backgrounds and exceptionalities. The approach is based on teaching, preaching and practice. Pupil Teachers are engaged in talks, debates and lectures on value education, equity, equality and social justice.
- Teachers themselves play as role models by creating good learning environment in the college.

- They are engaged in thematic co-curricular activities that promote social values. Equal opportunities for students in social activities provide exposure to them to the real society they are to face in future.
- Students of diverse backgrounds are engaged in project work of multiple descriptions. Student teachers are trained in a dynamic way to accept the challenges emanating from diversities in views and socio-economic status. Participation in cultural activities, debates and discussions provides such opportunities.
- Student teachers are encouraged to participate in the trans-community festivals, talks and discussions on prominent personalities hailing from different socio-economic cultural backgrounds.
- During the course of simulated teaching and practice teaching, they are encouraged to practice competencies for creating cordial atmosphere among the peer groups.
- Students are taught to come down to the level of children in classroom interaction.
- Attempt is made to inculcate missionary attitude and zeal. They are prepared to adopt judicious approach and also to be free from all differences which emanate from caste, class, creed and religion.
- Above all, students are made to understand that variety is an asset. Beauty lies in variety, so respect and protect it.

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

For such students following provisions are put into practice:

- a) Provision of music as optional paper to meet the unique needs of visually challenged students.
- b) Facility of wash rooms on the ground floor.
- c) Extra time is provided to meet the educational needs.
- d) Financial assistance is given to the needy students.
- e) Extra efforts are made on each such student by the faculty.

- f) Ramps are made according to the specifications given by the Supreme Court.

6. How does the institution handle and respond to gender sensitive issues (activities of Women Cell and other similar bodies dealing with gender sensitive issues)?

The college has constituted a Women Cell which is actively working. The cell is headed by a senior female member of the faculty. Any girl student of our college can place her complaint to the Women Cell. The Cell is authorized to arrange lectures on the women-related problems. It works in educating women about their rights and privileges. It arranges gender-related sensitizing discourses for the staff and students. Female students enjoy a respectable position in the college as the college environment is safe and cordial. Till now, no complaints have ever been received by the office on gender related issues.

- The college has Girls Common Room.
- Tutorial sessions are arranged and the female faculty members make efforts to develop rapport with the girl students so that they feel free to talk about their problems, if any.

7.3. Stakeholder Relationships

The college maintains good relationship with the alumni and such other persons who have an interest in the activities of the college and the ability to contribute to the actions, decisions, policies, practices or goals of the organization. P.T.A. has been formed so that stakeholders should interact with Principal and faculty to solve problems if any.

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

- The admission process is transparent and done on basis of merit by Punjabi University.
- The college maintains Internal Assessment Record of students.
- It maintains over all performance record and this may be accessed by the stakeholders.
- Any stakeholder can obtain information on academic and administrative performance from the Administrative Office by giving a written request.

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

The Principal and staff members of the college evaluate performance of the preceding year(s). While preparing for the next year's academic plans, the preceding year's suggestions, feedback analysis and results are taken into consideration. Attempt is made to sustain and reinforce the appreciable and take corrective/reformative steps to improve the performance.

It is done in the following ways:

- Faculty members are briefed about corrective steps to be taken.
- Faculty members are briefed about the reinforcements to be provided
- Successful acts of the students are appreciated and rewarded.
- Trophies and merit certificates are given to meritorious students for the success of their qualitative efforts in curricular and co-curricular activities.
- Important matters are discussed at different levels such as staff meetings, college council meetings, IQAC, PTA, Alumni etc. and action is taken for improvement and overall development of college.

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

The College promotes creativity, innovation and improvement in quality. For this purpose, feedback is procured from the following channels on annual basis-

- Complaints/suggestions as filed and dropped in the Suggestion/ Complaint Box
- Feed back from Principals of schools about the pupil teachers during Teaching Practice.
- Feedback from alumni
- Suggestions from the PTA.
- Discussions during IQAC and other meetings.
- Suggestions from the council.
- Counselling appraisal of faculty by the Principal.
- Formative evaluation of students by faculty.
- Grading of files, assignments at the end of the academic session.
- Record of participation/performance of students in Inter College activities.
- Internal Assessment records of the students.
- The feedback is analyzed and feedback-report is prepared. The concerned committees prepare resolutions based on the suggestions/ complaints received, and the same is passed on to the Principal for appraisal and further action. The process has led to some improvement in the classroom environment, teaching, infrastructure, and in some cases, attitude of the faculty.

On the basis of feedback, decisions are taken to solve the problems, for improvement in teaching learning process and overall development of college. Some of the decisions taken on the basis of feedback during the last two years are given below:-

1. Installation of CCTV cameras in College campus and in both the hostels.
2. Installation of ATM machine.
3. Silent generator of 63 KVA was installed.
4. Child Care Centre.

5. Books were purchased on the requisition of staff.
6. Keeping in view the safety of the girl students and to save time, lunch was provided to them in the campus itself.

Other Features of Significance

- College contributes towards the environment issues in collaboration with other academic agencies/NGOs.
- College helps the community by organizing different camps and activities and educates the society about social evils.
- The college caters to the needs of disadvantaged groups of students by providing scholarship and fee concession.
- Women Cell addresses gender related issues.
- The College monitors the growth of disadvantaged students.
- It has excellent rapport with alumni and parents.
- Students have good relations with faculty.
- Environment is learner-friendly.
- College magazine to highlight social issues and also to provide platform to students to express their views and feelings.

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

1. How is the core values of NAAC reflected in the various functions of the institution?

- The college has a provision to impart compulsory computer education through higher education institute society.
- Members from the college participated in curriculum revision coordinating with other Universities to develop common curriculum for all the Universities of the state.
- For the last seven years, EDUSAT programme has been functional in the college for students till 2013.

- In the last session 2013-14, there was provision of one tutorial period in a week in which students discuss problems with their teachers. This has proven to be a good practice for reasoning and thinking among the students.
- Different subject teachers undertake project work as mentioned in their ordinances of the Punjabi University Patiala in their respective teaching subjects. Increased use of ICT in teaching Learning process is another feather in the cap. A new and upgraded version of Public address system has been installed in the auditorium.
- There is a provision of feed back mechanism in the college. Suggestions given by the students, experts, the Alumni and other stakeholders are considered for bringing improvement in the college.
- The process of admissions, examination results, and office work has been computerised.
- The infrastructure has been upgraded with the help of Punjab Govt. Aid and PTA from time to time.
- College imparts education to financially poor students. They are been supported economically and academically through remedial classes and book bank.
- Students of our college render community service as a part of curriculum by participating in NSS camps, medical check-up camps, blood donation camps, awareness rallies etc.
- Reservation to all the disadvantaged groups is as per Govt. Rules to ensure an equitable learning environment in particular to those from rural areas. To enhance academic achievement at every level, a book bank has been constituted in the college library which issues books to the poor students for the whole session. Ramps have been constructed for physically challenged persons.
- Tree plantation drive, Lectures on environment conservation etc. are carried out in the college campus and nearby areas by environmental club of the college.

- During teaching practice, the student teachers organize morning assembly, various functions in the school, take responsibility of the school work like making of time-table, taking regular and adjustment periods, checking homework, maintaining discipline etc.
- The college has anti-ragging committee to ensure that no student is harassed or bullied in the institute as well as in the hostels.
- CCTV cameras are installed in the college campus as well as in the hostels for regular surveillance.

MAPPING OF ACTIVITIES

Mapping of Academic Activities of the Institution 2013-2014 (B.Ed. and M.Ed.)

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	
Admission and Orientation																																				
Theory & Part-III B.Ed.																																				
Theory M.Ed.																																				
Tutorials/ Seminars B.Ed/M.Ed	One period is assigned to each class weekly during theory classes																																			
Sessional Work - Tests & Assignments B.Ed/M.Ed																																				
Practical Work B.Ed/M.Ed																																				
Preparation of Internship: Demonstration/ Observation of lessons/ micro teaching/ simulations																																				
Practice Teaching/ Internship																																				
Co-curricular Activities B.Ed/M.Ed																																				
Working with community/ project work B.Ed/M.Ed																																				
End-Term Examination B.Ed/M.Ed																																				

SCENARIO OF TEACHER EDUCATION IN PUNJAB STATE

Teachers are the builders of a nation and play a vital role in the development of a country. They enrich a country by producing super skilled professionals, loyal citizens; moral and spiritual human beings and they bring excellence in society. Hence they should play the roles that are expected of them and also should shoulder the responsibilities that the society places on their shoulders with right earnestness and utmost sincerity.

Professional preparation of teachers in the modern time extends from the pre-school teaching stage to post-doctoral stage. It covers from Certificate courses to post- doctoral degree courses.

All the agencies of education, from governmental agencies to university authorities play their due role in providing teacher educational facilities to the aspirants of the profession.

Teacher education is also of different types such as pre-service teacher education, in-service teacher education, continuing teacher education etc. It is also both formal and non- formal types correspondence –cum-contact programmes in teacher education are the latest trend that are finding their way into the History of Teacher education.

- The twin strategy is followed in teacher education to prepare teachers for school system (Pre-Service Training).
- To improve capacity of existing school teachers (In-service training).

Pre-service training

Pre-service teacher education is organized to prepare teachers for preschool classes. The National Council of Teacher Education (NCTE) lays down norms and standards for various teacher education courses, minimums qualifications for teacher educations, course and content and duration and minimum qualification for entry of student- teachers for various courses. It also grants recognition to the

institutions (government, government-aided and self-financed) interested in undertaking such courses and has in-built mechanism to regulate and monitor their standards and quality.

Pre-service Training of Teachers for Different Levels of Education

Level of Education	Types of training	Admission Requirement	Duration of the course	Diploma/ Degree awarded
Pre- primary Education	Private Unaided	12 Years of schooling	One to two years	Certificate in Pre-school education
Primary Education	Government private- Aided private unaided	10 +2 Years of schooling	Two Years	Certificate /diploma in elementary education
Secondary Education	Government private Aided / Distance Education / Correspondence/ private unaided	Graduation	One year/ two years	Bachelor of education

In-Service Education

In 1955, the Government of India set-up the All India council for Secondary Education for undertaking programme for qualitative improvement in Secondary education. The State Council of Educational Research and Training (SCERT), prepares modules for teacher training and conducts specialised courses for teacher educations. The Block Resource Centres (BRCs) and Cluster Resource Centres (

CRCs) from the lowest range of institutions in the vertical hierarchy for providing in-service training to school teachers A part from these, in- service training is also imparted with active role of civil society, unaided school and other establishments. For In Service training financial support is also largely provided by central Government under the Sarva Shiksha Abhiyan (SSA).

Punjab has a well-developed educational system. There are 06 universities providing teacher education programmes.

Educational administration in Punjab starts with Education Minister as its political head and Education Secretary as its executive head. There is Director Public instructions (DPI) for colleges and there is Director General School Education (DGSE) who deals with the appointments and day to day monitoring of school system. Under the administration control of DGSE. There are offices of DPI (Director Public Instruction) (schools) followed by Circle Education Officer (CEO), Principals for secondary schools and Headmasters for primary and elementary schools.

The teacher training course is obviously to give the students an opportunity to gain an integrated view of education and particularly to help them grow integrally as efficient and effective teachers.

Govt. College of Education, Patiala is the first Education College established in 1955 in Punjab (PEPSU) which is putting efforts for the upliftment of rural and urban students from Punjab as well as from other states of India by producing quality teachers.

Academic Calendar for the Session 2013-14
Govt. College of Education, Patiala

S.No	Date	Activity
1	16-07-2013	Orientation
2	17-07-2013	Formal Inauguration
3	05-08-2013	Guest Lecture by journalist
4	14-08-2013	Women safety (Judo Demonstration)
5	15-08-2013	Independence Day
6	26-08-2014	Road safety lecture and visit to radio station Patiala
7	30-08-2014	Plantation drive
8	02-09-2013	Guest Lecture on Management tools
9	05-09-2013	Teacher's Day
10	06-09-2013	Cross Country
11	15-09-2013	Guest Lecture on Health Awareness
12	20-09-2013	Visit to Metrological Observatory Punjabi University Patiala
13	23-09-2013 to 25-09-2013	Clay Modeling Workshop
14	12-10-2013	One day seminar on Challenges to Punjabi Culture
15	17-10-2013	Rally and Seminar by Red Ribbon Club
16	30-10-2013	Workshop by Red Ribbon Club
17	18-12-2013	Annual Athletic Meet
18	19-12-2013 to 25-12-2013	NSS Camp
19	20-12-2013	Aids awareness rally
20	21-12-2013	Guest Lecture on drug abuse
21	22-12-2013	Medical checkup camp
22	23-12-2013	Guest lecture on first aid
23	24-12-2013	Tour to Virasat-E-Khalsa
24	25-01-2014	National Voter's Day
25	05-02-2014	Guest lecture on First Aid
26	19-02-2014	Fire safety and first aid and Science Debate
27	22-02-2014	Tour to World book fair at New Delhi
28	02-03-2014	One day training camp for BLO
29	29-03-2014	Guest lecture on legal matters
30	01-04-2014	Lecture on Satguru Ram Singh
31	03-04-2014	Blood Donation Camp

Tentative Academic Calendar 2014-15

First Semester 28-07-2014 to 22-11-2014			
S.No	Date	Activity	Remarks
1	28-07-2014	Orientation	
2	29-07-2014	Formal Inauguration	
3	27-08-2014	One Day NSS Camp	
4	05-09-2014	Teacher's Day Celebration	
5	23-09-2014 to 25-09-2014	Filling of Exam Forms	
6	26-09-2014 to 04-10-2014	Autumn Break	
7	13-10-2014 to 16-10-2014	Mid Semester Tests	
8	30-10-2014	One Day NSS Camp	
9	31-10-2014	National Unity Day Celebration	
10	14-11-2014	Children's Day Celebration	
11	15-11-2014	Honouring of Meritorious Students of Govt. Rural Schools	
12	02-11-2014 to 01-12-2014	Preparatory Holidays	
13	02-12-2014 to 15-12-2014	First Semester Final Exams	Tentative Dates
14	16-12-2014 to 22-12-2014	7 Days NSS Camp	Tentative Dates
15	22-12-2014 to 04-01-2015	Winter Break	
Second Semester 05-01-2015 to 05-05-2015			
1	05-01-2015 to 09-01-2015	Micro Teaching	
2	10-01-2015 to 12-01-2015	Demonstration Lessons	
3	15-01-2015 to 14-02-2015	Teaching Practice	Phase-1
4	16-02-2015 to 15-03-2015	Teaching	
5	16-03-2015 to 21-03-2015	Mid Semester Tests	
6	23-03-2015 to 01-04-2015	Teaching	
7	02-04-2015 to 20-04-2015	Teaching Practice	Phase-2
8	21-04-2015 to 25-04-2015	Exam Component-3	Tentative Dates
9	27-04-2015 to 02-05-2015	Exam - Skill in Teaching	Tentative Dates
10	05-05-2015 onwards	Final Semester Exams (Theory)	

TIME TABLE B.Ed – 2013-14

GOVT. COLLEGE OF EDUCATION, PATIALA											
TIME - TABLE B.Ed (SESSION 2013-2014)											
PERIOD	0	1	2	3	4	5	6	7	8	9	
SECTION	8.00-9.00	9.00-9.40	9.40-10.20	10.20-11.00	11.00-11.40 & C) 1-3	11.40-12.20	12.20-12.50	12.50-1.20	1.20-2.00	2.00-2.40	2.40-4.00 Work Exp.
A	Paper-IV GF-I	Life Sc GF-III Sec-B Sst Satish K Sst Room	Paper-I Amarjit K	Prem Lata	Paper-III Inderjit K	Thinking and Reasoning	R	Home Sc. GF-VII H. Sc Lab	Paper-II Prem Lata	Cooking(1,2) -Home Sc Lab GF-VII	
B	Paper-III Kuldeep Singh	Phys.Sc Charanjit K Sec-O	Paper-II GF-IV Kiranjit K	Kuldeep Singh	Paper-IV GF-I	Thinking and Reasoning	E	Phys.Sc Charanjit K Sec-E	Paper-I Amarjit K	Comp. App. (4-6) Balwinder Singh Computer Lab	
C	Paper-IV GF-III	Maths Rupinder K Sec-A	Paper-I Kiranjit K	Kuldeep Singh	Paper-I GF-VII	Thinking and Reasoning	C	Maths Rupinder K Sec-A	Paper-III Kuldeep Singh	Ordering (1-6) Veerdev S	
D	Paper-III Madhu N	Punjabi Satinder K Sec-C	Paper-I GF-VII	Madhu N	Paper-II Prem Lata	Thinking and Reasoning	E	Punjabi Satinder K Sec-B	Paper-IV Satish Kumar	D & P (3-6) GF-I Fine Art Room	
E	Paper-III GF-II	Hindi Group-1 Madhu N Sec-E	Paper-I V GF-II	GF-IV	Paper-I Kuldeep Singh	Thinking and Reasoning	S	Hindi Group-2 Madhu N Sec-C	Paper-II Kiranjit K	Games & Sports GF-VI (1-6)	
F	Paper-I GF-IV	English Deepika R Language-Lab	Paper-III Inderjit Kaur	Charanjit K	Paper-II III	Thinking and Reasoning	S	English Deepika R Language-Lab	Paper-IV Charanjit K	B.B.W GF-V (1-6) Sec-A	
		Fine Arts GF-I FA Room		Option V-B (4-6)				Geography Veerdev S ET Room	NOTE: GROUPS FOR CRAFTS, BBW, GAMES AND SPORTS ARE DISPLAYED ON THE NOTICE BOARD.		
		Music M.Room Rajan N		EVS GF-III Sec-B				Comp. Balwinder S Comp. Lab			
		Sst Satish K Sst Room Group-I		M&E Rupinder K Sec-A				Economics GF-II Sst-Room			
				Phy Ed GF-VI Sec-D				S.St Group-2 Satish Kumar Sec-D			
				Ele.Edu GF-IV Sec-C							
				Progs.Edu Veerdev S E.T. Lab							
				Adult Edu Satinder K Sec-C							
				T.C.T. Comp-Lab Balwinder S							

1) 75 % attendance is must. 2) On every MONDAY there is morning assembly at 10.45 AM and that day periods will be of 35 minutes each. 3) On every SATURDAY there is tutorial period at 10.45 AM and that day periods will be of 35 minutes each. 4. See separate time table for morning assembly day and tutorial day.

TIME TABLE M.Ed – 2013-14

GOVT. COLLEGE OF EDUCATION, PATIALA			
TIME - TABLE M.Ed (SESSION 2013-2014)			
Period	Time	Paper	Name of the Teacher
1	9-9.40	Guidance and Counselling	Kiranjit Kaur
2	9.40-10.20	Educational Management and Planning	Inderjit Kaur
3	10.20-11.00	Methodology of Educational Research and Statistics	Kuldeep Singh
4	11.00-11.40	Dissertation	
5	11.40-12.20	Foundations of Education-I	Amarjit Kaur
	12.20-12.50	Thinking and reasoning	Deepika Rajpal
	12.50-1.20	RECESS	
6	1.20-2.00	Advanced Educational Psychology	Prem Lata
7	2.00-2.40	Educational Technology (Opt)	Deepika Rajpal

1) 75 % attendance is must. 2) On every MONDAY there is morning assembly at 10.45 AM and that day periods will be of 35 minutes each. 3) On every SATURDAY there is tutorial period at 10.45 AM and that day periods will be of 35 minutes each. 4. See separate time table for morning assembly day and tutorial day.

TIME TABLE B.Ed – 2014-15

GOVT. COLLEGE OF EDUCATION, PATIALA

TIME - TABLE B.Ed (SESSION 2014-2015 w.e.f 28/07/2014)

PERIOD	1	2	3	4	5	6
SECTION	9.00 - 10.00	10.00 - 11.00	11.00 - 11.15	11.15 - 12.15	12.15 - 1.15	1.15 - 1.45 1.45 - 2.45 G & C (1-3) 2.45-3.45
A	Paper-II Sec-A Kiranjit K	Life Sc Sec-B Yogita	Paper-I Sec-A Rupinder Sohi	Home Sc. H. Sc Lab Monika	Prem Lata Sec-A	<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; margin-right: 10px;">Lunch Break</div> <div> <p>Computer Compulsory under HEIS Group-(I & II)(1-3) Group-(I-33)-85 Group-(I-34-66)-VS Group-III(57-100)-85 Group-IV,V & VI (4-6) Group-V(101-133)-85 Group-VI(134-166)-VS Group-VI(167-onward) and Boys)- 85</p> <p>Day scholars will attend the class during recess period and Hostlers will attend the 6th period</p> </div> </div>
B	Paper-I Sec-B Indejit K	Phys.Sc Sec-D Charanjit K	Paper-II Sec-B Prem Lata	Phys.Sc Charanjit K Sec-E	Rupinder Sec-B	
C	Paper-I Sec-C Rupinder Sohi	Maths Sec-A Rupinder K	Paper-II Sec-C Kiranjit K	Maths Rupinder K Sec-A	Navneet K Sec-D	
D	Paper-II Yogita Sec-D	Punjabi Sec-C Satinder K	Paper-I Sec-D Inderjit K	Punjabi Satinder K Sec-B	Madhu Narula Sec-C	
E	Paper-II Sec-D Yogita	Hindi Sec-E Madhu N	Paper-I Sec-E Amarjit K	Hindi Madhu N Sec-C	Charanjit K Sec-E	
F	Paper-I Sec-C Rupinder Sohi	English Language-Lab Deepika R	Paper-II Sec-F Navneet K	English Deepika Rajpal Language-Lab	Satinder K Sec-F	
		Fine Art FA Room Navneet K		Geography Veerdev S ET Room	Options(4-6)	
		Music M-Room Rajan Narula		Comp. Balwinder S Comp. Lab	Value Education KIP Singh Sec-A	
		SSt Satish Kumar SSt Room		Economics Sec-D Harprender K	EVS UGCR Centre Satish K	
				S.St- S.St-Room Satish Kumar	Yogita Sarwal Sec-C Inclusive Education	
					M & E Sec-B Harprender Nagra Amarjit K Sec-D Human Rights	
					Rupinder Singh Library Services Sec-E	
Period	1	2	Morning Assembly	3	4	5
Monday Timings	9.00-9.50	9.50-10.40	10.40-11.30	11.30-12.20	12.20-1.10	1.10-1.40
						1.40-2.30
						2.30-3.20

1) 75 % attendance is must. 2) On every MONDAY there is morning assembly at 10.40 AM and that day periods will be of 50 minutes. 3) On every SATURDAY teachers will take one tutorial/practical period in their respective class for thinking and reasoning. 4) Students are advised to contact their subject teachers for reasoning and thinking at 11.00-11.15am

Incharge Time Table

Principal
Govt. College of
Education, Patiala

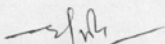
TIME TABLE M.Ed – 2014-15

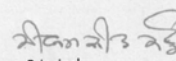
GOVT. COLLEGE OF EDUCATION, PATIALA
TIME - TABLE M.Ed (SESSION 2014-15) w.e.f. 23-8-14

Period	Time	Paper	Name of the Teacher
1	9 - 10 AM	Methodology of Educational Research and Statistics	Rupinder Kaur
2	10 - 11 AM	Advanced Educational Psychology	Prem Lata
	11 - 11.15 AM	Students are advised to contact their subject teachers for reasoning and thinking	
3	11.15 - 12.15 PM	Educational Technology (Opt)/ M & E	Deepika Rajpal/ Harpinder Nagra
4	12.15 - 1.15 PM	Guidance and Counselling	Kiranjit Kaur
	1.15 - 1.45 PM	LUNCH BREAK	
5	1.45 - 2.45 PM	Educational Management and Planning	Inderjit Kaur
6	2.45 - 3.45 PM	Foundations of Education-I	Amarjit Kaur
1) 75 % attendance is must. 2) On every MONDAY there is morning assembly at 11.00 AM and that day periods will be of 50 minutes. 3) On every SATURDAY teachers will take one tutorial/practical period in their respective class to solve their problems and for action research.			

Period	1	2	Morning Assembly	3
Monday Timings	9.00 - 9.50	9.50 - 10.40	10.40 - 11.30	11.30 - 12.20

4	Lunch Break	5	6
12.20 - 1.10	1.10 - 1.40	1.40 - 2.30	2.30 - 3.20


Incharge Time Table


Principal
Govt. College of
Education, Patiala

COPY OF SYLLABUS

PUNJABI UNIVERSITY, PATIALA

**ORDINANCES
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SYLLABI AND COURSES OF READING
FOR
BACHELOR OF EDUCATION (B.Ed.)
(ANNUAL)
FOR
2013 & 2014 EXAMINATIONS**

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PART-I**PAPER-I : TEACHER IN EMERGING INDIAN SOCIETY**

Max. Marks : 80

Time : 3 Hours

(A) OBJECTIVES

To enable the student teachers to :

- (i) Learn and understand the meaning and the concept of education.
- (ii) Understand the aims and functions of education embodied in the national system of education in India.
- (iii) Understand the relationship between education and philosophy and implications of philosophy in education.
- (iv) Understand the need to study education in a sociological perspective and to comprehend the role of education as an agent of social change.
- (v) Be aware about the means and measures (aimed at) towards the promotion of national ideals, national integration and international understanding.
- (vi) Have an understanding regarding human values.

(B) SYLLABUS**SECTION-A****Education - Aims and Functions**

- (i) Meaning : Indian and Western concept of education, teaching, training, instruction, schooling and indoctrination : Scope of education. Types of education – formal, informal and non-formal.
- (ii) Factors determining aims of education, Educational aims in modern India with special reference to socio-economic conditions of the country.
- (iii) Functions of education in human and national life.

SECTION-B**Education and Philosophy**

- (iv) Meaning of Philosophy, Relationship between Philosophy and Education.
- (v) Philosophies of Education: Idealism, Naturalism and Pragmatism.
- (vi) Indian Educational Philosophy with special reference to the contribution of Aurobindo, Tagore and Gandhi ji.

SECTION-C**Education and Sociology**

- (vii) Meaning of Sociology, Relation between Education and Sociology, Agencies of Education: the home, the school and the community.
- (viii) Education for social change, Factors responsible for social change, Role of education in bringing social change.
- (ix) Human Resource Development – concept, need, goals and role of education in human resource development.

SECTION-D**Education and National Development**

- (x) Education for democracy, socialism and secularism, Education for emotional and national integration, Education for international understanding.

Values in Education

- (xi) Meaning, importance and classification of values, Sources of values, changing values. Ways and means for inculcation of values.

BOOKS RECOMMENDED

- Anand, C.L. : *The Teacher and Education in Emerging Indian Society*
 Bhatia, K.K. and : *The Teacher and Education in Emerging Indian Society*, Tandon Publishers, Ludhiana.
 Narang, C.L.
 Brubacher, John S. : *Modern Philosophies of Education*, Tata McGraw Hill, New Delhi.
 (Also Pbi. Translation by Punjabi University).
 Dash, B.N. : *Teacher and Education in Emerging Society*, Neel Kamal.
 Dewey, John : *Democracy and Education*, The MacMillan Company, New York.
 Dhiman, O.P. : *Foundations of Education*, Atma Ram.
 Govt. of India : *Report of Secondary Education Commission (1952-53). Report of India Education Commission (1964-66)*
 Kabir, Humayan : *Indian Philosophy of Education*. Asia Publishing House, Mumbai.
 Mathur, S.S. : *Sociological Approach to Indian Education*, Vinod Pustak Mandir, Agra-2.
 Mohanty, J. : *Indian Education in the Emerging Society*, Sterling Pvt. Ltd., New Delhi.
 Sodhi, T.S. and : *Philosophical & Sociological Foundations of Education*, Bawa Publishers, Patiala.
 Suri, Aruna
 Safaya, R.N. : *Principles and Techniques of Education*.
 Taneja, V.R. : *Educational Thought and Practice*, Sterling Pvt.Ltd., New Delhi.

(C) TIME ALLOCATION

68 Hours

Section-A	15 Hours
Section-B	19 Hours
Section-C	15 Hours
Section-D	19 Hours

(D) EVALUATION

Theory Examination (External)	80 Marks
Internal Assessment	20 Marks
(i) Performance in House Examination	5 Marks
(ii) The two best assignments	5 Marks
(iii) Written objective type quiz/test	5 Marks
(iv) Regularity & Class-room interaction	5 Marks

E. INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of five sections : A, B, C, D and E. Sections A, B, C and D will have two questions from the respective sections of the syllabus and will carry 12 marks each. Section E will consist of 8 short-answer type questions which will cover the entire syllabus uniformly and carry 32 marks in all.

F. INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A, B, C and D of the question paper and the entire section E. Answer to a short question should be completed on a single page in around 200 words.

PAPER-II : DEVELOPMENT OF THE LEARNER AND TEACHING- LEARNING PROCESS

Max. Marks : 80

Time Allowed : 3 Hours

(A) OBJECTIVES : To enable the student teachers to :

- (i) Understand the nature of the learner with reference to his behaviour.
- (ii) Understand the nature of the learning and the factors influencing it.
- (iii) Promote healthy learning practices.
- (iv) Identify exceptional children and teach them accordingly.
- (v) Manage the classroom effectively.

B) SYLLABUS

SECTION-A

- (i) Educational Psychology : Its meaning, nature, scope, objectives and need.
- (ii) Method of Educational Psychology : Introspection, Observation and Experimental Method.
- (iii) Growth and Development : Meaning, principles, characteristics of growth and development of physical, mental, social and emotional aspects during early childhood, Childhood and adolescence. Problems of Indian adolescents and guidance.

SECTION-B

- (iv) Learning : Meaning, factors influencing learning related to learner, teacher, process and task.
- (v) Learning theories : Trial and Error, Conditioned-response, Insight and their educational implications. Transfer of Learning : meaning, theories; transfer of learning from classroom to actual life situations.
- (vi) Motivation : Meaning, types and techniques of motivating the learner.

SECTION-C

- (vii) Intelligence : Meaning and definition; Theories - Spearman, Thurstone, Gardener, Measurement of IQ, Intelligence tests-verbal, non-verbal and performance; use of intelligence test.
- (viii) Personality : Meaning and definition; Factors in personality development; Types and trait theories (brief introduction); Personality assessment - rating scales, questionnaires, interview.

SECTION-D

- (ix) Exceptional Children : Concept; Types-gifted, creative, delinquent, educationally backward-their identification, characteristics and education. Emerging concept of Inclusive Education.
- (x) Mental Health and Well Being : Stress and coping behaviour strategies for improving mental health and well being among adolescents.

Practical Work

- (i) Administration of Intelligence or Personality Test.
- (ii) Study of problems of adolescents/exceptional children during teaching practice.

BOOKS RECOMMENDED

- | | | |
|----------------|---|--|
| Aggarwal, J.C. | : | <i>Essential of Educational Psychology</i> , Vikas Publishers. |
| Chauhan, S.S. | : | <i>Advanced Educational Psychology</i> , Vikas Publishers. |
| Dandekar, W.N. | : | <i>Psychological Foundation of Education</i> , McMillan. |
| Gill, H.S. | : | <i>Sikhya Manovigyan</i> (Punjabi University Publication). |

Kakkar, S.B.	: <i>Educational Psychology</i> , Prentice-Hall.
Mangal, S.K.	: <i>Educational Psychology</i> , Prakash Publishers.
Nanda, S.K.	: <i>Educational Psychology</i> , Doaba Publishers.
Singh, Kanwarjit	: <i>Educational Psychology & Guidance</i>
Singh, Kanwarjit	: <i>Vidayak Manovigyan</i> (in Punjabi).
Sorenson, H.	: <i>Sikhya Manovigyan</i> (Punjabi University Publication).
Walia, J.S.	: <i>Educational Psychology</i> , Paul Publishers.

(C) TIME ALLOCATION	68 Hours
Section–A	18 Hours
Section–B	18 Hours
Section–C	16 Hours
Section–D	12 Hours
Practicals	4 Hours

(D) EVALUATION	
Theory Examination (External)	80 Marks
Internal Assessment	20 Marks
(i) Performance in House Examination	5 Marks
(ii) The two best assignments	5 Marks
(iii) Practical work and note book	10 Marks

E. INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of five sections : A, B, C, D and E. Sections A, B, C and D will have two questions from the respective sections of the syllabus and will carry 12 marks each. Section E will consist of 8 short-answer type questions which will cover the entire syllabus uniformly and carry 32 marks in all.

F. INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A, B, C and D of the question paper and the entire section E. Answer to a short question should be completed on a single page in around 200 words.

PAPER-III : DEVELOPMENT OF EDUCATIONAL SYSTEM IN INDIA

Max. Marks : 80

Time : 3 Hours

(A) OBJECTIVES : To enable the student teachers to :

(i) Understand the development of education in pre-independence and post-independence era.

- (ii) Understand the common links in the past and present system of Education.
- (iii) Understand various issues concerning the development of education in India.

(B) SYLLABUS

SECTION–A

- (i) A brief review of the development of the education in ancient India with special reference to aims and system of education during :
- (a) Vedic Period
- (b) Buddhist Period
- (c) Medieval Period

SECTION-B

- (ii) The development of education during British period :
 - (a) Macaulay's Minute and Bentick's resolution in 1835
 - (b) Wood's Dispatch 1854
 - (c) Indian Education Commission 1882
 - (d) Calcutta University Commission 1917
 - (e) Wardha Scheme of Education 1937

The review will be confined to reasons for appointment of the commission, the general recommendations and impact on Indian education.

SECTION-C

- (iii) The University Education Commission (1948-49) – Aims and general recommendations.
- (iv) The Secondary Education Commission (1952-53) – Aims, text books, curriculum and vocationalization of Secondary Education.
- (v) The Indian Education Commission (1964-66) – Aims, education ladder, teacher education and adult education
- (vi) National Education Policy 1986 (Revised 1992).

SECTION-D

- (vii) Elementary Education for All-International Initiatives, DPEP, Sarva Shiksha Abhiyan, Right to Education.
- (viii) Policy Trends in Higher Education: GATS, Privatisation, Recommendations of National Knowledge Commission.
- (ix) Distance Education: Need, Importance and modes of providing distance education, Open University.

BOOKS RECOMMENDED

- | | | |
|-------------------------|---|---|
| Aggarwal, J.C. | : | <i>Development and Planning of Modern Education.</i> |
| Aggarwal, J.C. | : | <i>Landmarks in the History of Modern Indian Education</i> , Vikas Publishing House, N.D. 1993. |
| Govt. of India | : | <i>Radha Krishan Commission Report.</i> |
| Govt. of India | : | <i>Secondary Education Commission Report.</i> |
| Govt. of India | : | <i>Kothari Education Commission Report.</i> |
| Govt. of India | : | <i>Programme of Action – National Policy of Education</i> , Ministry of HRD, New Delhi. |
| Mukherjee, S.N. | : | <i>History of Education in India; Modern Period</i> ; Acharya Book Depot, Baroda, 1966. |
| Narula, S. & Naik, J.P. | : | <i>A History of Education in India</i> ; McMillan India Ltd., 1951. |
| Rai, B.C. | : | <i>History of Indian Education & its Problems</i> ; Prakashan Kendra, Lucknow, 1997. |
| Rawat, P.L. | : | <i>History of Indian Education</i> , Ram Parsad & Sons, Agra 1981. |
| Kohli, V.K. | : | <i>Indian Education and its Problems</i> , Vivek Publishers, Ambala, 1996. |
| Walia, J.S. | : | <i>Modern Indian Education and its Problems</i> ; Paul Publishers, Jalandhar 1998. |
| Mann, S.S. | : | <i>Tragedy of Indian Education.</i> |
| Sodhi, T.S. | : | <i>Bharti Sikhya</i> , 1998. |

(C) TIME ALLOCATION

68 Hours

Section–A	18 Hours
Section–B	17 Hours
Section–C	16 Hours
Section–D	17 Hours

(D) EVALUATION

Theory Examination (External)	80 Marks
Internal Assessment	20 Marks
(i) Performance in House Examination	5 Marks
(ii) The two best assignments	5 Marks
(iii) Written objective type quiz/test	5 Marks
(iv) Regularity & Class Interaction	5 Marks

E. INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of five sections : A, B, C, D and E. Sections A, B, C and D will have two questions from the respective sections of the syllabus and will carry 12 marks each. Section E will consist of 8 short-answer type questions which will cover the entire syllabus uniformly and carry 32 marks in all.

F. INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A, B, C and D of the question paper and the entire section E. Answer to a short question should be completed on a single page in around 200 words.

PAPER-IV: ESSENTIAL OF EDUCATIONAL TECHNOLOGY AND MANAGEMENT

Max. Marks : 80

Time Allowed : 3 Hours

(A) OBJECTIVES

To enable the student teachers to :

- (i) Be acquainted with the role of educational technology and modern innovations in the present system of teaching and learning.
- (ii) Be familiar with the role of mass-media in education.
- (iii) Be acquainted with techniques of modification of teacher behaviour.
- (iv) Be acquainted with the general administration and organization of the school.
- (v) Understand the roles and relationship of headmaster and teachers.
- (vi) Understand various aspects of school as time-table, school records, discipline and supervision and inspection.

(B) SYLLABUS**SECTION–A**

- (i) Educational Technology : Teaching-Learning
 - (a) Educational Technology : concept, types and importance
 - (b) Concept of teaching and learning, relationship between teaching and learning.
- (ii) Communication Process
 - (a) Concept, process and barriers.
 - (b) Mass Media – Meaning and purpose of mass-media. Role of television, newspapers, films, computers and internet in education.

SECTION–B

- (iii) Techniques of Behaviour Modification :
 - (a) Micro Teaching – Concept, procedure, advantages.

- (b) Flander's interaction analysis techniques – Procedure, construction of interaction matrix and advantages.
- (iv) Classroom Problems
 - (a) Meaning, nature and significance. Types of classroom problems, solutions of classroom problems.
 - (b) Action Research – Meaning, goals and steps in action research.

SECTION-C

- (v) Meaning, need and functions of school organization, administration and management; principles of democratic management of schools.
- (vi) The school personnel : The headmaster; teachers and students; their role and relationships.
- (vii) Institutional Planning : Concept, objectives, characteristics, preparation and implementation.
- (viii) School Records and Registers : Importance, essential requisites of school records; Mode of keeping school record – teacher attendance register, cash book and logbook, stock registers.

SECTION-D

- (ix) Time Table : Importance, types and principles involved in framing a good time table.
- (x) Discipline : Concept, freedom and discipline, causes of indiscipline and its remedial measures.
- (xi) Supervision and Inspection : Meaning, need, purpose, principles and procedures of supervision; Modern trends in supervision.
- (xii) Welfare Services : NSS, NCC, Morning Assembly and Utilization of Community Resources.

BOOKS RECOMMENDED

- Bhartiya, K.K., Narang, : *Foundations of Teaching Learning Process*,
C.L., & Sidhu, H.S. Tandon Publishers, Ludhiana.
- Bhushan, Anand : *Educational Technology*, Bawa Publications,
& Ahuja Malwinder Patiala
- DeCeeco, John P. : *Psychology of Learning and Instructions*, Prentice Hall of India, New
Delhi, 1977.
- Koccher, S.K. : *Secondary School Administration*, Sterling Publishers Pvt.Ltd., New
Delhi.
- Mangal, S.K. : *Fundamentals of Educational Technology*.
- Mathur, S.S. : *Organization and Administration*
- Mohanty, J.N. : *Educational Technology*
- Mukherjee, S.N. : *Secondary School Administration*
- Passi, B.K. : *Becoming Better Teachers, Micro-Teaching Approach*, Sahitya
Mudeneha, Ahmedabad, 1976.
- Safaya & Shaida : *School Administration and Organization*
- Sampath, K. and : *Introduction to Educational Technology*
- Others
- Sharma, R.A. : *Techniques of Teaching*
- Sidhu, K.S. : *School Organization and Administration*, International Prakashan,
Jalandhar.
- Sodhi, G.S. & : *Educational Technology*, Sumir Publishers,

Dutt, Sunil Chandigarh, 1993
 Walia, J.S. : *Foundations of School Administration and Organization*, Paul.

(C) TIME ALLOCATION 68 Hours

Section–A	15 Hours
Section–B	19 Hours
Section–C	19 Hours
Section–D	15 Hours

(D) EVALUATION

Theory Examination (External) :	80 Marks
Internal Assessment	20 Marks
(i) Performance in House Examination	5 Marks
(ii) The two best assignments	5 Marks
(iii) Written objective type quiz/test	5 Marks
(iv) Regularity & Class Interaction	5 Marks

E. INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of five sections : A, B, C, D and E. Sections A, B, C and D will have two questions from the respective sections of the syllabus and will carry 12 marks each. Section E will consist of 8 short-answer type questions which will cover the entire syllabus uniformly and carry 32 marks in all.

F. INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A, B, C and D of the question paper and the entire section E. Answer to a short question should be completed on a single page in around 200 words.

PAPER-V-A (Compulsory) : GUIDANCE AND COUNSELLING

Max. Marks : 40

Time : 1½ Hours

(A) OBJECTIVES : To enable the student teachers to :

- (i) Understand the concepts of guidance and counselling.
- (ii) Provide guidance and counselling to pupils.
- (iii) Assist the school counsellor.

(B) SYLLABUS

SECTION–A

- (i) Guidance : Meaning, objectives and need.
- (ii) Guidance Services : Individual Information Service, Educational and Occupational Information Services, Placement, Follow-up. Sources of collection and dissemination of educational and vocational information.

SECTION–B

- (iii) Counselling : Meaning, purpose and approaches – directive and non-directive and eclectic.
- (iv) Counselling Interview – its steps, qualities of counsellor.
- (v) Organization of the school guidance and counselling programme, Role of the Head, Teacher and Counsellor.

BOOKS RECOMMENDED

Barki & : *Guidance and Counselling – A Manual*,

Mukhopadaya	Sterling Publication.
Bhatia, K.K.	: <i>Principles of Guidance and Counselling</i> , Kalyani Publishers.
Dave, Indu	: <i>The Basic Essential of Counselling</i> , Sterling Publication.
Goyal, R.P.	: <i>Sikhya Ate Vivsaya Agvayee</i> (Punjabi University Publication).
Jones, A.E.	: <i>Principles of Guidance</i> , Tata McGraw Hill.
Meenakshi	: <i>Guidance and Counselling</i> , Udami Publication.
Nanda, S.K.	: <i>Guidance and Counselling</i> , Tandon Publishers.
Walia, J.S.	: <i>Foundations of Guidance</i> , Paul Publishers.

(C) TIME ALLOCATION 34 Hours

Section–A 17 Hours

Section–B 17 Hours

(D) EVALUATION

Theory Examination (External) 40 Marks

Internal Assessment 10 Marks

(i) Performance in House Examination 5 Marks

(ii) The Two Best Assignments 5 Marks

E. INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three sections : A, B and C. Sections A and B will have two questions from the respective sections of the syllabus and will carry 12 marks each. Section C will consist of 4 short-answer type questions which will cover the entire syllabus uniformly and carry 16 marks in all.

F. INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B of the question paper and the entire section C. Answer to a short question should be completed on a single page in around 200 words.

PAPER-V-B : Any one of the following :

(i) ELEMENTARY EDUCATION

Max. Marks : 40

Time : 1½ Hours

(A) OBJECTIVES : To enable the student teachers to :

- Understand the concept and objectives of elementary education.
- Get acquainted with the knowledge of Punjab Primary Education Act, 1960.
- Understand the issue concerning elementary education.

(B) SYLLABUS

SECTION–A

- Elementary Education : Meaning, objectives and an overview of the progress of elementary education in Punjab after independence.
- Punjab Primary Education Act, 1960 – its limitations and suggestions for improvement.
- Main Agencies of Elementary Education – central government, state government, local bodies and panchayats; Directorate of Elementary Education in Punjab.

SECTION–B

- Curriculum of Elementary Education – activity based and learner centred.

- (v) Important problems of elementary education and recommendation of Kothari Education Commission regarding these problems : Universalization of elementary education and wastage and stagnation in elementary education.
- (vi) National Policy on Education 1986 and the revised policy of 1992 with reference to elementary education.
- (vii) Sarv Sikhya Abhiyan : Meaning and present status.

BOOKS RECOMMENDED

- Aggarwal, J.C. : *Development and Planning of Modern Education*, Vikas Publishing House Pvt.Ltd., N.D. 1993.
- Kocchar, S.K. : *Pivotal Issue in Indian Education*, Sterling Publication Pvt.Ltd., N.D., 1984.
- Kohli, V.K. : *Indian Education and its Problems*, Vivek Publishers, Ambala City, 1996.
- Sharma, A.B. : *Contemporary Problems of Education*, Vikas Publishing House Pvt.Ltd., N.D., 1986.
- Walia, J.S. : *Modern Indian Education and its Problems*, Paul Publishers, Jalandhar, 1998.
- Sodhi, T.S. : *Indian Education and its Problems* (Punjabi), Bawa Publications, Patiala.

(C) TIME ALLOCATION	34 Hours
Section–A	15 Hours
Section–B	19 Hours

(D) EVALUATION

Theory Examination (External)	40 Marks
Internal Assessment	10 Marks
(i) Performance in House Examination	5 Marks

E. INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three sections : A, B and C. Sections A and B will have two questions from the respective sections of the syllabus and will carry 12 marks each. Section C will consist of 4 short-answer type questions which will cover the entire syllabus uniformly and carry 16 marks in all.

F. INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B of the question paper and the entire section C. Answer to a short question should be completed on a single page in around 200 words.

PAPER-V-B : (ii) : POPULATION EDUCATION

Max. Marks : 40

Time : 1½ Hours

(A) OBJECTIVES : To enable the student teachers to :

- (i) Understand the concept, need and importance of population education.
- (ii) Understand various terminologies concerned with population studies and factors responsible for population growth.
- (iii) Develop an awareness of the implications of population growth on various aspects of social functioning.

(B) SYLLABUS**SECTION-A**

- (i) Concept of Population Education : Need, objectives, scope and approaches of population education. Misconceptions regarding population education.
- (ii) Population Situation in India in the world perspective, density of population, demographic terminology.
- (iii) Effects of Population Growth on :
 - (a) Economic Development
 - (b) Social Development
 - (c) Educational Development
 - (d) Urbanization
 - (e) Environmental and Natural Resources
 - (f) Family Life
 - (g) Health and Nutrition
 - (h) Policies

SECTION-B

- (iv) Role of government and non-government agencies concerning population education, misconceptions about population education agencies.
- (v) Integration of population concept in different school subjects. Place of curricular and co-curricular activities in organization of population education programmes.
- (vi) Role of the teacher in population education problems while imparting population education and suggestions.

BOOKS RECOMMENDED

- Aggarwal, S.N. : *India's Population Problems*, Tata McGraw Hill Publishing, New Delhi.
- Ghosh, B.N. : *Fundamentals of Population Geography (Urbanization) Density, Demographic Termination*, Sterling Publishers, New Delhi.
- Rao, D. Gopal : *Population Education : A Guide to Curriculum and Teacher Education*, Sterling Publishers, New Delhi.
- Sharma, R.C. : *Population Trends, Resources and Environment*, Dhanpat Rai and Sons, New Delhi.
- Tiwari, R.P. : *Concept of Population Education : Urban Population Education*, Prakash Publishers, Ludhiana.

(C) TIME ALLOCATION

34 Hours

Section-A

19 Hours

Section-B

15 Hours

(D) EVALUATION

- Theory Examination (External) 40 Marks
- Internal Assessment 10 Marks
- (i) Performance in House Examination 5 Marks
 - (ii) The Two Best Assignments 5 Marks

E. INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three sections : A, B and C. Sections A and B will have two questions from the respective sections of the syllabus and will carry 12 marks each. Section C will consist of 4 short-answer type questions which will cover the entire syllabus uniformly and carry 16 marks in all.

F. INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B of the question paper and the entire section C. Answer to a short question should be completed on a single page in around 200 words.

PAPER-V-B : (iii) : ENVIRONMENTAL EDUCATION

Max. Marks : 40

Time : 1½ Hours

(A) OBJECTIVES : To enable the student teachers to :

- (i) Get acquainted with the concept of ecology and environment.
- (ii) Be aware of the problem of conservation of resources.
- (iii) Develop desirable attitude, values and respect for the environment.

(B) SYLLABUS

SECTION-A

- (i) Introduction to ecology and environment : concept of ecology and environment, biosphere, community, population, eco-system, major eco-systems of the world.
- (ii) Environmental Education : Meaning, objectives, need and principles of environment education.
- (iii) Concept of pollution, types of pollution – Air, soil, water and noise. Social effects of pollution, monitoring and control.

SECTION-B

- (iv) Global environmental problems : Forests, greenhouse effect and climatic change and ozone depletion. Environmental problems of India : Air pollution, Energy consumption, emissions and bio-diversity.
- (v) Definition and classification of natural resources. Wildlife conservation especially endangered species, their conservation and management.
- (vi) Programmes of environment education for school children. Role of school in environmental conservation and sustainable development.

BOOKS RECOMMENDED

- Dani, H.M. : *Environmental Education*, Publication Bureau, Punjab University, Chandigarh.
- Garg, K.K. & Jain, S.C. : *Environment Lessons for Common Man (III Ed.)* Environment Society of India.
- Kohli, V.K. & Kohi, Vikas : *Environmental Pollution and Management*, Vikas Publishers, Ambala.
- Mukherjee, Roma : *Environmental Management and Awareness Issues*, Sterling Publishers Pvt.Ltd., New Delhi.
- Reddy, K. Purushotam & Reddy, D.Narasimha : *Environmental Education*, Neel Kamal Publications Pvt.Ltd., New Delhi.

(C) TIME ALLOCATION

34 Hours

Section-A

17 Hours

Section-B

17 Hours

(D) EVALUATION

Theory Examination (External) 40 Marks

Internal Assessment 10 Marks

(i) Performance in House Examination 5 Marks

(ii) The Two Best Assignments 5 Marks

E. INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three sections: A, B and C. Sections A and B will have two questions from the respective sections of the syllabus and will carry 12 marks each. Section C will consist of 4 short-answer type questions which will cover the entire syllabus uniformly and carry 16 marks in all.

F. INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B of the question paper and the entire section C. Answer to a short question should be completed on a single page in around 200 words.

PAPER-V-B : (v) : EDUCATIONAL MEASUREMENT AND EVALUATION

Max. Marks : 40

Time : 1½ Hours

(A) OBJECTIVES : To enable the student teachers to :

- (i) Understand the concepts employed for evaluation of pupils.
- (ii) Construct quality objective and essay type items.
- (iii) Understand the situations in which to employ different evaluation techniques.

(B) SYLLABUS**SECTION-A**

- (i) Evaluation : Concept of measurement and evaluation, scales of measurement.
- (ii) Educational Statistics : Mean, median, mode, range, quartile and standard deviation.
- (iii) Co-relation Coefficient by Spearman's method and interpretation, standard score.

SECTION-B

- (iv) Qualities of a test-reliability, validity and usability. Calculations of reliability and validity.
- (v) Test Construction – Construction of achievement test using different types of test items. Advantages and limitations of objective and essay type test.

BOOKS RECOMMENDED

- Ebel, R.L. : *Essentials of Educational Measurement*, Prentice Hall.
 Garrett, H.E. : *Statistics in Psychology and Education*, Vakil-Feffer.
 Thorndike and Hagen : *Measurement and Evaluation in Psychology and Education*, Wiley.
 Anastasi, A. : *Psychological Testing*, Pearson Asia.

(C) TIME ALLOCATION

34 Hours

Section-A	17 Hours
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Section-B	17 Hours
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(D) EVALUATION

Theory Examination (External)	40 Marks
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Internal Assessment	10 Marks
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(i) Performance in House Examination	5 Marks
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(ii) The Two Best Assignments	5 Marks
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E. INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three sections : A, B and C. Sections A and B will have two questions from the respective sections of the syllabus and will carry 12 marks each. Section C will consist of 4 short-answer type questions which will cover the entire syllabus uniformly and carry 16 marks in all.

F. INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B of the question paper and the entire section C. Answer to a short question should be completed on a single page in around 200 words.

PAPER-V-B : (vi) : PHYSICAL EDUCATION

Max. Marks : 40

Time : 1½ Hours

(A) OBJECTIVES : To enable the student teachers to :

- (i) Understand the importance, meaning, concept, objectives of health and physical education.
- (ii) Know the importance of good posture and common posture deformities.
- (iii) Know about the activities required for organizing physical education meets and events.

(B) SYLLABUS

SECTION-A

- (i) Physical Education :
 - (a) Meaning and its aim and objectives.
 - (b) Scope and importance of Physical Education.
 - (c) Physical Fitness : Components of physical fitness.
- (ii) Age and sex difference in relation to physical activities and sports.
- (iii) Effects of exercise on respiratory system and circulatory system.
- (iv) Common health problems and preventions : Alcohol, nicotine, narcotics & drugs.

SECTION-B

- (v) Health : Definition, concept of health.
 - (a) Health Education : Meaning and objectives
 - (b) Diet : Elements of balanced diet
- (vi) Posture : Importance of good posture, common postural deformities (Kyphosis, Lordosis, Scoliosis, Flatfoot, Knock Knee, Bow Legs) and their remedial exercise and asanas.
- (vii) Organization : Organization of sports meet (Pre Meet work during Meet and Post Meet Work).
- (viii) Tournaments : Fixture : Only single knock out, its merits and demerits, Single League Tournaments, its merits and demerits.

BOOKS RECOMMENDED

- | | |
|-------------------------|--|
| Charles, A. Bucher | : <i>Foundations of Physical Education, 1968.</i> |
| Degrot, L.J. | : <i>Nutrition and Physical Fitness</i> |
| Kamlesh, M.L. | : <i>Physical Education Facts and Foundations</i> |
| Kaur, Manjit and | : <i>An Introduction to Health and Physical</i> |
| Sharma, R.C. | <i>Education</i> |
| Mangal, S.K. | : <i>Health and Physical Education</i> |
| Morehouse & Miller | : <i>Physiology of Exercise</i> |
| Prade, P.K. and | : <i>Outline of Sports Medicine</i> |
| Gupta, L.C. | |
| Singh, Ajmer & others | : <i>Basis of Physical Education Health and Sports</i> |
| Thomas, J.B. | : <i>Organization of Physical Education</i> |
| Turner, Seltary & Smito | : <i>School Health and Health Education,</i> |

C.V. Mosley & Smith Co., 1961.

Voltmer, F.F. and : *The Organization and Administration of*
Esslenger, A.A. *Physical Education.*

(C) TIME ALLOCATION	34 Hours
Section–A	15 Hours
Section–B	19 Hours

(D) EVALUATION

Theory Examination (External)	40 Marks
Internal Assessment	10 Marks
(i) Performance in House Examination	5 Marks
(ii) The Two Best Assignments	5 Marks

E. INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three sections : A, B and C. Sections A and B will have two questions from the respective sections of the syllabus and will carry 12 marks each. Section C will consist of 4 short-answer type questions which will cover the entire syllabus uniformly and carry 16 marks in all.

F. INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B of the question paper and the entire section C. Answer to a short question should be completed on a single page in around 200 words.

PAPER-V-B : (vii) : VALUE EDUCATION

Max. Marks : 40

Time : 1½ Hours

- (A) OBJECTIVES :** To enable the student teachers to :
- (i) Understand the nature, sources and classification of values.
 - (ii) Appreciate culture and its interaction with education.
 - (iii) Know about various approaches for value inculcation.

(B) SYLLABUS

SECTION–A

- (i) Values
 - (a) Meaning, importance and classification of values, nature and sources of values.
 - (b) Reasons for value crisis. New Education Policy : Value emphasis.
- (ii) Culture
 - (a) Concept, characteristics and its interaction with education.
 - (b) Strategies of promoting culture among students at elementary and secondary school stage according to revised programme of action – 1992.

SECTION–B

- (iii) Strategies for value orientation : Experimental approach, value clarification technique, critical inquiry approach, total atmosphere approach, value sheet method, role-playing technique, case method, attitude development techniques and integrated co-current approach.
- (iv) Methodology for inculcating values among students.

- (v) Value orientation in teacher education : The present scenario, teachers, their roles and teacher education programme.

BOOKS RECOMMENDED

- Kaul, G.N. : *Values and Education in Independent India*. The Associated Publishers, Ambala Cantt.
- Kishore, Lalit : *Value Oriented Education : Foundations and Frontiers, World Overview*, Doaba House, New Delhi.
- Mac Carthaigh, Brendan : *Value Education : What, Why and How?* Better Yourself Book, Mumbai.
- Ruhela, S.P. : *Human Values and Education*, Sterling Publishers Pvt. Ltd., New Delhi.

(C) TIME ALLOCATION	34 Hours
Section–A	17 Hours
Section–B	17 Hours

(D) EVALUATION

Theory Examination (External)	40 Marks
Internal Assessment	10 Marks
(i) Performance in House Examination	5 Marks
(ii) The Two Best Assignments	5 Marks

E. INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three sections : A, B and C. Sections A and B will have two questions from the respective sections of the syllabus and will carry 12 marks each. Section C will consist of 4 short-answer type questions which will cover the entire syllabus uniformly and carry 16 marks in all.

F. INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B of the question paper and the entire section C. Answer to a short question should be completed on a single page in around 200 words.

PAPER V-B (viii) : INFORMATION AND COMMUNICATION TECHNOLOGY

Max. Marks : 40

Time : 1½ Hours

(A) OBJECTIVES : To enable the student teachers to :

- Understand different parts of computer, their functions and computer applications.
- Use on life off line electronics resources.
- Run different software on computer.

(B) SYLLABUS

SECTION–A

- Introduction to Computer System : Definition, characteristics, principles, parts of computer, their functions, block diagram of computer system, classification, generation, input output devices, number system, software and language of computer, operating system, memory.
- Windows : What is Windows, features of Windows, graphics user interface, screen to start and shutdown computer, creating folders and short cut icons. Saving, copying and deleting files, loading software. Use of notepad and paintbrush.

SECTION-B

(iii) Use of Computers in Education : Computer Assisted instructions and Web Based Instructions : Designing and limitations. Use of educational software and CD's. Use of computers in library, administration, guidance and examination.

(iv) MS EXCEL : Creating worksheet and use of simple commands, knowledge of package, POWER POINT : Creating Slides.

(v) Introduction to Software : MS WORD : Different menus-file, edit, view, insert, format, tools, window and help : their uses. Internet : meaning, Online surfing, use of e-mail, chat. Use of search engines. World Wide Web : Access information, reliability of information. Web Page and Home Page. Use of Internet in teaching learning process. Down loading information, uses and abuses of Internet.

PRACTICAL

Use of Packages : MS-WORD, MS-EXCEL, POWER POINT, PAINT BRUSH, Internet.

The students will maintain the record of the practicals duly certified by the teacher in the practical note book.

BOOKS RECOMMENDED

Flynn, Meredith and	:	<i>Advanced Microsoft Office 2000</i> ,
Ruthosky, Nita	:	New Delhi, BPB Publication, 2000.
Hergest, Douglas	:	<i>Excel 4 for Windows - Instant Reference</i> , Singapore : Tech Publications PTE Ltd., 1992.
Hillman, David	:	<i>Multimedia Technology and Applications</i> , New York : Delmar Publishers, 1998.
Rajaraman, V.	:	<i>Fundamentals of Computers</i> , New Delhi : Prentice Hall of India Pvt. Ltd., 1997.
Sinha, P.K.	:	<i>Computers Fundamentals : Concepts, Systems and Applications</i> , New Delhi : BPB Publications, 1992.

(C) TIME ALLOCATION	34 Hours
Section - A	17 Hours
Section - B	17 Hours

(D) EVALUATION

Theory Examination (External)	40 Marks
Internal Assessment	10 Marks
(i) Performance in House Examination	5 Marks
(ii) One practical to be evaluated by internal examiner	5 Marks

E. INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three sections : A, B and C. Sections A and B will have two questions from the respective sections of the syllabus and will carry 12 marks each. Section C will consist of four short-answer type questions which will cover the entire syllabus uniformly and carry 16 marks in all.

F. INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B of the question paper and the entire section C. Answer to a short question should be completed on a single page in around 200 words.

PAPER-VI AND VII : Any two of the following options :**(i) Teaching of English *or* Hindi *or* Punjabi *or* Sanskrit****Option (i) : TEACHING OF ENGLISH**

Max. Marks : 80

Time : 3 Hours

(A) OBJECTIVES : To enable the student teachers to :

- (i) The nature and characteristics of language and mother tongue and the use of the language.
- (ii) The required skills and their inter links for mastering the language.
- (iii) The various approaches for planning of successful language teaching.
- (iv) The preparation of instructional materials, projects, teaching aids, tasks and tests for effective teaching.
- (v) The techniques of evaluating their own teaching as well as the students learning.
- (vi) The art of applying the learning principles, concepts and techniques in actual operation.

B) SYLLABUS**SECTION-A**

- (i) English in Indian today :
 - (a) Role of English in India : International language, window on the world, library language, link language.
 - (b) Conditions under which English is learnt and taught, declining standards.
- (ii) What language is and how it is learnt. It's nature and linguistic principles, implications for teaching English, general principles of teaching and learning English.
- (iii) Methods and Approaches of Teaching English/Classroom Techniques.
 - (a) Grammar Translation Methods with special reference of Mother tongue in learning English as a foreign language.
 - (b) Direct Method.
 - (c) Bilingual Method.
 - (d) Structural approach and teaching through situations.
 - (e) General principles of selection and grading.
 - (f) Language skills : the order in which to be introduced.
 - (g) Basic principles of effective language practice.
- (iv) Developing Language Skills : Listening and Speaking :
 - (a) Features of English pronunciation, elementary knowledge of English sounds.
 - (b) Teaching English pronunciation.
 - (c) Choosing a Teaching Model : Criteria for teaching model.
 - (d) Word stress, sentence stress, rhythm, Intonation patterns and their implications.
 - (e) Other characteristics of good class-room speech.

SECTION-B

- (v) Developing Language Skills : Reading
 - Teaching the mechanics of reading : eye span, problems of spelling and script, letter and non-letter methods, substitution tables, primers.
- (vi) Teaching silent reading for comprehension :
 - (a) Intensive and extensive reading.

- (b) Procedures for teaching passage for intensive reading.
- (c) Comprehension questions.
- (d) Developing skills of extensive reading.
- (e) Retardation in reading.
- (f) Reading aloud.
- (vii) Semantic structure of English :
 - (a) Teaching of Vocabulary : Levels of meaning, word meaning in context, use of dictionary and thesaurus.
 - (b) How to expand pupil's vocabulary.
- (viii) Syntax
 - General Introduction to learning and teaching English Grammar
 - (a) Functional grammar and formal grammar.
 - (b) Methods of teaching Grammar.
 - (c) Teaching grammatical structure and usage of English grammar.

SECTION-C

- (ix) Developing the writing skills :
 - (a) Teaching writing to beginners
 - (b) Choice of script, material and techniques of copying from blackboard, flash cards, copy books, substitution tables, dictation and spellings.
- (x) Teaching Composition
 - (a) What is involved? Recall of necessary structures, vocabulary, spellings, punctuation and organization of ideas.
 - (b) Dangers of free composition in early stages : importance of gradual transition from carefully controlled composition to free composition.
- (xi) Teaching Poetry :
 - (a) Argument for and against including poetry in the school English course.
 - (b) Teaching poetry to beginners for pleasure, practice of rhythm and pronunciation.
 - (c) Teaching poetry in higher classes, choice of poems, techniques of teaching-avoiding lengthy explanation, plenty of choral repetition, oral questioning.
- (xii) Audio-Visual aids to English teaching : advantages of audio-visual aids : black board charts pictures and flash cards, brief mention of more expensive aids : tape recorder, radio films, gramophone, epidiascope, television, OHP, LCD, projector, computers.

SECTION-D

Evaluation :

- (xiii) Tests and examination, Importance of tests and examination, essentials of a good test, objective and essay type examination, oral tests.
- (xiv) Planning Scheme of Work : Importance of planning work, how to make a lesson plan, points to ensure in practice teaching.
- (xv) General advice on techniques and procedures : Group and oral work, questioning techniques, seating arrangements, note book, home work, school library.

BOOKS RECOMMENDED

- | | |
|-----------------|--|
| Bhatia, K.K. | : <i>Teaching and Learning English as a Foreign Language.</i> |
| Chapman, L.R.H. | : <i>Teaching English to Beginners</i> , Longmans, London. |
| Fisby, A.W. | : <i>Teaching English : Notes and Comments in English Overseas</i> , E.L.B.S., 1970, London. |
| Kohli, A.L. | : <i>Techniques of Teaching English.</i> |
| N.C.E.R.T. | : <i>English for Today Book I & II at Home and School</i> , 1970. |
| Pahuja, N.P. | : <i>Teaching of English</i> , Anmol. |

Seely, John : *Oxford Guide to Writing and Speaking Teaching of English.*

Notes for Teachers in Training – Regional Institute English Chandigarh, O.U.P.

Venkateswaran, S. : *Principles of Teaching English.*

Venugopal, K.R. : *Methods of Teaching English*, Neel Kamal.

(C) TIME ALLOCATION

68 Hours

Section–A 16½ Hours

Section–B 16½ Hours

Section–C 18 Hours

Section–D 17 Hours

(D) EVALUATION

Theory Examination (External) 80 Marks

Internal Assessment 20 Marks

(i) Performance in House Examination 5 Marks

(ii) The two best assignments 5 Marks

(iii) Class Response/Punctuality 5 Marks

(iv) Written test/quiz 5 Marks

E. INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of five sections : A, B, C, D and E. Sections A, B, C and D will have two questions from the respective sections of the syllabus and will carry 12 marks each. Section E will consist of 8 short-answer type questions which will cover the entire syllabus uniformly and carry 32 marks in all.

F. INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A, B, C and D of the question paper and the entire section E. Answer to a short question should be completed on a single page in around 200 words.

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ਕੁੱਲ ਅੰਕ : 80

ਸਮਾਂ : 3 ਘੰਟੇ

ਉਦੇ

- ਵਿਦਿਆਰਥੀਅਧਿਆਪਕਾਂ ਵਿਚ ਪੰਜਾਬੀ ਪੜ੍ਹਾਉਣ ਅਤੇ ਸਿੱਖਣ ਲਈ ਰੁਚੀ ਪੈਦਾ ਕਰਨਾ।
- ਵਿਦਿਆਰਥੀਅਧਿਆਪਕਾਂ ਵਿਚ ਸਕੂਲ ਪੱਧਰ ਤੇ ਮਾਤ ਭਾਂਗ ਪੰਜਾਬੀ ਨੂੰ ਪੜ੍ਹਾਉਣ ਸੰਬੰਧੀ ਪੈ ਆਉਂਦੀਆਂ ਮੁੱਕਲਾਂ ਹੱਲ ਕਰਨ ਲਈ ਯੋਗ ਬਣਾਉਣਾ।
- ਵਿਦਿਆਰਥੀਅਧਿਆਪਕਾਂ ਵਿੱਚ ਸਿਰਜਨਾਤਮਿਕ, ਉਪਚਾਰਾਤਮਿਕ ਅਤੇ ਅਨੁਸੰਧਾਨਤਮਿਕ ਕੁੱਲਤਾਵਾਂ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।
- ਉਨ੍ਹਾਂ ਵਿੱਚ ਅਨੁਦੈਨਾਤਮਕ ਕਿਰਿਆਵਾਂ ਪੰਜਾਬੀ ਵਿਚ ਕਰਾਉਣ ਲਈ ਯੋਗਤਾ ਪੈਦਾ ਕਰਨੀ।
- ਲੋੜ ਅਨੁਸਾਰ ਹਵਾਲਾ ਪੁਸਤਕਾਂ ਦੀ ਵਰਤੋਂ ਕਰਨ ਦੀ ਆਦਤ ਪਾਉਣੀ।

6. ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਵਿਚ ਪੰਜਾਬੀ ਸੰਬੰਧੀ ਵੱਖਵੱਖ ਪ੍ਰਕਾਰ ਦੀਆਂ ਭੌਤਿਕ, ਸਾਹਿਤਕ ਅਤੇ ਬੌਧਿਕ ਕਿਰਿਆਵਾਂ ਅਤੇ ਯੋਗਤਾਵਾਂ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।

ਸਿਲੇਬਸ

ਭਾਗ (ੳ)

1. ਮਾਤ ਭੰਗ ਦਾ ਬੱਚੇ ਦੇ ਜੀਵਨ ਅਤੇ ਸਿੱਖਿਆ ਵਿੱਚ ਯੋਗਦਾਨ।
2. ਮਾਤ ਭੰਗ ਦੀ ਸਿੱਖਿਆ ਦਾ ਮਹੱਤਵ, ਉਦੈ ਅਤੇ ਸਿਧਾਂਤ।
3. ਪੰਜਾਬੀ ਭੰਗ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ।
4. ਲਿੱਪੀ : ਗੁਰਮੁਖੀ ਲਿੱਪੀ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ।

ਭਾਗ (ਅ)

5. (ਜ) ਸੁਣਨ ਕੌਲ ਮਹੱਤਵ , ਲੋੜੀਂਦੀਆਂ ਰਤਾਂ ਅਤੇ ਅਭਿਆਸ।
(ਜਜ) ਮੌਖਿਕ ਪ੍ਰਗਟਾਅ ਮਹੱਤਵ, ਮੌਖਿਕ ਕਿਰਿਆਵਾਂ (ਆਪਸੀ ਗੱਲਬਾਤ, ਭਾਂਣ, ਕਹਾਣੀ ਸੁਣਾਉਣਾ, ਵਾਦਵਿਵਾਦ, ਗੋਟੀ)
(ਜਜਜ) ਭਾਸ਼ਾ ਦਾ ਉਚਾਰਨ, ਉਚਾਰਨ ਦਾ ਅਸੁੱਤਾ ਦੇ ਕਾਰਨ , ਅੱਧ ਉਚਾਰਨ ਦਾ ਸੁਧਾਰ।
6. ਪੜ੍ਹਨ ਦੀ ਸਿੱਖਿਆ
(ਜ) ਪੜ੍ਹਨ ਦੀ ਸਿੱਖਿਆ ਦੀਆਂ ਵਿਧੀਆਂ : ਸੂਖਮ ਪੜ੍ਹਾਈ ਅਤੇ ਸਥੂਲ ਪੜ੍ਹਾਈ, ਮੋਨ ਪਾਠ ਅਤੇ ਉੱਚੀ ਪਾਠ
(ਜਜ) ਮਾਤ ਭੰਗ ਵਿਚ ਪਾਠ ਪੁਸਤਕਾਂ ਦਾ ਸਥਾਨ।
(ਜਜਜ) ਪਾਠ ਪੁਸਤਕਾਂ ਵਿਚ ਸੁਧਾਰ ਲਿਆਉਣ ਲਈ ਸੁਝਾਅ।
(ਜਡ) ਬੱਚਿਆਂ ਅੰਦਰ ਪੜ੍ਹਨ ਰੁਚੀਆਂ ਨੂੰ ਉਤੇਜਿਤ ਕਰਨਾ।
(ਡ) ਪੁਸਤਕਾਲੇ ਦਾ ਮਹੱਤਵ, ਸੂਲ ਵਿਚ ਪੁਸਤਕਾਲਿਆ ਦੀ ਮੌਜੂਦਾ ਸਥਿਤੀ, ਪੁਸਤਕਾਲਿਆਂ ਵਿਚ ਸੁਧਾਰ ਲਿਆਉਣ ਲਈ ਸੁਝਾਅ।
(ਡਜ) ਬੱਚਿਆਂ ਦੇ ਪੜ੍ਹਨ ਰੁਚੀਆਂ ਵਿਕਸਿਤ ਕਰਨ ਲਈ ਯਤਨ।

ਭਾਗ (ੲ)

7. ਲਿਖਣਾ ਸਿਖਾਉਣਾ
(ਜ) ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੀ ਤਿਆਰੀ
(ਜਜ) ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੀਆਂ ਵਿਧੀਆਂ
(ਜਜਜ) ਲਿਖਤ ਰਚਨਾ ਲਈ ਵਿੱਧੀਆਂ ਦੀ ਚੋਣ
(ਜਡ) ਸੁੰਦਰ ਲਿਖਣਾ ਸਿਖਾਉਣਾ
(ਡ) ਬਦ ਜੋੜਾਂ ਵਿਚ ਸੁਧਾਰ
(ਡਜ) ਬੋਲ ਲਿਖਤ ਦਾ ਮਹੱਤਵ
(ਡਜਜ) ਲਿਖਤੀ ਕੰਮ ਅਤੇ ਘਰ ਦੇ ਕੰਮ ਦੀ ਸੁਧਾਈ
8. ਕਵਿਤਾ
(ਜ) ਮਨੁੱਖੀ ਜੀਵਨ ਵਿੱਚ ਕਵਿਤਾ ਦਾ ਸਥਾਨ
(ਜਜ) ਕਵਿਤਾ ਪੜ੍ਹਾਉਣ ਦੀਆਂ ਵਿਧੀਆਂ
(ਜਜਜ) ਚੰਗੀ ਕਵਿਤਾ ਪੜ੍ਹਾਉਣ ਵਿਚ ਰੁਕਾਵਟਾਂ
(ਜਡ) ਲੋਕ ਗੀਤਾਂ ਦੀ ਵਿਦਿਅਕ ਮਹੱਤਤਾ

9. ਵਿਆਕਰਣ ਪੜ੍ਹਾਉਣਾ
(ਜ) ਭਾਂਗ ਵਿਚ ਵਿਆਕਰਣ ਦਾ ਮਹੱਤਵ ਅਤੇ ਉਦੇ
(ਜਜ) ਵਿਆਕਰਣ ਪੜ੍ਹਾਉਣ ਦੀਆਂ ਵਿਧੀਆਂ

ਭਾਗਸ

10. ਚੰਗੇ ਪੰਜਾਬੀ ਅਧਿਆਪਕ ਦੇ ਗੁਣ
11. ਮਾਤ੍ਰਭਾਂਗ ਸਿੱਖਿਆ ਵਿਚ ਦੇਖਣ ਸੁਣਨ ਸਹਾਇਕ ਸਾਧਨਾਂ ਦੀ ਵਰਤੋਂ।
12. ਮਾਤ੍ਰਭਾਂਗ ਸਿੱਖਿਆ ਦਾ ਮੁਲਾਂਕਣ।
13. ਪਾਠ ਯੋਜਨਾ ਦੀ ਤਿਆਰੀ।

ਪੁਸਤਕ ਸੂਚੀ

1. ਐਸ. ਕੇ. ਕੋਛੜ ਅਤੇ ਸੰਤ ਸਿੰਘ ਭਾਟੀਆ, ਮਾਤ ਭਾਂਗ ਦੀ ਸਿੱਖਿਆ।
2. ਆਰ. ਐਲ. ਅਹੂਜਾ, ਮਾਤ ਭਾਂਗ ਦੀ ਸਿੱਖਿਆ।
3. ਡਾ. ਇੰਦਰਦੇਵ ਸਿੰਘ ਨੰਦਰਾ, ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ।
4. ਡਾ. ਸ. ਸ. ਜੌਂ, ਪੰਜਾਬੀ ਭਾਂਗ ਅਤੇ ਵਿਆਕਰਣ।
5. ਡਾ. ਹਰਕੀਰਤ ਸਿੰਘ, ਪੰਜਾਬੀ ਬਚ ਰੂਪ ਅਤੇ ਬਚ ਜੋੜ ਕੌ।
6. ਹਰਚੰਦ ਸਿੰਘ ਬਰਾੜ, ਮਾਤ ਭਾਂਗ ਦੀ ਸਮਰੱਥਾ।
7. ਡਾ. ਜਸਵੰਤ ਸਿੰਘ ਜਸ, ਮਾਤ ਭਾਂਗ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ।
8. ਜਸਵੰਤ ਸਿੰਘ, ਪੰਜਾਬੀ ਸਿੱਖਿਆ ਵਿਧੀ।
9. ਟੀ. ਆਰ. ਰਮਾ, ਮਾਤ ਭਾਂਗ ਦੀ ਸਿੱਖਿਆ।
10. ਡਾ. ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼ ਸਿੰਘ, ਪੰਜਾਬੀ ਭਾਂਗ ਦਾ ਸਰੋਤ ਤੇ ਬਣਤਰ।
11. ਮਹਿੰਦਰ ਸਿੰਘ, ਪੰਜਾਬੀ ਕਿਵੇਂ ਪੜ੍ਹਾਈ ਜਾਵੇ ?
12. ਡਾ. ਧਨਵੰਤ ਕੌਰ, ਪੰਜਾਬੀ ਭਾਂਗ ਦਾ ਅਧਿਆਪਨ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਬਲੀਕੈਨ ਬਿਊਰੋ।
13. ਨਜ਼ਰਮਤ, ਟੀ. ਯ ਈਕ ਓਕਫੀਅਜ਼ਚਕਤ ਰੀ: ਅਪਚੁਪਕ ਓਕਫੀਅਪ।
14. ਭਚਗਗਕਖ, ਸ਼। ਯ ਓਕਫੀਅਪ ਰੀ ਵੀਕ ਝਰਵੀਕਗ ਓਰਅਪਚਕ ਜਅ ਛਕਫਰਅਦਗਖ ਛਫੀਰਰ:ਤ।
15. ਵਖਲਚਠ, ਰੁ। ਝ। ਯ ਓਕਫੀਅਪ ਰੀ ਝਰਵੀਕਗ ਓਰਅਪਚਕ
16. ਓਅਕਤਫਰ ਯ ਓਕਫੀਅਪ ਰੀ ਝਰਦਕਗਅ: ਅਪਚੁਪਕਤ।

ਸਮੇਜ਼ ਦੀ ਵੰਡ

ਇਕਾਈ	ਵਿੰ	ਘੰਟੇ
ਭਾਗ ਓ	1, 2, 3, 4	16½
ਭਾਗ ਅ	5, 6	16½
ਭਾਗ ਏ	7, 8, 9	17
ਭਾਗ ਸ	10, 11, 12, 13	18
	ਕੁੱਲ	68 ਘੰਟੇ

ਮੁਲਾਂਕਣ

ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਦੀ ਯੋਗਤਾ ਦਾ ਮੁਲਾਂਕਣ ਨਿਮਨ ਆਧਾਰ ਤੇ ਕੀਤਾ ਜਾਵੇਗਾ

:
ਕੁੱਲ ਅੰਕ : 100

ਬਾਹਰੀ ਪਰੀਖਿਆ : 80

ਅੰਦਰੂਨੀ ਮੁਲਾਂਕਣ : 20

ਅੰਦਰੂਨੀ ਮੁਲਾਂਕਣ ਨਿਮਨ ਆਧਾਰ ਤੇ ਕੀਤਾ ਜਾਵੇਗਾ :

- 1। ਘਰੇਲੂ ਪਰੀਖਿਆ 5 ਅੰਕ
- 2। ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਟੈਸਟ ਹਾਰੀ ਅਤੇ ਵਿਵਹਾਰ 5 ਅੰਕ
- 3। ਸਪੁਰਦਗੀ ਕਾਰਜ 5 ਅੰਕ
- 4। ਟੈਸਟ ਕੁਇਜ਼ ਮੁਕਾਬਲਾ ਪਰੀਖਿਆ 5 ਅੰਕ

ਪ੍ਰੰਨ ਪੱਤਰ ਬਣਾਉਣ ਲਈ ਹਦਾਇਤਾਂ

- 1। ਪ੍ਰੰਨ ਪੱਤਰ ਪੰਜ ਭਾਗਾਂ ਵਿੱਚ ਹੋਵੇਗਾ ਓ, ਅ, ਏ, ਸ ਅਤੇ ਹ
- 2। ਭਾਗ ਓ, ਅ, ਏ ਅਤੇ ਸ ਵਿੱਚ ਪਾਠਕ੍ਰਮ ਸੰਬੰਧੀ ਭਾਗਾਂ ਵਿਚੋਂ ਦੋ ਪ੍ਰੰਨ ਹੋਣਗੇ, ਹਰੇਕ ਭਾਗ ਵਿਚੋਂ ਇਕ ਪ੍ਰੰਨ ਕਰਨਾ ਲਾਜ਼ਮੀ ਹੋਵੇਗਾ। ਹਰੇਕ ਸਵਾਲ ਦੇ 12 ਅੰਕ ਹੋਣਗੇ।
- 3। ਭਾਗ ਹ ਵਿੱਚ 8 ਪ੍ਰੰਨ ਛੋਟੇ ਉੱਤਰ ਵਾਲੇ ਹੋਣਗੇ ਅਤੇ ਇਹ ਪ੍ਰੰਨ ਸਾਰੇ ਸਿਲੇਬਸ ਵਿਚੋਂ ਹੋਣਗੇ। ਹਰੇਕ ਪ੍ਰੰਨ ਦਾ ਉੱਤਰ ਇਕ ਪੰਨੇ ਤੇ ਲਗਭਗ 200 ਬਦਾਂ ਵਿੱਚ ਹੋਣਾ ਚਾਹੀਦਾ ਹੈ।

ਵਿਦਿਆਰਥੀ ਲਈ ਹਦਾਇਤਾਂ

ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪ੍ਰੰਨ ਪੱਤਰ ਦੇ ਭਾਗ ਓ, ਅ, ਏ ਅਤੇ ਸ ਵਿਚੋਂ ਇਕ ਇਕ ਸਵਾਲ ਕਰਨਾ ਲਾਜ਼ਮੀ ਹੋਵੇਗਾ। ਭਾਗ ਹ ਵਿੱਚ ਸਾਰੇ ਪ੍ਰੰਨ ਕਰਨੇ ਲਾਜ਼ਮੀ ਹੋਣਗੇ।

Option (ii) : TEACHING OF SOCIAL STUDIES

Max. Marks : 80

Time : 3 Hours

(A) **OBJECTIVES :** To enable the student teachers to :

- (i) Understand the nature and concept of social studies.
- (ii) Understand the aims and objectives of teaching of social studies.
- (iii) Get acquainted with various methods of teaching social studies at various levels.
- (iv) Get acquainted with various methods of the achievement of students in social studies.
- (v) Prepare different teaching aids.
- (vi) Develop a proper understanding of current events as related to socio-politico-economic conditions of the country.
- (vii) Develop power of analysis, reasoning and judgement through different activities.
- (viii) Establish cause and effect relationship between historical events, geographical phenomena and economic conditions.

(B) **SYLLABUS**

SECTION-A

- (i) Meaning, scope and importance of social studies.
- (ii) Aims and objectives of teaching of social studies.
- (iii) Social studies curriculum : Principles and approaches to topical and chronological and concentric curriculum construction.

SECTION-B

- (iv) Methods of Teaching Social Studies : Story telling, lecture, discussion, source project and problem solving method.
- (v) Devices of Teaching Social Studies : Assignments, Questioning, Illustration and Exposition.

SECTION–C

- (vi) Need and importance of social studies room.
- (vii) Social Studies Text Book : Need, importance and qualities.
- (viii) Social Studies Teacher : Qualities and role.
- (ix) Audio Visual Aid : Meaning, importance, projective and non-projective teaching aids : Overhead projector, slide projector, chalk board, maps, charts, diagram, model, picture, graphs and globe.

SECTION–D

- (x) Current affairs in Social Studies : Meaning, importance and method.
- (xi) Evaluation in Social Studies : Modern concept and importance. Different type of test : Essay type test, objective and short answer type.
- (xii) Lesson plan in Social Studies.

BOOKS RECOMMENDED

- Aggarwal, J.C. : *Teaching of Social Studies.*
- Binning and Binning : *Teaching of Social Studies in Secondary Schools*, McGraw Hill.
- Kochher, S.K. : *Teaching of Social Studies.*
- Nasiah, K. : *Social Studies in Schools*, Oxford.
- Sandhu, P.K. : *Teaching of Social Studies* (Punjabi).
- Shaida, B.D. and : *Teaching of Social Studies*
- Shaida, A.K.
- Wesley, E.N. : *Teaching of Social Studies in High School*

(C) TIME ALLOCATION	68 Hours
Section–A	18 Hours
Section–B	17 Hours
Section–C	16½ Hours
Section–D	16½ Hours

(D) EVALUATION

Theory Examination (External)	80 Marks
Internal Assessment	20 Marks
(i) Performance in House Examination	5 Marks
(ii) The two best assignments	5 Marks
(iii) Written objective type quiz/test	5 Marks
(iv) Regularity & Class Interaction	5 Marks

E. INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of five sections : A, B, C, D and E. Sections A, B, C and D will have two questions from the respective sections of the syllabus and will carry 12 marks each. Section E will consist of 8 short-answer type questions which will cover the entire syllabus uniformly and carry 32 marks in all.

F. INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A, B, C and D of the question paper and the entire section E. Answer to a short question should be completed on a single page in around 200 words.

Option (ii) : TEACHING OF GEOGRAPHY

Max. Marks : 80

Time : 3 Hours

(A) OBJECTIVES : To enable the student teachers to :

- (i) Develop an understanding of the aims and objective of teaching.
- (ii) Know the various methods of teaching Geography.
- (iii) Develop the power of analysis, reasoning and judgement through different practical activities.
- (iv) Develop proper understanding of nationalism and internationalism.
- (v) Get acquainted with different audio-visual aids.

SKILLS

- (i) Location and collection of information from books of reference and standard books on Geography.
- (ii) Preparation and use of teaching aids such as maps, models, charts, graphs etc.
- (iii) Organization of tours, field trips and other practical activities.
- (iv) To understand the current events in their proper perspective.

ATTITUDES

- (i) Geographical outlook
- (ii) Scientific observation
- (iii) Critical thinking
- (iv) Development of sense of inter-dependence

(B) SYLLABUS

SECTION-A

- (i) Meaning, nature and scope of Geography.
- (ii) Aims and objectives of teaching Geography, correlation with other subjects, languages, History, Mathematics, Science, Civics and Arts.
- (iii) Principles of curriculum construction and its various approaches - Topical concentric and unit for organizing geographical material.

SECTION-B

- (iv) Methods of teaching :
 - (a) Lecture Method
 - (b) Discussion Method
 - (c) Project Method
 - (d) Regional Approach
 - (e) Excursion Method
 - (v) Geography teacher : qualities and role

SECTION-C

- (vi) Geography Room : Need, importance and equipments
- (vii) Need and importance of audiovisuals aids, preparation and use of teaching aids, chalk board, flannel board, radio, T.V., graphs, films strips, V.C.R., overhead, projectors, slide projector.

SECTION-D

- (viii) Lesson planning : Meaning, importance, preparation and steps of lesson planning.
- (ix) Study of current events in Geography : Importance and criteria of selection.
- (x) Evaluation : Modern concept of evaluation, need and importance, different techniques to evaluate knowledge skills and attitudes.

BOOKS RECOMMENDED

Arora, K.L.	: <i>Teaching of Geography.</i>
Braiult, E.W.H. and	: <i>Geography in & out of School :</i>
Share, D.W.	(Suggestions for teaching in second schools), London.
Dhand Harry	: <i>Dictionary of Geography Technique in Teaching</i> , Ashish Publishing.
Gopsil, Gitt	: <i>The Teaching of Geography</i> , Macmillan & Co., London.
Grave, N.J.	: <i>Geography in Education</i> , Reinenman.
Grave, N.J.	: <i>Geography in Education</i> , Reindnman Education Books, New Delhi.
Grieve, J.N.	: <i>Geography in School.</i>
Kaul, A.K.	: <i>Teaching or Geography.</i>
Macnee, E.A.	: <i>The Teaching of Geography</i> , Cambridge University Press, 1951.
Rao, M.S.	: <i>Teaching of Geography</i> , Anmol Publications Pvt.Ltd., New Delhi.
Shaيدا, B.D. &	: <i>Teaching of Geography</i>
Sharma, J.C.	
Thrall, Zoe	: <i>Teaching of Geography</i>
Verma, O.P.	: <i>Teaching of Geography.</i>

(C) TIME ALLOCATION	68 Hours
Section–A	18 Hours
Section–B	16½ Hours
Section–C	16½ Hours
Section–D	17 Hours

(D) EVALUATION

Theory Examination (External)	80 Marks
Internal Assessment	20 Marks
(i) Performance in House Examination	5 Marks
(ii) The two best assignments	5 Marks
(iii) Written objective type quiz/test	5 Marks
(iv) Regularity & Class Interaction	5 Marks

E. INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of five sections : A, B, C, D and E. Sections A, B, C and D will have two questions from the respective sections of the syllabus and will carry 12 marks each. Section E will consist of 8 short-answer type questions which will cover the entire syllabus uniformly and carry 32 marks in all.

F. INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A, B, C and D of the question paper and the entire section E. Answer to a short question should be completed on a single page in around 200 words.

Option (ii) : TEACHING OF ECONOMICS

Max. Marks : 80

Time : 3 Hours

(A) OBJECTIVES : To enable the student teachers to :

- (i) Develop an understanding of aims and objectives of teaching of economics.
- (ii) Get acquainted with various economic problems which our country is facing.
- (iii) Get knowledge of different methods of teaching.
- (iv) Get knowledge of different devices and techniques.
- (v) Get knowledge of different tools of evaluation.
- (vi) Get knowledge of different teaching aids.
- (vii) Develop an interest in teaching of economics.

SKILLS

- (i) Preparation of teaching aids.
- (ii) Use of devices and techniques of teaching.
- (iii) Use of various methods of teaching.
- (iv) Conducting economic surveys.
- (v) Organize seminars, symposiums and discussions.
- (vi) Writing instructional objectives.
- (vii) Preparation of test items of an achievement test of Economics.
- (viii) To develop skill in making use of educational technology.

ATTITUDES

To promote among pupil teachers an attitude of

- (i) Critical thinking
- (ii) Critical analysis
- (iii) Scientific outlook
- (iv) Observation
- (v) Wise consumerism
- (vi) Providing solution to economic problems.

(B) SYLLABUS**SECTION-A**

- (i) Meaning and scope of economics as a teaching subject.
- (ii) Aims and objectives of teaching of Economics.
- (iii) Importance and role of Economics in education.
- (iv) Co-relation of Economics with Mathematics, Statistics, Psychology, History, Geography, Political Science, Agriculture and General Science.

SECTION-B

- (v) Principles of constructing curriculum of Economics.
- (vi) Approaches of organization material of Economics curriculum :
 - (a) Concentric approach
 - (b) Tropical approach
 - (c) Unit approach
- (vii) Economics teacher : Qualities and duties.

SECTION-C

- (viii) Text book in Economics.
- (ix) Methods of teaching Economics : Text book, lecture, discussion, inductive, deductive, problems and survey methods.
- (x) Maxims of teaching, devices and techniques of teaching : questioning, assignments, seminars, illustration and symposium.

SECTION-D

- (xi) Teaching Aids : Meaning, importance and types – Chalk board, graphs, charts, radio, T.V., OHP, maps and film strips.
- (xii) Lesson Planning – its need and preparation.
- (xiii) Evaluation – its needs and tools of evaluation : Essay type, short answer type and objective type tests.

BOOKS RECOMMENDED

Dhillon, Satinder	: <i>Teaching of Economics.</i>
Kanwar, B.S.	: <i>Teaching of Economics.</i>
Mittal, R.L.	: <i>Arth Shastar Da Adhiapan</i> (Pbi. Univ.)
Mukherjee, Sandhya	: <i>Teaching of Economics.</i>
Rai, B.C.	: <i>Teaching of Economics.</i>
Sidhu, H.S.	: <i>Teaching of Economics</i>
Siddiqui, M.H.	: <i>Teaching of Economics.</i>
Yadav, Amita	: <i>Teaching of Economics.</i>

(C) TIME ALLOCATION	68 Hours
Section–A	18 Hours
Section–B	16½ Hours
Section–C	16½ Hours
Section–D	17 Hours

(D) EVALUATION

Theory Examination (External)	80 Marks
Internal Assessment	20 Marks
(i) Performance in House Examination	5 Marks
(ii) The two best assignments	5 Marks
(iii) Written objective type quiz/test	5 Marks
(iv) Regularity & Class Interaction	5 Marks

E. INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of five sections : A, B, C, D and E. Sections A, B, C and D will have two questions from the respective sections of the syllabus and will carry 12 marks each. Section E will consist of 8 short-answer type questions which will cover the entire syllabus uniformly and carry 32 marks in all.

F. INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A, B, C and D of the question paper and the entire section E. Answer to a short question should be completed on a single page in around 200 words.

Option (iii) : TEACHING OF MATHEMATICS

Max. Marks : 80

Time : 3 Hours

(A) OBJECTIVES : To enable the student teachers to :

- (i) Understand methodology of teaching to be used while teaching Mathematics in schools.
- (ii) Know the importance and values of teaching Mathematics and the relationship of Mathematics with other subjects.
- (iii) Develop the curriculum in Mathematics with reference to the objectives of teaching of this subject.

- (iv) Understand the latest concept of evaluation and to develop different tools of evaluation in Mathematics.
- (v) Understand the role of text books, drill, home work, oral work, mathematical laboratory and libraries in Mathematics.
- (vi) Plan their lessons keeping in view the different methods of teaching and teaching aids to be used.

(B) SYLLABUS

SECTION-A

- (i) Meaning, values and aims of teaching Mathematics at high school stage.
- (ii) Place of Mathematics in daily life and school curriculum. Should Mathematics be made optional or remain compulsory after class VIII.
- (iii) The relationship of Mathematics with physical, biological and social sciences, art and architecture.
- (iv) Equipment :
 - (a) Libraries and laboratories
 - (b) Apparatus and teaching aids
 - (c) The place, value and kinds of text books in Mathematics.

SECTION-B

- (v) Methods of teaching Mathematics : inductive, deductive, analytic, synthetic, heuristic, laboratory and project method.
- (vi) Techniques of teaching : oral, written, drill, homework, assignment and supervised study.

SECTION-C

- (vii) Principles of curriculum construction, selection and organization.
- (viii) Evaluation in Mathematics : examination and evaluation, criteria of an ideal evaluation, difference between essay type and objective type tests, types of objective items and preparing relevant test items.
- (ix) Defects in teaching of Mathematics in our schools and its remedial measures.

SECTION-D

- (x) Teaching important topics of secondary schools Mathematics.
 - (a) Arithmetic
 - (b) Algebra
 - (c) Geometry
 - (d) Trigonometry
 - (e) Statistics
- (xi) Lesson planning in Mathematics : need and importance, principles and steps in lesson planning, essentials of a good lesson plan and determinants of effective teaching.

BOOKS RECOMMENDED

Butler and Wren	: <i>The Meaning of Secondary School Mathematics</i>
Chadha, B.N.	: <i>The Teaching of Mathematics</i>
Gakhar, S.C. and Singh, Raminder	: <i>Teaching of Mathematics</i>
Kumar and Ratnalikar, D.N.	: <i>Teaching of Mathematics</i>
Mangal, S.K.	: <i>Teaching of Mathematics</i>
N.C.E.R.T. Text Books (6th Class to 10th Class)	

Sidhu, K.S. : *The Teaching of Mathematics*

Travers, *et al* : *Mathematics Teaching*

(C) TIME ALLOCATION 68 Hours

Section–A	18 Hours
Section–B	18 Hours
Section–C	16 Hours
Section–D	16 Hours

(D) EVALUATION

Theory Examination (External)	80 Marks
Internal Assessment	20 Marks
(i) Performance in House Examination	5 Marks
(ii) The two best assignments	5 Marks
(iii) Written objective type quiz/test	5 Marks
(iv) Regularity & Class Interaction	5 Marks

E. INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of five sections : A, B, C, D and E. Sections A, B, C and D will have two questions from the respective sections of the syllabus and will carry 12 marks each. Section E will consist of 8 short-answer type questions which will cover the entire syllabus uniformly and carry 32 marks in all.

F. INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A, B, C and D of the question paper and the entire section E. Answer to a short question should be completed on a single page in around 200 words.

Option (iv) : TEACHING OF PHYSICAL SCIENCE

Max. Marks : 80

Time : 3 Hours

(A) OBJECTIVES : To enable the student teachers to :

- (i) To enable the student teachers to understand the nature of discipline "Teaching Science".
- (ii) To develop the following skills :
 - (a) Setting question paper :
 - Analyzing the science curriculum.
 - Defining aims in terms of learning outcomes.
 - (b) Developing organizing abilities in the following areas :
 - Laboratory organization
 - Organization of museum
 - Organization of co-curricular activities in science
 - (c) To develop the competency of student teachers in the following aspects :
 - Selection and use of methods, approaches and devices.
 - Selection, preparation and use of teaching aids.
 - To develop the scientific attitude.
 - To train the students to use the new problem solving approaches.

(B) SYLLABUS

SECTION–A

- (i) Aims and objectives of teaching Physical and Chemistry.
- (ii) Reasons for inclusion of Physics and Chemistry in school curriculum, development of scientific attitude and scientific methods.
- (iii) Present position of science teaching in schools, need and concept of creativity in Physical Science.
- (iv) Curriculum : Principles and organisation of Physical Science curriculum in schools.

SECTION-B

- (v) Science text books, note books, reference books, science journals and library for Physics and Chemistry.
- (vi) Maintenance of stock and store registers, purchase of scientific material and apparatus.

SECTION-C

- (vii) Physical Science laboratory in a high school, need of laboratories and their organization. Lab safety measures.
- (viii) Methods of teaching Physical Science with special reference to :
 - (a) Lecture method
 - (b) Lecture-cum-demonstration method
 - (c) Heuristic method
 - (d) Problem solving method
 - (e) Unit Planning
- (ix) Concept of evaluation, qualities of a good test, tools of evaluation, various types of questions and construction of an achievement test in science.

SECTION-D

- (x) Importance and selection of teaching aids, use of periodic tables, computers, T.V., charts as teaching aid in physics and chemistry.
- (xi) Organizing wall magazine, science club, science exhibition, science excursion, science quiz.
- (xii) The science teacher : his qualities and duties.
- (xiii) Lesson planning in Physical Science.
- (xiv) Teaching of eight practicals as below by pupil teachers :
 - (a) To determine the melting point of wax.
 - (b) To prove that in the use of a glass prism $\angle i + \angle e = \angle A + \angle D$
 - (c) To verify the laws of reflection.
 - (d) To verify the laws of refraction.
 - (e) To study the parts of a candle flame.
 - (f) Test for three strong mineral acids.
 - (g) Preparation of hydrogen gas and study of its properties.
 - (h) Preparation of crystal of blue vitriol from commercial sample.

A record of practicals in the topic (xiv) will be maintained. A student to be eligible for the examination must perform these practicals.

BOOKS RECOMMENDED

Anderson, Hans	: <i>Readings in Science Education for Secondary School</i>
Bhandu, N.	: <i>Teaching of Science</i>
Dass, L.C.	: <i>Teaching of Science</i> (6th ed.)
Gupta, S.K.	: <i>Teaching Physical Science in Secondary Schools</i>
Kesis and Ogburn,	: <i>Modern Science Teaching</i>
Hoffmann	

Kohli, V.K.	: <i>How to Teach Science</i>
Kumar, Amrit	: <i>Teaching of Physical Science</i> , Anmol.
Mann, S.S.	: <i>How to Teach Science</i>
Richardson, J.S.	: <i>Method and Material for Teaching</i>
and Caboon, G.P.	<i>General and Physical Science</i> , McGraw Hill Book Co. Inc., New York.
Sharma, R.C.	: <i>Modern Science Teaching</i>
Mohan, Radha	: <i>Innovative Physical Science Teaching Method</i> , P.H.I., New Delhi.

(C) TIME ALLOCATION	68 Hours
Section–A	15 Hours
Section–B	15 Hours
Section–C	15 Hours
Section–D	23 Hours

(D) EVALUATION	
Theory Examination (External)	80 Marks
Internal Assessment	20 Marks
(i) Performance in House Examination	5 Marks
(ii) The two best assignments	5 Marks
(iii) Practical Note Book	10 Marks

E. INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of five sections : A, B, C, D and E. Sections A, B, C and D will have two questions from the respective sections of the syllabus and will carry 12 marks each. Section E will consist of 8 short-answer type questions which will cover the entire syllabus uniformly and carry 32 marks in all.

F. INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A, B, C and D of the question paper and the entire section E. Answer to a short question should be completed on a single page in around 200 words.

Option (v) : TEACHING OF LIFE SCIENCE

Max. Marks : 80

Time : 3 Hours

- (A) OBJECTIVES :** To enable the student teachers to :
- Know the importance of objectives of teaching Biology as school subject.
 - Know and apply various methods of teaching Biology.
 - Be familiar with the material required to setup an ideal laboratory in a school.
 - Improvise apparatus required to setup an ideal laboratory in a school.
 - Know about the teaching techniques required for preparation of materials required for establishment of laboratory.
 - Understand the importance and correct use of different audio-visual aids while teaching Biology.
 - Know how to plan various lessons for theory of practicals.
 - Analyze and improve the present curriculum in Biology.
 - Know the present techniques of evaluation in Biology.
 - Train them as a good teacher of Biology.

(B) SYLLABUS**SECTION-A**

- (i) Place of Biology in school curriculum.
- (ii) Aims and objectives of teaching Biology at school stage.
- (iii) Methods of teaching Biology.
 - (a) Lecture method
 - (b) Laboratory method
 - (c) Lecture-cum-demonstration method
 - (d) Project method
 - (e) Assignment method
- (iv) Setting up of Biology laboratory, furniture, practical room, equipment, apparatus, models and specimen.
- (v) Purchase of apparatus, arrangement of laboratory and up keep of apparatus.

SECTION-B

- (vi) Home made and improvised apparatus.
- (vii) Laboratory techniques :
 - (a) Preservation of animals and plants specimens.
 - (b) Pressing and mounting of plants and insects.
 - (c) Preparation of slides.
 - (d) Preparation of skeleton and stuffing of birds and other animals.
- (viii) Museum : its place and organization
- (ix) Audio visual aids in the teaching of Biology with special reference to :
 - (a) Field trips
 - (b) Epidiascope
 - (c) Film strips
 - (d) Charts and models
 - (e) Radio
 - (f) Science fair and exhibitions
 - (g) Science library
 - (h) Over head projector
 - (i) Computer

SECTION-C

- (x) Place of botanical garden and aquarium in the teaching of Biology, their organization and up keep.
- (xi) Hobbies : Their place and organization
 - (a) Beekeeping
 - (b) Poultry farming
 - (c) Gardening
 - (d) Preparation of models
- (xii) Lesson plan : Definition, pre-requisites, advantages, preparation of model lessons in Biology and planning learning experiences in Biology, questioning, types of questions, techniques of observing the lessons and how the observation are to be recorded.
- (xiii) Biology teacher : His qualities, professional growth of a Biology teacher.
- (xiv) Need, role and organization of biological club.

SECTION-D

- (xv) Place of practicals in the teaching of Biology, present conditions and improvements needed.
- (xvi) Curriculum : Principles and organization of Biology curriculum, present curriculum.

(xvii) Evaluation : Present system, its defects, new concepts and techniques of evaluation in Biology.

(xviii) Biology : Healthy environment

(xix) Teaching of following practicals by pupil teachers :

- (a) Study of Amoeba
- (b) Study of photosynthesis
- (c) Study of cell structure
- (d) Study of the parts of a flower
- (e) Study of the human digestive system, respiratory, excretory and circulatory systems

A record of practicals in the topic (xix) will be maintained. A student to be eligible for the examination must perform these practicals.

BOOKS RECOMMENDED

- Bhaldula, N., Chadha : *Teaching of Science*
P.C. & Sharma
Chhitkara & Sharma : *Teaching of Biology*
David, F. Millar & : *Methods and Materials for Teaching the*
Glenn, W. Blaypes *Biological Sciences.*
Gupta, V.K. : *Life Science Education Today.*
Kohli, V.K. : *How to Teach Science*, Language Department Punjab.
English Punjabi Technical Dictionary of Botany (Punjabi)
Mann, S.S. : *How to Teach Science* (Punjabi)
N.C.E.R.T. : Text Books of Science for classes VI to X
Venkataiah, S. : *Science Education of 21st Century*
Sharma & Sharma : *Teaching of Science*
Rai, B.C. : *Method : Teaching of Science*
Sharma and : *Teaching of Life Science*
Walia, G.S.
Soni, Anju : *Teaching of Biology*
Sood, J.K. : *Teaching of Life Science*
Sharma, R.C. : *Modern Science Teaching*
Yadav, K. : *Teaching of Life Science*, Anmol.

(C) TIME ALLOCATION

68 Hours

Section–A	15 Hours
Section–B	15 Hours
Section–C	15 Hours
Section–D	15 Hours
Practicals	08 Hours

(D) EVALUATION

Theory Examination (External)	80 Marks
Internal Assessment	20 Marks
(i) Performance in House Examination	5 Marks
(ii) The two best assignments	5 Marks
(iii) Practical Note Book	10 Marks

E. INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of five sections : A, B, C, D and E. Sections A, B, C and D will have two questions from the respective sections of the syllabus and will carry 12 marks each. Section E will consist of 8 short-answer type questions which will cover the entire syllabus uniformly and carry 32 marks in all.

F. INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A, B, C and D of the question paper and the entire section E. Answer to a short question should be completed on a single page in around 200 words.

Option (vi) : TEACHING OF HOME SCIENCE

Max. Marks : 80

Time : 3 Hours

(A) OBJECTIVES : To enable the student teachers to :

- (i) Understand Home Science and application of many sciences to Home Science.
- (ii) Creating interest among students in the study of Home Science.
- (iii) Learn new and interesting methods of teaching Home Science.
- (iv) Learn new and modern use of Home Science equipment.
- (v) Understand the principles, concepts, terms for teachings of Home Science and to use them in class room situations.
- (vi) Prepare and make use of audio visual aids in teaching of Home Science.

(B) SYLLABUS

SECTION-A

- (i) Meaning and scope of Home Science.
- (ii) Importance of Home Science teaching in schools.
- (iii) Aims of teaching Home Science and its place in school curriculum.
- (iv) General principles of teaching Home Science.

SECTION-B

- (v) Different methods for teaching Home Science such as demonstrations, lecture, project work, group work, practical work, assignment methods.
- (vi) Use of teaching aids in Home Science.
- (vii) Curriculum of Home Science in school-study of the existing syllabus in school, principals of selection and planning the Home Science course in schools.

SECTION-C

- (viii) Maintenance of records in Home Science - log book, stock book, store book, account book.
- (ix) Value and place of text book.
- (x) Organization of Home Science room in the school. Care and purchase of necessary equipment for the Home Science rooms, inexpensive and improvised equipment to facilitate functional and economical class room and home activities.

SECTION-D

- (xi) Lesson planning - need and importance, principles and steps in lesson planning, essentials of a good plan.
- (xii) Qualities and role of a good Home Science teacher.
- (xiii) Evaluation in Home Science
- (xiv) A course of ten practicals by the pupil teachers on the following :
Cooking, Laundry, Housewifery

BOOKS RECOMMENDED

Atkinson	: <i>Teaching of Home Science</i>
Chanderkant	: <i>Teaching of Home Science</i>
Chandra, Shah & Joshi	: <i>Fundamentals of Teaching Home Science</i>
Dass and Ray	: <i>Teaching of Home Science</i>
Devadas, R.P.	: <i>Methods of Teaching Home Science</i>
Devadas, R.P.	: <i>Teaching Home Science in Secondary Schools</i>
Kapoor, Ritu.	: <i>Teaching of Home Science</i>
Sherry, G.P.	: <i>Greh Vigyan Shiksha</i>
Sukhia, S.P.	: <i>Teaching of Home Science</i>
Yadav, Seema	: <i>Teaching of Home Science</i>

(C) TIME ALLOCATION	68 Hours
Section–A	18 Hours
Section–B	16½ Hours
Section–C	16½ Hours
Section–D	17 Hours

(D) EVALUATION

Theory Examination (External)	80 Marks
Internal Assessment	20 Marks
(i) Performance in House Examination	5 Marks
(ii) The two best assignments	5 Marks
(iii) Practical work and note book	10 Marks

E. INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of five sections : A, B, C, D and E. Sections A, B, C and D will have two questions from the respective sections of the syllabus and will carry 12 marks each. Section E will consist of 8 short-answer type questions which will cover the entire syllabus uniformly and carry 32 marks in all.

F. INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A, B, C and D of the question paper and the entire section E. Answer to a short question should be completed on a single page in around 200 words.

Option (vii) : TEACHING OF ART

Max. Marks : 80
Time : 3 Hours

(A) OBJECTIVES : To enable the student teachers to :

- Be familiar with the methods of teaching Fine Art and to encourage creativity in school children.
- Be equipped with the latest techniques of evaluating student's achievements in art.
- Learn and understand the principles, concepts and techniques of teaching art and to apply them in actual teaching.
- Attain elementary knowledge of various components of arts.
- Know how to teach to the talented children.

(B) SYLLABUS**SECTION–A**

- (i) What is Art : Indian and Western Concept of Art
- (ii) Place of Art in education of the child
- (iii) Child Art : Stages of self expressions
 - (a) Scribbling Stage
 - (b) Pre-Schematic Stage
 - (c) The Gang Age
 - (d) Adolescence

SECTION-B

- (iv) Element of Art :
 - (a) Life
 - (b) Form
 - (c) Space
 - (d) Light and Shade
 - (e) Colour
 - (f) Texture
- (v) Aims and objectives of teaching of Art.
- (vi) Six Limbs of Indian Art

SECTION-C

- (vii) Principles of Art : Balance, rhythm, harmony, unity, dominance, proportion
- (viii) Methods of Teaching Art :
 - (a) Demonstration Method
 - (b) Observation Method
 - (c) Project Method
 - (d) Lecture Method
 - (e) Imagination Method
- (ix) Art and Occupation
- (x) Art and Society

SECTION-D

- (xi) Qualities of an Art Teacher
- (xii) Creativity and free expression
- (xiii) Importance of art room, art exhibition and competitions
- (xiv) Lesson Planning

BOOKS RECOMMENDED

Chawla, S.S.	: <i>Teaching of Art</i>
Jaswani, K.K.	: <i>Teaching and Appreciation of Art in Schools</i>
Jeswani, K.K.	: <i>Art in Education</i>
Jeswani, K.K.	: <i>Appreciation of Art</i>
Lowenfeld, Viktor	: <i>Creative and Mental Growth</i>
Read, Herbert	: <i>Education Through Art</i>
Schultz & Harold	: <i>Art in the Elementary School</i>
Schores, H.	

(C) TIME ALLOCATION	68 Hours
Section-A	16½ Hours
Section-B	18 Hours
Section-C	16½ Hours
Section-D	17 Hours

(D) EVALUATION

Theory Examination (External)	80 Marks
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Internal Assessment	20 Marks
(i) Performance in House Examination	5 Marks
(ii) The two best assignments	5 Marks
(iii) Practical work and note book	10 Marks

E. INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of five sections : A, B, C, D and E. Sections A, B, C and D will have two questions from the respective sections of the syllabus and will carry 12 marks each. Section E will consist of 8 short-answer type questions which will cover the entire syllabus uniformly and carry 32 marks in all.

F. INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A, B, C and D of the question paper and the entire section E. Answer to a short question should be completed on a single page in around 200 words.

Option (ix) : TEACHING OF MUSIC (VOCAL & INSTRUMENTAL)

Max. Marks : 80

Time : 3 Hours

(A) OBJECTIVES : To enable the student teachers to :

- (i) Acquaint with the history and development of Music, relationship of music with other school subject.
- (ii) Be equipped with various types of ragas and different tals.
- (iii) Be familiar with folk music and different sounds.
- (iv) Teach music to children at different stages.
- (v) Improve the basic knowledge of the students in different types of music in various gharanas.
- (vi) Understand the principles, concepts and techniques of teaching Music and to use them in actual teaching.

(B) SYLLABUS

SECTION-A

- (i) Aims and objectives of Music as a subject in school curriculum.
- (ii) A brief history of Indian music.
- (iii) Music and other fine arts.

SECTION-B

- (iv) Voice culture
- (v) Musical and non-musical sounds.
- (vi) The effects of music on behaviour, activity, fatigue and emotions.

SECTION-C

- (vii) Folk-music, its role and significance in education.
- (viii) Lay, its emotional aesthetic significance and essentials of training in rhythm.
- (ix) Methods of teaching Music at different stages in schools.
- (x) Training for appreciation of Music.

SECTION-D

- (xi) Qualities and effective Music education of the following :
 - (a) Vakgyabar (Composer)
 - (b) Music Teacher
 - (c) Singer
 - (d) Vadak (Player)

(xii) Evaluation in Music

(xiii) Lesson Planning

BOOKS RECOMMENDED

Awasthi, G.C.	: <i>Teaching of Music</i>
Garg, P.L.	: <i>Sangeet Karlaya Hathras : Sangeet Visharad</i>
Khanna, Jyoti	: <i>Teaching of Music</i>
Madan, P.L.	: <i>Teaching of Music</i>
Srivastava, Girish Chander	: <i>Tabla Vadan, Part-1 and Part-2</i>
Srivastava, Girish Chander	: <i>Tabla Vadan, Part-1 and Part-2</i>

(C) TIME ALLOCATION

68 Hours

Section-A	16½ Hours
Section-B	16½ Hours
Section-C	17 Hours
Section-D	18 Hours

(D) EVALUATION

Theory Examination (External)	80 Marks
Internal Assessment	20 Marks
(i) Performance in House Examination	5 Marks
(ii) The two best assignments	5 Marks
(iii) Practical work and note book	10 Marks

E. INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of five sections : A, B, C, D and E. Sections A, B, C and D will have two questions from the respective sections of the syllabus and will carry 12 marks each. Section E will consist of 8 short-answer type questions which will cover the entire syllabus uniformly and carry 32 marks in all.

F. INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A, B, C and D of the question paper and the entire section E. Answer to a short question should be completed on a single page in around 200 words.

OPTION (X) : TEACHING OF COMPUTER*Max. Marks : 80 Marks**Time : 3 Hours.***OBJECTIVE**

To enable the student teachers :

- To emphasize the need and importance of computer education as a subject.
- To be aware of different teaching methodologies for teaching of computer education.
- To discuss the importance of computer curriculum and computer textbooks.
- To teach computer laboratory planning and to outline qualifications of computer staff.
- To realize the need and importance of computerized lesson planning and its evaluation.
- To be aware regarding the practical and latest computer technology.

COURSE CONTENT**SECTION-A Hours Allocated : 16½**

1. Computer Education : Concept, need and importance. Application of computers with special reference to education and society.

2. Aims and objectives of computer education, present and future of Computer Education in Indian Schools.
3. Computer Education Curriculum : Concept and principles of curriculum for Computer Education. Need of curriculum development cell for computer education.

SECTION-B Hours Allocated : 16½

4. Methods of Teaching : Comparative study of various teaching methodologies in context of teaching of Computer Science.
5. Traditional methods and advance methods of teaching in Computer Education. Demonstration, lecture, problem solving, laboratory and project methods.
6. CAD/CAM, Computer Graphics, Computer Animation, CAI and CML and online education.

SECTION-C Hours Allocated : 17

7. Textbooks : Characteristics and criteria for selection of computer textbooks with special reference to theory and practical books of computer subject.
8. Computer Teacher : Essential qualifications and qualities of a computer teacher, professional growth and code of conduct for ethical computer teaching.
9. Planning of Computer Laboratory : Room space, furniture, light conditions, number of computers etc.

SECTION-D Hours Allocated : 18

10. Lesson Planning : Need and importance of lesson planning in computer teaching. Characteristics of a good computerized lesson plan. Role of Computers in evaluation.
11. Practical Skills of usage of Windows, Word Processor, Presentation, HTML etc.
12. Uses and application of Internet, Internet as a resource of learning.
13. Multimedia approach and recent trends in computers.

PRACTICAL WORK

Preparation of low cost and improvised teaching aids (Model/Chart/Graph).

INTERNAL ASSESSMENT : 20 Marks

Performance House Examination	: 5 Marks
The two best assignments	: 5 Marks
Practical Work	: 10 Marks

BOOKS RECOMMENDED

1. Aggarwal, V. B. : Computer Science for Class XII.
2. Bala Guruswamy : C++ Computers.
3. Dayal, Dean, Gottfried, D. (1966) : Computer Science for Class XI and XII, Outline of Theory and Problems of Programming with BASIC including expanded Micro Computer Basic Section, McGraw Hill Publication, New York.
4. Grover, P. S. (1983) : Computer Programming in BASIC, Allied Publishers, New Delhi.
5. Hunt, R. and Shelley, J. (1988) : Computers and Common Sense, PHI Publications, Delhi.
6. Intel (2003) : Intel Innovation in Education, Intel, Teach to the Future - Students Work Book.
7. Jain, Jaggi and Raja Raman, V. : Computer Science for Class XII, Fundamentals of Computers.
8. Sharma, L. (2006) : Computer Education, Wintech Publications, Ferozepur Cantt.

INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of five sections : A, B, C, D and E. Sections A, B, C and D will have two questions from the respective sections of the syllabus and will carry 12 marks each. Section E will consist of 8 short-answer type questions which will cover the entire syllabus uniformly and carry 32 marks in all.

INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A, B, C and D of the question paper and the entire section E. Answer to a short question should be completed on a single page in around 200 words.

PART-III : SESSIONAL WORK

(I) WORK EXPERIENCE

Total : 50 Marks
External : 40 Marks
Internal : 10 Marks

In work experience (all crafts) there will be four periods a week. Each student will chose one craft.

SYLLABUS

COMPUTER APPLICATION

40

Marks

THEORY

- (i) Introduction to Computer, types of computers and their application in various fields. History of computing and generations, organization of computer.
- (ii) Structure of computer : ALU, CPU, primary memory, input and output devices etc.
- (iii) Secondary storage devices : Punched card, magnetic tape, hard disk, floppy disk, cassette tape recorder.
- (iv) Communicating with a Computer : Introduction to machine language, assembly language and a high level language. Introduction to software and hardware concept, basic concept to problem solving, flow chart and algorithm.
- (v) Using Software Package : MS Office.

PRACTICAL

- (i) Visit to Computer Centre : Identification and familiarization of computer components and peripherals. Demonstration of computer operation. Familiarization with keyboard and switches. Demonstration of Printer Controls.
- (ii) Practical of MS-Office : Loading of papers of printer, creating a document, editing, copy, move, sentence/blocks, tab setting, search formatting of output and printing. Use of continuous stationary and loose sheets.

BOOKS RECOMMENDED

Sinha, P.K. : *Introduction to Computer*
Subramaniam : *Introduction to Computers*, Tata McGraw Hill.
Kumar, S. & K. Kumar : *Computer Education Patiala* : Twenty First Century Publishers, 2004.

Note : There will be no evaluation of the theory portion. Evaluation will be done on the basis of viva-voce from theory part and working knowledge/handling of computer from practical part.

EVALUATION

External Evaluation 40 Marks

Internal Assessment 10 Marks

Internal assessment will be determined on the basis of practical file and class room interaction.

GARDENING**40 Marks**

(A) OBJECTIVES : To enable the student teachers to :

- (i) Be familiar with gardening practices.
- (ii) Be familiar with all relevant concepts and content of gardening.
- (iii) Develop the skill of dignity of labour.
- (iv) Be familiar with methods of maintaining school campus.
- (v) Know the techniques of kitchen gardening and vegetables grown in Punjab.

(B) SYLLABUS

SECTION-A

Plant Life : Seed germination, parts of a plant, pollination transportation, respiration, seasonal weeds, control of weeds.

SECTION-B

Soil : Physical properties, soil fertility, types of soil, soil preparation, tillage, types of tools and implements, method of sowing.

SECTION-C

Manure of Fertilizers : Types of manure and its preparation, sources of organic matter, types of fertilizers, effects of fertilizers of plants.

SECTION-D

Kitchen Gardening : Selection of site and preparation, summer and winter vegetable, potato, tomato, brinjal, cabbage vegetable, root-vegetable, onion, lady finger, bottle guard.

SECTION-E

Campus Maintenance : Preparation of lawn, nursery preparation and plantation, selection of summer and winter seasonal plants. including shrubs, climbers and hedges, vegetative propagation.

SECTION-F

Identification : Flowers, seeds, tools and implements, climbers, hedges, preparation of practical records.

BOOKS RECOMMENDED

- Chotani, R.N. : *Agriculture and Gardening*
 Khairwal, S. : *Agriculture and Gardening*
 Singh, Dayabir : *Agriculture and Gardening*
 Punjab Agri. Univ. : *Handbook of Agriculture, Gardening, Vegetable Growing*

EVALUATION

External Examination	40 Marks
Note Book	05 Marks
Preparation of Plot	15 Marks
Identification Seeds, Weeds and Flowers	10 Marks
Viva-Voce	10 Marks
Internal Assessment	10 Marks

Plot Preparation and Viva
Identification

05 Marks
05 Marks

HOME CRAFT

There will be two options and the candidates are required to choose any one of the two.

NEEDLE WORK AND EMBROIDERY 40 Marks

(A) SYLLABUS

- (i) Simple stitches
- (ii) Seams
- (iii) Fasteners in Common Use
- (iv) Mending : Darning, patching and renovation
- (v) Knowledge of common embroidery stitches and their use in making any two of the following :
 - (a) Table Cloth
 - (b) Tray Cloth and Teacosy
 - (c) Table Mat
 - (d) Cushion Cover

(B) EVALUATION

External Examination 40 Marks

Internal Assessment 10 Marks

Internal assessment will be determined on the basis of practical file and classroom interaction.

OR

COOKING

40

Marks

(A) SYLLABUS

- (i) Knowledge of different methods of cooking such as boiling, steaming, frying, baking, stewing and roasting.
- (ii) Preparation of simple breakfast, lunch and dinner.
- (iii) Preparation of snacks for special occasions.
- (iv) Preparation of jams, chutneys and pickles.
- (v) Table setting for different meals.

(B) EVALUATION

External Examination 40 Marks

Internal Assessment 10 Marks

Internal assessment will be determined on the basis of regularity and classroom interaction.

DRAWING AND PAINTING

40

Marks

(A) SYLLABUS

- (i) Colour Schemes :
 - (a) Monochromatic colour scheme
 - (b) Harmonious colour scheme

- (c) Contrasting colour scheme
- (ii) Design based on the colour schemes mentioned below :
 - (a) Border designs, at least two in number.
 - (b) Square designs, at least two in number.
 - (c) Circle designs, at least two in number.
 - (d) Hexagon designs, at least two in number.
 - (e) Octagon designs, at least two in number.
 - (f) All-over designs, at least two in number.
- (iii) Lettering :
 - (a) Artistic Lettering in English
 - (b) Artistic Lettering in Punjabi/Hindi/Urdu.
- (iv) Landscape : Simple landscape in the following mediums :
 - (a) Oil colours
 - (b) Water colours
 - (c) Pastel colours
- (v) Facial Expressions : Only faces showing different expressions.
Such as : laughter, smile, weeping, hatred, anger, sadness, fear etc.
Stick Figures : showing different actions, such as : Playing hockey, football and other games, standing, sitting, walking, running, jumping over something and various other actions.
- (vi) Free hand drawing – simple sketches or drawing of the following will be prepared :
 - (a) A running boy/girl/man/woman
 - (b) A student reading book
 - (c) Playing and game
 - (d) Illustrations : (a) A Thirsty Crow
(b) Hare and Tortoise
 - (e) Birds : Pea-cock, chicken, hen, parrot

B) EVALUATION

External Examination 40 Marks

Internal Assessment 10 Marks

Internal assessment will be determined on the basis of practical file and class room interaction.

INTERIOR DECORATION

40

Marks

(A) SYLLABUS

- (i) Design colour schemes :
 - (a) Monochromatic, harmonious and contrasting
 - (b) Preparation of designs on paper as well as on fabric.
- (ii) Designing and making lamp-shades.
- (iii) Making flowers of paper cloth.
- (iv) Using waste articles for decoration.
- (v) Doll making.
- (vi) Wall hanging for decoration.
- (vii) Batik painting – sketching on cloth, filling it with wax and then painting it with batik colours. (Each student to prepare at least two articles.)

(viii) Tie and dye – each student to prepare at least two articles.

(ix) Collage – different types of material to be used.

(x) Flower arrangements.

(xi) Mounting of pictures.

Each student will prepare an album of colourful cuttings from art magazines showing different room settings and choice of different colours and accessories. The setting may be of drawing rooms, bed-rooms, study-rooms, kitchens, bath-rooms lavatory and flower arrangements. The album will be evaluated in the final examination.

(B) EVALUATION

External Examination 40 Marks

Internal Assessment 10 Marks

Internal assessment will be determined on the basis of practical file and class room interaction.

(II) BLACK BOARD WRITING AND SKETCH MAKING

40 Marks

(A) SYLLABUS

(i) Simple sketches of the following shapes and objectives :

(a) Square, rectangle, triangle, cube, book, slate, brick, match box.

(b) Round objects, glass flower - pot, mug, bottle, jug, thermos bottle, flask pitcher, bucket, tub.

(c) Common trees, fruits and vegetables (two each).

(d) Birds and animals : Parrot, Cock, Hen, Chicken, Pea-cock, Crow, Duck, Elephant, Hare, Deer.

(ii) Stick Figures : Showing the following actions – standing, walking slow, walking fast, running, jumping, playing hockey, football, volley-ball, basket-ball, cricket, pushing and pulling.

(iii) Face Expression : Simple faces only showing different face expressions.

(iv) Chart/illustrations : Every student shall prepare at least two teaching aids related to his/her teaching subjects.

(v) Black-Board Writing and Script Writing : In English/Punjabi/Hindi (Every student will opt for any two scripts).

Note : Every student will keep a record (a drawing file) of the practical work done during the session which will carry marks in the annual examination. Students are allowed to use colours wherever they want.

(B) EVALUATION

External Evaluation 40 Marks

Internal Assessment 10 Marks

Internal assessment will be determined on the basis of practical file and class room interaction.

(III) GAMES AND SPORTS (Four Days in a week)

40

Marks

(A) SYLLABUS

(i) Skill in games

Any one game out of the following : Hockey, Football, Basketball, Cricket, Badminton, Kabaddi, Kho-Kho, Volley Ball, Gymnastic, Table Tennis

(ii) Skill in Fundamental of Athletics

Any one event out of the following :

Races : 100m, 200m, 400m, 800m

Jumps : Long Jump, High Jump

(iii) Massage : Short, Put, Discus Throw, Javelin Throw

(iii) Massage : Strokes (The effleurage movements, Petri Massage and Tapotment) and their application in various body parts.

(iv) Yoga

Asanas and their major classification

(a) Meditative : Padama, Sidha, Vajra

(b) Relaxative : Shava and Makar

(c) Cultural : Bhujang, Ushtra, Ardhamatsyendra, Baka, Shalbha, Paschimottan, Padma, Dhanush, Chakra, Vajra, Hal, Makar, Shava, Matsya, Mayur, Supta, Vajra.

(v) Practical Copy.

(B) EVALUATION

External Evaluation 40 Marks

Internal Assessment 10 Marks

Internal assessment will be based on the performance and participation at college, inter-college level and other competitions.

BOOKS RECOMMENDED

Amateur Athletic Federation of India, New Delhi; Handbook.

Brar, T.S. : *Officiating Techniques in Track and Field*, 2002.

Bunn, John : *The Art of Officiating*

Emmanuel, George : *Track and Field Events Layout and Marking*.

Encyclopaedia of Sports Science and Medicine, 1971, American College of Sports Medicine.

Goel, K.G.; Goel Gaurav : *Encyclopaedia of Sports and Games*.

Iyengar, B.K.S. : *Light on Yoga*

Kuvalyanand Swami : *Asanas*, Kaivalyadhama Lonavala

Laoe, V. Mary : *Massage and Medical Gym*, 1956.

Rules of Games and Sports, Y.M.C.A., Publishing House Madras.

Singh, Ajmer and Others : *Fundamentals of Physical Education and Sports*

Tidy : *Massage and Remedial Gym*, 1976.

(IV) CO-CURRICULAR ACTIVITIES

25 Marks (Internal)

Evaluation will be done on the basis of performance and participation at college, inter-college, university level co-curricular activities by the student.

(V) COMMUNITY WORK

25 Marks (Internal)

Evaluation will be done on the basis of participation in blood donation camp, campus improvement, adult literacy classes, awareness campaigns and community service by the student.

MASTER PLAN OF THE INSTITUTION



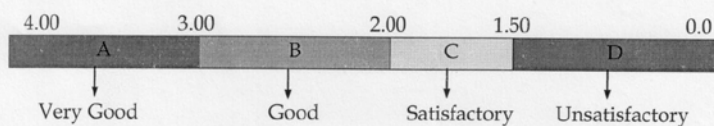
Questionnaires for Feedback from Students

Govt. College of Education, Patiala

Programme:

Department: *Govt. College of Edu, Patiala* Semester/Term/Year: *2013-14*

Students are required to rate the courses on the following attributes using the 4 - point scale shown. The format given is for one course. Do the same for other courses on separate page.



Course-I

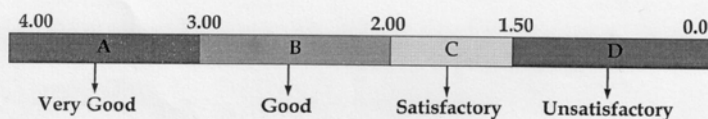
Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content including project work if any		✓		
2. Extent of coverage of course		✓		
3. Applicability/relevance to real life situations		✓		
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	✓			
5. Clarity and relevance of textual reading material		✓		
6. Relevance of additional source material (Library)	✓			
7. Extent of effort required by students		✓		
8. Overall rating	✓			

Student Feedback on Teachers

Govt. College of Education, Patiala

Department: *Govt. College of Education, Patiala* Semester/Term/Year: *2013-14*

Please rate the teacher on the following attributes using the 4-point scale shown



Name of the Teacher:

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)	✓			
2. Communication Skills (in terms of articulation and comprehensibility)	✓			
3. Sincerity / Commitment of the teacher	✓			
4. Interest generated by the teacher		✓		
5. Ability to integrate course material with environment/other issues, to provide a broader perspective		✓		
6. Ability to integrate content with other courses		✓		
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)	✓	✓		
8. Ability to design quizzes /Tests /assignments / examinations and projects to evaluate students understanding of the course		✓		
9. Provision of sufficient time for feedback	✓			
10. Overall rating	✓			

Students' overall Evaluation of the Programme and Teaching

Govt. College of Education, Patiala

(To be filled only after the course results are declared)

Department : Govt. College of Education
Patiala Course : M.Ed

Teacher : Dr. Inderjit Kaur Year : 2013-14

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. 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 readings?
 - a) Easily ☒
 - b) with some difficulty
 - c) Not available at all
 - d) with great difficulty

7. How well did the teacher prepare for the classes?
a) Thoroughly b) satisfactorily ✓
c) Poorly d) indifferently
8. How well was the teacher able to communicate?
a) Always effective b) sometimes effective ✓
c) Just satisfactorily d) generally ineffective
9. How far the teacher encourages student participation in class?
a) Mostly yes ✓ b) sometimes
c) Not at all d) always
10. If yes, which of the following methods were used?
a) Encouraged to raise questions b) get involved in discussion in class ✓
c) Encourage discussion outside class d) did not encourage
11. How helpful was the teacher in advising?
a) Very helpful ✓ b) sometimes helpful
c) Not at all helpful d) did not 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 d) sometimes fair
14. What effect do you think the internal assessment will have on your course grade?
a) Helps to improve b) discouraging
c) No special effect d) sometimes effective ✓

Questionnaire For Feedback from Alumni

Govt. College of Education, Patiala

Name: *Yogita*
 Designation: *Assistant Prof.*
 Department: *Education*

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Are you satisfied with infrastructure provision by the institution?	✓			
2. To what extent institution motivates the students to participate in curricular activities for their intellectual development.	✓			
3. Provision of sports facilities available to the students in the college campus.		✓		
4. Are you satisfied with the teacher's approach about teaching students in the class?	✓			
5. Extent of educational facilities available to present and passed out students.	✓			
6. What is the status of guidance and placement cell in the college?			✓	
7. Accessibility of students to various ICT and internet facilities prevailing in the college campus.	✓			
8. Provision of sufficient facilities available to the students living in the college hostel.		✓		
9. What is your opinion about help given by the college to the economically weak students?	✓			
10. Availability and quality of eatables given to the students at the college canteen/hostels.	✓			

AUDITED INCOME – EXPENDITURE STATEMENT

AS ON 31.03.2014

ਸੇਵਾ ਵਿਖੇ

ਰਾਈਨੰਗ ਯੋਗ ਵਿਕੇਪਮੇਟ ਆਰੀਸਰ
ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ
ਪਟਿਆਲਾ

ਮੀਮੇ ਨੰ. 548 ਮਿਤੀ: 4/11/10

ਚਿਤਰਾ:- ਡੇਰਾ ਪਤਰਾਕ ਤੇ ਨਬੀਬਟ ਵਿਧੇਰਟ ਸਰਕਾਰੀ ਕਾਲਜ ਆਫ਼ ਐਜੂਕੇਸ਼ਨ
ਪਟਿਆਲਾ-ਸਮਾਂ 4/99 ਤੋਂ 3/04

ਸਮਿਤ ਸੀ,

ਉਪਰੋਕਤ ਵਿਖੇ ਸਬੰਧੀ ਆਖਰੀ ਨੂੰ ਇਸ ਕਾਲਜ ਨਹੀਂ ਡੇਰਾਕ ਹੋਏ
ਕਾਇਦ ਸਮਾਂ 4/99 ਤੋਂ 3/04 ਦੀ ਪਤਰਾਕ ਸਮੇਂ ਕਾਇਦ ਆਖਰੀ ਡੇਰਾਕਾਏ ਇਤਥਾਜਾਂ
ਸਬੰਧੀ ਕੋਈਓ ਪੈਰਿਸ਼ਾ ਦੇ ਫੂਲ(ਡੇਰੇ ਕਾਖੀ)ਡੇਜਦਿਖਾ ਡੇਟਿਸ਼ਾ ਡੇਰਾਕੀ ਕੀਤੀ ਜਾਂਦੀ ਹੈ ਕਿ
ਇਸ ਕਾਲਜ ਫੂਲੇ ਪੈਰਾ ਨੀ 3,ਪੈਰਾ ਨੀ 3,ਪੈਰਾ ਨੀ 5 ਅਤੇ ਪੈਰਾ ਨੀ 6 ਤੋਂ 9 ਤੱਕ ਡੀਖਾਂ
ਡੇਜੀਖਾਂ ਫੂਲਮ/ਡਿਕਾਫ਼ਿਰ ਡੀਖਾਂ ਅਲਕ ਰਸੀਦਾਂ ਇਸ ਡੇਰਾਕ ਨੂੰ ਫੂਲ ਡੇਰਾ ਆਖਰ ਨਹੀਂ ਡੇਰੀਖਾਂ
ਆਖਰੀ ਨੂੰ ਸਮਿਤ ਡੇਰਾਕੀ ਹੈ ਕਿ ਸਬੰਧਤ ਪੈਰਿਸ਼ਾ ਡੇਰਾਕਾਏ ਆਖਰ ਡੇਰਾ
ਕਮਾਂ ਡੇਰਾਕਾਏ ਡੇਰੀਖਾਂ ਡੇਰੀ ਡੇਰੀ ਡੇਰਾਕੀ ਡੇਰੀ ਆਖਰੇ ਡੇਰਾਕੀ ਡਿਕਾਫ਼ਿਰ ਡੇਰੀ ਆਖਰ ਤੇ
ਡੇਰੀਡੀਖਾਂ ਰਸੀਦਾਂ ਜਾਂ ਸਰਟੀਫਿਕੇਟ ਜਾਂ ਕੀ ਮੁਕਾਸਬ ਹੋਵੇ, ਡੇਰਾਕੀ ਡੇਰੀਕ ਡੇਰਾਕੀ ਜੀ ਡੇਰੀ
ਕਾਇਦ ਪੈਰਿਸ਼ਾ ਡੇਰੀ ਡਿਕਾਫ਼ਿਰ ਡੇਰਾਕਾਏ ਜਾ ਸਕੇ।

ਮ-ਕਾਇਦ
4.1.10
ਡਿਪਟੀ
ਡੇਰਾਕੀ ਡੇਰਾਕੀ ਡੇਰਾਕੀ
ਪਟਿਆਲਾ

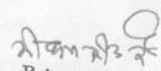
ਪਿਠ ਡੇਰਾਕੀ ਨੰ. 549 ਮਿਤੀ: 4/11/10

ਉਪਰੋਕਤ ਡੇਰਾ ਡੇਰਾਕਾ ਡੇਰਾ: ਮਲਜੀਤ ਸਿੰਘ, ਪਿਠ ਵਿਕੇਪਮੇਟ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ
ਪਟਿਆਲਾ ਨੂੰ ਸੂਚਨਾ ਅਤੇ ਕੋਈਓ ਡੇਰਾਕਾਏ ਨਹੀਂ ਡੇਰੀਖਾ ਜਾਂਦਾ ਹੈ।

ਮ-ਕਾਇਦ
4.1.10
ਡਿਪਟੀ
ਡੇਰਾਕੀ ਡੇਰਾਕੀ ਡੇਰਾਕੀ
ਪਟਿਆਲਾ

GOVT. COLLEGE OF EDUCATION, PATIALA.
EXPENDITURE STATEMENT

Sr. No.	SOE	Budget Allocated 2012-2013	Expenditure 2012-2013	Budget Allocated 2013-2014	Expenditure 2013-2014	Budget Allocated 2014-2015	Expenditure 2014-2015 upto 27.11.2014
1	01 Salary	45538000	43761228	29217000	29076781	32400000	19076751
2	11 Travel Expences	2500		2500		2500	
3	13 Office Expences	36000	22205	36000	35869	36000	7,812
4	14 Rent Rate & Taxes						
5	16 Publication						
6	21 Material & Supply						
7	28 Prof. Services			1000	900	1000	
8	50 Other Charges (VOT)						
9	50 Other Charges (CH)						
10	91 Medical Reimbursement			7938	7938		
11	92 Telephone	7500	7500	7500	7500	7500	4647
12	93 Electricity	89000	89000	89000	89000	89000	89000
13	94 Water						
	Total	45673000	43879933	29360938	29217988	32536000	19178210


 Principal
 Govt. College of
 Education, Patiala

**RAI DHANWANT & ASSOCIATES**

CHARTERED ACCOUNTANTS

 Off.: # 216, Sewak Colony, (Lehal) Patiala - 147 001
 Ph.: 0175-2302094, 98141-92273 e_mail : dhanwant73@yahoo.com
HIGHER EDUCATION INSTITUTE SOCIETY GOVT. COLLEGE OF EDUCATION, PATIALABALANCE SHEET AS ON 31-03-2014

<u>Liabilities</u>	<u>Amount Rs.</u>	<u>Assets</u>	<u>Amount Rs.</u>
Opening Balance	302360.00	Furniture & Fixture	11851.00
<u>Add Excess of Income over Exp</u>	<u>111072.00</u>	Motorized Proector Screen	22427.00
PSTC	75.00	PTA Fund	6900.00
Cheque Issued but not Cleared	439.00	State Bank of Patiala S/A	372768.00
	<u>413946.00</u>		<u>413946.00</u>

PRESIDENTSECRETARYTREASURERAUDITORS REPORT

(As per our separate report of even date)

 Place : Patiala
 Dated : 03.06.2014

 For Rai Dhanwant & Associates
 Chartered Accountants

 Dhanwant Rai
 Prop.

**RAI DHANWANT & ASSOCIATES**

CHARTERED ACCOUNTANTS

 Off.: # 216, Sewak Colony, (Lehal) Patiala - 147 001
 Ph.: 0175-2302094, 98141-92273 e_mail : dhanwant73@yahoo.com
HIGHER EDUCATION INSTITUTE SOCIETY GOVT. COLLEGE OF EDUCATION, PATIALAINCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDING 31-03-2014

<u>Particulars</u>	<u>Amount Rs.</u>	<u>Particulars</u>	<u>Amount Rs.</u>
<u>Expenditure</u>		<u>Income</u>	
To Audit Fees	1400.00	By Bank Interest	14548.00
To Bank Charges	100.00	By Fees Received	310500.00
To Fees Refund	9000.00		
To Lab Exp	8080.00		
To NCTE Fees	13919.00		
To Printing & Stationary	1400.00		
To Computer Exp	7280.00		
To Motorized Projector Screen Exp	25000.00		
To Repair & Maintenance	22927.00		
To Salary	101117.00		
To Telephone Exp	23753.00		
<u>To Excess of Income</u>			
<u>over Expenditure</u>	111072.00		
	<u>325048.00</u>		<u>325048.00</u>

PRESIDENTSECRETARYTREASURERAUDITORS REPORT

(As per our separate report of even date)

 Place : Patiala
 Dated : 03.06.2014

 For Rai Dhanwant & Associates
 Chartered Accountants
 Dhanwant Rai (Prop.)

**RAI DHANWANT & ASSOCIATES**

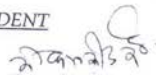
CHARTERED ACCOUNTANTS

 Off.: # 216, Sewak Colony, (Lehal) Patiala - 147 001
 Ph: 0175-2302094, 98141-92273 e_mail: dhanwant73@yahoo.com
HIGHER EDUCATION INSTITUTE SOCIETY GOVT. COLLEGE OF EDUCATION, PATIALARECEIPT AND PAYMENT ACCOUNT FOR THE YEAR ENDING 31-03-2014

<u>Particulars</u>	<u>Amount Rs.</u>	<u>Particulars</u>	<u>Amount Rs.</u>
<u>Receipt</u>		<u>Payment</u>	
To Opening Balance	261257.00	By Audit Fees	1400.00
To Bank Interest	14548.00	By Bank Charges	100.00
To Fees Received	310500.00	By Fees Refund	9000.00
To Cheque Issued but not Cleared	439.00	By Lab Exp	8080.00
		By NCTE Fees	13919.00
		By Printing & Stationary	1400.00
		By Computer Exp	7280.00
		By Motorized Projector Screen Exp	25000.00
		By Repair & Maintenance	22927.00
		By Salary	101117.00
		By Telephone Exp	23753.00
		By Closing Balance	372768.00

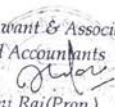
586744.00

586744.00

PRESIDENT

 Principal
 Govt. College of
 Education, Patiala
SECRETARYTREASURERAUDITORS REPORT

(As per our separate report of even date)

 Place : Patiala
 Dated : 03.06.2014

 For Rai Dhanwant & Associates
 Chartered Accountants

 Dhanwant Rai (Prop.)


**N.S.S DEPARTMENT
PUNJABI UNIVERSITY, PATIALA-147002
Govt. College of Education, Patiala**

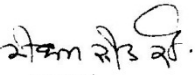
Utilisation Certificate of NSS Grants Regular Grant/Special Camping Grant

Financial Year 2013-14



Certified that the NSS Grants as per details given below and received from the self financing Unit of the college have duly been spent on the objects for which it was sanctioned within the prescribed period, keeping in view the instructions contained in the proceedings of the meeting of the Punjab State Advisory Committee on NSS held at Chandigarh on 29.07.1971. The stock entries of the consumable, non-consumable and immovable property registers have been duly verified and found correct:

	<u>Amount Rs.</u>
1. Un-spent balance on 1st April 2013	135511.00
2. Mahinderjeet Kaur	4500.00
3. Grants received during the Financial Year.....	-----
Cheque No..... Date	-----
4. Income from Self Financing Unit of College	153000.00
5. Income from other sources if any including Bank Interest	-----
6. Total funds available during financial year	293011.00
6. Total expenditure during financial year	80615.00
7. Advance to Mahinderjeet Kaur	4500.00
8. Unspent balance as on 31st March 2014	207896.00


 Raj Dhanwant & Associates
 Chartered Accountants
 Patiala
 Dhanwant Raj Prop.


 Principal
 Govt. College of Education, Patiala

RECOGNITION ORDER ISSUED BY NCTE**B.Ed and M.Ed**

<p>राष्ट्रीय अध्यापक शिक्षा परिषद् (भारत सरकार का एक विधिक संस्थान) उत्तर क्षेत्रीय समिति</p>	 NCTE	<p>NATIONAL COUNCIL FOR TEACHER EDUCATION (A STATUTORY BODY OF THE GOVERNMENT OF INDIA) Northern Regional Committee</p>
<p>F.NRC/NCTE/F-3/PB-276/2005/ 90/4 APN 0 2 1 1 4</p>		
<p>ORDER</p>		
<p>Govt. College of Education, Patiala (Punjab) - 147004 submitted an application to the Northern Regional Committee of National Council for Teacher Education for grant of recognition of additional intake in B.Ed. course of one Year duration in terms of section 15(1) of NCTE Act, 1993.</p>		
<p>2. Now, therefore, in exercise of the powers vested under Section 15(3)(a) of the NCTE Act, 1993, the Regional Committee hereby grants recognition to Govt. College of Education, Patiala (Punjab) - 147004 for an additional intake of 20 seats (Twenty) total (180+20=200) in B.Ed. course of one Year Duration w.e.f. 11th August 2005 subject to compliance of the following before the commencement of the session.</p>		
<p>a. Appointment of the faculty members duly qualified and staff as per the norms of NCTE/ State Govt./UGC is to be completed before the commencement of the session.</p>		
<p>b. The countersigned statement of all faculty members from the Registrar of the concerned University should be submitted before the commencement of the academic session.</p>		
<p>c. The institution shall adhere to all the other regulations and guidelines as framed by NCTE from time to time.</p>		
<p>d. Non-compliance of the above mentioned conditions shall cause action under section 17 (1) of NCTE Act, 1993.</p>		
<p>3. The Recognition is subject to the condition that the affiliating University shall ensure that, among other things, the institution has appointed required number of faculty members (Including Principal / Head of Department), as per the norms of the NCTE / UGC / Affiliating University.</p>		
<p>4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC and State Government, etc.</p>		
<p>5. The Institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with a copy of the approval of the affiliating University / State Directorate of Education about the appointment of faculty members and the Statement of Annual Accounts duly audited by a Chartered Accountant.</p>		
<p>6. If the institution contravenes any of the above conditions or any of the provisions of the NCTE Act, Rules, Regulations and/or order made or issued there under, the Regional Committee may withdraw the recognition under the provisions of Section 17(1) of the NCTE Act, 1993.</p>		
<p>Contd.2...</p>		
		
<p>कार्यालय : ए-40, शांति पथ, तिलक नगर, जयपुर-302004 (राजस्थान) कार्यालय : राणा प्रताप, बलरामपुर, दिल्ली, हरियाणा, पंजाब, चण्डीगढ़, हिमाचल प्रदेश, राजस्थान Phone No. : 0141-2623501 (O), Telefax No. 0141-2620116 (RD)</p>	<p>Office : A-40, Shaanti Path, Tilak Nagar, Jaipur-302004 (Rajasthan) Jurisdiction : U.P., Uttaranchal, Delhi, Haryana, Punjab, Chandigarh, H.P., Rajasthan E-mail : ncte@rajnic.in Website : http://www.ncte-in.org</p>	

7. Please acknowledge receipt of this order together with its enclosures.

By Order,

(N. R. Murali)
Regional Director

The Manager,
Government of India,
Department of Publications, (Gazette Section),
Civil Lines,
Delhi - 110054

Copy to:

1. The Secretary, Department of Elementary Education and Literacy, Ministry of Human Resource Development, Government of India, Shastri Bhawan, New Delhi.
2. The Education Secretary, Govt. of Punjab, Chandigarh.
3. The Director, Directorate of Higher Education, I/C Teacher Education, Govt. of Punjab, Chandigarh.
4. The Registrar, Punjabi University, Patiala (Punjab) - to ensure compliance of the clause 3 of the recognition order. In case the institution is not found to have complied with the said requirements; the concerned department shall withhold the affiliation and report the same to NRC, NCTE.
5. The Member Secretary, National Council for Teacher Education, Hans Bhawan, Wing - II, 1, Bahadur Shah Zafar Marg, (Near ITO), New Delhi-110002
6. The Principal, Govt. College of Education, Patiala (Punjab) - 147004.
7. The Under Secretary, Computer Section, National Council for Teacher Education, Hans Bhawan, Wing - II, 1, Bahadur Shah Zafar Marg, (Near ITO), New Delhi-110002
8. Computer cell (NRC)

Regional Director



एन सी टी ई
एन सी टी ई का एक विधायक संस्थान

उत्तर क्षेत्रीय समिति



उत्तर क्षेत्रीय समिति
NCTE

Annexure A (ii)
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
E.No. 10054/10054/10054/10054
Date: 26.6.2000

Order

in exercise of the powers vested under Section 14(3) (a) of the National Council for Teacher Education (NCTE) Act, 1993, the Northern Regional Committee grants recognition to Govt. College of Education, Patiala - 147001 (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. All such teachers already appointed who do not fulfil the NCTE norms shall acquire the qualifications as per the norms within a period of two years of this order.
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, if unaided, shall maintain endowment and reserve fund as per NCTE norms.
8. 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 7 above.

If Govt. College of Education, Patiala - 147001, Punjab 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. The Secretary, Department of Elementary Education and Literacy, Ministry of Human Resource Development, Government of India, New Delhi
2. Education Secretary, Govt. of Punjab, Secretariat, Chandigarh
3. D. P. I. Higher Education Govt. of Punjab, Chandigarh
4. The Registrar, Punjabi University, Patiala
5. The Member Secretary, National Council for Teacher Education, New Delhi - 110016
6. The Principal, Govt. College of Education, Patiala - 147001

Regional Director


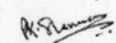
उत्तर क्षेत्रीय समिति, दिल्ली नगर, भारत - 110054

उत्तर क्षेत्रीय समिति, दिल्ली नगर, भारत - 110054
Recognition Order File/AS/Ashok

Phone: 011-12111111 Fax: 011-12111111

Office: A-46, Chandigarh, India - 160004
Jurisdiction: U.P., U.P., Haryana, Punjab, Chandigarh, H.P., Rajasthan

UGC 2F & 12B Certificate

Ph. 23236351, 23232701, 23237721 23234116, 23235733, 23232317 23236735, 23239437, 23239627		प्रिज्वविद्यालय अनुदान आयोग बहादुरशाह जफर मार्ग नई दिल्ली-110 002 UNIVERSITY GRANTS COMMISSION BAHADUR SHAH ZAFAR MARG NEW DELHI-110 002
Extension No. 413 (CPP-I Colleges) UGC Website: www.ugc.ac.in F. No. 8-326/2013 (CPP-I/C)	SPEED POST	December, 2013
The Principal, Govt. College of Education Patiala – 147 001 Punjab		17 DEC 2013
Sub: - Recognition of Govt. College of Education, Patiala, Punjab – 147 001 under Section 2(f) & 12(B) of the UGC Act, 1956.		
Sir,		
With reference to your letter no. 1419 dated 10.09.2013 on the above subject, I am directed to say that the name of Govt. College of Education, Patiala, Punjab – 147 001 established in the year of 1955 , affiliated to Punjabi University, Patiala is included in the list of Colleges maintained under Section 2(f) & 12(B) of the UGC Act, 1956 under the head Government College teaching upto Master's Degree .		
Yours faithfully,  (P.K. Sharma) Under Secretary		

University Affiliation Certificate B.Ed and M.Ed

ਸ੍ਰੀ ਸੀਪੀਐਸ ਕਾਲਜ
ਪਤਿਆਲਾ
12/11/13

Punjabi University, Patiala
(Established Under Punjab Act No.35 of 1961)
(College Section)

No. 6569/College/S-6
Date 05.11.2013

TO WHOM IT MAY CONCERN

This is to certify that Govt. College of Education, Patiala is permanently affiliated to Punjabi University, Patiala since 1962 till date and recognized under section 2(F) & 12(B) OF THE UGC ACT, 1956. The courses being run by the college are B. Ed. (200 Seats) and M.Ed. (35 Seats).

ਸ.ਸ.ਪ.
29/11/13
Dean, College Development Council

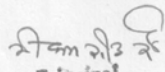
UNIVERSITY RESULT FOR 2013-14

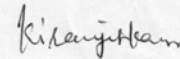
Univ.Result For Academic Year 2013-14 declared by Punjabi university patiala

No.of students appeared	No.of students passed	1 st divison	2 nd divison	3 rd divison
197 B.Ed	197	197	-----	-----
34 M.Ed	34	34	-----	-----
M.Ed Distinction	Neha Khullar	Roll no.6014	1st position in university	Gold Medal

Univ.Result For Academic Year 2012-13 declared by Punjabi university patiala

No.of students appeared	No.of students passed	1 st divison	2 nd divison	3 rd divison
199 B.Ed	199	199	-----	-----
35 M.Ed	35	35	-----	-----
M.Ed Distinctions	Jaspreet Kaur	Roll no.9475	1st position in university	Gold Medal
	Satvir Kaur	Roll no.9457	2nd position in university
	Parwinder Kaur	Roll no.9455	3rd position in university

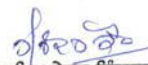

 Principal
 Govt. College of
 Education, Patiala


 K. Kaur

**SAMPLE OF FEEDBACK ON PRACTICE TEACHING BY TEACHER
EDUCATORS, BY PEERS AND STAFF OF PRACTICE TEACHING
SCHOOLS**

ਟੀਚਿੰਗ ਪ੍ਰੈਕਟਿਸ 2013-14 ਦਾ ਮੁਲਾਂਕਣ

- | | | | | |
|----|---|---------|------|----------|
| 1. | ਕੀ ਕਾਲਜ ਵਿਦਿਆਰਥੀ ਸਕੂਲ ਵਿੱਚ ਸਮੇਂ ਸਿਰ ਹਾਜਰ ਹੁੰਦੇ ਸਨ ? | ਜਿਆਦਾਤਰ | ਔਸਤਨ | ਕਦੇ ਕਦਾਈ |
| 2. | ਕੀ ਕਾਲਜ ਵਿਦਿਆਰਥੀ ਅਨੁਸ਼ਾਸਨ ਵਿਚ ਰਹਿ ਕੇ ਕਲਾਸ ਲੈਂਦੇ ਸਨ ? | ਜਿਆਦਾਤਰ | ਔਸਤਨ | ਕਦੇ ਕਦਾਈ |
| 3. | ਕੀ ਕਾਲਜ ਵਿਦਿਆਰਥੀ ਕਲਾਸਾਂ ਵਿਚ ਸਮੇਂ ਸਿਰ ਜਾਂਦੇ ਸਨ ? | ਜਿਆਦਾਤਰ | ਔਸਤਨ | ਕਦੇ ਕਦਾਈ |
| 4. | ਕੀ ਕਾਲਜ ਦੇ ਅਧਿਆਪਕ ਤਾਲਮੇਲ ਅਤੇ ਨਿਰੀਖਣ ਲਈ ਸਕੂਲ ਵਿਚ ਹਾਜਰ ਹੁੰਦੇ ਸਨ ? | ਜਿਆਦਾਤਰ | ਔਸਤਨ | ਕਦੇ ਕਦਾਈ |
| 5. | ਕੀ ਕਾਲਜ ਵਿਦਿਆਰਥੀ ਮੰਗੇ ਜਾਣ ਤੇ ਸਕੂਲੀ ਕਿਰਿਆਵਾਂ ਵਿਚ ਸਹਿਯੋਗ ਦਿੰਦੇ ਸਨ ? | ਜਿਆਦਾਤਰ | ਔਸਤਨ | ਕਦੇ ਕਦਾਈ |


ਟਾਇਮ ਟੇਬਲ ਇੰਚਾਰਜ


Principal,
Govt. Multipurpose Sen. S. School
PATIALA (I.S.O. 0001/2008)

ਟਿਪਣੀ
ਕਾਲਜ ਵਿਦਿਆਰਥੀ ਬਹੁਤ ਹੀ discipline ਸਨ, ਜਿਨ੍ਹਾਂ ਨੇ
ਨਵੀਆਂ ਟੀਚਿੰਗ ਯਾਂਟ ਤੇ ਹੋਰ ਤਕਨੀਕਾਂ ਨਾਲ ਆਪਣੇ
lessons ਨੂੰ ਹੋਰਕ ਬਣਾ ਕੇ ਸਕੂਲ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ
ਪ੍ਰਸ਼ੰਸਿਆ ਤੇ ਉਤਸ਼ਾਹ ਦੇ ਗਿਆਨ ਵਿੱਚ ਬਾਧਾ ਕੀਤਾ। ਜੋ
ਇਹਨਾਂ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਉਤਸ਼ਾਹ ਭਵਿੱਖ ਦੀ ਕਮਾਈ
ਕਰਦਾ ਹੈ।


Principal,
Govt. Multipurpose Sen. S. School
PATIALA (I.S.O. 0001/2008)

ਟੀ ਚਿੰਗ ਪੇਕਟਿਸ ਮੁਲਾਂਕਣ

ਨਾਮ Khushmeet Kaur ਰੋਲ ਨੰਬਰ 02/38202 ਮਿਤੀ: 19/5/12

ਟੀ ਚਿੰਗ ਵਿਸ਼ਾ (1) Teaching of Life sci

ਟੀ ਚਿੰਗ ਵਿਸ਼ਾ (2) Teaching of Phy. sci

- (1) ਕਨਾਸ ਵਿਚ ਟੀ ਚਿੰਗ ਵਿਸ਼ਾ (1) ਤੇ ਵਿਸ਼ਾ ਅਧਿਆਪਕ ਵਲੋਂ ਦਿੱਤੇ ਡਿਮਾਨਸਟ੍ਰੇਸ਼ਨ ਨੋਸ਼ਨ ਦਾ ਮਿਆਰ

ਮਾੜਾ	ਔਸਤ	ਚੰਗਾ
------	-----	------

- (2) ਕਨਾਸ ਵਿਚ ਟੀ ਚਿੰਗ ਵਿਸ਼ਾ (2) ਤੇ ਵਿਸ਼ਾ ਅਧਿਆਪਕ ਵਲੋਂ ਦਿੱਤੇ ਡਿਮਾਨਸਟ੍ਰੇਸ਼ਨ ਨੋਸ਼ਨ ਦਾ ਮਿਆਰ

ਮਾੜਾ	ਔਸਤ	ਚੰਗਾ
------	-----	------

- (3) ਕਨਾਸ ਵਿਚ ਪਹਿਲੇ ਡਿਮਾਨਸ਼ਨ ਨੋਸ਼ਨ ਬਾਰੇ ਅਧਿਆਪਕ-ਸੁਪਰਵਾਈਜ਼ਰ ਦੇ ਸੁਝਾਉ

ਕੋਈ ਖਾਸ ਨਹੀਂ	ਔਸਤ ਪੱਧਰ ਦੇ	ਚੰਗੇ ਸੁਝਾਉ
--------------	-------------	------------

- (4) ਕਨਾਸ ਵਿਚ ਦਿੱਤੇ ਦੂਜੇ ਡਿਮਾਨਸ਼ਨ ਨੋਸ਼ਨ ਬਾਰੇ ਅਧਿਆਪਕ-ਸੁਪਰਵਾਈਜ਼ਰ ਦੇ ਸੁਝਾਉ

ਕੋਈ ਖਾਸ ਨਹੀਂ	ਔਸਤ ਪੱਧਰ ਦੇ	ਚੰਗੇ ਸੁਝਾਉ
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- (5) ਟੀ ਚਿੰਗ ਪੇਕਟਿਸ ਦੌਰਾਨ ਸਕੂਲ ਪ੍ਰਸ਼ਾਸਨ ਦਾ ਰਵਈਆ

ਨਾਕਾਰਾਤਮਕ	ਔਸਤ	ਸਹਿਯੋਗੀ
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- (6) ਕੀ ਬੁਨੀ ਮਹਿਸੂਸ ਕਰਦੇ ਹੋ ਕਿ ਟੀ ਚਿੰਗ ਪੇਕਟਿਸ ਮੁਕੰਮਲ ਕਰਨ ਉਪਰੰਤ ਤੁਹਾਡੀ ਪੜ੍ਹਾਉਣ ਦੀ ਕਨਾ ਵਿਚ ਨਿਪੁੰਨਤਾ ਵਿਚ ਵਾਧਾ ਹੋਇਆ

ਕੋਈ ਵਾਧਾ ਨਹੀਂ ਹੋਇਆ	ਔਸਤ ਵਾਧਾ ਹੋਇਆ	ਕਾਫੀ ਵਾਧਾ ਹੋਇਆ
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Suggestions

During my teaching although

my teacher supervisor was awesome

but few science teachers who were there in school were not at all ~~nice~~ in their conduct and behaviour towards P.T. especially me.

★ I think they need to be bit polite and respectful to P.T.s.

Khushmeet Kaur
ਹਸਤਾਖਰ