

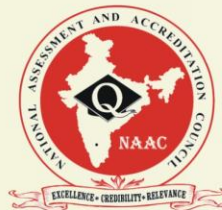
Trikuta College of Education

**Nardni Raipur, Bantalab Road,
Jammu (J&K)**



SELF APPRAISAL REPORT

SUBMITTED TO:



**National Assessment and Accreditation Council
(NAAC)
Bangalore, Karnataka, India**

PART – I
INSTITUTIONAL
DATA

A. Profile of the Institution

Name of Institution : Trikuta College of Education
Address : Nardni Raipur, Bantalab Road, Jammu
(J&K) - 181123
Website : www.trikutacollege.com

For communication:
Office

Name	Designation	Telephone Number with STD Code	Fax No
Vishwa Bharti Sharma	Principal	01912594262	0191-2594262
Ms Ekta Mahajan	Vice - Principal	0191-2594262	019 1-2594262
Ms. Rekha	Coordinator	0191-2597868	

Residence

Name	Designation	Telephone Number with STD Code	Fax No
Vishwa Bharti Sharma	Principal	01912594262	0191-2594262
Ms Ekta Mahajan	Vice - Principal	0191-2594262	019 1-2594262
Ms. Rekha	Coordinator	0191-2597868	

4. Location of the Institution:

Urban Semi-urban Rural Tribal

Any other (specify and indicate)

5. Campus area in acres:

6. Is it a recognized minority institution? Yes No

7. Date of establishment of the institution:

Month & Year

MM	YYYY
April	1999

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

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

Section	Month & Year	
	MM	YYYY
2f	NA	

12B	Month & Year	
	MM	YYYY
	NA	

10. Type of Institution

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

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

Yes No

If yes, has the institution applied for autonomy?

Yes No

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

S. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
1.	Secondary/ Sr. secondary	B. Ed	Graduation	Degree	1 year	English & Hindi

13. Give details of NCTE recognition (for each programme mentioned)

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary	Not Applicable in J&K State			
Primary/Elementary				
Secondary/ Sr.secondary				
Post Graduate				
Other (specify)				

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision

Yes	✓	No	
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Mission

Yes	✓	No	
-----	---	----	--

Values

Yes	✓	No	
-----	---	----	--

Objectives

Yes	✓	No	
-----	---	----	--

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

If yes,

Yes		No	✓
-----	--	----	---

a) How many programs?

NA

b) Fee charged per programme

NA

c) Open Reserved

NA

3. Are there program with semester system

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 universities/regulating authority?

2

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

D.Ed.

--

B.Ed.

FULL TIME

M.Ed. (Full Time)

--

M.Ed. (Part Time)

--

Any other (specify and indicate)

--

6. Are there Program offered in modular form

Yes		No	✓
-----	--	----	---

Number	
--------	--

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

Yes	✓	No	
-----	---	----	--

Number	01
--------	----

8. Are there Program with faculty exchange/visiting faculty

Yes		No	✓
-----	--	----	---

Number	
--------	--

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

- Heads of practice teaching schools
- Academic peers
- Alumni
- students
- Employers

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

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

Immediately

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

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

Number	<input type="text"/>
--------	----------------------

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

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

Number	<input type="text"/>
--------	----------------------

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

Yes No

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

Yes No

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into Various courses?

- a) Through an entrance test developed by the institution
- b) Common entrance test conducted by the University/Government
- c) Through an interview
- d) Entrance test and interview
- e) Merit at the qualifying examination
- f) By University of Jammu through online Counseling

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

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	20	78	98						

Are there any overseas students?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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If yes, how many?

NA

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

a) Unit cost excluding salary component

₹ 1173.00

b) Unit cost including salary component

₹ 2343100

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

Program	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	73.49	45.39	73.48	49.78

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

Yes

No

8. Does the institution develop its academic calendar?

Yes

No

9. Time allotted (in percentage)

Program	Theory	Practice Teaching	Practicum
B.Ed.	143 (85%)	25 (15%)	

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

1	0
---	---

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

1	5
---	---

11. Practice Teaching at School

a) Number of schools identified for practice teaching

1	8
---	---

b) Total number of practice teaching days

2	5
---	---

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

3	7
---	---

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

No. of Lessons In simulation	No. 15
-------------------------------------	---------------

No. of Lessons Pre-practice teaching	No. 15
---	---------------

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

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

15. Weightage (in percentage) given to internal

Program	Internal	External
B.Ed.	20%	80%

16. Examinations

a) Number of sessional tests held for each paper

0	2
0	1

b) Number of assignments for each paper

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

Details	Yes	No
Computers	✓	
Intranet		
Internet	✓	
Software / courseware (CDs)		✓
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	
Any other (specify and indicate)		

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

Yes	✓	No		Number	
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19. Does the institution offer computer science as a subject?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If yes, is it offered as a compulsory or optional paper?

Compulsory Optional

Criterion III: Research, Consultancy and Extension

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

Number	0	1	14.28%
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2. Does the Institution have ongoing research projects?

Yes		No	✓
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If yes, provide the following details on the ongoing research projects

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

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

Nil

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

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

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

Yes No

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

a. Ph.D.

b. M. Phil.

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

Yes No

8. Details of the Publications by the faculty

Details	Yes	No	No's
International journals		No	
National journals - referred papers Non referred papers	Yes		
Academic articles in reputed magazines/news papers	Yes		
Books	Yes		01
Any other (specify and indicate)			

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

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

Number	NA
--------	----

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

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

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

- 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 program in the institution?

Yes No

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

Yes No

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

16. Does the institution provide consultancy services?

Yes No

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

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

Local level	No
State level	No
National level	No
International level	No

Criterion IV: Infrastructure and Learning Resources

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

7000 sq.mts

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

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

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

20

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?

₹ 27, 423.00

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

₹ 38, 423.00

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

₹ 2, 75, 000.00

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

Yes

No

9. Total number of posts sanctioned

Open

Reserved

Teaching

Non-teaching

M	F	M	F
01	06	0	0
09	03	01	01

10. Total number of posts vacant

Open

Reserved

Teaching

Non-teaching

M	F	M	F
0	0	0	0
0	0	0	0

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

	Open		Reserved	
	M	F	M	F
Lecturers	0	05	0	0
Readers	0	0	0	0
Professors	1	1	0	0

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

	Open		Reserved	
	M	F	M	F
Lecturers	0	0	0	0
Readers	0	0	0	0
Professors	0	0	0	0

c. Number of teachers from	Same state	07
	Other states	00

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	1:14

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	9	0	1	0
Temporary	0	3	0	1

b. Technical Assistants

Permanent	M	F	M	F
Temporary	M	F	M	F
	01	01		

14. Ratio of Teaching - non-teaching staff

1:2

15. Amount spent on the salaries of teaching faculty during the previous academic session

(% of total expenditure)

32%

16. Is there an advisory committee for the library?

Yes No

17. Working hours of the Library

On working days	<input type="text" value="06"/>
On holidays	<input type="text" value="00"/>
During examinations	<input type="text" value="06"/>

18. Does the library have an Open access facility

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

19. Total collection of the following in the library

a. Books	<input type="text"/>
- Textbooks	2587
- Reference books	60
b. Magazines	05
e. Journals subscribed	06
- Indian journals	05
- Foreign journals	-
f. Peer reviewed journals	15
g. Back volumes of journals	NIL
h. E-information resources	
- Online journals/e-journals	20
- CDs/ DVDs	NIL
- Databases	NIL
- Video Cassettes	
- Audio Cassettes	10

20. Mention the Total carpet area of the Library

(in sq. mts.)

Seating capacity of the Reading room

21. Status of automation of Library

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

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

- | | |
|---|-------------------------------------|
| Circulation | <input checked="" type="checkbox"/> |
| Clipping | <input 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 type="checkbox"/> |
| Online access facility | <input type="checkbox"/> |
| Inter-library borrowing | <input type="checkbox"/> |
| Power back up | <input checked="" type="checkbox"/> |
| User orientation / information literacy | <input 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"/>
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24. Furnish information on the following

Average number of books issued/returned per day

20 - 25

Maximum number of day's books is permitted to be retained

By students

02

By faculty

05

Maximum number of books permitted for issue

For students

07 Days

For faculty

No Restriction

Average number of users who visited/consulted per month

400 - 500

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

6:1:1

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

2%

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

Details	2011-12		2012-13		2013-14	
	No.	Total cost (₹.)	No.	Total cost (₹.)	No.	Total cost (₹.)
Text books	NIL		NIL		NIL	
Journals / Periodicals	NIL		NIL		NIL	

Criterion V: Student Support and Progression

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

Program	2008-09	2009-10	2010-11	2011-12
B.Ed.	6.59%	2.70%	-	-

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

Yes	✓	No	
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If yes, how many students are under the care of a Mentor / tutor?

23

3. Does the institution offer Remedial instruction?

Yes	✓	No	
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4. Does the institution offer Bridge courses?

Yes		No	✓
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5. Examination Results during past three years

Details	UG				
	2008 - 09	2009 -2010	2010-2011	2011-12	2012-13
Pass percentage	94%	91.67 %	68.20 %	55.92%	49.65%
Number of first classes	94	92	26	32	28
Number of distinctions					
Exemplary performances					

6. Number of students who have passed competitive examinations during the last three years

	I	II	III
NET	N	I	L
SLET/SET	N	I	L
Any other	N	I	L

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

Financial Aid	2011-12	2012-13	2013-14
Merit Scholarship	-	-	-
Merit-cum-means scholarship	₹ 65160	-	-
Fee concession	₹ 33610	₹ 24090	₹ 22790
Loan facilities			
Any other			

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

Yes	✓	No	
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9. Does the institution provide Residential accommodation for:

Faculty

Yes	✓	No	
Yes		No	✓

Non-teaching staff

10. Does the institution provide Hostel facility for its students? If yes, number of students residing in hostels

Yes	✓	No	
Men			0
Women			2

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	
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13. Availability of rest rooms for men

Yes	✓	No	
-----	---	----	--

14. Is there transport facility available?

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
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16. Give information on the Cultural Events in which the institution participated/organized.

Details	Organized			Participated		
	Yes	No	No's	Yes	No	No's
Inter-collegiate			02			05
Inter-university						
National						
Any other						

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State	23	-
Regional	-	-
National	-	-
International	-	-

18. Does the institution have an active Alumni Association?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If yes, give the year of establishment

2007

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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20. Does the institution regularly publish a college magazine?

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

21. Does the institution publish its updated prospectus annually?

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

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

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	2%	6%	4%
Employment (Total)	78%	83%	87%
Teaching	78%	80%	85%
Non teaching		3%	2%

23. Is there a placement cell in the institution?

Yes No

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

2010-11	2011-12	2012-13
0	01	02

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

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

Criterion VI: Governance and Leadership

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

Yes No

2. Frequency of meetings of Academic and Administrative Bodies:

Governing Body/management	Twice a year
Staff council	Monthly
IQAC/or any other similar body/committee	02
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	Advisory Board Managing Committee

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

Loan facility	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Medical assistance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Insurance	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Other (specify)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

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

N	I	L
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5. Furnish the following details for the past three Years

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

Nil

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

National

N	I	L
N	I	L

International

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

ONCE	IN	YEAR
------	----	------

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

N	I	L
---	---	---

e. Research development programs attended by the faculty

N	I	L
---	---	---

f. Invited/endowment lectures at the institution

N	I	L
---	---	---

Any other areas (specify the program and indicate)

0	9	
---	---	--

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

Yes		No	✓
-----	--	----	---

7. Are the faculty assigned additional administrative work?

Yes	✓	No	
-----	---	----	--

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

03-05

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

Grant-in-aid

NIL

Fees

₹ 20, 46, 886.00

Donation

NIL

Self-funded courses

✓

Any other (specify and indicate)

NIL

9. Expenditure statement (for last two years)

Total sanctioned Budget	2012-13	2013-14
% spent on the salary of faculty.	37%	32%
% spent on the salary of non-teaching employees.	22%	31%
% spent on books and journals.	-	-
% spent on developmental activities (expansion of building)	13%	11%
% spent on telephone, electricity and water.	5%	8%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	12%	10%
% spent on maintenance of equipment, teaching aids, contingency etc.	6%	5%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty, exchange, etc.)	3%	2%
% spent on travel	2%	1%
Any other (specify and indicate)	-	-
Total expenditure incurred	₹44, 09, 121.00	₹49, 12, 467.00 (Unaudited)

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

Surplus in ₹.

₹ 8, 28, 722.00

-

-

Deficit in ₹.

-

₹ 5, 94, 184.00

₹ 9, 54, 817.00

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	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Record	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counseling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Aptitude Testing	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Examinations/Evaluation	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Assessment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Any other	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

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

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

Yes No

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

Yes No

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

Yes No

Criterion VII: Innovative Practices

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

Yes No

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

Yes No

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

S. No.	Category	Men	%age	Women	%age
a	SC	03	3.06 %	06	6.11%
b	ST				
c	OBC	10	10.2%	05	5.00%
d	PC				
e	GEN Category	07	7.14%	67	68.3%
f	Rural	-	--	---	--
g	Urban	-	--	---	--
h	Any other	-	--	---	--

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

S.No.	Category	Teaching staff		%age	Non-teaching staff		%age
		M	F		M	F	
a	SC			--	01	01	14.3 %
b	ST			--	-		--
c	OBC			--	--		--
e	Physically challenged			--	--		--
f	General Category	01	06	100%	09	03	85.7%
g	Any other			--	--		--

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

Category	At Admission		On completion of the course	
	Male	Female	Male	Female
SC	3	6	NIL	NIL
ST				
OBC	10	5	NIL	NIL
Physically challenged				
General Category	7	67	NIL	NIL
Rural				
Urban				
Any other				

PART – II
EVALUTATIVE
REPORT

PART-II: THE EVALUATION REPORT

Executive Summary

A dream to be fulfilled

In the year 1950, a child was born in the house of a saintly person Sain Dass in the border area of J&K State Poonch, situated on the bank of Dorangali river and the rural city is popularly known, for Sikh Shrine Nagali sahib. The child grew up in the hilly area, known for its natural environment being totally unaware from the urbanization. His parents desired him to acquire higher education to make their ends meet in order to lead a simple and dignified life. The child who grew up in the natural environment with enjoyment in folk games and listening to the heroic, patriotic and romantic songs of the life but having an urge to do something in his life and urge to help the poor, needy and for all those whose children aspire of better quality of life and having, capabilities but were unable to rise above their standards because of limited resources at their command. He spent his day in alms houses with total dedication to studies for a better tomorrow and with an urge to work for the rural poor. His determination did not deter him even to sell books on the foot path which ultimately inculcated the habit of reading in him and also enriched his knowledge in various fields.

The child with his determination one day became Ayurvedic Medicine Doctor and during this process, he was convinced that State J&K being richest land for natural sciences and having

number of herbals to cure the chronic diseases. This lead his dream to establish a private Ayurvedic College in the state and encourage research in herbal and use the natural resources of the state for benefit of the ailing humanity. The child is none other than the Chairman of the Shri Sain Charitable Trust, who established the Trust, on the name of his father Shri Sain Dass, the child is none other than **Dr. Roop Lal Sharma**.

His dream to establish an Ayurvedic college in the private sector became true in the year 1998 when he established the only and first private Ayurvedic College in the State of J&K, namely Jammu Institute of Arurveda and Research. (JIAR)

The Charitable Trust

Consequent upon his will to establish institutes of eminence in the J& K State, Shri Sain Charitable trust which was established with the sole aim for the upliftment of poor rural folk and salient aims and objectives of the Trust were laid down as under:

- ▲ To expand Ayurvedic education and research in Indian Medicine through the Management and organization of a college that may run under graduate as well as post graduate courses;
- ▲ To undertake, promote, assist or engage in all kinds of research, assist or engage in setting up Ayurvedic Hospitals.
- ▲ To open and run/conduct a pharmaceutical Laboratory for the preparation of medicines making use of herbals available in the Riasat as raw resources;
- ▲ To carry on the work of design, construction and running of all kinds of Ayurvedic Hospitals, Dispensaries, Clinics and Nursing Homes with modern equipments;
- ▲ To establish Engg Medical College Of Education, Pharmacy Nursing and Pharmacies with a sole aim for the upliftment of the poor rural folk;
- ▲ To set up laboratories, purchase and acquire any equipment and instrument required to carry out Ayurvedic Medical Research;
- ▲ To educate and train medical students, Nurses, Mid-Wives and hospital administrators and to grant such Diplomas, Degrees or recognition as the trust may prescribe or deem fit from time to time;

- ▲ To grant stipend, Scholarships or any other assistance or otherwise to deserving students or scholars who shall engage in medical research:
- ▲ To undertake and provide suitable Hostel accommodation, Dharamshalla or Sarai primarily for the students /patients, their friends, relatives and attendants and to facilitate the needy and the poor for acquiring Higher education with limited resources;
- ▲ To provide preventive and curative services to all persons irrespective of caste, creed, color, religion and language;
- ▲ To provide relief to poor patients free of cost and at minimum possible charges to others without any profit motive whatsoever;
- ▲ To undertake the establishment of Herb gardens independently or in collaboration with State or Central Government Research Laboratory, of any other state to preserve, cultivate and promote the production of herbs and to put them in use in any manner or forms in the best interest of science and of the humanity.
- ▲ To undertake any project or assignment at any time if the same is befalling to uphold the cause of Ayurveda.
- ▲ His Passion to education drew to establish Trikuta College of Education.

Trikuta College of Education

The Heaven on Trikuta Hills

Trikuta College of Education is situated on the Jammu Bantalab Road at a distance of 18km. from the city at village Nardani, Raipur. Trikuta means the land where Bramha Vishnu and Mahesh sojourn and attained supreme of their knowledge. It is situated on the North West of Jammu and the area is famous for high quality raw ores. Mata Vaishno Devi, the famous temple of Goddess and Shiv Khouri, the famous Lord Shiva cave of Shiv ji Maharaj are the prominent temples on Trikuta Hills. The College, on one side is blessed by the religious gaieties rich in environmental atmosphere and peaceful picturesque value.

The religious temples are visited in millions to pilgrims every year in every season. Shri Sain Charitable Trust , with the grace of Mata Vashno Devi and Shiv Ji Maharaj, got a piece of an isolated land measuring 100Acres at village Nardani which was totally deserted at the time of its acquisition. Now site promotes a look of a township and where at one time birds/animals hesitated to visit, has become, a hub of activities of young boys and girls who acquire Higher Education in various disciplines. The Trust is running the following institutes at the camps:

- ▲ **Jammu Institute of Ayurveda & Research**
- ▲ **Trikuta College of Education**
- ▲ **Trikuta Degree College**
- ▲ **Jammu College of Physiotherapy**
- ▲ **Trikuta College of Computer sciences**
- ▲ **Trikuta College of Para Medical sciences**
- ▲ **Jammu law College (5 years course)**
- ▲ **Jammu Law College (3 years)**

The Institution Is Governed With The

Academic / Administrative Advisory Board:

The Trust has a Advisory Board comprising educationists, academic lawyers, administrators, and Academicians comprising Ayurveda experts, Higher experts, Higher experts.

College Of Education

Trikuta College of Education was established in the year 1999 with an intake capacity of 120 and over the years it has grown. It has grown with the passage of time with its basic aim, being to prepare the future teachers to face challenges of 21st Century in education. The sole aim being imparting of quality education. The college is affiliated to the University of Jammu since its inception.

Criterion – wise Analysis

Criterion I: Curricular Aspect

1.1 Curricular Design and Development

The college has a well designed curriculum for the bachelor in education students who are admitted in the institution. There is set procedure for curriculum design and its up-gradation as per the university status. There is Board of studies in teacher education which includes a member from every college of education and it's Principal. The university of Jammu which is affiliated university of the institution has revised its course curriculum for BRO in year-2009 and has been designed it as under:-

Syllabi and Courses of study for B. Ed, Examinations w.e.f. 2009

The examination shall consist of three parts as under:

Part-I: Theory Papers 700 marks.

Part-II: Computer Practical 50 marks.

Part- III: Practice of Teaching 300 marks.

Part – I: Theory Papers

Paper	Title Of The Theory Papers	Marks	Time
Paper – I	Education in emerging Indian society.	100	3 hrs.
Paper – II	Psychology of Teaching Learning Process.	100	3 hrs.
Paper – III	School Management and pedagogics.	100	3 hrs.
Paper - IV	Development of Educational System in India.	100	3 hrs.
Paper – V	Any one of the following specialization		

a)	Essentials Educational technology	100	3 hrs.
b)	Information and communication	100	3 hrs.
c)	Guidance and counseling	100	3hrs.
d)	Educational measurement and Evaluation.	100	3hrs.
e)	Comparative educational	100	3hrs.
f)	Educational Administration	100	3hrs.
g)	Health and physical Education	100	3hrs.
h)	Environment Education	100	3hrs.
i)	Home science	100	3hrs.
j)	Indian Music	100	3hrs.
k)	Work Experience	100	3hrs.

Paper – VI Methodology of teaching any two school and VII
Subjects from the following groups:

Group – I	Teaching of English /Hindi /Urdu/ Punjabi/ Dogri	100	3 hrs.
Group – II	Teaching of Social Studies (History/Civics/Economics/Geography)	100	3 hrs.
Group - III	Teaching of general science (Physics Chemistry & Biology)	100	3 hrs.
Group – IV	Teaching of Mathematics	100	3 hrs.

The students shall have to opt any two subjects selecting not more than one from each of the groups.

The theory paper will be of 700 marks and practice of teaching for 300 marks. There shall be four compulsory papers of 100 marks each, one optional paper of 100 marks and two teaching subjects of 100 marks each. Each paper will be of three hours duration. They theory paper for all the seven papers will be of eighty marks and twenty marks are reserved for internal assessment. The spilt of twenty marks is as under:-

- i. Two class tests and one written assignment of 5marks each.
15 marks
- ii. Attendance
05 marks

Total 20 Marks

Part- II Practice of Teaching:

The practice of teaching shall be done through Micro and macro lessons to be delivered by the pupil teachers. The practice of teaching shall be of 300 marks. Out of which 150 marks shall be awarded by the two external examiners for two final lessons to be observed in the two teaching subjects offered and internal examiner shall award the remaining 150 marks.

1)	15 Micro-lesson	30 marks
2)	Preparation of Teaching Aids	10 marks
3)	20 supervised (Macro lessons)	50 marks
4)	Two criticism lessons – one in each teaching subjects opted by the candidate	10 marks
5)	Observation of 20 Lesson	10 marks
6)	Internship	30 marks
7)	Co-curricular activities	10 marks
8)	Final practice of teaching	150 marks

The micro-lessons are preparatory and are to be prepared and delivered for three different skills prior to the commencement of macro lessons. Any three skills can be chosen for developing competence in skills in teaching the skills are such:

- a) Questioning.
- b) Reinforcement
- c) Explanation
- d) Illustration with examples and visuals.
- e) stimulus variation

The pupil teachers have to attain mastery by using micro cycle on any three skills out of the above mentioned skills by preparing 15 Micro- lessons in any two teaching school subjects. Each pupil teacher will be required to produce a note-book prepared for Fifteen Micro- lessons and twenty supervised Lessons in addition to two final lessons to be delivered at the time of the final examination.

The statutes relating to the result of B. Ed examination shall continue to be on the existing pattern examination.

The teachers' trainees shall be given the practice of preparing different teaching aids related to the school-teaching subjects offered by them. These aids are to be prepared for all twenty lessons to be delivered. Thereafter, a workshop, should be held and students should be displayed for award of marks by Committee of three teachers of the college i.e. Principal and two teachers. Each aid prepared by the trainees shall bear their Roll No. Marks shall be allotted by the Committee out of 10 marks in the presence of all students/members of the teaching staff for ensuring objectivity in their marking.

Delivery of Macro-Lessons:

50 Marks

Twenty macro-lessons shall be delivered by each teacher trainee in actual classroom situations under the supervision of a college teacher/teacher educator allotted for the purpose. The teachers shall supervise twenty lessons. Provide their feedback, look to the appropriate usefulness of the teaching aid used, raise the level of understanding of the trainees and help them to improve their confidence and presentation. 50 marks are prescribed for delivering twenty lessons. A committee comprising of the Principal and at least two teachers nominated by the principal may allot the marks.

MONITORING COMMITTEE

A committee for observing the lessons while practicing routine teaching practice (20 Macro) of 10 working days for colleges having established in first three years shall be constituted by the Conveyor about the schedule of Macro Teaching well in advance. The committee will comprise of three members i.e. Principal of the concerned college and two principals/Sr. Teachers working at least in senior selection grade.

Retired College/University Teachers, working in other Colleges of education The Committee shall visit at least twice to the Institutions arranged by each college for Macro teaching. the visiting team shall be paid @ Rs. 150/-per head per visit by the college visited besides the usual TA/DA. The senior teacher of the team shall coordinate and fix up the schedule with the Principal of the college to be visited. The discussion shall be sent to conveyor, Board of studies in Teacher Education and the Concerned College for reference.

The Principal of the college in first three years of their establishment shall submit a certificate to the controller of examination, University of Jammu that the Micro and Macro lessons have been delivered by the students and observed by the

teachers of the college as per statutory provisions of the University and the committee too has inspected the lessons during the routine practice of teaching (Micro and Macro levels) The College is not ready for the final practice of teaching Examination. The internal assessment for different aspects of teaching has been awarded. The team of inspectors appointed by the controller of examination has also inspected the internal assessment records.

Criticism Lessons: 10 marks

Two criticism lessons shall be observed by the students in the respective group, teachers of the college and marks allotted by the same committee constituted by the principal for macro-lessons.

Observation lesson: 10 marks

Teacher trainees and the committee constituted for the purpose by the principal shall do observation of 20 lessons.

Internship 30 marks

Apart from teaching practice experience in school, the trainee-teacher should function as a regular teacher in a school (i.e. taking part in morning assembly, preparing time table, organize certain activities in a school. check the home task given to the students, maintain attendance register, participation in staff meetings, preparing written work e.g. notice, examination papers, letters to parents, maintenance of school records, knowledge of prepare school leaving certificate. Every student shall observe three lessons delivered by any teacher on the staff as per the school timetable and prepare a report on the staff as per the school timetable and prepared a report on the same. A record of all these will be kept by student teachers as every day experience in the school. A note book should be prepared by each student reflecting everyday experience / interaction / performance of pupil teachers about their involvement in school activities. The entire exercise

shall be done under the supervision of the Principal/Headmaster of the school in consultation with teacher education/in-charge college teacher of the group. The duration of internship shall be completed during actual teaching practice.

Co-curricular Activities:

10 marks

Excellence of students' indifferent activities organized by the college or participation in inter-college or in University event in the academic session. The participation of the students in such activities shall be counted towards the award of marks. The evidence of having participated in different activities shall qualify for the awards of marks to be inspected by a team of inspectors for internal assessment. The evidence of participation should remain enclosed for ready reference.

The marks may be awarded as:

1 st prize	5 marks
2 nd prize	4 marks
3 rd prize	3 marks
Consolation	2 marks
Participation	1 mark

The students are entitled to seek the benefit of participation in only two activities in a year.

Final practice of teaching

150 marks

Two external examiners shall be appointed for the conduct of final practice of teaching examination for observing two lessons of each student in the two opted teaching subjects in actual classroom situation. The internal examiner shall arrange the setting of the examination and coordinate with the external examiners for

the smooth conduct and evaluation of the final practice of teaching examination.

The internal examiner shall also provide the file to each external examiner, which should contain the following information about the student/lesson:

- i. University Roll No.
- ii. Name of the Candidate.
- iii. 1st Teaching subject.
- iv. 2nd Teaching subject
- v. Topic of the 1st Lesson
- vi. Topic of the 2nd Lesson
- vii. Space for marks of 1st Lesson.
- viii. Space for marks of 2nd Lesson
- ix. Internal marks in practice of teaching
- x. Remarks, if any.

Each pupil teacher will be required to produce a notebook prepared for 15 Micro-lessons, twenty supervised Macro-lessons and two criticism lessons (one in each teaching subject offered by the candidate) and 20 observed lessons in addition to two final lessons to be kept in separate files at the time of final examination. Besides this, the internal marks given to every student in teaching practice should be made known to the external examiner. The external examiner should, however, consult the internal examiners for award of marks in two lessons being observed for each student.

The External examiners shall break the marks of Macro-teaching in such a manner so that all aspects of the lesson are observed. For example, the following aspects need to be taken into account:

- 1) Preparation of Lesson Plan
- 2) Preparation of Instructional Aids

- 3) Delivery of lesson (presentation, confidence, understanding and chalk-board writing).
- 4) Relevance and use of Instructional Aids at the appropriate time.
- 5) Closing of the lesson.

In order to follow a uniform practice of awarding the marks, as the students deserves, the judgment of the examiners may be exercised through the normative tables as prepared by the association of Indian Universities. The external examiners will spot out and determine the kind of students likely to fall against given percentage in the normative table commiserating with their ability. The external examiners will distinguish and award the marks on the basis of the performance of the students. In case the external examiners believe that none of the students fall against any particular percentage especially at highest and lowest level, they will be at liberty to make marginal adjustment in the given normative table. The number of students worked out against a defined percentage of cases shall be worked out in the light of intake of the students of a particular college. The colleges can work out keeping in view the total number of students appearing in final teaching practice examination in a college.

The standard normative table to be followed for identifying the students to be awarded marks as per below mentioned table in internal and external practice teaching:

Percentage of cases	Description of Performance
3%	Outstanding
7%	Very Good
22%	Good
36%	Average

22%	Below Average
7%	Poor
3%	Very Poor

To work out the marks, the highest score ordinarily should not exceed 80% of total marks i.e. 120 out of 150 in case of external and internal examination. In case the external examiners/college feel that any particular candidate (s) deserves marks beyond 120 out of 150 in case of subjectivity involved in judgment in lieu of subjective performance of students (preparation of lesson plan, appropriate subjective element), such cases may be referred to Controller of examinations for special examination by another team of external examiners to be referred to Controller of Examinations for special examination by another team of external examiners to be invited from outside or to be conducted by special team of senior local teachers other than the already appointed team. However, before actual conduct of special examination, the controller in consultation with Convenor, Board of studies in Teacher Education and any other two senior teachers may review the matter. The principal of concerned of special examination. The bonafide of the referred cases may be decided in the light of performance of such cases in earlier examination. The bonafide of the referred cases may be decided in the light of performance of such cases in earlier examinations. If considered for special examination, the judgment of these examiners shall be final and binding upon such students/colleges.

INTRODUCTION GOAL

The goal and objectives set forth by the institution is to prepare the future teachers and impart quality education so that the basic objectives of the National Policy on Education are achieved. With an attempt to make them mentally and physically alert they are provided within philosophical thoughts and physical inputs and are also provided to the curriculum study like Gandhian thought, Yoga, Physical Fitness, Freedom Struggle, Educational and life Philosophies of Great Indian thinkers. In order to monitor the curriculum development the feedback from the students, faculty, alumini and academic experts are sought regularly on the curriculum design and imparting education to the trainee teachers, so that the needs of the society and challenges of 21st century are met.

The design of the courses of study includes the national issues pertaining the society like environment, value education and ICT. The college organizes seminars, workshops, debates on various topics to make aware the pupil teacher above the national issues so that they contribute in every respect towards upliftment of the society particularly rural India. The college has introduced one of the optional subjects pertaining to environment and most of the trainee teacher opted for the same which speaks of their concern about the global environmental problems and it also helps to crucial period i.e. political, intellectual, social, economical etc so that the value education plays an important role for improvement in all such sectors. A number of extension lectures / symposia / seminars where delivered by a galaxy of resource persons to deal with the most alarming situations facing the society and make aware the trainer teachers about their duties the country and the challenges society is facing.

1.2 Academic Flexibility.

To make the education a reflective practice, the college organizes most of its activities associated with the societal need. Few of these are organized in local vicinity to aware the community. Population club activity and health club activities which are generally organized in the nearby villages namely 'Bajwan', 'Nardani', Raipur Jammu.

The college usually uses the lecture Method for classroom teaching and more attention on discussion are being stressed. To make classroom teaching effective, the student's participation is encouraged. Seminars on some important topics are organized to promote discussions and to enable the student to make best use of resource material. It helps to develop the logical reasoning, critical thinking among the students and also make the T-L process student centered. The students are also encouraged to include new technology like ICT and OHP. Every faculty member has to deliver a model lecture to the trainee teacher on OHP and through PowerPoint to guide the future teachers in the use of IT.

The College has provided flexibility in academics. Keeping this in view college offers Environment Education, Guidance and Counseling, Education Measurement and Evaluation and information and Communication Technology as optional papers and Teaching of General Science, Teaching of Mathematics, Teaching of Punjabi, teaching of Hindi, Teaching of English and Teaching of social studies as teaching subjects.

To develop soft skills among the students in spoken and writing ability in English, the college has established a soft skill cell, which helps the students to prepare themselves for interview / Placements. The college provides opportunity to the students to use the tools like OHP and Microsoft Power Point presentation in

Micro and final teaching practice. More over the students who opt ICT as an optional paper are with an extra advantage of handling the computer. In order to inculcate social responsibility and community welfare among the students various programs and activities under NSS are organized from time to time.

The college organizes Micro and Macro teaching practice in democratic and educational oriented environment. For this, students are divided into groups and each group is escorted by expert supervisor. Fresh supervisors are provided with short training under the peer trainer of the college. To clarify the doubts, MICRO teaching practice starts with the demonstration of concerned skill by demonstration lesson delivered by the subject experts. After demonstration proper discussion are held regarding the steps of lesson planning and delivery of lesson, to clarify the basic concepts.

In the B.Ed curriculum, there is a provision of internship program that is conducted during MACRO teaching practice under the supervision of Headmaster / Principal of the concerned school and group incharge. During the internship a student learns, how to prepare the school record like attendance Register, Admission Register, Character Certificate, Library Register, stock register, Notices and communication with parents etc. They participate in morning assembly, organize the cultural activities and sports activities which are mandatory for them. College also organizes workshops on preparing of teaching aids under supervision and guidance of duly constituted committees notified for the same purpose prior to practice of teaching and exhibition of teaching Aids are also organized in every session for display.

1.3 Feedback on Curriculum

- ◆ The Institution obtains feedback from the students, teachers and the same are referred to various bodies for consideration and implementation.
- ◆ The information received from the students, teachers are discussed with the faculty and same are analyzed and concrete suggestions are referred to the University of Jammu for placing it before its Board of studies

1.4 Curriculum Update

Students, actively participate in the meetings to impress upon the members for the consideration of the feedback on the design and curriculum for the B.Ed. Trikuta College of Education acknowledges their suggestions actively participate in curricular design and curriculum for the B.Ed Trikuta College of Education happily acknowledges their suggestion actively participate in curricular design and curriculum activity called by the competent authority. University of Jammu from time to time are provided important suggestions for the same. In 2009 during designing of new curricular for B.Ed Course the college actively contributed in the curriculum design.

The college also started research work to know about the difficulty level and effectiveness of curriculum notified by the University of Jammu, since 2009. Feedback are collected from the students enrolled in this college and other colleges affiliated to University of Jammu and same are being analyzed for working a suggestive document.

1.5 Best Practice In Curricular Aspects

- ▲ The Institute adheres strictly to the academic calendar issued by the University of Jammu, so that examinations are held as per schedule and results are declared in time.
- ▲ The institute is liberal to encourage research work among the faculty by provides them relaxation in timetable, without compromising the teaching learning process.
- ▲ Free books and scholarships are provided to poor and needy students.
- ▲ Mandatory free medical checkup for every student to alert them about their health problems.

For achieving the goals, the College has underlined the following best practices in curriculum aspects:

- Academic calendar, time-table is finalized through open healthy discussion among the faculty members.
- It encourage research and other curriculum activities among faculty and students, the faculty as well as students are engaged in such a way so that teaching learning schedule is least disturbed.
- The college has adopted various mechanism/process for internal quality checks like student feedback on classroom teaching, teacher wise analysis of subject performance in final exams, self appraisal report of the faculty, informal and formal interaction with the student community etc. These serve as internal quality checks to monitor the academic standards for quality education. The senior members/management committee members make frequent surprise visits to the classes to monitor proper and full utilization of teaching hours.

The Chairman of the college periodically deposes faculty members from other streams for quality checks which includes

adequacy of infrastructure, classroom maintenance laboratory facility and other amenities to cope up with the new challenges for the society/education/students in line with the directions laid down by the recognition / affiliation University for the Teacher Education to impact quality education.

- The chairman and management take cognizance of the observations and take immediate necessary steps are taken to overcome the short comings.
- Guidance and counseling cell and grievances cell have been constituted to provide academic counseling and look after the grievances of the students and the staff.
- During the last four years, the training programmers for the faculty were organized to update the faculty to meet the challenges and new innovation in the teaching learning process. In this regard, it was mandatory on the part of every faculty member to deliver a demonstration lecture through Power Point / OHP and make aware the pupil teacher about the use of it in teacher education.
- Freshers are provided best possible counseling in choosing the Optional / teaching subjects at the beginning of the session.

For enhancing the quality:

- The college has established quality assurance cell (IQAC) that looks after the overall quality maintenance
- In this regard internal auditing is carried out by auditing committee.
- The guest lectures on specific topics are organized from time to time to make the pupil-teacher update/aware about the challenges before the higher education in the 21st century.
- To update the teachers, the faculty is deputed to attend various workshops/seminars organized by the University of Jammu or other agencies from time to time.

- Staff meetings are held to discuss the various activities to be organized and also regarding the micro, macro teaching practice where in discussions are held for the preparation of lesson plans.
- The college also organizes inter college competitions to create sense of competition among students.
- Co-curricular activity week are also observed where in student get opportunity for the display of their talent.
- Communal harmony week and Flag Day are observed in order to develop the national responsibility among the students.
- Campaign on health related issues like AIDS and injurious effects of tobacco chewing and smoking are organized to make aware the students about these serious threats to the humanity.
- Internal assessment tests are held for academic quality checks and students whose performances for making improvements in academics.
- This result in transparency and effective teacher- student interaction.
- Tutorial classes are organized for the week students as a remedial measure.
- On the opening day of college, fresher's-cum-introduction meet is held where every newly admitted student and faculty member participates. The fresher's are provided platform to express their views on the first day about the college, environment of the institution and also perform their skills (if any) on the first day. This helps in controlling ragging as well as help the faculty to have preliminary assessment about, the fresh batch. Every fresher is also guided to fill up the students profile to know about their academic/ co-curricular achievements.

CRITERION II: Teaching - Learning and Evaluation

2.1 Admission Process and Students Profile

Admission to B.Ed / course is made by the Central Admission Committee of the University of Jammu. The University invites applications on all India basis and admission are made through counseling strictly following the merit at the academic level i.e. performance at graduation in case of B.Ed

The college has taken a number of measures for catering to the diverse need of the student /society. To spread the educational/academic/ devotional/national integration atmosphere in the college, the college has established a number of committees clubs and cells to make the teacher aware and meet the challenges ahead. Few of such bodies are: population club, Discipline committee, Guidance & counseling cell, soft etc. the college organizes a number of seminar/debates/ workshop and celebration some of the National/International days to renaissance future teachers about such issue. Some of such events are World Consumer Day, Women's Day, World Environment Day, and HIV/AIDS World Day. In such functions, resource persons /faculty members deliver extension lectures and the students are encouraged to freely express their views on different aspects, which not only make them cautions about the alarming social challenges but also make teaching learning environment conductive.

2.2 Catering To Diverse Needs

During the selection of teacher educators they are provided self –appraisal form to be filled up by them to help the institution to know about their knowledge and sensitive areas. By knowing

these, teachers are deputed for particular task keeping in view his/her capabilities.

The institution follows academic calendar strictly. The notified timetable is followed for the proper functioning of class work. The time table incharge ensures flexibility in the implementation of time table during the assessment tests and organization of co-curricular activities. In order to make the learning environment conducive the discussion among teacher and student are encouraged. Students are provided opportunities to express themselves freely regarding their learning problems. For the evaluation of students, class tests are conducted and results are properly displayed on the notice board. Tutorial classes are organized for the below average students. Parents are intimated about the essential information (if any). Extra classes are organized for the students who are falling short of attendance. For the development of students various co-curricular activities including observation of important days, national festivals and important weeks are carried out.

The institution has well established library with separate reading section. Students are allowed to consult different books for their knowledge and information. The library has the subscription of various national magazines and newspapers. The local newspapers and magazines are also subscribed. The library has various educational Journals like Education Research and extension, Journal of Indian education, the Primary Teacher, University news etc and more than 2587 text books. Apart from this a large number of reference books are also available. The college offers option in teaching subjects and optional subjects so that student can study the subject of their interest's.

The institution takes the proper feedback from the students from time to time, to know whether the teacher educators are

satisfying their needs and addressing individual difficulties. In order to cater to their diverse needs institution have established guidance and counseling cell so that if any problem still persists with the students, it can be resolved, In addition, the students are divided into different groups each group is allotted to the different teacher educator so that overall catering of needs may be addressed. Grievance cell is also established to solve the problems of students.

The college provides micro teaching practice in simulated conditions. The students are provided knowledge about the various skills which are an important part of T-L process. The students through the practice of micro-teaching get practical opportunity to use these skills. The students also use OHP and other teaching aids to deliver lessons effectively. The teacher supervisor provides proper feedback to the students so that they can improve the learning of skills. During macro teaching practice students have the opportunity to use the integrated form of all skills and make the classroom teaching effective. Moreover the college also organizes a workshop in every session regarding the preparation of teaching aids. Through this workshop students get the practical knowledge and also learn how to present the lesson effectively with the help of an effective teaching aid to make classroom teaching interesting. Training to operate OHP as well as laptop for power points presentation is also provided to students are encouraged to use them as a teaching aid.

2.3 Teacher Learning Process

The institution engage the students in “active learning” by means of library, A-V apparatus, written assignments, simulation, peer teaching, internship practicum and display board.

The college has well furnished library with text books, reference books, periodicals, journals, magazines and news papers. Library has two sections i.e., reading section and book issuing section with a sitting capacity of about 80 students. Both sections are managed by a trained librarian. For proper functioning of book issuing section, students are divided into groups & each group has fixed dealing day. Besides this, students may make a request for issuance of books in urgency and thus the library system has flexibility. In library reading section there is no provision of issuing books and journals etc.

The college organizes the workshop on power point presentation and “use of OHP”, in which each student is provided with an opportunity to handle them. The college also provides OHP to the students for MICRO and final teaching practice, who want to use it as their teaching aid. Similarly college organizes the workshop on “use of computer”, handling the computer in general and using the power point in particular, to use the innovative tools and technology in T- L process.

To make the teaching student centric, the college involves most of the students in various activities organized by the college. Teachers promote group discussion in the classroom; Internship and practical also make the T-L process pupil-centered. During micro teaching practice the students are provided freedom to choose the class they want to teach so that they feel confident in the delivery of their lessons.

The students are taught with the help of OHP in order to provide them the experience on how T-L process can be made effective. Micro teaching practice is also undertaken to provide knowledge of teaching skills and how to use these skills effectively in a classroom.

There is a provision of MICRO teaching, in which student are trained in particular skills which are essential for effective process. During Micro teaching students are provided with the feedback. Students are inspired to use A-V aids like tape –recorder, video recording and digital camera etc. Micro –teaching technique is also used for developing teaching skills. The skills practiced are-1) skill of reinforcement.2) skill of stimulus variation 3) skill of explaining, Each student delivers five lessons on each skill.

In the school, MACRO teaching practice is undertaken, for which college divides the students into groups and each group is supervised by the Faculty member who acts as supervisor. The supervisor provides ideal and congenial conditions to the trainee teacher so that they may deliver the best lesson.

The practice of teaching in school is carried out for 15days. The students deliver two lessons per day according to their teaching subjects. They have to deliver 20 lessons according to their teaching subjects. They have to deliver 20 lessons and two criticism lessons during practice of teaching. The students who have free periods during the teaching practice are directed to observe the lessons. Lesson plans are checked by the supervisor, before the delivery of lesson to suggest improvements (if any). The teacher supervisor provides feedback to all the students regarding their performances in class room teaching which is also recorded in the form of remarks which are specified on their micro lesson files. The scaling has the following features.

It is mandatory for each student teacher to observe 20 lessons during their practice teaching.

The practice teaching sessions are developed with the help and co-operation of school staff keeping in view their time table and calendar. The lessons to be delivered by the student teachers are also chosen in consultation with the principal/teacher of the school

every care is taken so that the academic calendar of the school children is not disturbed.

In order to prepare the student teacher for managing the diverse learning needs of students in the school, demonstration lessons are provided by the teacher educators. They are provided with practical knowledge of dealing with different kinds of the students. The teaching subjects which they study in their theory compulsory subjects also are designed to meet the diverse needs of future teachers theoretically.

There is a provision of Internship for 15 days where in pupil teacher carries out all the activities with the help of Headmaster and other teachers of the school concerned where the teaching practice is arranged. Each item is recorded by the students in their notebooks and approved by the concerned school authority. P-Tr. Also organizes some cultural and sports activities. Training to P-Tr is also imparted for making the records like Admission Register, Attendance Register, and Leave record etc.etc.

Similarly micro lesson observation has the following scaling features:		Extremely week	RATING					
Item	Specification		Very week	Week	Average	Good	Very good	Excellent
1. Appropriateness of instructional objectives	Clarity, relevance to the content adequacy with reference to the domains and level of objectives, attainability in terms of pupil outcomes.	1	2	3	4	5	6	7
2. Content properly organized	Logical organization according to content and psychological organization as per need of the pupil	1	2	3	4	5	6	7
3. Creating set for introducing the lesson	Greeting accepting greeting, securing attention and giving instructions establishing report ensuring facilities like chalk, duster, aids apparatus, etc.	1	2	3	4	5	6	7
4. Lesson introduced Effectively	Linking with past experiences link between introduction and main arts use of appropriate devices/techniques like questioning examples, exhibits etc.	1	2	3	4	5	6	7
5. Questions properly structured.	Structuring questions at different levels which are grammatically correct, precise and relevant to content.	1	2	3	4	5	6	7
6. Questions well delivered and proper distributed	Questions delivered with appropriate speed with intonation and pitch, allowing pause for thinking and questions well distributed covering, even non-volunteers.	1	2	3	4	5	6	7
7. Pupil responses properly handled	Handling pupil responses using techniques like prompting, eliciting further information refocusing and asking critical awareness questions.	1	2	3	4	5	6	7
8. Explanation clear and	Clarity, continuity, relevance to the content using beginning	1	2	3	4	5	6	7

coherent.	and concluding statement, covering essential points.	
9. Used appropriate teaching aids for illustration	Simple and interesting, and relevant to the point being explained.	1 2 3 4 5 6 7
10.Used appropriate teaching aids for illustration	Relevant to content appropriate to the pupils' level proper display and appropriate use.	1 2 3 4 5 6 7
11.Varied stimuli for securing and sustaining pupil attention.	Appropriate body movements gestures, change in intonation and pitch, change in sensory focus, change in interaction pattern and pausing, Aural-visual switching and pupil physical participation	1 2 3 4 5 6 7
12.Used appropriate verbal & non-verbal reinforces	Use of praise words, statements, accepting and using pupil ideas, use of pleasant and approving gestures and expressions, writing pupil answers on the blackboard	1 2 3 4 5 6 7
13. Appropriate pacing of the lesson	Adjusting the speed of the lesson to the levels of the students.	1 2 3 4 5 6 7
14. Promoting pupil Participation	Providing opportunity to pupils to increase participation through asking question creating climate of participation, use of silence and non-verbal cues, calling upon pupil for physical participation.	1 2 3 4 5 6 7
15.Proper use of black board	Legible neat adequate with reference to the content covered.	1 2 3 4 5 6 7
16.Appropriate closure of the lesson	Summarisation establishing link between the present learning with earlier as well as future learning and creating a sense of achievement in pupils.	1 2 3 4 5 6 7

17. Give appropriate assignments.	Relevant to the content covered and level of the pupils.	1	2	3	4	5	6	7
18. Evaluation of the pupil	Relevant to the instructional objectives, used appropriate questions and observations.	1	2	3	4	5	6	7
19. Diagnosis of pupil learning difficulties & taking appropriate remedial measures to remove	Identifying learning difficulties along with causes remedial measures suited to the type of the learning difficulties and the level of the pupils.	1	2	3	4	5	6	7
20. Appropriate management of the class.	Attending behaviours reinforced and direction given to eliminate Non –attending behaviour, clarity of direction, appropriate handling of pupil’s disruptive behaviour.	1	2	3	4	5	6	7

2.4 Teacher Quality

The college is maintaining teacher quality. The institution usually tries to maintain 1:20 teacher student ratio to monitor the teaching practice. College also obtains feedback from the students about the teachers' performance and behaviour. Teachers also provide feedback to the students during Micro teaching practice and rate the students' performance. In Macro teaching there is a provision of providing feedback to the students in writing by concerned supervisor.

Concerned head of the school also provides feedback in writing particularly during internship. Class performance of the pupil teacher is often evaluated by the concerned subject teacher through tests that include weekly tests, I & II Internal assessment tests and after completion of whole syllabus a series of class tests are also conducted and thus it trains the trainee teaching for best performance in annual examinations. All the results of the tests are displayed on the notice board for improvement in the performance.

The teacher discusses the problem of student in the class so that they can know their weak points and can improve their performance. The institution takes the feedback from the heads of the schools on a prescribed Pro- forma in which practice teaching is organized to know about their educational needs.

To keep pace with the recent developments in the school curriculum, the college provides its service towards the curriculum design and development when called by the competent authority of Jammu & Kashmir Board school education. The principal of the college actively participated in designing the course of study for class 11th & 12th for newly introduced subjects. Institution also exhibit its great interest for ensuring the personal and professional development of the teaching staff; college organizes the workshops

on ICT from time to time, so that every staff members are acquainted with the working knowledge of computer. In every session college organizes the training programs to impart the knowledge of “using of technology in teaching learning process.”

2.5 Evaluation Process and Reforms

The college identified the barriers of learning in academic through class tests, Internal Assessment tests and class performance. Other personality traits are noticed during Micro and Macro teaching practice. An overall judgment is judged through various activities, as every student has to participate in cultural/sport events as per the norms laid down by the University of Jammu and the College organizes the events like display your talent, sports and other co-curricular activities. The students also participate in inter college competitions organized by other colleges and the University of Jammu.

The college is affiliated to the University of Jammu. The whole evaluation is centralized at the University level. Head examiners are appointed to keep uniformity in evaluation. A number of teachers from the college are appointed to keep uniformity in evaluation. A number of teachers from this college are also involved at the centralized evaluation centre. The Head examiners divides the total marks of a question in different parts and issues instructions about their evaluation and awards to be awarded to the examinees.

All the answer scripts are coded which ensures the secrecy of the examinees. The Head examiner randomly reviews 20% of the evaluated scripts of the sub-examiners. Thus the evaluation process takes care of all aspects for a logical and scientific evaluation.

In the college, the evaluated assignments/answer scripts /teaching practice note books are made open to the students so that

they must know the shortcomings and with the help of the concerned faculty members improve all such shortfalls.

The standard normative table to be followed for identifying the students to be awarded marks, as per below mentioned table, in internal and external practice of teaching, is as under:

Percentage of cases	Description of performance
3%	Outstanding
7%	Very Good
22%	Good
36%	Average
22%	Below Average
7%	Poor
3%	Very Poor

2.6 Best Practices in T-L Process and Evaluation Process

- To promote innovation technology in T-L process, the teacher use OHP and Power presentation to deliver the effective lecture in classrooms. This also encourages the student to undertaken the same in their teaching.
- College organizes the orientation course for the teachers wherein they are exposed to the use of latest teaching technology.
- During admission, students are guided regarding the selection of subjects to be chosen by them for the course.

- College organizes the programs for the students to sensitize them about the various activities around the year in accordance with the annual calendar.
- College has Guidance and Counseling cell which provides the educational-cum-personal guidance to the pupil-teacher. Cell conducts the regular meetings.
- Subject teacher prepares the lesson plans during the MICRO and Macro teaching practice, which are reviewed, revised and evaluated through discussion among the staff and the Principal.
- Education through innovation technology is provided through A-V equipment like OHP slide projectors, models and charts.
- Group discussions and debates etc. are encouraged which supplement the classroom traditional teaching.
- Tests, assignments, class tests are regularly held to maintain the teaching quality oriented. Examination committee has been constituted to maintain the transparency.

- The performance of the teaching faculty is evaluated by students by means of a teacher assessment questionnaire, and feedback is obtained by the Principal through the students. All such observations are scrutinized and observations are addressed by the competent authority.
- It is mandatory for every faculty member to deliver a demonstration lecture on power point as well as OHP, so that trainee teacher is well acquainted with the use of technology and also start thinking of the difference between traditional methodology and technology methodology of teaching.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

- Teachers who are engaged in research work and those willing to pursue M.Phil or Ph.D are specially taken care of and are allowed for the said by adjusting their time table as per their needs.
- The college has research cell for encouraging research work among the staff members. The thrust area of research work among the staff members being area of research is curriculum and stress level in the institutions.
- The faculty has been attending the workshops, seminars etc organized by the University of Jammu or other bodies. The college also organizes such activities from time to time to create interest in research activities.
- Keeping in view, the thrust area of the curriculum, College motivates its teachers to take up research on various problems relating to education. College encourages the teachers for research and for further studies. Thrust area of research have been identified as:

1.	Delinquency	A serious threat to our Society
2.	Distance Education:	A global need.
3.	Global warming	A serious threat to environment
4.	Has Hindi taken hold as National Language	
5.	School community relationship	New future in education
6.	Vedic Mathematics	A simple & easy system.
7.	Scope of research in teaching Colleges	

8.	Motivation	A key to effective teaching
9.	Impact of gender & locality on attitude towards games & sports.	
10.	Vedic Mathematics	A simple and easy system.

- College also encourages the teachers to write the books and contribute their research papers.
- It has also been made mandatory for every faculty member to write at least one research paper in their specialization for Presentation.
- College also organizes the panel discussion on the topics related to teacher training.
- Teachers also participate in the extension activities which are generally recorded in their self appraisal report.

3.2 Research & Publication Output

The college is using Power point and OHP from the very beginning and prepares the relevant material on transparencies to elaborate the concepts.

- Institution has developed its own CD related to the B. Ed course for using in ICT as OHP films.
- The college organizes workshops for teachers for developing material for ICT and OHP. Principal and staff attended the workshops regarding the ICT organized by Jammu University and various originations.
- The college management has recently decided to publish the research articles of the faculty in a book from.

3.3 Extension Activities:

Environmental club, Health and Hygiene club, NSS team of the college regularly visits the local vicinity and put their sincere efforts in their respective domains for the betterment of the community. Cleanliness drive, lecture on AIDS, literacy campaign plantation etc. are the major events which are organized by the college to make ware the community. Students actively participate in all such activities organized by the social welfare committee. College has strong institution-school networking as teaching practices are under taken in the school of local area and head of the school are properly intimated regarding the programs well in time.

Institution develops the social responsibility and good citizenship values and skill among the student through various activates included in the curriculum both theoretically and practically. Through various activities, college has been making local community health conscious and with the collaboration of Ayurveda Faculty a number of health camps are organized to achieve this goal.

3.4 Collaborations:

The college has established the linkages with national level organization ITCO. An entrepreneurship program was organized by the ITCO in college campus. Most of the students got motivated and benefited from this program.

The College in collaboration with Health Department organized programs, extension lectures on the health and hygiene for students.

3.5 Best Practices in Research, Consultancy and Extension:

The college is continuously devising best practices in Research consultancy and Extension but it has made, Few of such initiative Provisions in the Budget Head for Research and Extension activities have been made:

- To develop a list of organizations/areas in which the expertise of the college can be useful for consultancy.
- To constitute a Committee of experts for best practices with special reference to Research, consultancy and extension.

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities:

- Although as per the status of JK state, the NCTE norms are not applicable to the College but it has excellent physical facilities to run the B.Ed course which has all the facilities of a model institution and as per form of NCTE.
- The master plan is appended.
- The management has spent an amount of ₹ 356 lacs. College infrastructure since its inception.
- The following are the salient features of the built in area:-

Building		7000 sq.mt
Lecture halls	10	600 sq. ft each
Boys Common Room	1	425 sq. ft
Girls common room	1	425 sq. ft
Principal room	1	276 sq. ft
Administrative office	1	276 sq. ft
Separate toilets for boys & girls		400 sq. ft. each
Library	1	1050 sq. ft
Computer Lab	1	1050 sq. ft

Girls Hostel

No. of rooms in hostel	50	190 sq. ft each
Recreational room	1	1000 sq. ft each
No. of toilets	9	400 sq. ft each
No. of bath rooms	9	400 sq. ft each

Boys Hostel

No. of rooms	33	210 sq. ft each
No. of toilets	12	400 sq. ft each
No. of bath rooms	12	400 sq. ft each

Lab details

Total No. of working nodes	36
Switch (16port)	02
UPS	36
Printer	01
Scanner	01

4.2 Maintenance of Infrastructure

The college infrastructures have been planned in such a way which requires minimum amount for its maintenance for at least next fifteen years. However an amount 15% is always embarked for the same.

Provisioned in annual budget for its up gradation, addition and maintenance. The Institute has a picturesque beauty in its architectural planning and an arbor culturist maintains its environmental beauty.

The Budget allocation utilization in the last five years for the maintenance of the following:

Amount spent

Building	₹ 2,37,423.00
Furniture	₹ 73,217.00
Computers	₹ 47,219.00
Equipments	₹ 53,723.00
Vehicles / Transport	* ₹ 1,23,743.00

*: Trust Pooled Vehicles.

4.3 Library as a Learning Resource:

- The library has a trained librarian and technical staff to support the library work and its maintenance.
- The library committee looks after the maintenance, addition of books and functioning of the library, Auditing committees

audits the library and send the reports to the Chairman/Managing Communities for reforms and implementation.

- Staff members intimate about the new arrivals for additions in the library.
- A provision of 2% budget head is earmarked for addition of reference/text/general books to the library.
- Presently the library has 2787 books, 25 journals and 27 magazines in the Library. The Management has incurred aggregated amount of 27, 93,423 on these books and journals.
- Audio-visual teaching- learning resumes have also been provided in the library for the benefit of the faculty/pupil teacher.
- One of the Best practices with regard to the Library is free books provision for the poor students.

4.4 ICT as Learning Resources

- The college provides the facility of making power point presentation to the students. OHP is also available to them. Numbers of audio-visual aids like maps, charts, model, etc are also available.
- All the students are imparted computer skills.
- Students prepare their final lesson plans with the help of computer and some of students who are to use OHP as a teaching aid are provided with OHP.

4.5 Other Facilities:

- ❖ Transport facilities are available for the both students and teachers.
- ❖ The classrooms are equipped with OHP for routine use of the Faculty/pupil teacher.

- ❖ Reprography.
- ❖ Common Canteen Facility.

4.6 Best Practices In Infrastructure & Learning Resources:

The best practices with regard to Physical facilities are as under:

- ▲ The college has its own fleet of buses covering every nook and corner of the city.
- ▲ The college provides filtered and cool water to the students.
- ▲ The college has separate hostels for boys and girls.
- ▲ The health facilities provided by the sister concern of the trust JIAR where IPD and OPD facilities are available
- ▲ Sufficient toilets for males and females are available. The canteen is shared by all the institutions under the trust.

Criterion V: Student Support and Progression

5.1 Student Progression

- Bachelor in Education course is purely a course with different curriculum and professional. The nature, courses of study and structure of the scheme of paper is new for most of the students. Thus the college has to take special measure to prepare the student for the new course. On the basis of the course of study /subject at the graduate level, the freshers are guided to choose the teaching subjects. The guidance and counseling cell also plays an important role for the guidance of to freshers.
- The library, audio- visual aides, computer room, the display of posters etc make the fresher more close to their course and helps them to motivate for their professional course. To achieve the objectives/goals of the course technological facilities also plays an important role in motivation. All such facilities also play an important role in motivation. All such facilities make them realize the innovative and new methods for teaching helps them in achieving the professional competence and create interest in the professional course. The College also provides a variety of opportunities during the course for sustainability and improvements like: class tests, discussions, feedback etc.
- The dropout rate has been very low because the job opportunity in the profession increases with the completion of the course. It has been noticed that only such students leave the course, who either obtain better opportunities in their academic career or have some unavoidable reasons. The dropout rate is as follows:-

2009-10	2010-11	2011-12	2012-13	2013-14
6.59%	2.70%	NIL	NIL	NiL

- The College displays various advertisements for job opportunities and competitive examinations on the notice board for the information of the students.
- Majority of the students belong to other States and thus they prefer to join the teaching profession in their home towns and thus seek less guidance for placement.
- One of the faculty-member has been assigned the additional duties as placement officer.

5.2 Student Support

- Academic calendar, effective time table, formation of various Committees/clubs, organization of various co-curricular activities, coordination of theory and practice of teaching and use of information technology in the methods of teaching, helps the College to achieve the objectives and effective implementation of the curriculum.
- The College has devised a number of methods for improvement in curriculum effectiveness. Besides updating the faculty, the student care being top on its agenda. Resources persons, expertise in the curriculum and extension lectures are some of the features and thus it plays an important role in mentoring. Tutorials are also organized for academic advice for the students.
- The College website provides every, information for the pupil-teacher with monthly updating prevision.
- Class tests, special attention by the faculty for week students, tutorials, extra classes are some of the remedial programs for the academically low achievers.

- The Guidance and counseling cell helps in the following ways:
 - Choice of subjects.
 - Remedial measures for low achievers.
 - Suggestive measures for improvement in academics like books, audio - visual facilities, assignments / tests etc.
- The objective of the grievance redressal cell is to convey the problems of the students and the staff, (if any) to the higher authorities through written mode.
- Progress of students is monitored through the assessment tests and class tests. Weak points are discussed so that improvement of students can be made book reading culture is also suggested.
- Micro-teaching is organized as pre-practice preparation during which emphasis is provided on the acquisition of skills. Proper feedback is provided to them in the form of rating and suggestions after the delivery of each micro lesson plan.

During practice of teaching the teacher supervisor keep a constant vigil on the activities of the students and also provide the necessary help and guidance to the students and also render the necessary help and guidance to the students so that they can deliver their lessons effectively.

5.3 Student Activities:

The college has Alumni Association, the meet of alumni association is held in which each and every aspect of the college are discussed and feedback from the alumni was collected and thereafter discussion was made for incorporation in the system.

The feedback and analysis of the data was shared with the faculty. The suggestions and the feedback provided by the Alumni plays an important role in making improvements, in the desired areas and thus it help in the development of the Institution.

The institution provides necessary facilities to the students so that they can participate in extracurricular activities including sports and games. The congenial environment is provided to the students. Moreover the University has made it mandatory for each student to participate in two co-curricular activities. The college has setup various committees and clubs and their role has been well defined. Each committee is headed by a coordinator with two members from the teacher and student, make it democratic. The college has a democratically elected student council. President Secretary, joint Secretary, treasure and members are duly elected. The elected student plays a vital role for the organization of the various events on the campus.

5.4 Best Practices in Student Support and Progression:

The college provides following support services for the welfare of the students:

- 1. College Hospital:** - Sain Charitable Trust has a hospital of its own, namely: Jammu Institute of Ayurveda and research, which is managed by the whole time trained staff, where adequate health advice and treatment, in case of illness is provided to the students free of cost.
- 2. Workshop:** - The College has an independent works section for maintenance of infrastructure where the services of a carpenter, plumber and electrician are available during working hours.

3. **Canteen:** The College is running its own canteen where hygienic food is provided to the students and staff members on non-profitable no less busniess.
4. **Bank:** The College provides the Banking facility to the students and staff members. The extension counter of J&K Bank has been functioning in the college campus with ATM facilities.
5. **Parking facility:** To ensure the safety of vehicles, ample parking facility is provided in the college premises.
6. **Photocopier facility:** Xerox machine is available for the use of students and staff at very nominal charges.
7. **Counseling:** The College has special arrangements for counseling of students. The experienced faculty members provide guidance career. Counseling is provided to overcome the stress, tension and problems also has its experienced faculty members provide guidance regarding career. Counseling is given to overcome the stress, tension and emotional problems also.
8. **Publication:** The daily Newspaper, “The Shadow” is published by the Trust of the College under the able guidance of Managing Director of the Trust, Mr. Ravish Sharma. It provides opportunities to the students to share their views on current issues.
9. **Conveyance:** Sain Charitable Trust has its own fleet of buses which is for the convenience of the students and staff members and it operates from various parts of the city.
10. **Co-curricular activities:** The College organizes various co-curricular activities for the overall development of the student’s personality

CRITERION VI: GOVERNANCE AND LEADERSHIP

6.1 Institutional Vision and Leadership

The institution has its own Objectives, Vision, Mission and Quality Policy.

Objective: Continually improve B. Ed education and technological development with innovative method and their effective implementation for:

- a) Training and empowerment.
- b) Service to institutions

Quality Policy: What Trikuta College of Education Nardni Raipur, Jammu are committed to:-

- a) Continually improve B.Ed education and technological development with innovative methods and their effective implementation for:
 - Training and empowerment.
 - Service to institutions.
- b) To comply with requirement and continually improve effective of the quality management system.

Mission: Better, innovative, constructive and integral training to the teacher. “The Nation Builder”

Vision: A globally recognized institution of rigorous academic research and teaching that can complete with the best institutions, nationally and internationally.

The Quality policy and Vision are displayed in the institution to keep it alive at every movement amongst the faculty and

students as well as Objectives' and Mission are mentioned in the Brochure of the college. The Mission includes 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 traditions and value orientation.

The responsibility are defined by making the staff members, coordinators and in charges of various committees, clubs and activities and the same is geared through meetings, notices and notifications.

The feedback obtained from the teachers is discussed, analyzed and the results thus obtained are used to improve the system. Similarly the feedback obtained from the Alumni is also analyzed so that the activities can be reviewed and modified. The feedback obtained from the head of the practicing schools is also improving the practice teaching.

The Auditing cum Monitoring Committee audits the administrative and academic sections from time to time, so that, deviation (if any) from Quality Policy is noticed can be rectified.

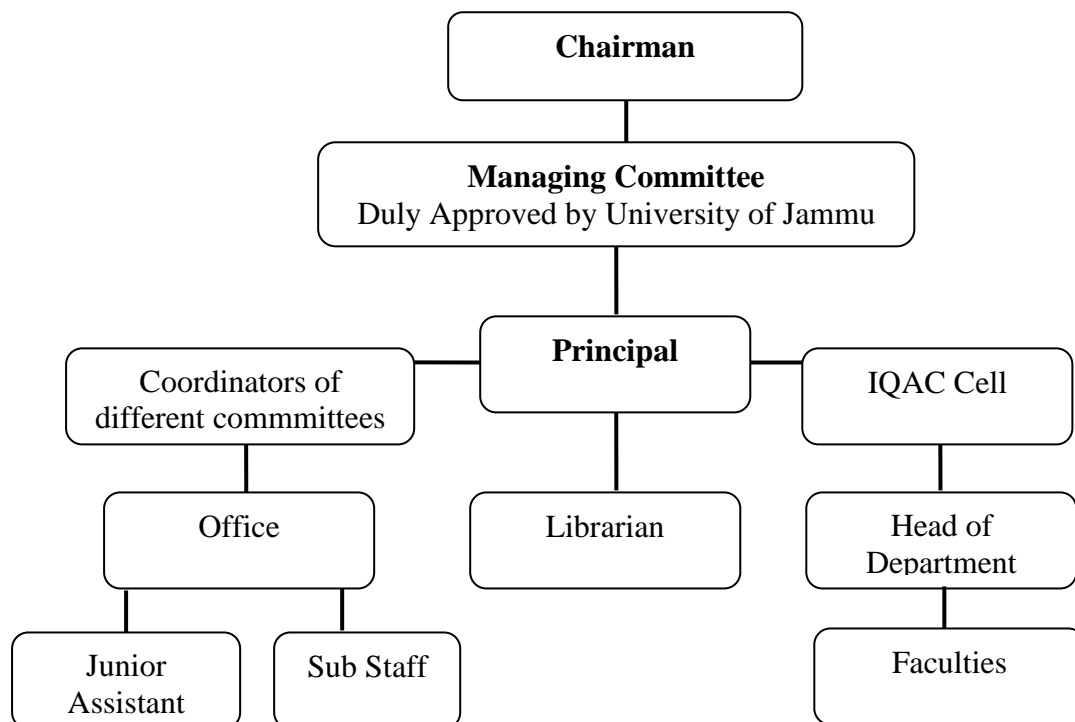
The staff members are involved in all the activities that are organized by the institution. They are entrusted with responsibilities by making coordinators of various committees and clubs and also by holding meetings with them. In this way they are encouraged for supporting the improvement of effective and efficiency of the institution.

The principal of the college is very keen to establish democratic environment. All the matters associated with the curriculum, administration, allocation and utilization of resources is discussed in the staff meetings. For the division of labour different committees have been setup having well defined

functions. They are semi autonomous bodies which organize different activities in the college associated with the curriculum.

6.2 Organizational Arrangements

Organizational structure is as follows:



6.3 Strategy Development and Deployment

Achievement of academic goal takes place through proper planning in staff meetings in which each and every aspect of curricular and co curricular activities are discussed. The choice of schools for Macro Teaching Practice takes place through the competent authority at district level i.e. chief Education Officer. During the communication, it is ensured that school is functioning during practice of teaching. For this, calendar of the school is also consulted. Head of the institution and District authorities are also intimated and involved by the college to avoid any complicity during the teaching practice.

The objectives are communicated at all levels through notification, brochure as well as display boards.

The Quality Policy, Vision, Mission and implementation plans are monitored by duty constituted committee.

6.4 Human Resource Management

The faculty development and career progression are identified through the feedback obtained from them. Grievance Cell has also been setup for the purpose. The performance of faculty is assessed through the feedback taken from students and the heads of the practicing schools. The aids are used to improve the teaching learning process after analysis and discussion.

The college organizes workshop on its own level for the skill up-gradation and training. The staff members are also deputed the workshops organized by the different educational bodies including national and local bodies.

The college is affiliated to university of Jammu and recognized by Govt. of J&K. The recruitment of part time / adhoc /

regular staff with requisite qualification, knowledge and skills are strictly adhered by the institution as per the University notified and statutory norms.

A well Furnished staff room, Principal chamber and administrative block is provided.

A Grievance cell has been setup for the purpose of making complaints and solving the problems.

The work load policy as prescribed by the University is properly followed while framing the Time Table, The staff members are engaged in a wide range of activities by making them in-charge of various committees and clubs.

The college collects verbal and written feedback from the students and after analysis the best performers are rewarded.

The college management has initiated feedback from the students and after analysis the best performers are rewarded.

6.5 Financial Management and Resource Mobilization:

- ▲ The college is an self financing institution in the private sector and no financial help is provided by any agency since its inception. The Trust at the time of its inception established the college infrastructure through Bank Loans trust. Thus, the college neither seeks donations nor Government aid to run the institution.
- ▲ The accounts are yearly audited regularly and the auditors reports are appended for income expenditure statements.
- ▲ The budgetary statement at page-depicts its resources to fulfill the missions and quality programs.
- ▲ The institution has partially computerized its finance management system.

6.6 Best Practices In Governance And Leadership:

- ▲ The college is running under Shri Saint Charitable trust which has a large number of institutions and other bodies for serving the society like Trikuta Degree College. Trikuta College of computer Sciences, Jammu law College and Jammu college of Para medical sciences. The trust has its own Ayurvedic and Physiotherapy hospital where the poor and needy people are provided with free treatment. The college organizes various health related programs like AIDS awareness camp, and smoking and anti tobacco day, cleanliness drive etc. in collaboration with the State Health Department. Guest lectures on First aid etc. are also organized by the college from time to time.
- ▲ There is no interference from the trust in institutions day to day functioning and administration. The Chairman of the trust is only involved in policy decisions and the College has been on its priority for development and expansion.
- ▲ The Chairman and Managing Committee always encourage academic leadership and provide financial support for any academic activity for quality education.

The College has also constituted its managing Committee as per the norms laid down by the affiliating University. One syndicate member and one academician are nominated by the Vice-Chancellor, University of Jammu. The tenure of the nominated persons is for a period of two years .The management has also constituted an advisory board which has a galaxy of administration/academic luminaries as its members. The members are:

Trikuta College of Education

Management committee

For the Academic Session 2013-14 and 2014-2015.

1.	Dr. R.I, Sharma	Chairman
2.	Prof. Dr. Desh Bandhu	Director (College Development council) Jammu University.
3.	Prof. R.D. Sharma	Member Syndicate Jammu University
4.	Prof. Neetu Andotra	Vice Chancellor, Nominee
5.	Sh. joginder Singh	Chartered Accountant
6.	Miss Veena Gupta.	Advocate (High Court) (J&K)
7.	Prof. Dr. Kaushal Smotra	Principal Govt. College of Education Jammu.
8.	Mrs. Ekta Mahajan	Sr. Lecturer (TCE)
9.	Prof. Vishwa Bharti Sharma	Member Secretary Principal (TCE)

Criterion VII: Innovative Practices

The College has established and have under taken the following tasks, they last five years.

Trikuta College of Education

Activities Conducted during Academic Session 2010-11

S. NO	NAME OF ACTIVITY	DATE
1	Seminar On Importance of Grievance Cell in Educational Organization	13-03-2009
2	Fresher's Party	11-11-2009
3	Eco-Club	05-02-2010
4	Workshop on Importance Of quality education	15-05-2010
5	Valedictory Function	15-05-2010

Trikuta College of Education

Activities Conducted during Academic Session 2011-12

S.NO.	NAME OF ACTIVITY	DATE
1	Election of Student Council	24-11-2010
2	Flag day	25-11-2010
3	Seminar on AIDS	01-12-2010
4	Campus Cleanliness	24-12-2010
5	Plantation Drive	22-01-2011
6	Games and Sports	10-02-2011

Trikuta College of Education
Activities Conducted during Academic Session 2012-13

S.NO	LIST OF ACTIVITY	DATE
1	Election	15-11-11
2	NSS Camp	19-11-11
3	Display your talent	26-11-11
4	Cultural program me	7-12-11
5	Sports	20-12-11
6	Extension Lecture on Need of Educational Psychology in Emerging Trends	3-1-12
7	Cleanliness Drive	16-1-12
8	Workshop on teaching AIDS	7-2-12

The IQAC conducts the following:

7.1 Internal Quality Assurance Cell

- Internal audit of library, canteen and office were carried out, reports of auditors were submitted to all the concerned including Principal and Chairman for their kind perusal.
- To evaluate the achievement of goals and objectives, the feedback obtained from students, teachers, alumni and heads of teaching practice schools and auditing committee are considered.
- The institution ensures the quality of its academic programs by taking verbal and written feedback from the students. The teachers also evaluate the students by assessment tests and series of class tests. To final result of the college also support the quality of its academic programs.
- The college is ISO 9000-2001 certified by Moody International Certification Ltd.
- The IQAC is headed by its coordinator with two members.
- The college provides opportunities to the female staff members to be at the top positions in different committees and clubs. The problems of the women are dealt by these female coordinators in cordial and sympathetic environment.

7.2 Inclusive Practices:

- College deals with B. Ed course in which all the inclusions and issues related to the education are dealt theoretically in the class room as per the details laid down in the curriculum. Practical part of the curriculum is carried at school during internship these guidance and helps an extended to students to carry out their projects related with routine school practice.
- The syllabus of B. Ed includes psychology of T-L Process that deals with all the issues and Problems including exceptional child, below average child and handicapped child. During teaching practice they observe and handle practically all the individual differences.
- The college has setup various committees and clubs through which the students are actively involved in the organization of various activities. These committees have elected President, Secretary, Joint Secretary and members. Through the activities organized by these committees the students are motivated to work in a team spirit and they also get opportunity to interact with society on the burning issues like AIDS, Pollution etc.
- The students are provided theoretical knowledge about the psychological aspects through their curriculum. During teaching practice they get an opportunity to practically implement those depending upon the diversity of students in the class.
- Being co-educational institutional the college a good member of female students and the active participation of women students in every event of the college speaks of their leadership qualities. The college has never come across any untoward incident of sex abuse or female repression, since its inception.

7.3 Stakeholder Relationships:

- ▲ The institution communicates with all stakeholders through written mode.
- ▲ The college shares the information with the parents and students through written mode. The college sends letters to the parents, students, alumni, head of the school, University etc. through written communication. Feed back is taken from the students regarding the performance the teacher, from the heads of practicing schools and the alumni so that the feedback can be used to improve teaching, practice of teaching and other programs organized by the institution time to time.
- ▲ Institution ensures the quality of its administration process through proper channel. For division of labour various committees are setup and the same are communicated through notice and notification and also by holding meetings with them. Minutes of meeting, notices, notifications etc are properly recorded and maintained.

Mapping of Academic Activities of the Institution

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33		
Admission and Orientation																																			
Theory																																			
Tutorials/ Seminars																																			
Sessional Work - Tests & Assignments																																			
Practical Work																																			
Preparation of Internship: Demonstration / Observation of lessons/ micro teaching/ simulations																																			
Practice Teaching/ Internship																																			
Co-curricular Activities																																			
Working with community/ project work																																			
End-Term Examination																																			

Declaration by the Head of the Institution

I certify that that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

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

**Signature of the Head of the institution
with seal**

Place:

Date:

**TEACHER
EDUCATION
SCENARIO IN
J&K STATE**

TEACHER EDUCATION SCENARIO **IN THE STATE OF J&K**

The growth of education at all the level i.e. Primary, Secondary, Senior Secondary and higher education in the state of Jammu & Kashmir has showed a marked growth of 18% during last five years. The numbers of schools, college have increased manifold in last decades.

The demand for education having increased to supplement Government efforts the Private sector has aggressively now started participating in education sectors so has the demand teacher increased.

The State of Jammu & Kashmir has only two teacher training College one each in capital city of Srinagar and Jammu respectively with seat capacity of 400 and 300 respectively out of which 50% seats are allotted to in-service teachers who are sponsored by school education department for undergoing teachers Training. The rest 50 % seats are allotted on the basis of entrance test being conducted by states designated Authority. This only

allows fewer aspiring candidates for admission of Teacher Training colleges.

Considering the local as well as demand from the neighboring states the scenario of teacher education in the State of Jammu & Kashmir is demanding.

With increase in enrollment and growth in education at all the level there exists adequate demand for trained teachers and the Trikuta College Of Education, Nardni Raipur (Bantalab Road), Jammu contributes in filling the gap between trained and un trained teachers who are required in the demanding education sector of the state and that of neighboring states.

ACADEMIC CALENDAR



TRIKUTA COLLEGE OF EDUCATION

(A CONCERN OF SHRI SAIN CHARITABLE TRUST FOR HIGHER EDUCATION & RESEARCH)

Nardni Raipur (Bantalab Road), Jammu – 181123 (J&K)

ISO 9001 – 2000 CERTIFIED INSTITUTION

ACADEMIC CALENDAR FOR THE ACADEMIC SESSION 2013-14

Class to begin	3 rd October,2013
Diwali Break	4 th November to 7 th November,2013
Micro Teaching	22 nd December, 2013 to 31 st January, 2014.
First term Test	10 th February to 28 th February,2014
Macro teaching	15 th march to 31 st March 2014.
2 nd Term Test	2 nd June to 10 th june,2014
Summer Break	16 th June to 15 th July,2014
Final Teaching Practice	16 th August to 20 th Sept. 2014
Conduct of Final Theory Examination	20 th August to 20 th September,2014
Final Teaching practice (for left out College)	22 nd September to 20 th October, 2014
Date of declaration of result	Before 15 th December, 2014

TIME TABLE



TRIKUTA COLLEGE OF EDUCATION

(A CONCERN OF SHRI SAIN CHARITABLE TRUST FOR HIGHR EDUCATION & RESEARCH)

Nardni Raipur (Bantalab Road), Jammu – 181123 (J&K)

ISO 9001 – 2000 CERTIFIED INSTITUTION

TIME -TABLE SESSION 2013-14

Period	I	II	III	IV	V	VI	VII	VIII	IX
Section	9:15-9:55	9:55-10:35	10:35-11:15	11:15-11:55	11:55-12:15	12:15-12:55	12:55-1:35	1:35-2:15	2:15-2:55
A	EIES (DEVITA)	PTLP (REKHA)	DESI (NERALY)	OPTIONAL EVS	B R E A K	HINDI (NERALY)	S.ST (SIMI)	SMPE (EKTA)	MATH
B	DESI (NERALY)	SMPE (EKTA)	EIES (DEVITA)	GACO (REKHA)		ENGL (DEVITA)	SC.	PTLP (REKHA)	S.ST (SIMI)
			EAME (EKTA)	PUNJABI					
			IACT	URDU					

NOTE: - On every Saturday the duration of classes will be 35 Minutes and last period will be devoted to Computer Practical / Co-Curricular activities.

SYLLABUS (B. Ed)



TRIKUTA COLLEGE OF EDUCATION

**NARDNI RAIPUR, BANTALAB
ROAD, JAMMU (J&K) - 181123**

Syllabi and Courses of study for B. Ed, Examinations w.e.f. 2009

The examination shall consists of three parts as under:

Part-I: Theory Papers	700 marks.
Part-II: Computer Practical	50 marks.
Part- III: Practice of Teaching	300 marks.
Part – I: Theory Papers	

Paper:	Title Of The Theory Papers.	Marks	Time
Paper – I	Education in emerging Indian society.	100	3 hrs.
Paper – II	Psychology of Teaching Learning Process.	100	3 hrs.
Paper – III	School Management and pedagogics.	100	3 hrs.
Paper - IV	Development of Educational System in India.	100	3 hrs.
Paper – V	Any one of the following specialization:-		
l)	Essentials Educational technology	100	3 hrs.
m)	Information and communication	100	3 hrs.
n)	Guidance and counseling	100	3hrs.
o)	Educational measurement and Evaluation.	100	3hrs.
p)	Comparative educational	100	3hrs.
q)	Educational Administration	100	3hrs.
r)	Health and physical Education	100	3hrs.
s)	Environment Education	100	3hrs.
t)	Home science	100	3hrs.
u)	Indian Music	100	3hrs.
v)	Work Experience	100	3hrs.

Paper – VI Methodology of teaching any two school and VII Subjects from the following groups:

Group – I	Teaching of English /Hindi /Urdu/ Punjabi/ Dogri	100	3 hrs.
Group – II	Teaching of Social Studies (History/Civics/Economics/Geography)	100	3 hrs.
Group - III	Teaching of general science (Physics Chemistry & Biology)	100	3 hrs.
Group – IV	Teaching of Mathematics	100	3 hrs.

The students shall have to opt any two subjects selecting not more than one from each of the groups.

The theory paper will be of 700 marks and practice of teaching for 300 marks.

There shall be four compulsory papers of 100 marks each, one optional paper of 100 marks and two teaching subjects of 100 marks each. Each paper will be of

three hours duration. The theory paper for all the seven papers will be of eighty marks and twenty marks are reserved for internal assessment. The split of twenty marks is as under:-

- iii. Two class tests and one written assignment of 5marks each. 15 marks
 - iv. Attendance 05 marks
- Total 20 Marks

Part- II Practice of Teaching:

The practice of teaching shall be done through Micro and macro lessons to be delivered by the pupil teachers. The practice of teaching shall be of 300 marks. Out of which 150 marks shall be awarded by the two external examiners for two final lessons to be observed in the two teaching subjects offered and internal examiner shall award the remaining 150 marks.

9)	15 Micro-lesson	30 marks
10)	Preparation of Teaching Aids	10 marks
11)	20 supervised (Macro lessons)	50 marks
12)	Two criticism lessons – one in each teaching subjects opted by the candidate	10 marks
13)	Observation of 20 Lesson	10 marks
14)	Internship	30 marks
15)	Co-curricular activities	10 marks
16)	Final practice of teaching	150 marks

The micro-lessons are preparatory and are to be prepared and delivered for three different skills prior to the commencement of macro lessons. Any three skills can be chosen for developing competence in skills in teaching the skills are such:

- f) Questioning.
- g) Reinforcement
- h) Explanation
- i) Illustration with examples and visuals.
- j) stimulus variation

The pupil teachers have to attain mastery by using micro cycle on any three skills out of the above mentioned skills by preparing 15 Micro- lessons in any two teaching school subjects. Each pupil teacher will be required to produce a note-book prepared for Fifteen Micro- lessons and twenty supervised Lessons in addition to two final lessons to be delivered at the time of the final examination. The statutes relating to the result of B. Ed examination shall continue to be on the existing pattern examination.

The teachers' trainees shall be given the practice of preparing different teaching aids related to the school-teaching subjects offered by them. These aids are to be prepared for all twenty lessons to be delivered. Thereafter, a workshop, should be held and students should be displayed for award of marks by Committee of three teachers of the college i.e. Principal and two teachers. Each aid prepared by the trainees shall bear their Roll No. Marks shall be allotted by the Committee

out of 10 marks in the presence of all students/members of the teaching staff for ensuring objectivity in their marking.

Delivery of Macro-Lessons:

50 Marks

Twenty macro-lessons shall be delivered by each teacher trainee in actual classroom situations under the supervision of a college teacher/teacher educator allotted for the purpose. The teachers shall supervise twenty lessons. Provide their feedback, look to the appropriate usefulness of the teaching aid used, raise the level of understanding of the trainees and help them to improve their confidence and presentation. 50 marks are prescribed for delivering twenty lessons. A committee comprising of the Principal and at least two teachers nominated by the principal may allot the marks.

MONITORING COMMITTEE

A committee for observing the lessons while practicing routine teaching practice (20 Macro) of 10 working days for colleges having established in first three years shall be constituted by the Conveyor about the schedule of Macro Teaching well in advance. The committee will comprise of three members i.e. Principal of the concerned college and two principals/Sr. Teachers working at least in senior selection grade/

Retired College/University Teachers, working in other Colleges of education The Committee shall visit at least twice to the Institutions arranged by each college for Macro teaching. the visiting team shall be paid @ Rs. 150/-per head per visit by the college visited besides the usual TA/DA. The senior teacher of the team shall coordinate and fix up the schedule with the Principal of the college to be visited. the discussion shall be sent to conveyor, Board of studies in Teacher Education and the Concerned college for reference.

The Principal of the college in first three years of their establishment shall submit a certificate to the controller of examination, University of Jammu that the Micro and Macro lessons have been delivered by the students and observed by the teachers of the college as per statutory provisions of the University and the committee too has inspected the lessons during the routine practice of teaching (Micro and Macro levels) The College is not ready for the final practice of teaching Examination. the internal assessment for different aspects of teaching has been awarded. The team of inspectors appointed by the controller of examination has also inspected the internal assessment records.

Criticism Lessons:

10 marks

Two criticism lessons shall be observed by the students in the respective group, teachers of the college and marks allotted by the same committee constituted by the principal for macro-lessons.

Observation lesson:

10 marks

Teacher trainees and the committee constituted for the purpose by the principal shall do observation of 20 lessons.

Internship

30 marks

Apart from teaching practice experience in school, the trainee-teacher should function as a regular teacher in a school (i.e. taking part in morning assembly, preparing time table, organize certain activities in a school. check the home task given to the students, maintain attendance register, participation in staff meetings, preparing written work e.g. notice, examination papers, letters to parents, maintenance of school records, knowledge of prepare school leaving certificate. Every student shall observe three lessons delivered by any teacher on the staff as per the school timetable and prepare a report on the staff as per the school timetable and prepared a report on the same. A record of all these will be kept by student teachers as every day experience in the school. A note book should be prepared by each student reflecting everyday experience/ interaction/performance of pupil teachers about their involvement in school activities. The entire exercise shall be done under the supervision of the Principal/Headmaster of the school in consultation with teacher education/in-charge college teacher of the group. the duration of internship shall be completed during actual teaching practice.

Co-curricular Activities:

10 marks

Excellence of students' indifferent activities organized by the college or participation in inter-college or in University event in the academic session. The participation of the students in such activities shall be counted towards the award of marks. The evidence of having participated in different activities shall qualify for the awards of marks to be inspected by a team of inspectors for internal assessment. The evidence of participation should remain enclosed for ready reference.

The marks may be awarded as:

Ist prize	5 marks
2 nd prize	4 marks
3 rd prize	3 marks
Consolation	2 marks
Participation	1 mark

The students are entitled to seek the benefit of participation in only two activities in a year.

Final practice of teaching

150 marks.

Two external examiners shall be appointed for the conduct of final practice of teaching examination for observing two lessons of each student in the two opted teaching subjects in actual classroom situation. The

internal examiner shall arrange the setting of the examination and coordinate with the external examiners for the smooth conduct and evaluation of the final practice of teaching examination.

The internal examiner shall also provide the file to each external examiner, which should contain the following information about the student/lesson:

- xi. University Roll No.
- xii. Name of the Candidate.
- xiii. 1st Teaching subject.
- xiv. 2nd Teaching subject
- xv. Topic of the 1st Lesson
- xvi. Topic of the 2nd Lesson
- xvii. Space for marks of 1st Lesson.
- xviii. Space for marks of 2nd Lesson
- xix. Internal marks in practice of teaching
- xx. Remarks, if any.

Each pupil teacher will be required to produce a notebook prepared for 15 Micro-lessons, twenty supervised Macro-lessons and two criticism lessons (one in each teaching subject offered by the candidate) and 20 observed lessons in addition to two final lessons to be kept in separate files at the time of final examination. Besides this, the internal marks given to every student in teaching practice should be made known to the external examiner. The external examiner should, however, consult the internal examiners for award of marks in two lessons being observed for each student.

The External examiners shall break the marks of Macro-teaching in such a manner so that all aspects of the lesson are observed. For example, the following aspects need to be taken into account:

- 6) Preparation of Lesson Plan
- 7) Preparation of Instructional Aids
- 8) Delivery of lesson (presentation, confidence, understanding and chalk-board writing).
- 9) Relevance and use of Instructional Aids at the appropriate time.
- 10) Closing of the lesson.

In order to follow a uniform practice of awarding the marks, as the students deserves, the judgment of the examiners may be exercised through the normative tables as prepared by the association of Indian Universities. The external examiners will spot out and determine the kind of students likely to fall against given percentage in the normative table commensurating with their ability. The external examiners will distinguish and award the marks on the basis of the performance of the students. in

case the external examiners believe that none of the students fall against any particular percentage especially at highest and lowest level, they will be at liberty to make marginal adjustment in the given normative table. The number of students worked out against a defined percentage of cases shall be worked out in the light of intake of the students of a particular college. The colleges can work out keeping in view the total number of students appearing in final teaching practice examination in a college. The standard normative table to be followed for identifying the students to be awarded marks as per below mentioned table in internal and external practice teaching:

Percentage of cases	Description of Performance
3%	Outstanding
7%	Very Good
22%	Good
36%	Average
22%	Below Average
7%	Poor
3%	Very Poor

To work out the marks, the highest score ordinarily should not exceed 80% of total marks i.e. 120 out of 150 in case of external and internal examination. In case the external examiners/college feel that any particular candidate (s) deserves marks beyond 120 out of 150 in case of subjectivity involved in judgment in lieu of subjective performance of students (preparation of lesson plan, appropriate subjective element), such cases may be referred to Controller of examinations for special examination by another team of external examiners to be referred to Controller of Examinations for special examination by another team of external examiners to be invited from outside or to be conducted by special team of senior local teachers other than the already appointed team. However, before actual conduct of special examination, the controller in consultation with Convenor, Board of studies in Teacher Education and any other two senior teachers may review the matter. The principal of concerned of special examination. The bonafide of the referred cases may be decided in the light of performance of such cases in earlier examination. The bonafide of the referred cases may be decided in the light of performance of such cases in earlier examinations. If considered for special examination, the judgment of these examiners shall be final and binding upon such students/colleges.

UNIT – II**Weightage – 20%****Marks: 16**

1. Philosophy and education: significance of studying philosophy in understanding educational practices and problems. Indian philosophy of education.
 - a) Salient features of Indian philosophy.
 - b) Concept of Knowledge according to Indian Philosophy
 - c) Concepts of reality and values according to Indian philosophy
 - d) Indian thought and its contribution to educational practices.
2. Major philosophical systems, their salient features and their impact on education with reference to aims, curriculum, methods of teaching and role of teacher:
 - a) Idealism with reference to Plato, Socrates and Advaita philosophy.
 - b) Naturalism with reference to the views of Rousseau and Rabindera Nath Tagore.
 - c) Pragmatism with reference to John Dewey's "Instrumentalism and Experimentalism."
3. Salient features of the following philosophical systems and their impact on education with reference to aims, curriculum methods of teaching and role of teachers:
 - a) Realism with reference to Aristotle and Jainism.
 - b) Humanism – historical and scientific and Buddhism.

UNIT – III**WEIGHTAGE – 20 %****Marks: 16**

1. Contribution of the following educational thinkers :
 - a) Swami Vivekananda Man making education.
 - b) Sri Aurobindo: Integral education, its basic premises and stages of development.
 - c) Froebel: The play-way method.
2. Indian Constitution :
 - a) Its Directive principles.
 - b) Its various articles related to education.
 - c) Meaning of secularism and social goals.
 - d) Democracy and socialistic pattern of society.
3. National and emotional integration :
 - a) Meaning, barriers and role of education in the promotion of national and emotional integration.
 - b) Recommendations of:
 - i. Indian education Commission (1964-66)
 - ii. Education policy (1986) / programme of action (1992)
 - c) Philosophy of celebration of Indian festivals:
 - d) Nationalism –Meaning, problems of nationalism and role of education.

e) National character- Meaning, problems and role of education

UNIT – IV

Weightage – 2020 %

Marks: 16

1. Sociological basis of education:
 - a) Concept of sociology and sociology education
 - b) Relationship between individual to individual, and
 - c) Individual to society in terms of norms given by the existing social order.
2. Education as liberal and utilitarian, education as a means of National Welfare through the immediate welfare of the society, and education for human resource development.
3. Social change meaning, factors viz. caste, ethnicity, clan, language, religion, regional and sectional imbalances and role of education.

UNIT – V

Weightage – 20%

Marks: 16

1. Structure and concern of Modern Indian society:
 - a) Structure of Indian society: class, caste, religion, ethnicity and language.
 - b) Concerns of Indian society :
 - c) democracy, social justice and equality, human rights, secularism;
 - i. gender equality, social Cohesion, population explosion.
 - ii. environmental degradation, globalization and privatization.
2. Culture: Meaning, salient features of Indian culture, cultural heritage and role of education, contribution of different religions towards human upliftment and philosophy of celebration of different festivals.
New social order:
 - i. Meaning eradication of illiteracy, objectives of national Adult education Programme (NAEP).
 - ii. Educating socially, culturally and economically deprived members of the Indian society.
 - iii. Means and measures taken for equality of opportunities in terms of castles, tribes, disabled, gender, minorities and poverty.

Internal Assessment:

20 Marks

- | | | |
|-------------------|---|-----------|
| a) Attendance | – | 05 Marks. |
| b) Two Tests | - | 10 Marks |
| c) One Assignment | – | 05 Marks |

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

Educational contribution of following thinkers

1. M.K Gandhi: Basic tenets of basic education.
2. Montessori: The Didactic Apparatus.
3. Giggu Bhai: The World of the Child.

4. Erosion of values and Inculcation of values

Paper – II TITLE: PSYCHOLOGY OF TEACHING LEARNING PROCESS

Duration of Examination - 3hrs	Maximum marks	-100
	a) Theory External	- 80
	b) Internal Assessment	- 20

COURSE OBJECTIVES:

To enable the pupil-teachers to:

- a) acquire knowledge and understanding of different stages of human development and developmental tasks with special reference to adolescents.
- b) develop understanding of process of learning in the context of various theories of learning.
- c) understand intelligence, motivation and various types of exceptional children.
- d) understand the meaning of personality, its types and assessment for thorough understanding of the learner.
- e) develop skills of effective teaching learning process and use of psychological tests.
- f) understand the functions of statistics in education and its application in education and psychology.

COURSE CONTENTS

UNIT – I

Weightage – 20 %

Marks: 16

1. Nature and scope of educational psychology, contribution of psychology in the field of education and role of teacher.
2. Human growth and development meaning, principles, difference between growth and development; role of heredity and environment in human development; stages of human development; physical, social, emotional and intellectual development during adolescents, guiding and counseling for adolescents (Role of school and teacher)
3. Methods of studying behaviour; meaning, process, merits and demerits of the following:
 - a) Observation
 - b) experimental, and
 - c) Clinical

UNIT – II

Weightage – 20 %

Marks: 16

PSYCHOLOGY OF LEARNING

- I. a) Learning: Nature of Learning, factors influencing learning (personal and environmental). Domains of learning (Cognitive, Affective and Psychomotor).
- b) Theories of learning with educational implications:

- a) Learning: Nature of learning, factors influencing learning (personal and environmental). Domains of learning (Cognitive, Affective and Psychomotor).
 - b) Theories of learning with educational implications :
 - a) Learning by trial and Error.
 - b) Classical conditioning.
 - c) Insight theory.
 - d) Operant conditioning.
3. Motivation : Meaning of motivation, types to motivation techniques of enhancing learner's motivation, role of motivation in teaching – learning process, factors influencing motivation.

Memory and forgetting: Nature of memory, types of memory, methods of memorizing, causes of forgetting and improvement of memory.

UNIT – III

Weightage – 20 %

Marks: 16

1. Intelligence
 - a) Nature of intelligence, Concept of I.Q., and constancy of I.Q. Terman's classification on the basis of I.Q.
 - b) Theories of intelligence: spearman's Two-factor theory, Thorndike's Multifactor theory and Thurston's Group factor theory. Educational implications of each theory.
 - c) Measurement of intelligence: Verbal, non-verbal and performance tests.
2. Creativity – Concept of creativity, difference between creativity and intelligence, methods of developing creativity (Brain – storming, group discussion, play-way problem solving and quiz), Role of teacher in promoting creativity.
3. (i) Adjustment: Meaning of adjustment, characteristics of a well adjusted person, maladjustment causes and detection of maladjustment, frustration and conflicts; role of teachers in the process of adjustment.
(ii) Mental Hygiene: Concept, functions, factors affecting mental health, factors causing dissatisfaction among teachers and Characteristics of mentally healthy teacher

UNIT – IV

WEIGHTAGE – 20%

Marks: 16

1. Personality – Nature and types; development of personality biological and socio-cultural determines, trait these rises of personality biological and socio-cultural determines, trait these rises of personality (Cattell & Allport), assessment of personality subjective, objective and projective techniques.
2. Exceptional children:
 - a) Concept of exceptional children –types, characteristics of each type including children with learning disabilities.

- b) Learner centered techniques for teaching exceptional children.
- 3. a) Delinquency: Meaning, symptoms, causes and remedial measures.
- b) Emotionally disturbed children, concept, etiology and educational provisions.

UNIT – V

Weightage – 20 %

Marks: 16

- 1. Statistics: Meaning, use of statistics in education, concept of continuous and discrete series, tabulation of raw scores into frequency distribution.
- 2. Measures of central tendency: Concept and calculation of mean, Median and mode, Merits and demerits of mean, median and mode.
- 3. Measures of Variability: Meaning and copulations of quartile and standard deviation, merits and demerits of each.

Internal assessment:

20 Marks

- a) Attendance - 05 Marks.
- b) Two test - 10 Marks.
- c) One Assignment - 05 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

- i. Defence Mechanism.
- ii. Individual Differences.
- iii. Group Dynamics
- iv. Mechanism of heredity

PAPER – III**TITLE – SCHOOL MANAGEMENT
AND
PEDAGOGICS OF EDUCATION****Duration of
Examination – 3 Hours****Maximum Marks - 100**
a) Theory Paper - 80
b) Internal Assessment -20**COURSE OBJECTIVES:**

- I. the role of teacher and headmaster/principal in the smooth functioning of the school.
- II. school complexes and their functioning.
- III. the steps for the preparation of an institutional plan.
- IV. principles of successful teaching and maximums of teaching.
- V. the need and importance of various devices of teaching in the development of teaching –learning process.
- VI. the different levels of teaching and organize teach.

COURSE CONTENTS**UNIT – I****Weightage – 20%**
Marks – 16

1. (a) Meaning, scope and objectives of school management.
(b) Meaning and scope of pedagogics of education.
2. Role of head of the school (headmaster/principal) and teachers as elements of school management.
3. School Plant:
 - a) Concept.
 - b) Library
 - c) Laboratory
 - d) Hostel
 - e) Playground

UNIT – II**Weightage – 20%**
Marks – 16

1. School complex and concept, objectives and programmes for effective implementation.
2. Institutional planning: Concept, objectives characteristics and steps for the preparation in planning, decision making and execution (approaches) delegation of powers.
3. School records: concept, objectives, salient features types, including cumulative records, data entry of records in computer related to admission, profile of students ,unit plan/term, preparation of a format for and terminal records.

UNIT – III**WEIGHTAGE – 20%**
MARKS: 16

1. (a) Micro-Teaching: Nature, main proposition, phases, steps, different skills, merits and demerits.
(b) Principles of successful teaching and maxims of teaching.
2. Professional ethics for teachers, Meaning, need and significance of professional ethical code for teachers, ethical Oath for teachers-obligation towards students, parents, community, profession and higher authorities.
3. Effective teacher: Meaning, characteristics of an effective teacher, conditions essential for promoting effective teaching.

UNIT – IV

Weightage – 20%

Marks: 16

1. Devices of teaching : Meaning, importance, types of devices of teaching
 - a) Teaching devices : Meaning oral communication: exposition,narration,description,explanation,illustration,questioning, Chalk-board, home –work, textbooks, reference books.
 - b) Fixing Devices: Meaning and types (drill, review, recapitulation and repetitive practice.)
2. Audio-visual aids : Meaning, objectives, classification, importance, advantages and limitations of :
 - a) Audio aids: Radio, tape – recorder.
 - b) Visual aids: Over-head projector, slide projector, maps, charts, models, flash cards, display boards and diagrams.
 - c) Audio- Visual aids : Film with sound tracks’ television.
 - d) Preparation of Unit, daily, yearly lesson plans.
3. Lesson planning:
 - a) Meaning, importance, principles of planning criteria of an effective lesson plan.
 - b) Types of lessons: Knowledge, skill and appreciation lessons, significance and steps of each lesson.
 - c) Approaches to lesson, planning: Herbartian and RCEM approaches.
 - d) Preparation of unit/yearly/lesson plan.

UNIT –V

Weightage – 20 %

Marks: 16

1. School – Community Relationship : Meaning, significance, factors affecting school – community relationship, techniques of establishing relationship between school and community organization of village Education committee (VECs) and role of Panchayats.
2. Methods of teaching : Meaning, importance procedure, advantages and limitations of:
 - a) Inductive – Deductive method.
 - b) Analytical – Synthetic method
 - c) Project method.
 - d) Problem solving method.

3. a) Accountability in school education: Meaning, methods used for assessing accountability, use of professional norms and ethics.
b) Time management: Time table, its importance and types, time schedules for various activities of school, weekly monthly and yearly calendar of activities.

Internal assessment: 20 Marks

- | | | |
|-------------------|---|----------|
| a) Attendance | - | 05 Marks |
| b) Two Tests | - | 10 Marks |
| c) One Assignment | - | 05 Marks |

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

- i. School Records and registers.
- ii. Discipline.
- iii. School Mapping.
- iv. Block Resource Centre
- v. Educational management information system (EMIS)

PAPER –IV **TITLE – DEVELOPMENT OF**
EDUCATIONAL SYSTEM IN INDIA.

Duration of Examination – 3 hours	Maximum marks	-100
	a) Theory paper	- 80
	b) Internal assessment	- 20

COURSE OBJECTIVES:

To enable the pupil-teachers to:

- understand that development of education is influenced by socio-political forces of the time.
- acquire knowledge of characteristics features of ancient, medieval and British system of education in India and their strengths and limitations.
- understand the contribution of various major committees and commissions on education set up from time to time.
- appreciate the developments in Indian education during the post-independence era;
- understand the constitutional obligation in relation to education in India.

UNIT – I

Weightage - 20 %

Marks: 16

- Education in India during
 - Vedic Period.
 - Buddhist period
 - Medieval PeriodDetailed description of salient features, objectives, curriculum, methods of teaching, role of teacher of these systems of education.
- (a) Charter act 1813
b) Macaulay's minutes and Bentinck's resolution of 1835.
c) Adam's Report (1838) and its recommendations.
- Wood's Dispatch of 1854: recommendations, importance and limitation of Wood's Dispatch.

UNIT – II

Weightage - 20 %

Marks: 16

- Hunter Commission (1882). Recommendations of Hunter Commission of 1882, its influence on the subsequent development of education in India.
- Lord Curzon's Educational Policy. Growth of national consciousness, National educational movement.
- Essential features of Sadler commission (1917-19) and its impact on Indian education.

Unit-III

Weightage - 20%

Marks: 16

1. Wardha scheme of education (1937): Salient features, recommendations and its impact on Indian education.
2. Sargent committee report (1948-49) on Basic and Secondary education.
3. University, Education committee (1948-49): Salient features, recommendations and its impact on Indian education.

UNIT – IV

Weightage – 20%
Marks: 16

1. Review of secondary Education after independence with special reference to:
Secondary Education Commission Report (1952-53) and its impact on Indian Education.
2. Recommendations of Indian Education Commission (1964-66) and its impact on Indian education.
3. National policy of education (1986) : Salient features and critical appraisal of national policy of Education (1986) Recommendations of the revised National Policy on education (1992)

UNIT – V

Weightage – 20 %
Marks: 16

1. Distance Education : Concept, Growth, Features, Methods of imparting Distance education through Open University and Correspondence Courses (Features, Procedure and Problems)
Vocationalisation of secondary education: Its need and implications
problems of vocationalisation of secondary education in India.
1. a) Teacher education at secondary level: pre-service and in- service in J&K state.
b) Universalisation of elementary education: Concept and problems of universalisation of elementary education in India, present programmes of UEE and critical education in India, Present programmes of UEE and critical appraisal of Sarv Shikha Abhiyan with special references to J&K State.
c) Environmental education: Concept, need, objectives at secondary school Level, methods to improving environment with special reference to role of education.

Internal Assessment

20 Marks

a) Attendance	-	05 Marks
b) Two Tests	-	10 Marks
c) One Assignment	-	05 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

- i. Women education.
- ii. Human rights and fundamental Duties..

- iii. Features of continuous comprehensive evaluation in state of J&K.
- iv. Consumer Education
- v. Drawbacks of examination.

PAPER –V-A **TITLE – ESSENTIALS OF
EDUCATIONAL TECHNOLOGY.**

Duration of Examination – 3 hours	Maximum marks	-100
	a) Theory paper	- 80
	b) Internal assessment	- 20

COURSE OBJECTIVES:

To enable the pupil-teachers to:

- a) obtain a total perspectives of the role of technologies in modern educational practices.
- b) equip him/her with his/her various technologies applications available to him/her for improving instructional practices.
- c) help the him/her to attain skills required for effective instructional management.
- d) be familiar with the techniques of assessing accountability.

UNIT – I **Weightage – 20%**
Marks: 16

- 1. Definition of educational technology, distinction between hardware and software technologies. Their role in modern educational practices.
- 2. Hardware technologies, Important accessories and their application – Over Head projector, Still and Movie Projectors, Audio-Video Recording instruments, television, computers.
- 3. Behavioural objectives, formulation of instructional objectives (Mager).

UNIT – II **Weightage – 20%**
Marks: 16

- 1. Programmed learning: Meaning, origin, principles of programmed learning.
- 2. Linear, branching and skip linear programmes Advantages and limitations of programmed learning steps of the development of programmed instructional material – Preparation, writing and evaluation.
- 3. Computer Assisted Instruction: Concept, instructional uses of computers, advantages and limitation of computer assisted Instruction.

UNIT – III **Weightage – 20%**
Marks: 16

- 1. Communication process : Concept and process, principles of communication, barriers in communication classroom communication (Verbal and non-verbal)
- 2. Modification of teacher Behaviour – Flanders’ Interaction analysis: Concept, basic assumptions, Procedure, advantages and limitations.
- 3. Team teaching: Meaning, origin, objectives, types, principles, procedure, advantages and limitations.

UNIT – IV **Weightage – 20%**

Marks: 16

1. Action research: Concept, procedure and significance in teacher education.
2. Evaluating institutional performance: Concept, methods used – pupil evaluation, teacher evaluation, and evaluation of institutional performance.
3. Methods of teacher evaluation: Use of pupil rating, peer rating, supervisor rating, community rating.

UNIT – V

Weightage – 20%

Marks: 16

1. Information technology: Meaning, nature and significance of information technology in teaching – learning process, different media of information technology.
2. Multimedia approach to education. Role of video conferencing, radio conferencing, television EDUSAT and internet in teaching-learning process, their advantages and limitations.
3. Role and composition of Central Institute of Education and Technology, National Open School, State educational Technology Cells, Indira Gandhi National Open University and their role for the improvement of teaching learning.

PAPER-V-B**TITLE-COMMUNICATION AND
INFORMATION TECHNOLOGY**

Duration of Examination – 3 hours	Maximum marks	- 100
	a) Theory paper	- 80
	b) Internal assessment	- 20
	c) Practical	- 20

COURSE OBJECTIVES:

1. To acquaint pupil-teachers with general terminology related to computer.
2. To help pupil-teachers to understand the use of computers in education with respect to:
 - a) use of text editor.
 - b) use of graphic package
3. To enable the student teacher to appreciate the role of computers in modern society.

UNIT- I**Weightage – 20 %
Marks: 12****Introduction:**

1. Information Technology : Concept, approaches, taxonomy of information system, information technology and computers.
2. History of computers, types generation of digital computers, characteristics and applications, Benefits and limitations of computers.
3. CPU, memory, types of memories, storage devices, Input – Output devices.

UNIT- II**Weightage – 20 %
Marks: 12****Operating System:**

1. Functions of operating system, types, single user and multiuser, operating system –CUI and GUI.
2. Disk Operating System (DOS), internal & external commands. Directory & file related commands, Format, F-disk commands.
3. Introduction to MS Windows, anatomy of windows, files and folders, icons, screen saver and settings.

UNIT- III**Weightage – 20 %
Marks: 12****Word Processing:**

1. Introduction to MS- word, creation and editing of documents, bold, italics, underline, type of font, line spacing margins, paragraphs, cut and paste, copy and paste, basic editing tips, printing, page setup, find replace, spell and grammar, creation of tables, table properties, clip art mail merge.
2. Introduction to MS-Excel.
3. Introduction to Computer Systems
 - a) DBMS & Databasic Software.

b) Foxpro.

UNIT- IV

**Weightage – 20 %
Marks: 12**

Network & Internet

1. Definition of Network, LAN and their uses.
2. Internet, evolution and services.
3. WWW, search engine, utility of internet for teacher trainees

UNIT-IV

**Weightage – 20%
Marks: 12**

Applications of Computer:

1. Concept and significance of Computer Managed Learning (CML) AND COMPUTER Assisted Learning (CAL)
2. Concept of CD Magazines and E-books, their advantages and limitations.
3. Use of Computers in Teaching and evaluation, multi-media approach to teaching-learning process.

Practicals

Marks – 20

1. Know your computer (list configuration, input-output devices)
2. Start computer, create a programme folder, create a file, save and close file, shutdown computer.
3. Microsoft Windows – word-basic function, typing and editing, formatting text, page design and layout (students are supposed to prepare documents), preparing wallpaper and screen saver in windows.
4. Power Point-
 - i. Presentation of Graphics, introducing power point, creating presentation.
 - ii. E-mail, read, compose and send E-mail.

Internal Assessment

20 Marks

- | | | |
|-------------------|---|----------|
| a) Attendance | - | 05 Marks |
| b) Two Tests | - | 10 Marks |
| c) One Assignment | - | 05 Marks |

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

Multimedia approach to education.

- a) Satellite and its impact on education.
- b) EDUSAT

PAPER-V-C

TITLE- GUIDANCE AND COUNSELLING

Duration of Examination – 3 hours	Maximum marks	- 100
	a) Theory paper	- 80
	b) Internal assessment	- 20

COURSE OBJECTIVES:

To enable the pupil teachers to:

- a) Impart understanding of the concepts of guidance.
- b) Make the pupil-teachers with testing and non-testing techniques.
- c) Make the pupil-teachers clear about the kind of guidance service.
- d) Enable the pupil-teachers to understand the procedure of dissemination of occupational information and organization.
- e) Prepare the pupil-teachers with the understanding of types of counseling and qualities of an effective counselor.

COURSE CONTENTS

UNIT – I

**WEIGHTAGE – 20 %
MARKS: 16**

Educational and vocational Guidance:

- (a) Meaning of guidance need for guidance and its scope in India, aims of guidance.
- (b) Foundations of guidance (philosophical, Psychological and Socio-cultural)
- (c) History of Guidance Movement in India and U.K.

UNIT – II

**WEIGHTAGE – 20 %
MARKS: 16**

1. Types of guidance (Education, Vocational, Personal)
2. Non-Testing Techniques in Guidance.

- Interview
- Observation
- Case study
- Commutative record
- Socio-metric techniques

3. Testing Techniques in Guidance:

- i. Role of testing techniques in Guidance.
- ii. Use of psychological tests, appraisal of intelligence and personality tests, aptitudes tests.

UNIT – III

**WEIGHTAGE – 20 %
MARKS: 16**

1. Guidance Services

Purpose, Principles of organization, guidance services at elementary and secondary levels.

2. Guidance services:
 - a. Individual Inventory Service.
 - b. Placement Service
 - c. Follow –up service.
3. Roles of the following in the Guidance Services:
 - a) Head of the Institution.
 - b) Teacher
 - c) Counsellor
 - d) Parent’s role
 - e) Outline programme of guidance Services.

UNIT – IV

**WEIGHTAGE – 20 %
MARKS: 16**

1. Career information : Meaning of career and career information components of career information at different school levels, sources of career information, methods of collection, classification, filling up and evaluation of information
2. Data gathering techniques:
 - Job Analysis
 - Survey Method
4. Occupational information, meaning and importance information about education and job opportunities and personal and social information. Disseminations information through
 - I. Career talks
 - II. Exhibition
 - III. Class Talks
 - IV. Career Resource Centre
(Importance and organization)

UNIT – IV

**WEIGHTAGE – 20 %
MARKS: 16**

1. Counseling
 - a) Meaning, purposes, elements of counseling types (directive-non-directive), counseling and psychotherapy.
 - b) Counseling interview, Concept, importance, steps, merits and demerits.
 - c) Qualities of a counselor, role of counselor in counseling.

Internal Assessment:

20 Marks

- a) Attendance - 05 Marks
- b) Two tests -10 Marks
- c) One Assignment -05 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

- a) Organisation of guidance Services.
- b) Methods of imparting guidance.
- c) Case history.

PAPER-V-D

**TITLE- EDUCATIONAL
MEASUREMENT & EVALUATION**

Duration of Examination – 3 hours	Maximum marks	- 100
	a) Theory paper	- 80
	b) Internal assessment	- 20

COURSE OBJECTIVES:

To enable the pupil teachers to:

- a) familiarize with the utility of measurement evaluation
- b) Understand the concept and use of action research.
- c) familiarize with different kinds of psychological of an achievement test.
- d) prepare to understand the steps for the construction of an achievement test.
- e) familiarize with the characteristics of good test and types of test i.e. standardized tests.
- f) give with the concepts and application of statistical techniques.

COURSE CONTENTS

UNIT – I

WEIGHTAGE – 20 %

MARKS: 16

1. Concept of measurement and evaluation in education, difference between measurement and evaluation, scales of measurement (nominal, ordinal, interval and ratio scales).
2. Teaching-learning process and evaluation, need and importance of evaluation, characteristics of good evaluation.
3. Approaches to evaluation: Formative and summative evaluation, difference between formative and summative evaluation.

UNIT – II

WEIGHTAGE – 20 %

MARKS: 16

1. Action Research: Concept of action research, importance of action research, steps of conducting action research, limitations of action research.
2. Techniques of Evaluation:
 - a) Psychological tests (intelligence, personality and aptitude tests)
 - b) Rating Scales.
 - c) Questionnaire
 - d) Interview
 - e) Observation
3. Characteristics of a good test:
 - a) Validity b) Reliability c) Norms d) Usability.

UNIT –III

Weightage - 20%

Marks: 16

1. Achievement test : Meaning of achievement, steps in the construction and standardization of an achievement test
 - a) Writing of item.
 - b) Item Analysis.
 - c) Reliability.
 - d) Validity.
 - e) Norms.
2. Knowledge of standard tests, teacher – made test and diagnostic tests, difference between the three tests, uses and limitations of standardized, teacher- made and diagnostic tests.
3. Criterion – referenced tests :
Meaning steps in the construction of criterion-referenced tests, difference between criterion –referenced and norm- referenced (traditional) tests.

UNIT –IV

Weightage - 20%

Marks: 16

1. Types of tests: Essay type, objective types, their merits and demerits.
2. Measure of Relative position : Uses, limitations and computations of:
 - a) Percentile.
 - b) Percentile Rank
 - c) Standard scores.
3. Normal distribution curve – characteristics and application of normal distribution curve.
 - a) Determination of standard scores from raw scores
 - b) Determination of percent of cases and number of cases falling above, below and given scores from the mean.

UNIT –V

Weightage - 20%

Marks: 16

1. Measures of Relationship: Concept, uses and computation of co-efficient of correlation using Pearson’s product: Movement Method (ungrouped data and Spearman’s Rank Difference Method.
2. Hypothesis testing: Meaning of null hypothesis, level of confidence, degree of freedom.
3. Testing significance of difference between means for small and large samples (uncorrelated).

Internal Assessment:

20 Marks

- a) Attendance - 05 Marks
- b) Two tests -10 Marks
- c) One Assignment -05 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

- I. Features of question bank and Grading system
- II. Open Book Examination
- III. Characteristics of Normal Probability Curve.

PAPER-V-E

**TITLE- COMPARATIVE
EDUCATION**

Duration of Examination – 3 hours	Maximum marks	- 100
	a) Theory paper	- 80
	b) Internal assessment	- 20

COURSE OBJECTIVES:

1. To give insight to the pupil teachers to understand concept of comparative education.
2. To familiarize the pupil teachers with the various problems in Pakistan, Srilanka and India.
3. To enable the pupil teachers to understand the different types of educational systems in Pakistan. Srilanka and India.

UNIT –I

**Weightage - 20%
Marks: 16**

1. Meaning and scope of comparative education.
2. Historical development of comparative education.
3. Relationship of comparative education with other subjects. Factors affecting national system of education.

UNIT –II

**Weightage - 20%
Marks: 16**

1. A study of educational problems in India, Pakistan and srilankan in context of :
 - I. Poverty
 - II. unemployment
 - III. illiteracy
 - IV. Terrorism
 - V. Political Instability
 - VI. Population explosion
2. Language problems in India, Pakistan and Srilanka.
3. Problems in Education
 - a) Management and Supervision
 - b) Educational Autonomy
 - c) Examination System.
 - d) Student Unrest- Admission Policy with reference to India, Pakistan and Sri Lanka.

UNIT –III

**Weightage - 20%
Marks: 16**

1. A comparative study of India, Pakistan and Sri lanka's educational System in Context of Organization, Curriculum and evaluation scheme at

- a) Elementary level
- b) Secondary level
- c) Teacher Education

UNIT –IV

Weightage - 20%

Marks: 16

A Comparative study of India, Pakistan and sri-lanka's Educational system in context of Organization, curriculum and evaluation for

- 1. Undergraduate courses.
- 2. Professional courses
- 3. Education for all.

UNIT –V

Weightage - 20%

Marks: 16

A comparative study of India, Pakistan and srilanka's educational system in context of organization, curriculum and evaluation of.

- 1. Vocationalisation of education.
- 2. Non-formal education (Open University, Open School, part-time courses etc)
- 3. Educational Administration

Internal Assessment

20 marks

- a) Attendance - 05 Marks
- b) Two tests -10 Marks
- c) One Assignment -05 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

- a) Problems of Admission in India.
- b) Autonomy of universities in India.
- c) Measures for quality control in Higher education in India.

PAPER-V-F

**TITLE- EDUCATIONAL
ADMINISTRATION**

Duration of Examination – 3 hours	Maximum marks	- 100
	a) Theory paper	- 80
	b) Internal assessment	- 20

COURSE OBJECTIVES:

To enable the pupil teachers to:

1. understand the concept of educational administration.
2. understand the styles of leadership.
3. familiarize the teachers with the understanding of educational planning.
4. understand the structure and role of state and central organisation
5. understand the organization and role of State and central organization
6. with concept and type of supervision

COURSE CONTENTS

UNIT – I

Weightage - 20%

Marks: 16

1. Nature, objectives and scope of educational administration, concept of educational management, human beings as inputs, process and products.
2. Different patterns of educational administration.
 - a) Administration : Centralized and decentralized
 - b) Human relationship approach to administration
3. Role and functions of head masters and teachers; basic functions of administration –planning, organizing, directing and controlling.

UNIT – II

Weightage – 20%

Marks: 16

1. Leadership in educational administration; meaning and nature of leadership and Assessment of Leadership.
2. Educational Planning: Meaning and Nature, Approaches to educational planning and perspective planning.
3. Communication in educational administration: Role of communication in school management and administration, methods of communication, barriers of communication in educational administration and overcoming these communication barriers.

UNIT – III

Weightage – 20%

Marks: 16

1. Structure and Development of Education in the state of J&K. The existing educational ladder, control of school education in the state – a critical analysis.

2. Inspection Agencies and their problems with special reference to the expanding system of education in the State of Jammu and Kashmir. Defects in existing educational administration and supervision in the state of J&K.
3. Functions of the state government in relation to secondary and higher secondary school.

UNIT – IV

Weightage – 20%
Marks: 16

1. The organization of educational in India.
Relation between the centre and state in the field of educational administration, Roles if Central advisory Board of Education (CABE) towards National System of Education.
2. Composition and functions of the following :
 - I. National Council of education research and Training (NCERT)
 - II. University Grants commission (UGC)
 - III. National Institute of educational planning and Administration (NIEPA)
3. Composition and functions of the following:
 - I. District Institute of education and training (DIET) and state Institute of Education (SIE).
 - II. Board of Secondary Education in Controlling Schools (CBSE and State Board)
 - III. Problems of secondary School administration in Government schools.

UNIT – V

Weightage – 20%
Marks: 16

1. Educational Supervision : meaning and nature, supervision service activity, supervision as a process, supervisions as functions, supervision as educational leadership, functions of supervision, planning and organizing, supervisory programmes, types of supervision, drawbacks in present supervision.
2. Problems of financing education in India-resources and expenditure of education.
3. Monitoring and evaluation in terms of modern management techniques – case stud manpower surveys.

Internal Assessment

20 marks

- | | |
|-------------------|------------|
| a) Attendance | - 05 Marks |
| b) Two tests | -10 Marks |
| c) One Assignment | -05 Marks |

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

- I. Styles of leadership.

- II. National council of Teacher Education (NCTE)
III. National Assessment accreditation Council NAAC.

PAPER-V-G

**TITLE- EDUCATIONAL
ADMINISTRATION**

Duration of Examination – 3 hours	Maximum marks	- 100
	a) Theory paper	- 80
	b) Internal assessment	- 20

COURSE OBJECTIVES:

To enable the pupil teachers to:

1. develop an understanding of the concept of Health Education.
2. explain the need and importance of Health Education.
3. describe the relationship between physical fitness and health.
4. explain the importance of exercise.
5. acquaint themselves with the methods of prevention of diseases.

COURSE CONTENTS

UNIT – I

**Weightage – 20%
Marks: 16**

1. **Physical education:** Definition and scope of physical education, foundations of physical education, need of physical education in secondary schools, objectives of physical education, concept of physical fitness. A historical review of Physical education in India (Post – Independence Period)
2. Organization of physical education programme in secondary schools. Competitions – their role, values and limitations.
3. Team and house system, classification of pupils for instructional and other purposes.

UNIT – II

**Weightage – 20%
Marks: 16**

Environmental Hazards:

1. Organisation of natural athletic meet including laying out of a double bend tracks with provision of staggers.
2. Rules and Regulations of some major games (cricket, hockey, football, volleyball, basketball, badminton, kabaddi, table-tennis, kho-kho), important events of athletics (track and field), types of tournaments and fixtures of the championship and league systems.
3. Problems in organizing physical education programme in Indian Schools.

UNIT – III

**Weightage – 20%
Marks: 16**

1. **Health Education:** Concept of Health Education, objectives of health education: physical fitness a sound mind in a sound body, relationship between physical fitness and health, concept of positive health.

2. Health Appraisal: Routine examinations, self-analysis promoting health and fitness programme for secondary school children: stages of physical development with special reference to adolescent.
3. Balanced diet, food habits, food value, basic procedures of first aids; Dangers of the use of alcohol, nicotine narcotics and drugs (Health hazards).

UNIT – IV

Weightage – 20%
Marks: 16

1. Infectious and contagious diseases and methods of their prevention.
2. Elementary concept of yoga and its importance, Postural defects – and remedial exercise including yoga asans.
3. Physiological deformities – remedial exercises, bio-physical differences in boys and girls and their implications in physical education.

UNIT – V

Weightage – 20%
Marks: 16

Recreational activities for various age groups in schools, Recreation and its role in developing National and International understanding.

1. Play-its meaning and definitions. Themes of play and role of play in education.
2. Evaluation of student's performances in physical education programmes.

Internal Assessment

20 marks

- | | |
|-------------------|------------|
| a) Attendance | - 05 Marks |
| b) Two tests | -10 Marks |
| c) One Assignment | -05 Marks |

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

- I. Sports Authority of India.
- II. Respiratory and circulatory Physiological system
- III. First Aid in hammarage , Lacration, dislocation, cuts, wounds, sprain and strian.

PAPER-V-H

TITLE- EDUCATIONAL ADMINISTRATION

Duration of Examination – 3 hours	Maximum marks	- 100
	a) Theory paper	- 80
	b) Internal assessment	- 20

COURSE OBJECTIVES:

To enable the pupil teachers to:

1. develop awareness about problems related to the human environment.
2. develop a perspective in which these problems can be framed and analysed in a scientific manner.
3. Communicate to school children and adults the information about different aspects of the human environment and problems related to it.
4. develop an appreciation of the fact that a balanced eco system is necessary for the survival of human species.
5. develop familiarity with different issues of bio-diversity and sustainable development.

UNIT –I

Weightage: 20%

Marks: 20

Environmental Education:

- I. Concept, scope and importance of Environmental education.
- II. Objectives of Environmental education at secondary school level.
- III. Approaches of Environmental Education, Role of Environmental and Natural resources in sustainable development.

UNIT –II

Weightage: 20%

Marks: 20

Environmental Education:

- I. Causes and effects of environmental hazards, global and local: environmental pollution (soil pollution, water pollution, noise pollution) and its remedies.
- II. Green house effect-an impending catastrophe.
- III. Ozone layer depletion – environmental threat, acid rain, pillar melting, rise of sea level and their implications.

UNIT –III

Weightage: 20%

Marks: 20

Environmental Awareness:

- I. Salient features of environmental awareness through education: programmes of environmental awareness through education: programmes of environmental education for secondary school children.
- II. Programmes of environmental education for attitude.

- III. Changes among the children.
- IV. Curriculum development in environmental education.

UNIT-IV

Weightage: 20%
Marks: 20

Man and Environment:

- I. Man as creator and destroyer, effect of human activities on environment, values and ethics related to environment.
- II. Biodiversity: Conservation of genetic diversity. An important environmental priority: Learning to live in harmony with nature.
- III. Miscellaneous Environmental Issues:
 - 1. Forests and their conservation.
 - 2. Wild and its conservation.
 - 3. Conservation of energy resources
 - 4. Alternate sources of energy.
 - 5. Waste management.
 - 6. Population and environment.

UNIT-V

Weightage: 20%
Marks: 20

Sustainable Development:

- I. Sustainable development, environmental education for development conservation of soil, water, forests, wild life, movement to save environment.
- II. National parks, sanctuaries and ZOOs, plan and projects of Environmental protection like Save Dal, Save Hangul, Save Tiger project and Chipko movement.
- III. Projects in environmental education in India and Abroad.

Internal Assessment

20 marks

- a) Attendance - 05 Marks
- b) Two tests -10 Marks
- c) One Assignment -05 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

- I. Role of education in improving Environment.
- II. Environment Pollutants: nature and classification.
- III. Gift of nature (Natural resources) Problems and Management.

PAPER-V-I

TITLE- HOME SCIENCE

**Duration of
Examination – 3 hours**

Maximum marks - 100
a) Theory paper - 60
b) Internal assessment - 20
c) Practical's - 20

COURSE OBJECTIVES:

To enable the pupil teachers to:

1. understand the meaning and definite of Home Science.
2. understand the virtual relationship between nutrition and health (Home Science).
3. know and understand the nutritional needs and deficiencies of individuals.
4. known the simple facts which influence the health.
5. appreciate the role of health science in national building.
6. know the causes and preventive measures of infections diseases.
7. know about textile fabrics and care of fabrics.
8. understand the meaning and definition of growth and development and or its related aspects.

COURSRSE CONTENTS

UNIT-I

Weightage: 20%

Marks: 20

1. The meaning of Home –Science, home science as education for life, role of home-science in the moral and material progress of the nation, home-science.
2. Aims and objectives of home science education at primary schools, secondary schools, qualities of a good home science teacher.
3. Correlation of Home science with other school subjects.

UNIT-I

Weightage: 20%

Marks: 20

1. Concept of nutrition, relationship of nutrition to health: growth of the science of nutrition with particular reference to India.
2. Concept of Malnutrition, effects of malnutrition; balanced diet and its importance.
3. Nutritional Deficiencies diseases.
Causes and symptoms of nutritional deficiencies, methods of prevention and treatment of Kwashiorkar, merasmus, vitamin A deficiency, anaemia.

UNIT-III

Weightage: 20%

Marks: 20

1. Textile Fabrics
Classification of Textile Fabrics on the basis of their length and composition, manufactural properties of manufactural properties of cotton, silk, wool, nylon, rayon, polyester and blends.
2. Laundry & care of Fabrics.
Laundry equipment and detergents, principles of washing and the methods of finishing of cotton, silk, wool and nylon.
3. Stains and spots cleaning: Removal of the staining, tea, fruit juice, paint and curry.

UNIT-IV

Weightage: 20%

Marks: 20

1. Human Growth and Development.
Meaning and definition of human growth and development principles and factors influencing growth and development difference between growth and development difference between growth and development.
2. adolescents (13 to 20 years)
Physical development, social development and mental development, needs, problems and adjustment of adolescent.
3. Problems of adolescents and counseling mechanisms.

UNIT-V

Weightage: 20%

Marks: 20

1. Infectious Diseases:
Elementary knowledge of common infectious diseases, methods of spread and control of infectious diseases, knowledge of common medicines in use in day to day life.
2. Banking: Home management.
Transaction with the bank –different types of accounts; different saving schemes, deposit schemes; national saving Certificate (NSC) and National Saving Scheme (NSS)
3. Home Management – Importance of planning, Principles of Budget making.

Particulars

Weightage: 20%

Marks: - 20

1. Preparation of balanced diet at low cost.
2. Laundering of different fabrics.
3. Stitching needle work and embroidery.
4. Filling and issue of cheques/making drafts.
5. Making of deposits.

Internal Assessment

20 marks

a) Attendance

- 05

Marks

b) Two tests

-10 Marks

c) One Assignment

-05 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

- I. Problems of adolescents.
- II. New trends in banking.
- III. Mental Health and Mental Hygienic.

PAPER-V-J**TITLE- INDIAN MUSIC**

Duration of Examination – 3 hours	Maximum marks	- 100
	a) Theory paper	- 60
	b) Internal assessment	- 20
	c) Practical's	- 20

COURSE OBJECTIVES:

To enable the pupil teachers to:

1. Understand the importance of music in human life.
2. Develop among the students the musical aesthetic sensibility.
3. have an elementary knowledge of western music.
4. know the origin, evaluation and playing of a few musical instruments.
5. Know about the lifeand musical contributions of a few selected musicians.

COURSE CONTENTS**UNIT – I****Weightage – 20%****Marks: 16**

1. A history of Indian music, Aims of Music as a subject in the school curriculum.
2. Importance of Music in Human Life: History of Indian Music, Ancient period, Medieval period and Modern period.
3. Preliminary knowledge of western Music: Harmony Melody, Staff Notation, Major Tone and Minor Tone.

UNIT – II**Weightage – 20%****Marks: 16**

1. Ancient and Modern Alap Systems; Time theory of Indian Classical ragas; Tans and its kinds.
2. Shruti and sadhana according to Ancient medieval and Modern scholars (only shed swas). Knowledge of Awaras-differences of Swaras and Sruti: Division of Swaras in measures of Sruit Notation for Indian Music.
3. Voice culture-information about voice and culture and larynx, Knowledge of motion and rhythm.

UNIT – III**Weightage – 20%****Marks: 16**

1. Classification of Musical instruments, different styles of Playing of table origin and tuning of Tanpora and sitar.
2. Raga Ragani Padhati, Ragang Padhata and Thatha raga Padhati.
3. Importance of classical music; I suggestion for the popularization of classical music in India. Role of SPICMAC.

UNIT – IV**Weightage – 20%****Marks: 16**

1. Qualities of a Music Teachers- Gayak, Vadak and Vadyakar.

2. Gayak's gun and Avagun; Gharanas of Khyal Gayaki.
3. Bio-graphical sketches of the following musicians with their contribution in the field of Music.
 - a) Pandit Ravi Shanker
 - b) Girja Devi
 - c) Shri panna Lal Ghosh
 - d) Bare Ghulam Ali Khan
 - e) Ustad Amjad Ali Khan

UNIT – V

Weightage – 20%
Marks: 16

1. Compare and contrast of Talas mentioned below:
 - a) Dharmar
 - b) Ada – Choutala
 - c) Gajjhampa
 - d) Khaimta
2. Definition and Notation of the following Ragas:
 - a) sham kaliyan
 - b) Regeshri
 - c) Bahar
 - d) Lalit
 - e) Darbari

3. Evaluation in Music:

Practical:

Indian Music

1. Every candidate should be able to sing a fast Khyal or play a razakhoni Gat with tanas or Alaps or Jhala and Taras in each of their following Ragas:-
Bhupati, Bhairvi, Brindavani Sarag, Asawari, Bhimplashi, Malkauns, Kaffi.
2. Every candidate should be able to play a slow khyal (Vilambit bara Khyal) or masti Khyal Gat in Asawari and Malkauns Rag.
3. The following Talas are required to be practiced in Thah's and dvigun Laya on table.
 - a) Teen Tal
 - b) Dadra
 - c) Jhaptal
 - d) Dharva
 - e) Ektal.
4. Tuning of the instrument for the instrument player and tuning of the Tanpura for vocal music students. Candidates should be able to read, write music notation either of Bhatkhande or Vishnu Digamber Pulskar.

Internal Assessment

20 marks

- | | |
|-------------------|-----------|
| a) Attendance | - 05 |
| Marks | |
| b) Two tests | -10 Marks |
| c) One Assignment | -05 Marks |

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

1. Aims and objectives of music as a subject in school curriculum.

2. Possibilities of notation in Indian Music.
3. Essay on Aids to teaching of Music.

PAPER-V-K

TITLE- WORK- EXPERIENCE

Duration of Examination – 3 hours	Maximum marks	- 100
	a) Theory paper	- 60
	b) Internal assessment	- 20
	c) Practical's	- 20

COURSE OBJECTIVES:

To enable the pupil teachers to:

1. Understand the need and importance of work experience in education.
2. Illustrate the concept of work experience and understand the objectives of introducing work experience as an integral part of education.
3. Compare the views of Indian and Western Philosophers on work experience.
4. Understand the criteria for selecting work experience for school and organizing work experience programmes.

COURSE CONTENTS

UNIT – I

Weightage – 20%

Marks: 16

1. Concept, need and importance of work experience, Objectives of introducing work experience in School Curriculum.
2. Views of Indian and Western Philosophers on work experience : Tagore, Gandhi, Froebel and Dewey.
3. Recommendations of Indian education Commission (1944-66), National Policy on education (1986) and Programmes of action (1992) towards work experience.

UNIT – II

Weightage – 20%

Marks: 16

1. Components of Work experience: Chalk board writing – kinds of different chalk board, advantages and limitations of chalk board, technique of chalk boards writing, knowledge of paint and posters.
2. Importance and principles of interior decoration, factors to be considered for selecting furniture and furnishings for a house.
3. Computer Applications: Introduction to windows, use of windows in learning materials towards work experience, essential modules of MS-Office.

UNIT – III

Weightage – 20%

Marks: 16

1. Art and Soft work : meaning of work experience specially art and soft work (Card Board and Wood Work); Knowledge of Ostroid colour

circle; Primary and secondary Colours; Educational and Psychological importance of colours on one's personality; Aims and importance of Art and soft education in Primary, Upper Primary and High school Stage. Teaching of Art (Water, Tempa, Postal, Oil).

2. Method of imparting experience in different areas of work experience by composition, poster, design, collage, landscapel, principle of art, child art, paper folding and cutting, cardboard, simple objects, preparation of simple wooden objects (name plate and pointer).
3. Methods of teaching of work experience:
 - I. Lecture – Demonstration Method.
 - II. Assignment Method.
 - III. Excursion Method.
 - IV. Exhibition Method

UNIT – IV

Weightage – 20%

Marks: 16

1. Criteria for selecting work experience activities for high school stage.
2. Organization of work experience programmes.
3. Socially productive useful work (SPUW) Meaning, need and importance of SPUW in Education

UNIT – V

Weightage – 20%

Marks: 16

Teaching Aids: Meaning, uses and abuses, classification of teaching aids, materials required for teaching aids: paper, colour, scale, pencil, and eraser.

Practical:

Marks :20

- 1) Letter writing (in Ink or Colour) English/Hindi/Punjabi/Urdu for Preparing-
 - a) Flash Cards
 - b) Pic to graph
 - c) Mottos
 - d) Diagrams (three in each category) concerning two subject)
- 2) Preparation of four charts /Models (two in each teaching subject) with any suitable material viz, Paper Machine, Card-Board, Thermocole, Dryer, Grass, Match sticks etc.
- 3) Proper knowledge of colours i.e Primary, Secondary, Tertiary, Warm and cool colour etc. A coloured chart is to be prepared by pupil teacher.
- 4) Black Board writing and sketching in any two subjects.
- 5) Understanding computer configuration, creating a document in MS Word.
- 6) Preparation of slides in power Presentation.

Internal Assessment

20 marks

- a) Attendance

- 05

Marks

- b) Two tests

-10 Marks

c) One Assignment

-05 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

1. Place of Art in education.
2. Contribution of Artists viz. Raja Ravi verma, M.F. Hussain and Sobha Singh.
3. Correlation of Art with language, maths, history, Craft and Science as School subjects.

PAPER-VI/VII

Group-I
TITLE- TEACHING OF ENGLISH

Duration of Examination – 3 hours	MAXIMUM MARKS	- 100
	a) Theory paper	- 80
	b) Internal assessment	- 20

COURSE OBJECTIVES:

To enable the pupil teachers to:

- a) familiarize with elements of English language.
- b) develop linguistic skills.
- c) develop teaching skills in teaching of English.
- d) make effective use of instructional aids in teaching of English.
- e) use different methods of teaching English.
- f) evaluate the performance of their students.

COURSE CONTENTS.

UNIT – I

Weightage – 20%
Marks: 16

1. The position and role of English in India. The Charter of 1813, problem of language study and 3 language formula.
2. Objectives of teaching English as a second language at secondary level.
3. Problem in effective teaching of English in our Country, Principles of teaching English-Psychological, linguistic and pedagogical.

UNIT – II

Weightage – 20%
Marks: 16

1. Behavioural objectives: Meaning and importance of behavioural objectives, essentials of behavioural objectives, writing behavioural objectives for teaching English – Prose, Poetry and composition.
2. Curriculum: Meaning, importance and principles of preparing good curriculum for English as a second language, Principles and rationale of curriculum development.
3. Textbook: Meaning and importance of text-book for teaching English Qualities of a good textbook in the subject of English.

UNIT – III

Weightage – 20%
Marks: 16

1. Co-curricular activities:
Meaning, importance of co-curricular activities for teaching English through.
 - a) Literary clubs.
 - b) School magazines.
 - c) Debates.
 - d) Quiz Programmes
2. Development of the following teaching skills:

- a) Listening
- b) Speaking
- c) Reading
- d) Writing

3. Reading and writing

Concept, meaning and importance of reading, Types of reading: intensive, extensive, loud and silent reading for pronunciation, clear comprehensive fluency and thinking. Defects in writing skills and their improvement, elaboration and summarization, essay and letter writing.

UNIT –IV

Weightage: 20%

Marks: 16

1. Aims of teaching prose, poetry, drama and composition at various levels.
2. Audio-visual aids:
Meaning and importance of audio-visual aids in teaching English viz. Chalk-board, models, Charts, audio tapes, video tapes , television, computers and language laboratory. Preparation of low cost teaching aids for teaching English at various levels.
3. Methods of teaching English-prose, poetry, grammar, & composition with special reference to:
 - a) Difference between an ‘approach’ and ‘method’. Meaning of structure and pattern, Principle of a selection and gradation of structure, Presentation and practice of structure.
 - b) Direct method of teaching.
 - c) Grammar –cum-translation method.

UNIT – V

Weightage – 20%

Marks: 16

1. Concept, components and preparation of any three micro lessons based on the following skills.
 - a) Questioning.
 - b) Reinforcement.
 - c) Explanation.
 - d) Illustration with examples and visuals.
 - e) Stimulus variation
2. Lesson planning: meaning and importance of lesson plans at macro level, meaning and purpose of unit and yearly plans steps for the preparation of lesson plans for teaching English using Herbartian and RCEM approaches.
3. Evaluation in English in terms of cognitive, affective and psychomotor behavioural developments. Diagnostic testing, error analysis and remedial teaching.

Internal Assessment

20 marks

- a) Attendance
Marks

- 05

- b) Two tests
- c) One Assignment

-10 Marks

-05 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

- a) Preparation of language dictionary.
- b) General principles of Language Teaching.

PAPER-VI/VII

Group-I

TITLE- TEACHING OF HINDI

Duration of Examination – 3 hours	MAXIMUM MARKS	- 100
	a) Theory paper	- 80
	b) Internal assessment	- 20

COURSE OBJECTIVES:

To enable the pupil teachers to:

- a) Understand the importance and role of Hindi language in our country.
- b) Understand the aims of teaching Hindi at elementary and secondary levels.
- c) be familiar with various methods of teaching Hindi.
- d) understand the concept of curriculum in teaching Hindi, qualities of a good text-books and co-curricular activities in teaching Hindi.
- e) acquaint them with different teaching skills associated with teaching of Hindi.
- f) learn various techniques and methods of evaluating performance of learners in the subject of Hindi.

COURSE CONTENTS

UNIT –I

Weightage : 20%

Marks :-16

1. Origin and development of Hindi language. Objectives of teaching Hindi at elementary and secondary levels.
2. Role of Hindi as a link and national language. Prob
 - a) Problems of Hindi teaching, Contributions of :
Tulsidas, Surdas, Bhartendu Harishchandra, Ramdhari Singh Dinkar, Sumitra nandan Pant, mahadevi verma.
 - b) Behavioural objectives : meaning and importance of behavioural objectives, essentials of behavioural objectives, writing behavioural objectives for teaching Hindi-Prose, poetry and composition.

UNIT –II

Weightage : 20%

Marks :-16

1. Curriculum: Meaning, importance and principles of preparing good Hindi curriculum at secondary level. Principles and rationale of curriculum development.
2. Textbook: meaning and importance of Hindi textbook. Qualities of a good textbook in the subject of Hindi.
3. Co-curricular activities : Meaning, importance of co-curricular activities for teaching Hindi through:
 - a) Literary clubs
 - b) School magazines.
 - c) Debates
 - d) dramatics

- e) Quiz programmes

UNIT –III

Weightage: 20%

Marks:-16

1. Development of the following linguistic skills:

- a) Listening.
- b) Speaking.
- c) Reading.
- d) Writing.

2. Reading and Writing

Concept, meaning and importance of reading. Types of reading: Silent/low, extensive and intensive, defects in writing skills and their improvement, elaboration and summarization, essay and letter writing.

3. a) Aims of teaching prose, poetry, composition and grammar.

- b) Methods of teaching prose, poetry, Composition and grammar.

UNIT –IV

Weightage: 20%

Marks:-16

1. Audio-Visual aids : Meaning and importance of audio-visual aids in teaching Hindi viz. chalk-board, models, charts, television, audio tapes, video tapes, computers and language laboratory.

2. Development of teaching skills:

Concept, components and preparation of any three Micro lesson plans for developing skills of:

- a) Questioning.
- b) Reinforcement.
- c) explanation
- d) Illustration with examples and visuals.
- e) Stimulus variation.

3. Lesson planning: Meaning and importance of lesson plans at the macro Level, meaning and purposed of unit and monthly plans.

UNIT –V

Weightage: 20%

Marks:-16

- 1. Steps for preparing lesson plans for teaching Hindi using Herbartian and RCEM approaches. Advantages and limitations of these approaches.
- 2. Preparation of lesson plans for teaching prose and poetry at the secondary level.
- 3. Evaluation in Hindi teaching in terms of cognitive, affective and psychomotor behavioural development. Diagnostic testing, error analysis and remedial teaching.

Internal Assessment

20 marks

- a) Attendance

- 05

Marks

- b) Two tests

-10 Marks

c) One Assignment

-05 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

- i. Contribution of kabir and Tulsi Dass.
- ii. Criteria of a good language test.
- iii. Kabir's Dohe (7th and 9th Grade Text)

PAPER-VI/VI

**Group-I
TITLE- TEACHING OF URDU**

Duration of Examination – 3 hours	MAXIMUM MARKS	- 100
	a) Theory paper	- 80
	b) Internal assessment	- 20

COURSE OBJECTIVES:

To enable the pupil teachers to:

- Understand the importance and role of Urdu language in our country.
- Understand the aims of teaching of Urdu at elementary and secondary levels.
- Be familiar with various methods of teaching Urdu.
- Understand the concept of curriculum in teaching Urdu qualities of good textbook and co-curricular activities in teaching Urdu.
- Acquaint them with different teaching skills associated with teaching of Urdu.
- Learn various techniques and methods of evaluating performance of learners in the subjects of Urdu.

COURSE CONTENTS

UNIT –I

Weightage : 20%

Marks :-16

- Origin and development of Urdu language, origin and development of Urdu in J&K State and its present position. Its nomenclature and different views regarding its origin and development expressed by various authors. (MIR Aman, Ragab Ali Beg Saroer, Rattan ninth Sarshar, Mir, GHalib, Hasarat Mohani, shad, Firaq Gorakpuri).
- Origin and development of urdu lmla, Arrab and punctuation. Contribution of Rasheed Hasan Khan in the development of urdu lmla.
- Behavioural objectives: Meaning and importance of behavioural objectives, essentials of behavioural objectives, writing behavioural objectives for teaching Urdu- prose , poetry and composition. Mother tongue –aims of teaching mother tongue at primary and secondary level.

UNIT –II

Weightage : 20%

Marks :-16

- Curriculum: Meaning, importance and Principles of preparing good Urdu curriculum at secondary level. Principles and rationale of curriculum development.
- Text Book: meaning and importance of Urdu textbook, qualities of a good textbook in the subject of Urdu. Qualities of language teacher.
- Co-curricular activities : Meaning, importance of co-curricular activities for teaching Urdu through.

- a) Literary club.
- b) School Magazine.
- c) Debates
- d) Dramatics
- e) Quiz Programme
- f) Mushiarah.

UNIT –III

Weightage: 20%

Marks:-16

1. Development of the following linguistic skills:

- a) Listening.
- b) Speaking.
- c) Reading
- d) Writing

Reading & Writing:

Concept, meaning and importance of reading

Types of reading: silent/low, extensive and intensive.

Defects in writing skills and their improvement, elaboration and summarisation, essay and letter writing.

- a) Aims of teaching prose, poetry, drama and composition at various levels.
- b) Methods of teaching prose, poetry, composition.

UNIT –IV

Weightage : 20%

Marks :-16

1. Audio-visual aids:

meaning and importance of audio-visual aids in teaching Urdu viz. chalk-board, models, charts, television, audio tapes, video-tapes, computers and language laboratory.

2. Development of teaching skills:

Concept, components and preparation of any three micro lesson plans for developing skills of:

- a) Questioning.
- b) Reinforcement.
- c) Explanation.
- d) Illustration with examples and visuals.
- e) Stimulus various.

3. Lesson planning: Meaning and importance of lesson plans at the macro level, meaning and purpose of unit and yearly plans.

UNIT –V

Weightage : 20%

Marks :-16

1. Steps for preparing lesson plans for teaching Urdu using Herbartian and RCM approaches. Advantages and limitations these approaches in assignment.

2. Preparation of lesson plans for teaching prose and poetry at the secondary level.

3. Evaluation in Urdu teaching in terms of cognitive, affective and psychomotor behavioural developments. Diagnostic testing, error analysis and remedial teaching.

Internal Assessment

20 marks

- a) Attendance

- 05

Marks

- b) Two tests

-10 Marks

- c) One Assignment

-05 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

1. Problems of Urdu teaching.
2. Qualities of a Good Urdu Teacher.
3. Qualities of Good handwriting.
4. Brief history of Urdu literature, Aligarh Movement and progressive Movement.

PAPER-VI/VII

Group-I

TITLE- TEACHING OF SANSKRIT

Duration of Examination – 3 hours	MAXIMUM MARKS	- 100
	a) Theory paper	- 80
	b) Internal assessment	- 20

COURSE OBJECTIVES:

To enable the pupil teachers to:

- Understand the importance and role of Sanskrit language in our country.
- Understand the aims of teaching of Sanskrit at elementary and secondary levels.
- Be familiar with various methods of teaching Sanskrit.
- Understand the concept of curriculum in teaching Sanskrit qualities of good textbook and co-curricular activities in teaching Sanskrit.
- Acquaint them with different teaching skills associated with teaching of Sanskrit.
- Learn various techniques and methods of evaluating performance of learners in the subject of Sanskrit.

COURSE CONTENTS

UNIT –I

Weightage : 20%

Marks :-16

- Role of Sanskrit in India and abroad. Objectives of teaching Sanskrit at elementary and secondary levels. Sanskrit as a Driving force for National integration, Sanskrit for appreciation of moral and Spiritual values universal Fraternity and Sanskrit.
- Relation of Sanskrit with other languages, importance of Pronunciation and expression in Sanskrit Languages.
- Behavioral objectives : meaning and importance of behavioural objectives, essentials of behavioural objectives, writing behavioural objectives for teaching Sanskrit-Prose, poetry and composition.

COURSE CONTENTS

UNIT –II

Weightage : 20%

Marks :-16

- Curriculum: - Meaning, importance and principles of preparing Sanskrit curriculum at secondary level.
- Textbook: Meaning and importance of Sanskrit textbook. Qualities of a good textbook in the subject of Sanskrit.
- Co-curricular activities: Meaning and importance of co-curricular activities for teaching Sanskrit through:
 - Literary clubs
 - school magazines

- c) debates
e) Quiz programmes

d) dramatics

UNIT –III

Weightage : 20%

Marks :-16

1. development of the following Linguistic skills:
a) Listening b) Speaking c) Reading d) writing.
2. Reading and Writing: Concept, meaning and importance of reading types of reading: Oral and Silent/Loud ,Defects in writing skills and their improvement, elaboration and summarization, essay and letter writing.

UNIT –IV

Weightage : 20%

Marks :-16

1. Audio-Visual aids : Meaning and importance of audio-visual aids in teaching Sanskrit viz. chak-board, models, charts, television, audio tapes, video tapes, computers and language laboratory.
2. Development of teaching of teaching skills:
Concept, components and preparation of any three Micro lesson plans for developing skills of:
a) Questioning
b) Reinforcement
c) Explanation
d) Illustration with examples and visuals
e) Stimulus variation.
3. a) Teaching of Prose : Aims , Methods of Teaching prose, explanation of word meanings and analysis of thought.
b) Teaching of Poetry : Aims , Types of poems, Methods of teaching poetry, importance of Recitation and appreciation.
c) Teaching of Grammer: Aims, Methods (Traditional and Modern), Syntax (meaning & Relevance).
d) Teaching of Composition : Aims of Composition, types of composition, steps in writing composition.

UNIT –V

Weightage : 20%

Marks :-16

- 1, Steps of preparing lesson plans for teaching Sanskrit using Herbartian and RCEM approaches. Advantages and limitations of these approaches.
2. Preparation of lesson plans for teaching prose, poetry, Grammer and composition at the secondary level.
3. Evaluation in teaching in terms of cognitive, affective and psychomotor behavioural developments. Diagnostic testing, error analysis and remedial teaching.

Internal Assessment

20 marks

- a) Attendance

- 05

Marks

- b) Two tests

-10 Marks

- c) One Assignment

-05 Marks

Syllabus(52)

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

- a) Preparation of Unit plan for teaching of Sanskrit.
- b) Development of Teacher made test in Sanskrit for any one class.
- c) Problems of Sanskrit teaching.

PAPER-VI/VII

Group-I
TITLE- TEACHING OF DOGRI

Duration of Examination – 3 hours	MAXIMUM MARKS	- 100
	a) Theory paper	- 80
	b) Internal assessment	- 20

COURSE OBJECTIVES:

To enable the pupil teachers to:

- a) Understand the importance and role of Dogri language in our country.
- b) Understand the aims of teaching of Dogri at elementary and secondary levels.
- c) Be familiar with various methods of teaching Dogri.
- d) Understand the concept of curriculum in teaching Dogri qualities of good textbook and co-curricular activities in teaching Dogri.
- e) Acquaint them with different teaching skills associated with teaching of Dogri.
- f) Learn various techniques and methods of evaluating performance of learners in the subject of Dogri.

COURSE CONTENTS

UNIT –I

Weightage : 20%

Marks :-16

1. Origin and development of Dogri in J&K State and its present position.
2. Relation of Dogri with other languages, importance of Dogri language.
3. Behavioural objectives: Meaning and importance of behavioural objectives, essentials of behavioural objectives, writing behavioural objectives for teaching Dogri- prose, poetry and composition, Mother tongue – aims of teaching mother tongue at primary level.

UNIT –II

Weightage : 20%

Marks :-16

1. Curriculum: - Meaning, importance and principles of preparing Dogri curriculum at secondary level.
2. Textbook: Meaning and importance of Dogri textbook. Qualities of a good textbook in the subject of Dogri. Qualities of language teaching.
3. Co-curricular activities: Meaning and importance of co-curricular activities for teaching Dogri through:
 - a) Literaryy clubs
 - b) school magazines
 - c) debates
 - d) dramatics
 - e) Quiz programmes

UNIT –III

Weightage : 20%

Marks :-16

1. Development of the following Linguistic skills:
 - a) Listening
 - b) Speaking
 - c) Reading
 - d) writing.
2. Reading and Writing:

Concept, meaning and importance of reading Types of reading: Types of reading: Silent/Loud, extensive and intensive. Defects in writing skills and their improvement, elaboration and summarization, essay and letter writing.

3. a) Aims of teaching prose, poetry, drama and composition at various levels.
- b) Methods of teaching prose, poetry, composition and Grammar.

UNIT –IV

Weightage : 20%

Marks :-16

1. Audio-Visual aids : Meaning and importance of audio-visual aids in teaching Dogri viz. chalk-board, models, charts, television, audio tapes, video tapes, computers and language laboratory.
2. Development of teaching of teaching skills:
Concept, components and preparation of any three Micro lesson plans for developing skills of:
 - a) Questioning
 - b) Reinforcement
 - c) Explanation
 - d) Illustration with examples and visuals
 - e) Stimulus variation.
3. Lesson planning: Meaning and importance of lesson plan at the macro-level, meaning and purpose of unit and yearly plans.

UNIT –V

Weightage : 20%

Marks :-16

1. Steps for preparing lesson plans for teaching Dogri using Herbartian and RCM approaches. Advantages and limitations of these approaches in assignment.
2. Preparation of lesson plans for teaching prose, poetry, Grammar and composition at the secondary level.
3. Evaluation in Dogri teaching in terms of cognitive, affective and psychomotor behavioural developments. Diagnostic testing, error analysis and remedial teaching.

Internal Assessment

20 marks

- | | |
|-------------------|-----------|
| a) Attendance | - 05 |
| Marks | |
| b) Two tests | -10 Marks |
| c) One Assignment | -05 Marks |

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages

1. Problems of Dogri teaching.
2. Qualities of Good Dogri Teacher.
3. Qualities of Good Handwriting.
4. Brief History of Dogri literature.

PAPER-VI/VII

**Group-I
TITLE- TEACHING OF PUNJABI**

Duration of Examination – 3 hours	MAXIMUM MARKS	- 100
	a) Theory paper	- 80
	b) Internal assessment	- 20

COURSE OBJECTIVES:

To enable the pupil teachers to:

1. understand the importance and role of Punjabi language in our country.
2. understand the aims of teaching Punjabi at elementary and secondary level.
3. be familiar with various methods of teaching Punjabi.
4. understand the concept of curriculum in teaching Punjabi, qualities of a good text- books and co-curricular activities in teaching Punjabi.
5. acquaint them with different teaching skills associated with teaching of Punjabi.
6. learn various techniques and methods of evaluating performance of learners in the subject of Punjabi.

COURSE CONTENTS

UNIT –I

Weightage : 20%

Marks :-16

1. Origin and development of Punjabi language and its dialects Importance of Punjabi as a regional language. Aims of teaching Punjabi.
 1. at elementary and secondary levels.
2. Problems of teaching Punjabi at secondary school level Contributions of Baba Farid, Guru Nank Dev, Shah Hussain, Varis Shah, Bulleh shah, Bhai Veer Singh, Amrita Pritam, Mohan Singh, Shiv Kumar Batalavi.
3. Behavioural objectives : Meaning and importance of behavioural objectives, essentials of behavioural objectives, writing behavioural objectives, heriting behavioural objectives for teaching Punjabi-Prose, poetry and composition.

UNIT –II

Weightage : 20%

Marks :-16

1. Curriculum : Meaning, importance and principles of designing a good curriculum for social studies. Approaches to organizing social studies curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.
2. Textbook: Meaning and importance of textbook in the teaching of social studies, Qualities of a good textbook. Role of library and reference books in teaching of social studies.
3. Co-Curricular activities: Meaning and importance co-curricular activities. Steps for organizing co-curricular activities. Role and organization of the following in teaching of social studies.
Literary clubs.

- a) School magazines.
- b) Debates.
- c) Dramatics
- d) Quiz programme.

UNIT –III

Weightage : 20%
Marks :-16

1. Development of the following linguistic skills:
2. Explanation
3. Illustration with examples and visuals
 - a) Listening.
 - b) Speaking.
 - c) Reading.
 - d) Writing.

2. Reading and Writing

Concept, meaning and importance of reading, Types of reading silent/low, extensive and intensive, defects in writing skills and their improvement, elaboration and summarisation, essay and letter writing.

- 3.a) Aims of teaching prose, poetry, drama and composition at various levels.
- b) Methods of teaching prose, poetry, composition and grammar.

UNIT –IV

Weightage : 20%
Marks :-16

3. Audio-Visual aids: Meaning and importance of audio-visual aids in teaching Punjabi viz. chalk-board, models, charts, television, audio tapes, video tapes, computers and language laboratory.
4. Development of teaching skills:

Micro lesson plans for developing skills of:

 - a) Questioning
 - b) Reinforcement
 - c) Stimulus variation.
3. Lesson planning: Meaning and importance of lesson plan at the macro-level, meaning and purpose of unit and yearly plans.

UNIT –V

Weightage : 20%
Marks :-16

1. Steps for preparing lesson plans for teaching Dogri using Herbartian and RCM approaches. Advantages and limitations of these approaches in assignment.
2. Preparation of lesson plans for teaching prose, poetry, Grammar and composition at the secondary level.
3. Evaluation in Dogri teaching in terms of cognitive, affective and psychomotor behavioural developments. Diagnostic testing, error analysis and remedial teaching.

Internal Assessment

20 marks

- d) Attendance

- 05

Marks

- e) Two tests

-10 Marks

f) One Assignment

-05 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages

1. Preparation of diagnostic tests.
2. Contribution of Baba Farid.
3. Importance of folk songs.

PAPER-VI/VII

Group-II

TITLE- TEACHING OF SOCIAL STUDIES

Duration of Examination – 3 hours	MAXIMUM MARKS	- 100
	a) Theory paper	- 80
	b) Internal assessment	- 20

COURSE OBJECTIVES:

To enable the pupil teachers to:

- Appreciate the need for learning History, Geography, Civics and economics either as separate discipline or as an integrated discipline.
- Develop knowledge about the basic principles governing social studies.
- Develop knowledge about the basic, principles governing social studies.
- develop the teaching skill needed for teaching of social studies.
- Acquire competency to prepare lesson plans for teaching social studies.
- Develop the ability to conceive and organize co-curricular activities for teaching of social studies.
- Acquire the ability to develop instructional support materials.

COURSE CONTENTS

UNIT –I

Weightage : 20%

Marks :-16

- Meaning, scope and importance of social studies in secondary schools, Social sciences and social studies. Core subjects of social science, history, civics, geography, economics, interrelationship between them. Objectives and values of teaching social studies in secondary schools.
- Behavioural objectives : meaning and importance of behavioural objectives, steps for preparing behaviour objectives for taching of social studies.
- Role of school and teacher in teaching of social studies. Qualities of a teacher teaching social studies.

UNIT –II

Weightage : 20%

Marks :-16

- Curriculum: Meaning, importance and principles of designing a good curriculum for social studies. Approaches to organizing social studies curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.
- Textbook: Meaning and importance of Punjabi textbook in the teaching of social studies. Qualities of a good textbook, Role and organization of the following in teaching of social studies. .
- Co-Curricular activities: Meaning, importance of co-curricular activities. Steps for organizing co-curricular activities. Role and organization of the following in teaching of social studies.
a) Excursion b) Supervised study c) Dramatisation d) Debates and Quizzes

e) social studies clubs f) Visit to Museums.

UNIT –III

Weightage : 20%

Marks :-16

1. Audio-Visual aids : Meaning, importance and classification of audio-visual aids viz.
 - a) Chalk-board
 - b) Data-line charts
 - c) Models
 - d) Globes
 - e) scrap-books
 - f) Films strips
 - g) Radio
 - h) Television
 - i) Video/CD's
 - j) OHP
 - k) Field Strips
2. Methods of teaching social studies:
 - a) Lecture Method.
 - b) Lecture-cum-discussions method.
 - c) project method
 - d) Story telling method.
 - e) Dramatization
 - f) Socialised recitation Method.
3. Development of teaching skills: Concept, Components and preparation of any three Micro- teaching plans for developing skill of:
 - a) Stimulus Variation.
 - b) Questioning.
 - c) Reinforcement.
 - d) Explanation.
 - e) illustration with examples and visuals.

UNIT –IV

Weightage : 20%

Marks :-16

1. Lesson planning: Meaning and importance of a lesson plan and Yearly plans.
2. Steps for preparing lesson plans for teaching of social studies using Herbartian.
3. RCEM approach, Advantages and limitations, remedial teaching.

UNIT –V

Weightage : 20%

Marks :-16

1. Evaluation: Meaning, need and objectives of evaluation in social studies.
2. Formative and summative evaluation, salient features of the two.
3. Evaluation techniques, their relative Merits and Demerits:
 - a) Oral tests.

- b) Essay-type tests
- c) objective type tests.
- d) Diagnosing testing.

Internal Assessment

20 marks

- a) Attendance

- 05

Marks

- b) Two tests

-10 Marks

- c) One Assignment

-05 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages

1. Factors affecting Indian Society.
2. History of freedom movement.
3. Major issues facing Indian economy today.

PAPER-VI/VII

Group-II

TITLE- TEACHING OF SOCIAL STUDIES

Duration of Examination – 3 hours	MAXIMUM MARKS	- 100
	a) Theory paper	- 80
	b) Internal assessment	- 20

COURSE OBJECTIVES:

To enable the pupil teachers to:

- a) develop a broad understanding of the principles and procedures used in modern science education.
- b) Develop teaching competencies related to general science at the secondary level.
- c) Become effective teachers in order to perform desired role as a science teacher.
- d) Familiarise with the concept and place of general science in school curriculum.
- e) To understand the concept of curriculum, textbooks and co-curricular activities.
- f) familiarize with the concept of curriculum, textbooks and co-curricular activities.
- g) Realize the importance of various tools of evaluation in general science.

COURSE CONTENTS

UNIT –I

Weightage : 20%

Marks :-16

1. Concept of science and General science, Need and place of general science in school curriculum, objectives of teaching general science at secondary stage with special reference to Tara Devi Seminar, Kothari Commission and Ishwar Bhai Committee. Impact of Science on society, Globalisation and science.
2. Path tracking discoveries and land mark development in science Eminent world scientist and eminent Indian scientists.
3. Role of school and teacher in teaching of general science. Qualities of a science teacher.

UNIT –II

Weightage : 20%

Marks :-16

1. Behavioural objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of general science.
2. Curriculum: Meaning, importance and principles of designing a good curriculum for general science. Concentric, topical and integrated approaches in organizing curriculum for general science.

3. Textbooks: meaning and importance of textbooks in teaching to general science. Qualities of a good textbook of general science Role of textbooks and encyclopedias in teaching of science.

UNIT –III

Weightage : 20%

Marks :-16

1. Co-curricular activities: Meaning and importance of co-curricular activities. Steps of organizing co-curricular activities. Role and organization of the following in teaching of general science.

- a) Field strips.
- b) Science clubs.
- c) Science museums.
- d) Aquariums.
- e) Herbariums and virariums.
- f) Sciences fairs.
- g) School gardening.
- h) Preparation low –cost teaching aids.

2. audio - visual Aids: Meaning , importance, and classification of audio-visual aids viz.

- a) Chalk- board.
 - b) Models and Specimens.
 - c) scrap-books.
 - d) Radio.
 - e) Films.
 - f) Television.
 - g) OHP and computers
3. Methods of teaching general science
- a) Lecture Method.
 - b) Lecture-cum-demonstration Method.
 - c) Project Method.
 - d) Problem-Solving method.
 - e) Inductive- Deductive Method
 - f) Heuristic Method.

UNIT –IV

Weightage : 20%

Marks :-16

1. Development of teaching skills: Concept, components and preparation of any Micro-teaching lesson plans for developing the skill of

- a) Questioning.
- b) Reinforcement.
- c) Explanation.
- d) Stimulus variation.
- e) Illustration with examples and visuals.

2. Lesson Planning: Meaning and importance of a lesson plan, unit plans and early plans.
3. Steps for preparing lesson plan through Herbartian and RCEM approaches for teaching of general science.
Advantages and limitations of these approaches.

UNIT –V

Weightage : 20%
Marks :-16

1. Evaluation: Meaning, need and objectives of evaluation in general science.
2. Formative and summative evaluation, salient features of the two.
3. Evaluation tools:
 - a) Diagnostic testing and remedial teaching.
 - b) Oral tests.
 - c) Essay type tests.
 - d) Objective types tests.

Internal Assessment

20 marks

- | | |
|-------------------|-----------|
| a) Attendance | - 05 |
| Marks | |
| b) Two tests | -10 Marks |
| c) One Assignment | -05 Marks |

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages

1. Photosynthesis.
2. Atomic structure.
3. Water as Universal solvent.

PAPER-VI/VII

**Group-IV
TITLE- TEACHING OF
MATHETMATICS**

Duration of Examination – 3 hours	MAXIMUM MARKS	- 100
	a) Theory paper	- 80
	b) Internal assessment	- 20

COURSE OBJECTIVES:

To enable the pupil teachers to:

- a) understand and appreciate the uses and significance of mathematics in daily life.
- b) Appreciate the contributions of famous mathematicians in mathematics.
- c) Learn successfully various methods and techniques of teaching mathematics of planning instruction for the classroom.
- d) Know the methods of planning instruction for the classroom.
- e) Organise curricular activities as per the needs to teach mathematics'.
- f) understand the process of comprehensive evaluation in mathematics.

COURSE CONTENTS

UNIT –I

Weightage : 20%

Marks :-16

1. Meaning and history of mathematics, assumption, postulates ,axioms, value of mathematics- Practical, social, moral, artistic, aesthetic, and intellectual, place of mathematics in school curriculum, relationship of mathematics with other subjects.
2. Contributios of famous mathematicians, Bhaskaracharya, arybabhatta, Leelabathi, Ramanujam, Euclid, Pythagorous, Renedescarte.
3. behavioural objectives: meaning and importance of behavioral objectives, writing instructional objectives for teaching of mathematics.

UNIT –II

Weightage : 20%

Marks :-16

1. Curriculum : Meaning, importance and principles and designing a good curriculum for mathematics, principles and rationale of curriculum development.
2. Textbooks : Meaning and importance of textbooks in mathematics, qualities of a good textbooks in mathematics.
3. Co-curricular activities: Meaning and importance of co-curricular activities. Procedure for organizing co-curricular activities like quiz programmes, skill development in answering puzzles, riddles, magic squares shortcuts, mentioned in Vedic mathematics for teaching mathematics.

UNIT –III**Weightage : 20%****Marks :-16**

1. Audio-visual aids: meaning and importance of audio-visual aids in teaching mathematics viz., chalk-board, models, charts, television, video tapes and computers.
Preparation of low cost teaching aids for teaching mathematics.
2. Methods of teaching mathematics:
 - a) Inductive –Deductive method.
 - b) Analytic-Synthetic method.
 - c) Project method.
 - d) Problem solving method.
 - e) Heuristic method .
 - f) laboratory method.
3. Techniques of teaching of teaching mathematics
 - a) Oral work.
 - b) Written Work.
 - c) Home Assignment.
 - d) Drill
 - e) Self and supervised study.

UNIT –IV**Weightage : 20%****Marks :-16**

1. Development of teaching skills:
Concept, components of preparing of any three Micro lesson plans for developing skills of:
 - a) Questioning.
 - b) Reinforcement.
 - c) Explanation,
 - d) Illustration with examples and visuals
 - e) Stimulus variation.
2. Lesson planning: Meaning and importance of lesson plans at the macro level, meaning and purpose of unit and monthly plans.
3. Steps for preparing lesson plans for teaching mathematics using Herbartian and RCEM approaches. Advantages and limitations of these approaches.

UNIT –V**Weightage : 20%****Marks :-16**

1. Evaluation: Meaning of comprehensive and continuous evaluation.
2. Evaluation in mathematics in terms of cognitive, affective and psychomotor behavioural developments.
3. Evaluation tools: Meaning, need and use of diagnostic testing and remedial teaching.

Internal Assessment**20 marks**

- | | |
|-------------------|-----------|
| a) Attendance | - 05 |
| Marks | |
| b) Two tests | -10 Marks |
| c) One Assignment | -05 Marks |

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages

1. Application of computers in teaching of mathematics.
2. Pedagogical analysis of sets
3. Pedagogical analysis of congruency.

PART-II

COMPUTER PRACTICAL

Marks : 50

Word Processing Software

- Open, creating editing a word Document.
- Saving and closing a Word Document.
- Formatting a Word document.
- Spell check and grammer.
- Thesaurus and language tools.
- Tables.
- Protecting a word document using passwords.
- Printing a word document.

Multimedia Software

- Opening, creating a multimedia presentation-To create a pupil presentation.
- Making slides.
- Inserting pictures/images
- Inserting audio/video clips.
- Saving a power Point presentation.
- Animating slides.
- Hyper-linking slides to documents /spread sheets etc.
- Running a slide show.

Spread sheets software

- Opening and reading an Excel sheet.
- Making entries.
- Using formulae.
- Using filters.
- Sorting data.
- Charts and graphs.
- Inserting comments.

The practical in computer is compulsory for all students. Each student shall have to undergo through the practicals. The colleges may prepare groups and hold the practicals in tutorials. After the rigorous practice, each student shall be evaluated in preparation of document, preparing power point presentation and making a spreadsheet. each student shall prepare 5 word documents, 5 presentations and 5 spreadsheets on different topics. They will take out their prints. the Computer teacher shall evaluate them out of 50 marks and later convert them into grades in seven point scale as shown:

Marks

48-50

Grade

A

43-47	B
38-42	C
33-37	D
28-27	E
23-27	F (PASS)
18-22	F (FAIL)

The grade awarded shall be shown in the final marks card. The students getting less than 22.5 or 23 marks shall be declared to have failed. They shall have to repeat the practical for passing. The passing in computer practical is a mandatory requirement.

The assessment made shall be got verified through the internal assessment committee constituted by the office of the controller of examination.

**MASTER PLAN
OF THE
INSTITUTION**

**UNIVERSITY
RESULT FOR
ACADEMIC
YEAR 2012-
2013**

**BALANCE
SHEET FOR
FINANCIAL
YEAR 2012-
2013**

Trikuta College Of Education
Statement of Affairs as at 31.03.2013

Liabilities	Amount(Rs.)	Assets	Amount(Rs.)
Capital Fund		Fixed Assets	
Opening Balance	28,551,258.74	As per Schedule	20,657,677.22
Add, College Development Fund	126,500.00		
Excess of Income over Expenditure	-594,184.44		
	28,083,574.30	Current Assets, Loans & Advance	
Current Liabilities & Provisions		Sundry Debtors	
Sundry Creditors		Shri Sain Charitable Trust	10,576,402.00
Abrol Enterprises		Trikuta Institute of Teacher Training	1,107,700.00
Corporate Infinity	39,720.00	Trikuta Printers	830,178.00
Himalya H/w Store	17,170.00	Jammu Institute of hotel Mgt & Cat	122000.00
Jammu College of Physiotherapy	73,388.00	Jammu Institute of Aurveda Pharmacy	1020000.00
Jammu Institute Of Ayurveda	3,279,390.00	Trikuta College of Paramedical Science	17,251.00
Jammu Law College	4,102,748.29		13,673,531.00
Karter Steel Works	176,000.00	Cash & Bank Balances	
MTS Electro Solutions	8,194.00	Cash in Hand	78,773.06
New Allied Treads	40,700.00	FDR with UCO Bank	1,218,369.00
Pappu electronic	16,800.00	ICICI Prudential STP	500,000.00
Traders Timber Traders	69,700.00	HDFC	5,710,000.00
Trikuta Degree College	38,000.00	Interest Accrued on FDR	594,277.37
Trikuta College Of Computer Science	1,763,543.00	J&K Bank Ltd, Bantaleb, Jammu	1,329,599.19
Advance Tuition Fees	3,855,400.00		9,429,018.62
Bank Reconciliation	1,623,016.00		
Provident Fund Payable	9,429.00		
Library Security Refundable	2,712.00		
Misc. Payable	363,098.00		
Salary Payable	22,912.25		
	174,148.00		
	43,760,226.84		43,760,226.84

Signed as per our report of even date



(Dr. Roop Lal Sharma)
Chairman

For J.S.V.P. & CO
Chartered Accountants
Rajinder Singh
Partner

Rajinder Singh

Trikuta College Of Education
Income & Expenditure account for the year ended 31.03.2013

Expenditures	Amount(Rs.)	Income	Amount(Rs.)
To Bank Charges & Interest	43,828.02	By Bus Fare	29,700.00
To Advertisement & Publicity	21,516.00	By eligibility Fee	31,800.00
To Misc.l.expenses	2,860.00	By University fee	58,260.00
To Printing & Stationery	1,600.00	BY Cost of Brouchers	46,000.00
To Repair & Maintenance	33,694.00	By Registration Fee	14,440.00
To Salary	2,087,269.00	By Sports Fee	23,060.00
To Univ. fees expenses	173,620.00	By Tuton Fee	3,928,331.00
To Vehicle Running & Maintt.	294,890.00	By NSS Fee	6,790.00
To Depreciation	2,012,156.42	By Annual Maintenance Charges	90,000.00
To Examination Fee	45,600.00	By Magazine Fees	6,060.00
To Affiliation Fees	22,000.00	By Revival Fee	780.00
To Association Fees	5,000.00	By Cultural Fees	5,040.00
To Staff Welfare	2,940.00	By Intt. On FDR	168,150.00
To Telephone Expenses	21,500.00	By Misc. Income	70.00
To Uniform expenses	204,720.00	By Red Cross Fee	640.00
To Provident Fund	30,112.00		
To Excess of Income Over Expenditure	-594,184.44		
	4,409,121.00		4,409,121.00
	4,409,121.00		4,409,121.00

Signed as per our report of even date



(Signature)
(Dr. Roop Lal Sharma)
Chairman

(Signature)
For JSVP & CO
Chartered Accountants
Ajayinder Singh
Partner

TRIKUTA COLLEGE OF EDUCATION

Particulars	WDV as at 01/04/2012.	Additions 1st Half	Additions 2nd half	Sold	Total	%age of Dep.	Depreciation	WDV as at 31/03/2013
Air Conditioner	36648.29	0.00	0.00	0.00	36648.294	15%	5497.24	31151.0499
Air Purifier	5049.09	0.00	0.00	0.00	5049.0935	15%	757.36	4291.729475
Amplifier	730.32	0.00	0.00	0.00	730.32	15%	109.55	620.772
Building	16156168.53	856730.00	66884.00	0.00	16089792.53	10%	1605634.55	14484157.97
CCTV	736.31	0.00	0.00	0.00	736.3125	15%	110.45	625.862625
Computers	260.59	0.00	0.00	0.00	260.588	60%	168.35	112.2352
Currency Counting Machine	13544.10	0.00	0.00	0.00	13544.104	16%	2031.62	11512.4884
Electric Goods	7510.52	0.00	0.00	0.00	7510.5255	15%	1126.58	6383.944975
Electrical Appliances	17000.00	0.00	0.00	0.00	17000	15%	2590.00	14450
Fans & Coolers	169825.75	0.00	0.00	0.00	169826.7615	15%	25474.01	144352.7473
Fire Extinguisher	6875.08	0.00	0.00	0.00	6875.0805	15%	1031.26	5843.818425
Furniture & Fixture	1500714.12	114100.00	60500.00	0.00	1675314.123	10%	164506.41	1510807.711
Generator	33435.20	0.00	0.00	0.00	33435.2005	15%	5015.28	28419.92043
Gysers	22393.75	0.00	0.00	0.00	22393.754	15%	3359.06	19034.6909
Inventor	9041.28	0.00	0.00	0.00	9041.28	15%	1356.19	7685.068
Land	3292132.40	0.00	0.00	0.00	3292132.4	0%	0.00	3292132.4
Laser Printers	29229.09	0.00	0.00	0.00	29229.0945	15%	4384.36	24844.73033
LCD TV	89157.03	0.00	0.00	0.00	89157.027	15%	13375.56	75781.47265
Library Books	240448.97	0.00	0.00	0.00	240448.972	15%	35067.90	204382.4762
Machine	39156.43	0.00	0.00	0.00	39156.4315	15%	5873.46	33282.96678
Microwave Oven	28923.82	0.00	0.00	0.00	28923.817	15%	4338.57	24585.24445
Mixture Machine	21342.23	0.00	0.00	0.00	21342.225	15%	3201.33	18140.89125
Mobile Phone	78625.00	0.00	0.00	0.00	78625	15%	11793.75	66831.25
Motor Cycle	9708.105	0.00	0.00	0.00	9708.105	15%	1456.22	8251.88925
Motor Cycle	12702.50	0.00	0.00	0.00	12702.502	15%	1905.38	10797.1267
Photocopier	16289.63	0.00	0.00	0.00	16289.6256	15%	2444.94	13854.68168
Refrigeration	14365.00	0.00	0.00	0.00	14365	15%	2154.75	12210.25
Refrigerator	4572.24	0.00	0.00	0.00	4572.2436	15%	686.84	3886.406975
Sports Goods	110302.60	0.00	0.00	0.00	110302.596	15%	16545.39	93757.2066
Telephone Exchange	128869.65	0.00	0.00	0.00	128869.6475	15%	19330.45	109539.2004
Tipper	164156.25	0.00	0.00	0.00	164156.25	15%	24623.44	139532.8125
Tractor	29223.54	0.00	0.00	0.00	29223.5355	15%	4383.53	24840.00518
Transformers	48579.07	0.00	0.00	0.00	48579.0725	15%	7286.86	41292.21162
TV	1254.78	0.00	0.00	0.00	1254.7785	15%	188.22	1066.561725
Typewriter	95169.84	0.00	0.00	0.00	95169.842	15%	14275.48	80894.3657
Vehicles	7925.79	0.00	0.00	0.00	7925.794	15%	1189.02	6737.7749
Vending Machine	10894.28	0.00	0.00	0.00	10894.28	15%	1634.14	9260.138
Voltage Stabilizer	34235.41	0.00	0.00	0.00	34235.4075	15%	5135.31	29100.09638
Washing Machine	16252.37	0.00	0.00	0.00	16252.374	15%	2437.86	13814.5179
Water Cooler	4544.53	0.00	0.00	0.00	4544.525	15%	681.68	3862.84625
Water Dispenser	1506.60	0.00	0.00	0.00	1506.60	15%	226.29	1280.30745
Water Motor	8830.79	0.00	0.00	0.00	8830.786	15%	1324.62	7506.1681
Water Purifier	43243.75	0.00	0.00	0.00	43243.75	15%	6489.56	36757.1875
Water Tanky Trolley								
Grand Total	21561605.64	960830	127394	0	22569833.64		2012159.42	20667677.22

**SAMPLE
FEEDBACK
PROFORMA'S**

Sample Questionnaires for Feedback from Students

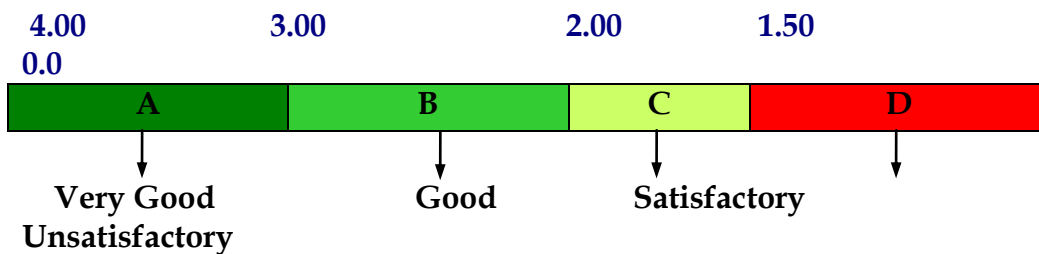
Questionnaire No. 1

Programme:

Department:

Year:

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				

Sample Questionnaires for Feedback from Students

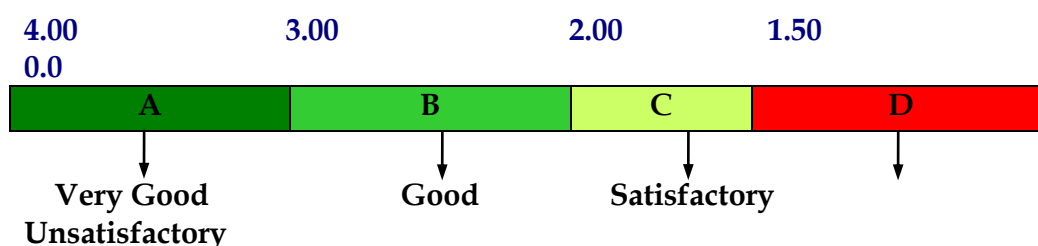
Questionnaire No. 2

Student Feedback on Teachers

Department :

Year :

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				

Sample Questionnaires for Feedback from Students

Questionnaire No. 3

Students' overall Evaluation of the programme and Teaching

(To be filled only after the course results are declared)

Department :

Course :

Teacher :

Year :

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 advise
12. The teacher's approach can best be described as
- a) Always courteous
 - b) sometimes rude
 - c) always indifferent
 - d) cannot say

13. Internal assessment was

- a) Always fair
- b) sometimes unfair
- c) Usually unfair
- d) sometimes fair

14. What effect do you think the internal assessment will have on your course grade?

- a) Helps to improve
- b) discouraging
- c) no special effect
- d) sometimes effective

15. How often did the teacher provide feedback on your performance?

- a) Regularly/in time
- b) with helpful comment
- c) often/ late
- d) without any comments

16. Were your assignments discussed with you?

- a) Yes, fully
- b) yes, partly
- c) not discussed at all
- d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning?

- a) Yes
- b) no

If yes, was it helpful?

- a) Yes
- b) no

18. If you have other comments to offer on the course and suggestions for the teacher you

may do so in the space given below or on a separate sheet.

Sample formats for Teacher appraisal Reports

Format- 1

PERFORMANCE APPRAISAL REPORT FOR SELF APPRAISAL OF TEACHERS

i) **General Information**

a) Name :

b) Address (Residential) :

Ph. No. :

c) Designation :

d) Department :

e) Date of Birth :

f) Area of Specialization :

A) **Academic Qualifications**

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School				
Higher Secondary or Pre-degree				
Bachelor's Degree (s)				
Master's Degree (s)				
Research Degree (s)				
Other Diploma / Certificates etc.				

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia	Name of the Sponsoring Agency	Place and Date

Workshop, etc.		

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)		
v) P.G. (M.A./ M.Sc., etc.)		
vi) M.Phil		
vii) Any other		

Total Teaching Experience :

a) Under-graduate (Pass) :

b) Under-graduate (Hons):

c) Post-graduate :

viii) Innovations/Contributions in Teaching

- a) Design of Curriculum
- b) Teaching methods
- c) Laboratory experiments
- d) Evaluation methods

e) Preparation of resource material Including books, reading materials,

Laboratory manuals etc.

f) Remedial Teaching / Student Counseling (academic)

g) Any Other

ix) Extension Work/Community Service

a) Please give a short account of your contribution to:

i) Community work
such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked
with Extension
Work and National Service Scheme (NSS), or NCC or any other
similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution

b) Co-curricular Activities

c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)

d) Students Welfare and Discipline

e) Membership/Participation in Bodies/Committees
on Education and National Development

f) Professional Organization of Teachers.

E. (a) Membership of Professional Bodies, Societies etc.

(b) Editorship of Journals

F. Any other information

(Signature of the Teacher)

Format- 2

**PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERS**

A. General Information

a) Name

b) Date of Birth

c) Address (Residential)

Ph.No.

d) Designation

e) Department

f) Area of Specialization

g) Date of Appointment

(i) in the institution

(ii) in the present post

h) Honors Conferred

B. Teaching

(a) Classes Taught

Class	Periods		
	Assigned per week **L T/P (1)	Taught in the year L T/P (2)	Steps taken for the teaching of periods missed during absence or leave (3)

i) U.G. (B.A./B.Sc.etc. pass) (B.A./B.Sc.etc. Hons) ii) PG (M.A./M.Sc.etc.) iii) M.Phil iv) Any other			
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* (To be filled at the end of every academic year)

** L=Lecture T=Tutorial P=Practical

b) Regularity and Punctuality

c) Details of course teaching plan, synopses of lecturers, and reading lists supplied to students

d) Details of participation in the following:

(i) University Education

(ii) Internal Evaluation

(iii) Paper Setting

(iv) Assessment of Home assignments

(v) Conduct of Examinations

(vi) Evaluation of Dissertation etc.

C. Details of Innovations / Contribution in Teaching, during the year :

a) Design of curriculum

b) Teaching methods

c) Laboratory experiments

d) Evaluation methods

e) Preparation of resource material including books, reading materials, laboratory manuals etc.

f) Remedial Teaching / Student Counseling (academic)

g) Any other

D. *Improvement of Professional Competence:*

(a) Details regarding refresher courses/orientation attended, participation in summer schools, workshops, seminars, symposia etc. including open university courses/M.Phil., Ph.D.

E. Research Contributions:

a) Number of students (M.Phil./ Ph.D.)

At the beginning of the year		Registered during the year	Completed during the year
M.Phil			
Ph.D.			

b) No. of research papers published (please enclose list)

c) Research Projects:

Title of the Project	Name of the funding agency	Duration

d) Details of Seminars, Conferences, Symposia organized

e) Patents taken, if any, give a brief description

- f) Membership of Professional Bodies, Editorship of Journals etc.

F. Extension Work/Community Service

- a) Please give a short account of your contribution to:
 - i) Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.
 - ii) National Literacy Mission
- b) Positions held/Leadership role played in organizations linked with Extension work and National Service Scheme (NSS), or NCC or any other similar activity.

G. Participation in Corporate Life:

Please give a short account of your contribution to:

- a) College/University/Institution
- b) Co-curricular activities
- c) Enrichment of campus life (hostels, sports, games, cultural activities)
- d) Students welfare and Discipline

e) Membership/Participation in Bodies/Committees on Education and National Development

f) Professional Organizations of Teachers

H. Assessment

a) Steps taken by you for the evaluation of the course programme taught

I. General Data

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

(Signature of the Teacher)

J. * Verification of factual data

A. General Information

B. Teaching

C. Details of Innovations/Contribution in teaching, during the year

D. Improvement of Professional competence

E. Research contributions

F. Extension work/community service

G. Participation in Corporate Life

(Signature of the Person authorized*)

*By a person to be nominated by Principal/Vice-Chancellor.



Trikuta College of Education

**Nardni Raipur (Bantalab Road),
Jammu (J&K) - 181123**